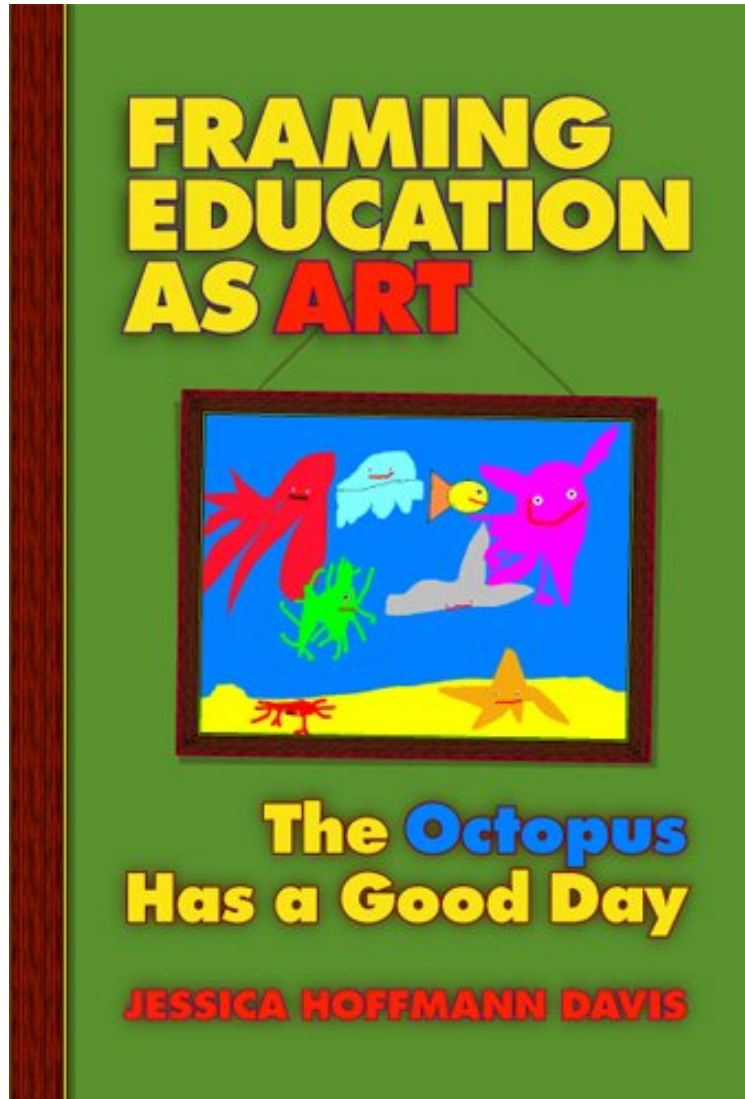


## Framing Education As Art: The Octopus Has A Good Day

Jessica Hoffmann Davis

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**Jessica Hoffmann Davis : Framing Education As Art: The Octopus Has A Good Day** before purchasing it in order to gage whether or not it would be worth my time, and all praised Framing Education As Art: The Octopus Has A Good Day:

4 of 4 people found the following review helpful. Great BookBy Robert HudsonThis is a book for educators and parents and teachers to be who want to know more about how they are really artists and they can make what and how they teach more like art. The students are artists too. This is about all of education and all teachers even though it is also definitely about art education. It is thought provoking and inspiring.2 of 8 people found the following review

helpful. This book induces sleeping!By Jennifer PorterI'm writing this mostly for teachers who may get the idea to assign this book for a class. Please don't. It is terrible book that I, an art student, couldn't read for longer than two pages in a sitting. It felt over my head, because even though it is categorized as an art book it is in fact a psychology book. When I asked other students if they were having similar troubles with it, they all agreed, saying that even when they reread the paragraphs several times they still didn't grasp the concepts. The author is far too long-winded as well and feels that she must repeat the same thing over and over to drive the point home, when really each chapter could be reduced to one question. Moving on to the next point, a majority of the book is written in questions which makes it all the more difficult to understand.3 of 3 people found the following review helpful. All New Way to Think about itBy Kayla MarcusGreat book. Gives an all new way to think about the arts and schools. They should be everywhere in education.

This book champions the arts as essential to the K12 educative process. Exploring apparently oppositional approaches to the arts and their role in education, it provides both an overview of arts learning in and out of school as well as a set of "artful" lenses through which to regard non-arts teaching and learning. With strong implications for practice, the work celebrates inquiry and multiple perspectives as it explores a range of reflections on art, artistry, artists, art education, and the methods and results of arts-related educational research. Featuring discussions and illustrations of selected works of art by children and professional artists, the text: \* Offers practical, arts-related strategies for improving teaching and learning in schools. \* Reaches beyond arts educators and advocates to include those who have no experience in the arts. \* Addresses a broad vista of settings for arts teaching and learning, including non-arts classrooms, schools that focus on the arts, community art centers, and art museums. \* Includes lessons learned from urban community art centers with a history of working successfully with, and providing safe havens for, disenfranchised students.

About the AuthorJessica Hoffmann Davis is a cognitive developmental psychologist and founder of the Arts in Education Program at the Harvard Graduate School of Education.