



## New to the Art Education in Practice Series!

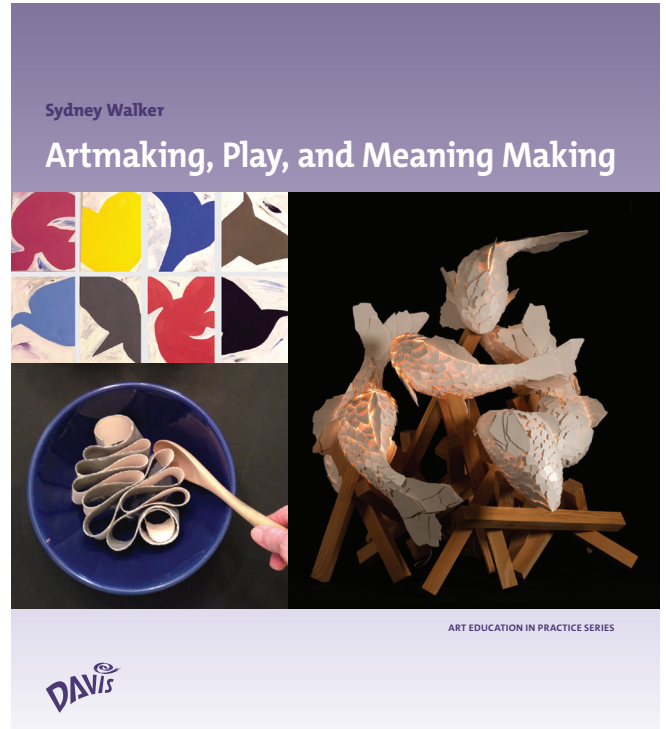
# Artmaking, Play, and Meaning Making

By Sydney Walker

This new title in the Art Education in Practice Series explores the use of play as a method for provoking new ways of thinking. In this impactful new book, the author draws from contemporary artists and classroom artmaking to demonstrate how paradoxical play works to evoke diverse thought and challenges students to move beyond traditional artmaking. Walker provides art educators with the theoretical underpinnings as well as a set of approaches that can be conceptualized as a form of play. She introduces six kinds of play, and contemporary artists whose work exemplifies these kinds of play. In each chapter she distinguishes the characteristics of play involved and shows how they look in the lives of students. Softcover, \$32.95.

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<b>Chapter 1:</b> Naming Play	<b>Chapter 4:</b> Experimental Play
<b>Chapter 2:</b> Nonsense Play	<b>Chapter 5:</b> Social Play
<b>Chapter 3:</b> Physical Play	<b>Chapter 6:</b> Chance Play



*"Innovation, invention, and unconventional thinking readily associate themselves with art learning and artmaking, but the reality is that artmaking in the classroom and the artist's studio can fail to live up to these descriptors. As art educators, we desire to see students experiment and approach ideas from new perspectives, but we often struggle with how to achieve this state of affairs. My experience as an art instructor has been no different. Swaying students from shallow, obvious, stereotypical thinking has always been a challenge. This issue came to a head after I began to structure student artmaking around big ideas as a method for focusing artmaking on meaning making. I am still an advocate for overtly designing student artmaking as a pursuit of ideas, but experience taught me that more was needed."*

—Sydney Walker



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