

Children Meaning Making And The Arts

Susan Kay Wright

Children, Meaning-Making and the Arts Susan Wright, 2015-05-20 This Australian text is about children's voices - their minds, feelings, souls. It's about how children's voices are liberated through the arts, and how children make and communicate meaning through still and moving images, sounds, textures, gestures and the use of many other signs. It is also about how teachers, parents, peers and the community influence children's early development, and how quality arts education in early childhood is an essential component of lifelong learning. The authors are teachers and researchers who are respected for their contributions to early childhood arts education. All of them have addressed their topics via practical examples, which are embedded in current philosophies and theories, often stemming from original research and firsthand interactions with children.

Children, Meaning-Making and the Arts Susan Wright, 2003 This new Australian text covers all the diverse fields within arts education for the young child, and provides a current introduction to both theory and practice in arts education in the early years of childhood. Author from QUT.

Understanding Creativity in Early Childhood Susan Wright, 2010-02-16 Do you want to understand young children's development in greater depth? Would you like to see how they view the world around them, and what they think the future might look like? Creativity in early childhood is an area of fascination for all those working with young children, and this book investigates why children create, and what their creations mean. Chapters describe the processes and depict the outcomes of meaning-making, and of making room for children's voices through the open-ended activity of drawing. Issues examined include: - the increasingly popular use of multi-modal texts; - links between creativity and literacy; - the importance of art in early childhood; - concrete examples of children's meaning-making, from the author's research. We see how non-verbal and verbal communication is used to convey meaning, and how children's voices emerge; the important role imagination and narrative play in the early and continuing development of children is emphasized throughout the book. Ideal for students of early childhood, and for anyone working with young children, this book is a revelatory guide to the mind of the young child.

Meaning Making in Early Childhood Research Jeanne Marie Iorio, Will Parnell, 2017-12-12 Meaning Making in Early Childhood Research asks readers to rethink research in early childhood education through qualitative research practices reflective of arts-based pedagogies. This collection explores how educators and researchers can move toward practices of

meaning making in early childhood education. The text's narrative style provides an intimate portrait of engaging in research that challenges assumptions and thinking in a variety of international contexts, and each chapter offers a way to engage in meaning making based on the experiences of young children, their families, and educators.

Making Meaning Marilyn Narey, 2008-11-07 Making Meaning is a synthesis of theory, research, and practice that explicitly presents art as a meaning making process. This book provokes readers to examine their current understandings of language, literacy and learning through the lens of the various arts-based perspectives offered in this volume; provides a starting point for constructing broader, multimodal views of what it might mean to "make meaning"; and underscores why understanding arts-based learning as a meaning-making process is especially critical to early childhood education in the face of narrowly-focused, test-driven curricular reforms. Each contributor integrates this theory and research with stories of how passionate teachers, teacher-educators, and pre-service teachers, along with administrators, artists, and professionals from a variety of fields have transcended disciplinary boundaries to engage the arts as a meaning-making process for young children and for themselves.

Vygotsky and Creativity M. Cathrene Connery, Vera John-Steiner, Ana Marjanovic-Shane, 2010 This text presents a Vygotskian perspective on children's and adults' symbolic engagement in play, multi-modal meaning making, and the arts. Psychologists, artists, and educators present research and practice in a variety of learning environments through the lens of Vygotsky's cultural historical theory. The connections between creative expression, learning, teaching, and development are situated in a theoretical framework that emphasizes the social origins of individual development and the arts. The authors share a view of learning as an imaginative process rooted in our common need to communicate and transform individual experience through the cultural lifelines of the arts. This book is suitable for readers or courses in the following areas: art and aesthetics; art education; art therapy; cultural historical activity theory; communication; creativity studies; early childhood education; education; educational perspectives; educational psychology; emotional development; cultural and societal foundations; language, literacy, and sociocultural studies; learning and development; mental health and catharsis; multiliteracies; multimodal meaning making; play; play therapy; psychology; semiotics; social construction of meaning; trauma, resilience, and therapeutic processes and practices; and Vygotskian approaches to psychology.

Young Children and the Arts Carol Korn-Bursztyn, 2012-04-01 Young Children and the Arts: Nurturing Imagination and Creativity examines the place of the arts in the experiences of young and very young children at home and in out-of-home settings at school and in the community. There is great need for development of resources in the arts specifically designed to introduce babies and toddlers to participatory experiences in the visual arts, dance, music, and storytelling/theater. This book presents valuable guidelines for early childhood teachers, families, caregivers and community organizations. Young Children and the Arts presents a comprehensive approach to the arts that is aligned with early childhood developmentally

appropriate practice and that combines an exploratory, materials-based approach with an aesthetic-education approach for children from birth to eight years of age. It addresses both how the arts are foundational to learning, and how teachers and parents can nurture young children's developing imagination and creativity. The models presented emphasize a participatory approach, introducing young children to the arts through activities that call for engagement, initiative and creative activity. Additionally, *Young Children and the Arts* addresses the intersection of early childhood education and the arts—at points of convergence, and at moments of tension. The role of families and communities in developing and promoting arts suffused experiences for and with young children are addressed. *Young Children and the Arts* examines the role of innovative arts policy in supporting a broad-based early arts program across the diverse settings in which young children and their families live, work, and learn.

Literacy in the Arts Georgina Barton, 2014-04-01 This book explores the many dialogues that exist between the arts and literacy. It shows how the arts are inherently multimodal and therefore interface regularly with literate practice in learning and teaching contexts. It asks the questions: What does literacy look like in the arts? And what does it mean to be arts literate? It explores what is important to know and do in the arts and also what literacies are engaged in, through the journey to becoming an artist. The arts for the purpose of this volume include five art forms: Dance, Drama, Media Arts, Music and Visual Arts. The book provides a more productive exploration of the arts-literacy relationship. It acknowledges that both the arts and literacy are open-textured concepts and notes how they accommodate each other, learn about, and from each other and can potentially make education 'better'. It is when the two stretch each other that we see an educationally productive dialogic relationship emerge.

Exploring Children's Creative Narratives Dorothy Faulkner, Elizabeth Coates, 2011-04-04 How should we understand children's creativity? This fascinating collection of international research offers fresh perspectives on children's creative processes and the expression of their creative imagination through dramatic play, stories, artwork, dance, music and conversation. Drawing on a range of research evidence from innovative educational initiatives in a wide variety of countries, *Exploring Children's Creative Narratives* develops new theoretical and practical insights that challenge traditional thinking about children's creativity. The chapters, written by well-respected international contributors: offer new conceptual and interpretive frameworks for understanding children's creativity contest conventional discourses about the origins and nature of creativity challenge the view that young children's creativity can only be judged in terms of their creative output explore the significance children themselves attribute to their creative activity argue the need for a radical reappraisal of the influence of the sociocultural context on children's creative expression discuss the implications of this research in relation to teacher education and curriculum design. This broad yet coherent compilation of research on creativity in childhood is essential reading for students, researchers and policy makers in early childhood as well as for Early Years professionals with

a particular interest in creativity.

Early Childhood Development Information Resources Management Association, 2018 *Early Childhood Development: Concepts, Methodologies, Tools, and Applications* is an innovative reference source for the latest research on the cognitive, socio-emotional, physical, and linguistic development of children in settings such as homes, community-based centers, health facilities, and school.

Transformations Kate Pahl, 1999 This study shows how children make meaning in a variety of modes and it challenges conventional notions of literacy linked only to print. *Transformations* examines how a range of activities such as cutting out, drawing, etc., are all forms of literacy.

Children as Illustrators Susan Conklin Thompson, 2005 Art and literacy experiences can be integrated into the classroom to great effect, and Susan Thompson shows us how. Interpreting and creating pictorial representations is an important step on the road to literacy, as is experimenting with combinations of symbols and text. When we value and support children's symbolic expression and communication, children respond and gain in confidence. This engaging book is a joyous exploration of visual expression combined with writing and reading. Included are instructions for more than two dozen printing, painting, collage, and other techniques that children will enjoy learning and using in their illustrations.

Revolutionizing Arts Education in K-12 Classrooms through Technological Integration Lemon, Narelle, 2015-04-30 Educational technologies are becoming more commonplace across the K-12 curriculum. In particular, the use of innovative digital technology is expanding the potential of arts education, presenting new opportunities—and challenges—to both curricular design and pedagogical practice. *Revolutionizing Arts Education in K-12 Classrooms through Technological Integration* brings together a variety of perspectives, research, and case studies that emphasize a pedagogical awareness of diverse learning styles, while highlighting issues of ethics and equality across the educational landscape. This timely publication is aimed at K-12 arts educators leading classrooms focusing on dance, drama, media, music, and the visual arts, as well as pre-service teachers, museum and gallery educators, policymakers, and designers of academic curricula.

Learning Cultural Literacy Through Creative Practices in Schools Tuuli Lähdesmäki, 2022 This open access book discusses how cultural literacy can be taught and learned through creative practices. It approaches cultural literacy as a dialogic social process based on learning and gaining knowledge through emphatic, tolerant, and inclusive interaction. The book focuses on meaning-making in children and young people's visual and multimodal artefacts created by students aged 5-15 as an outcome of the Cultural Literacy Learning Programme implemented in schools in Cyprus, Germany, Israel, Lithuania, Spain, Portugal, and the UK. The lessons in the program address different social and cultural themes, ranging from one's cultural attachments to being part of a community and engaging more broadly in society. The artefacts are explored through data-driven content analysis and self-reflexive and collaborative interpretation and discussed through

multimodality and a sociocultural approach to children's visual expression. This interdisciplinary volume draws on cultural studies, communication studies, art education, and educational sciences. Tuuli Lähdesmäki is an associate professor at the Department of Music, Art and Culture Studies, University of Jyväskylä, Finland. Jūratė Baranova was a professor at the Department of Continental Philosophy and Religious Studies, Vilnius University, Lithuania. Susanne C. Ylönen is a postdoctoral researcher at the Department of Music, Art and Culture Studies, University of Jyväskylä, Finland. Aino-Kaisa Koistinen is a postdoctoral researcher at the Department of Music, Art and Culture Studies, University of Jyväskylä, Finland. Katja Mäkinen is a senior researcher at the Department of Music, Art and Culture Studies, University of Jyväskylä, Finland. Vaiva Juškiene is a junior researcher at the Institute of Educational Sciences, Vilnius University, Lithuania. Irena Zaleskienė is a senior researcher at the Institute of Educational Sciences, Vilnius University, Lithuania.

Dance-Play and Drawing-Telling as Semiotic Tools for Young Children's Learning Jan Deans, Susan Wright, 2018-02-15 Investigating children's learning through dance and drawing-telling, *Dance-Play and Drawing-Telling as Semiotic Tools for Young Children's Learning* provides a unique insight into how these activities can help children to critically reflect on their own learning. Promoting the concept of dance and drawing-telling as highly effective semiotic tools for meaning-making, the book enlivens thinking about the extraordinary capacities of young children, and argues for the incorporation of dance and drawing in mainstream early childhood curriculum. Throughout the book, numerous practice examples show how children use movement, sound, images, props and language to imaginatively re-conceptualize their everyday experiences into bodily-kinesthetic and spatial-temporal concepts. These examples illustrate children's competence when given the opportunity to learn through dance and drawing-telling, as well as the important role that teachers play in scaffolding children's learning. Based on award-winning research, this insightful and informative book makes a sought after contribution to the field of dance education and seeks to reaffirm dance as a powerful learning modality that supports young children's expressive non-verbal communication. Encouraging the reader to consider the significance of multi-modal teaching and learning, it is essential reading for researchers in the dance, drawing and education spheres; postgraduate students taking courses in early childhood; play and dance therapists; and all early childhood teachers who have a specific interest in arts education.

Everyday Artists Dana Frantz Bentley, 2015-04-25 For the young child, art is a way of solving problems, conceptualizing the world, and creating new possibilities. In *Everyday Artists*, the author addresses the disconnect that exists between the teaching of art and the way young children actually experience art. In doing so, this book questions commonly held notions and opens up exciting new possibilities for art education in the early childhood classroom. A practicing teacher herself, Bentley uses vignettes of children's everyday activities—from block building to clean-up to outdoor play—to help teachers identify and scaffold the genuine artistic practice of young children. Book Features: Tangible examples of everyday arts experiences told through lively classroom stories. An examination of the teacher's role with suggestions of appropriate ways

to support children’s artistic expression. Clear explanations of how inquiry and creativity contribute to the overall thinking and learning of the young child. A “Voice of the Teacher” section that offers teaching strategies for extending children’s thinking and learning. A wide-range of ideas for teachers who feel they do not know how to “do” art. Dana Frantz Bentley is a teacher researcher and preschool teacher at Buckingham Browne and Nichols School in Cambridge, Massachusetts. She received a Doctorate of Education, Art, and Art Education from Teachers College, Columbia University. “Much has been written about the role of the arts in education, especially about the importance of the arts to early childhood learning. Dana Frantz Bentley endows the arts with an additional and central kind of significance rooted in a broad conception of cognition.” —From the Foreword by Judith M. Burton, Teachers College, Columbia University “Like the young children she describes, Dana Frantz Bentley is an ‘everyday artist,’ making something ‘beautiful’ of her informed and thoughtful pedagogy. There is much to learn from the artful reflection and generative inquiry of this inspired early childhood educator.” —Jessica Hoffmann Davis, author of *Why Our Schools Need the Arts*

The Arts, Young Children, and Learning Susan Kay Wright, 2003 This text provides an overview of current philosophies, theories and practices in early childhood arts education, with many engaging examples of how children learn and how adults can enhance this learning. *The Arts, Young Children, and Learning* presents how children learn through the arts and how adults play an important role in assisting this learning. This text is not a cookbook of activities. The purpose is to delve deeper into the topics and to provide the reader with both a theoretical and philosophical understanding of the importance of the arts in young children's lives, and the knowledge and confidence to apply this understanding in a variety of learning contexts. The text covers a range of highly relevant topics in an engaging manner with many practical examples. It focuses on important principles that draw on current research and international examples of best practices. Due to the breadth and depth of content this approach could be relevant at an introductory or graduate level. In addition, the content is relevant to students across a range of course (e.g., education, the arts, developmental psychology) and within course subjects (e.g. curriculum, development, music, dance, drama, art, integration, culture, learning, social constructed learning).

Teaching the Arts David Roy, William Baker, Amy Hamilton, 2019-07-02 Foregrounds the importance of arts education to children's development and learning.

Arts Integration in Diverse K-5 Classrooms Liane Brouillette, 2019-07-12 Partnerships are now pervasive in global education and development, but are they creating equitable, cooperative, and positive relationships? Through case studies of prominent multistakeholder partnerships—including the Education Cannot Wait Fund and Global Partnership for Education—as well as a comprehensive analysis of the global education network, this book exposes clear power imbalances that persist in the international aid environment. The author reveals how actors and organizations from high-income countries continue to wield disproportionate influence, while the private sector holds a growing degree of authority in public

policy circles. In light of such evidence, this book questions if partnerships truly ameliorate power asymmetries, or if they instead reproduce the precise inequities they are meant to eliminate. “This text offers a thoughtful look into both theoretical and practical issues surrounding arts integration as a viable strategy for increasing students’ achievement and access to higher education and career pathways. It is especially timely in the context of a widespread focus on equity and inclusion as teachers are facing more diversity in the classroom than ever before.” —Kristen Greer-Paglia, CEO, P.S. ARTS “This book, offering a rich buffet of art-based activities grounded in critical ideas about teaching and learning, includes topics as oral language development, visual thinking strategies, making meaning of narrative and informational texts, and expression through narrative and informational writing. An excellent guide to teachers aspiring to integrate the arts into their curriculum, it is both a delightful and useful read!” —Liora Bresler, University of Illinois, Champaign-Urbana

Story Workshop Susan Harris MacKay, 2021-03-11 Even our youngest students have lots of stories to tell, whether real or imagined. How can we create entry points for writing, so that all writers feel confident and motivated to share their stories? How can we establish a classroom community of beginning writers where equity, empathy, and compassion become part of the process and vital by-products of story writing? Enter story workshop, a structure for early literacy that amplifies the relationship between play, art, and writing. Children develop ideas and stories through choices of art materials. By creating images through play, story workshop invites children to explore the amazingness (Nisa, age 10) of their ideas in a variety of art forms. Through their stories, Susan writes, students share the meaning they make of their experiences in the world. Children in every classroom environment feel empowered to transition from play to pencil as they add words to their stories. Story Workshop includes an abundance of classroom videos, photos, and student samples that illustrate what is possible when children use words, colors, textures, shapes and all kinds of materials to create the stories they want to tell. Watch how students' imaginations soar, their love of writing blossoms, and their connections with one another become the focal point of your classroom.

Children Meaning Making And The Arts Book Review: Unveiling the Power of Words

In a global driven by information and connectivity, the power of words has become more evident than ever. They have the ability to inspire, provoke, and ignite change. Such could be the essence of the book **Children Meaning Making And The Arts**, a literary masterpiece that delves deep into the significance of words and their affect on our lives. Written by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book's key themes, examine its writing style, and analyze its overall impact on readers.

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