



Mind in Art: Cognitive Foundations in Art Education

Charles M. Dorn

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This book is for the reader who believes that thinking about and making art is intelligent behavior and that art as a subject in the K-12 school curriculum should not be used as an alibi for other curricular objectives. It examines and makes explicit those cognitive behaviors normally associated with most higher order thinking and problem solving activity and explains how they function in the act of creative forming. Its goal is ultimately to find ways to use these behaviors in the construction of an intelligent art curriculum for K-12 American schools.

This is perhaps the only text in the field designed to assist teachers in meeting the challenges of teaching in the Goals 2000 curriculum and evaluation reform effort, acquainting them with both the National Art Standards and with the assessment processes needed in order for them to become accountable.

Mind in Art grapples with current and relevant theory, research, and unsolved problems. It is cohesive as it attempts to bring together information that is only partially known, even among those who are college professors. And it takes a critical look at the ideas and points of view that have created divisiveness and shabby thinking in the field. In this book Charles Dorn significantly advances thinking in the field of art education.



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