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Annotated Bibliography

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TEDGlobal 2013. (n.d.). Fabian Oefner: Psychedelic science. Retrieved from

http://www.ted.com/talks/fabian_oefner_psychedelic_science

As a part of TED's global conference network, artist and photographer Fabian Oefner talks of his explorative work. Oefner considers himself an investigator of natural phenomena. His work fluctuates between art and science while his images capture unseen states of matter in unique and poetic displays. Subjects include magnetic and iridescent properties of materials where aesthetic representation gives the viewer a chance to see the magic around us in our world that would normally go unnoticed. Fabian Oefner's work shares likeminded attributes to the art of Ólafur Elíasson, Reuben Margolin, and Theo Jansen, where engineering, science, technology and physics meet the expressive qualities of the artist. For art educators, understanding these new methods of creation will be crucial to contemporary student learning and preparedness. Themes such as Oefner's, bring deeper meaning to the contemporary art classroom. Furthermore samples of Oefner's work offer opportunities for curriculum integration across disciplines. This video is easily available, entertaining and understandable for most audiences including within the middle, high and college aged classrooms. The role of the art educator is in a constant flux. Art instruction requires knowledge of new developments in art forms. Oefner's work exemplifies some of the most recent explorations in new forms of art

creation.

Make Magazine. (2009, January 29). Maker Profile - Kinetic Wave Sculptures on MAKE: Television. Retrieved from <https://www.youtube.com/watch?v=dehXioMIKg0>

This video portrays the current work of unique artist Reuben Margolin. Margolin repurposes materials and creates visual representations in an effort to have closer relationships to natural occurring phenomena. Similar to artist Fabian Oefner's work, Margolin gains inspiration from energy waves and kinetic properties within our natural world. He creates his moving installations without the aid of computers and his work's gears, strings, cogs and levers are thoughtfully designed, fabricated, mathematically formulated and handmade. Even the complex drafting plans for his works are hand drawn. Margolin is of a gentle nature, conscious of his environment and needed sustainability issues on the earth. The video denotes that scientists are taking similar energy wave principles, coupled with industrial product designs and implementing them as seafaring devices to harness and transmit electricity to coastal cities. *Make Magazine* is a publication that encourages the technical and artistic pursuit of creating, hacking and repurposing materials. It proves a good resource for art education and other disciplines. For art educators it is essential to understand the evolving world we live in, by the materials we create with and the subjects chosen to represent. This explores highly sophisticated ideas and materials in ways that students and adults can enjoy and learn from across various disciplines.

NAEA. (n.d.). *Creating a visual arts education research agenda for the 21st century:*

Encouraging individual and collaborative research (Rep.). Retrieved April 7, 2014, from NAEA website: http://www.arteducators.org/research/NAEA_Research_Agenda_12-08.pdf

This article discusses ideas and strategies to promote individual and collective research from members within The National Art Education Association. The plan outlines the agenda within the pluralistic nature of society, the fluid and changing modalities within the art classroom and strategies to motivate and make cohesive art educators' wealth of knowledge through research. Suggestions include a collective approach to research, in the NAEA providing databases and accessible resources for members to share and develop ideas based off of researching topical and thematic content. The focus of the article centers on four strategies for bringing cohesiveness and a rich repository to NAEA's resources and vision. Those categories are: Learning (teacher preparation), Community (enhanced communication among art educators), Advocacy (affecting change within administrative, legislative and community based circles of influence) and Research *and* Knowledge (expanding access to general communication and resources for members). The agenda is presented clearly and concisely and provides guiding questions in each of the four strategy areas discussed. Useful as a guide and springboard resource, this document is for art educators wishing to understand the aims of research within the NAEA. It proposes ideologies for future accessible resources regarding individual and collective information sharing and growth. It defines methods for increasing accessibility for articles of interest to art educators.

Independent Television Service. (2009, November 30). Between the folds. Retrieved from

<http://www.pbs.org/independentlens/between-the-folds/>

Director Vanessa Gould has produced a documentary portraying the lives of teachers, scientist and artist who make origami their passion and as in Physicist Robert Lang's case, their life's work. Relevant on how the arts can integrate with and have influence on other disciplines, like math, engineering and science, Gould makes a useful case for justifying artistic exploration and innovation across domains. The artists portrayed are from various cultural and geographical backgrounds, bringing their own unique style, ideas and academic expertise to the film. The exploratory nature of the documentary takes the viewer into the studios, classrooms and lives of leading MIT faculty, studio artists and art philosophers who openly share the wonders of origami as an art form. The film provides insight on real world applications of origami principles as well. Excerpts give real world examples of vehicle air bag folding, satellite unfurling and mathematical structures where origami challenges existing concepts and provides creative solutions to real world problems. The video includes a historical record of origami's introduction to western society through the works of pioneer Akira Yoshizawa. The video is useful in the classroom and for teachers continuing their learning and development in art instruction.

Wiggins, G. (1989). The futility of trying to teach everything of importance. *Educational*

Leadership, 44-59.

Grant Wiggins advocate of the *Understanding by Design* curriculum approaches in education, explores the intrinsic need for students to develop habits of mind that lead to self motivated and guided inquiry rather than uniform content coverage within classrooms. Wiggins uses analogy of the mythos of The Hydra in our need to ask questions, seek resolve and discover more questions in route. The aim of this article is to offer solutions and procedures to extrapolate this core need and to develop skills in a learner capable of continuing their lifelong education far beyond a classroom environment. As Wiggins makes a profound case for emergent curriculum and other unconventional ideas behind instruction, he further denotes the futility of trying to cover thorough topics and textbook material in an effort to teach systemized information against the grain of a fluid, pluralistic society. Wiggins, like other progressive educators, sees the need to rather explore enduring concepts and cultivate natures true to lifelong personal and collective inquiry. This article is most helpful across disciplines for equipping teachers to better understand the concept and aims of classroom instruction within and without teaching for standardized testing proficiencies. Wiggins paints a much clearer picture of the need and possible solutions for our students to be successful throughout.

Csikszentmihalyi, M., & Sussex Publishers LLC. (1996, July 1). The Creative Personality.

Retrieved April 13, 2014, from <http://www.psychologytoday.com/articles/199607/the-creative-personality>

Hungarian Author and Psychologist, Mihaly Csikszentmihalyi describes his 30 years of research on the characteristics of a “Creative Personality.” In so doing Csikszentmihalyi identifies the benefits one can find from creative pursuits and the general distinctions found within a creative individual. He notes that people of a creative nature are often misunderstood and makes commentary regarding attributes that can be useful for advocacy in art education. According to the article, creative individuals are passionate, emotional, empathetic, energetic and imaginative. Creatives display polarities of outgoing and introverted behavior and sense of self or pride. Creative individuals are classified as fluid and dynamic. These are all great couplings for the art educator and advocate making a case to raise awareness about cultivating creativity within students and the art curriculum. Similar to the studies of Gude and Zimmerman, Csikszentmihalyi gives key indicators as to the playful nature and importance creative individuals offer society, industry, business and community. This article fits well as supporting evidence as to the unique nature of the Creative, creative thinking and the important roles creativity plays within society.

The Warhol. (n.d.). Unit Lesson Plans. Retrieved from <http://edu.warhol.org/bibliog.html>

The Andy Warhol Museum offers lesson plans and resources for art educators and the general public. As a part of Museum Education practice the website offers ideas and motivations for art instruction related to Warhol’s body of work. This particular part of the site offers an annotated bibliography regarding various scholarly approaches and ideas in art education. Articles are subdivided based on general research, collecting,

collaborating, critical thinking, historical reference, and aesthetics. The webpage aligns itself to the philosophies of a comprehensive approach to art education and the ideologies of art educator and social reformer Vincent Lanier. The bibliography lists resources based on issues within the field and explorations through visual culture and the finer arts. Given Warhol's body of work and practice, it is no wonder that the site focuses on similar themes of pop and visual culture. The site is not limited to this and includes articles by previous leaders from various viewpoints and backgrounds. The resources are by authors familiar to the field of art education as the names, Eisner, Barrett, Stuhr and Freeman frequently appear. This resource should prove helpful to the art educator searching for specific topical information that can aide in concept and pedagogy within the art classroom and professional art education studies. Overall the selections are valuable as a collective and connective tool for art educators internationally.

University of North Texas. (n.d.). North Texas Institute For Educators On The Visual Arts.

Retrieved from http://art.unt.edu/ntieva/pages/teaching/tea_comp.html

The University of North Texas provides an exhaustive site discussing and identifying the components of a comprehensive art educational approach. The site offers a wealthy array of ideas and informational tools useful to an art educator researching the comprehensive approach and gathering information for advocacy and classroom practice. The information is linked throughout the five guiding principles of a comprehensive art education approach, aesthetics, art criticisms, art history, art production and assessment. The site is authentic and authoritative in its approach with practical and informational

contributions to the field. This will prove useful in collecting information and connecting teachers to the content therein. The guiding questions can be used as an in-service tool to hone the skills of art educators or equip persons not yet in their practice. The guides could serve as inspiration within the art classroom as well. The article discusses the roles and functions of artists and artifacts within society while providing extensive resources from authors on the topics of art education generally. The information is also useful for the advocate needing resources for justification of art education inclusion within the school system.

Jeanneret, D., & NSW Public Schools. (2008, November 13). Developing children's full potential: Why the arts are important. Retrieved from http://www.schools.nsw.edu.au/learning/k_6/arts/kids_potential.php

Dr. Neryl Jeanerette promotes and emphasizes how art education creates opportunity for students to realize their potential. Jeanerette notes that art creation is essential to being human, builds community, identifies ethnicity and the arts are transcultural in nature. Having that said, arts education and art expression invites meaningful conversation and connectivity, essential to student growth. The article clarifies that art education develops intellect and emotional empathy within students. The article claims that creative pursuits break through true/false and black/white modes of understanding and problem solving. Jeanerette notes that involvement in the arts and fostering creativity improves students' academic abilities, and can aide in solving political and social problems in wider circles of influence. Jeanerette identifies that art communicates meaning through multiple ways

of exploring providing the student with enjoyment and fulfillment. The article is written complete with references and would be useful for an art educator finding substance in advocating the arts within the school system. Self-actualization of students is essential for healthy cognizant living.

Vega, V. (12, December 12). Technology integration research review: Annotated bibliography.

Retrieved from <http://www.edutopia.org/technology-integration-research-annotated-bibliography>

The George Lucas Educational Foundation site, *Edutopia*, provides a wealth of resources for the art educator. In this case the annotated bibliography provided covers topics centered on technology in the classroom. The use of video gaming concepts, benefits and concerns is listed as well. Filled with contemporary references regarding research based case studies and authoritative texts, the repository is a useful tool aligning itself with NAEA aims of collective and connective involvement from art educators throughout. This article would be useful for equipping teachers active in their profession and while studying for degree. As well art teachers searching for solutions and explorations of issues regarding technology and affects on culture in the classroom will find these articles interesting. Heavy focus is given towards computer integration and gaming systems. As roles and requirements for art educators change, this article will prove useful for those who wish to encounter contemporary and futuristic ideas in art education practice.