

1. Record Nr.	UNINA9910484216703321
Titolo	Art's Teachings, Teaching's Art : Philosophical, Critical and Educational Musings // edited by Tyson Lewis, Megan Laverty
Pubbl/distr/stampa	Dordrecht : , : Springer Netherlands : , : Imprint : Springer, , 2015
ISBN	94-017-7191-X
Edizione	[1st ed. 2015.]
Descrizione fisica	1 online resource (251 p.)
Collana	Contemporary Philosophies and Theories in Education, , 2214-9759 ; ; 8
Disciplina	707
Soggetti	Education—Philosophy Arts Art education Teaching Educational Philosophy Creativity and Arts Education Teaching and Teacher Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Introduction; Tyson E. Lewis and Megan J. Laverty -- PART I: ART'S TEACHINGS -- 1. Art's Foreignness as an "Exit Pedagogy"; John Baldacchino -- 2. A Poietic Force that Belongs to No One: Reflections on Art and Education from an Agambenian Perspective; Joris Vlieghe -- 3. Opening Minds Through Narrative; Susan Verducci -- 4. An Organism of Words: Ekphrastic Poetry and the Pedagogy of Perception; Anne Keefe -- 5. Rosetta's Moral Body: Modernist Lessons from Dardennes; René V. Arcilla -- 6. A Note on Scandals: The Role of Filmic Fantasy in Reproducing Teaching Ideals and Transgressions; James Stillwaggon and David Jelinek -- 7. Cinematic Screen Pedagogy in a Time of Modulated Control: To Think the Outside; Jan Jagodzinski -- 8. Music as an Apprenticeship for Life: John Dewey on the Art of Living; Megan J. Laverty -- 9. Aesthetics and Educational Value Struggles; Alexander J. Means -- 10. The Primacy of Movement in Research-Creation: New Materialist Approaches to Art Research and Pedagogy;

Sarah Truman and Stephanie Springgay -- PART II: TEACHING' ARTS --  
11. Suspending the Ontology of Effectiveness in Education: Reclaiming  
the Theatrical Gestures of the Ineffective Teacher; Tyson E. Lewis -- 12.  
Learning by Jamming; Eduardo Duarte -- 13. The Blue Soul of Jazz:  
Lessons on Waves of Anguish; Samuel Rocha -- 14. Funny Vibe:  
Towards a Somaesthetic Approach to Anti-Racist Education; David A.  
Granger -- 15. Toward a Curatorial Turn in Education; Claudia  
Ruitenberg. .

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Sommario/riassunto

This volume examines the interface between the teachings of art and the art of teaching, and asserts the centrality of aesthetics for rethinking education. Many of the essays in this collection claim a direct connection between critical thinking, democratic dissensus, and anti-racist pedagogy with aesthetic experiences. They argue that aesthetics should be reconceptualized less as mere art appreciation or the cultivation of aesthetic judgment of taste, and more with the affective disruptions, phenomenological experiences, and the democratic politics of learning, thinking, and teaching. The first set of essays in the volume examines the unique pedagogies of the various arts including literature, poetry, film, and music. The second set addresses questions concerning the art of pedagogy and the relationship between aesthetic experience and teaching and learning. Demonstrating the flexibility and diversity of aesthetic expressions and experiences in education, the book deals with issues such as the connections between racism and affect, curatorship and teaching, aesthetic experience and the common, and studying and poetics. The book explores these topics through a variety of theoretical and philosophical lenses including contemporary post-structuralism, psychoanalysis, phenomenology, critical theory, and pragmatism. .

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