

Index

Pages in **bold** denote tables. *Italics* denote figures

4Cs, 10–11

Aboriginal and Torres Strait Islander Histories and Cultures  
  cross-curriculum priority, 61, 62, 63–5, 208  
Aboriginal and Torres Strait Islander peoples  
  Aboriginal students, 326–7  
  Acknowledgment of Country, 68  
  art, 18, 66, 67, 74  
  in the classroom, 66, 74  
  colonialism, 66, 67, 74  
  culture, 65, 66, 342, 327  
  dance and drama, 97, 124  
  equity and representation, 64–5  
  lesson plans, 74  
  music, 18–19, 186, 343  
  partnerships, 277–9, 346  
  role of teacher, 65–6, 326  
  Aboriginal Education Consultative Groups, 68  
action research, 312, 313  
active learning, 277  
Adelaide Declaration (1999), 125  
advertising, 165, 172, 174, 178  
aesthetic knowing, 217–18  
aesthetic teaching, 283  
aesthetics, 12, 98, 110, 170  
Alperson, P., 22  
Anderson, L. W., 167, 279  
Anderson, Michael, 6, 8, 10–11, 15, 40, 36  
Anderson, Peter, 65  
appropriation, 68, 182, 220  
apraxia, 99, 131  
artists in residence, 286  
Arts  
  aesthetics, 12  
  characteristics, 11, 31  
  culturally determined, 12  
  different domains, 16  
  equity, 14, 15–16  
  as language, 13, 272  
Arts education  
  hierarchies of curricula, 15–16, 40  
  intrinsic and instrumental benefits, 40–3, 44, 45, 46, 50, 51–53, 54  
  role in children’s lives, 31  
  role of teacher, 24–6  
  *see also* quality Arts education  
Arts Education Partnership, 343  
Arts-rich education, 36, 343–5, 351  
Arts-rich schools, 46  
Arts specialists, 26, 27, 282  
Asia and Australia’s Engagement with Asia  
  cross-curriculum priority, 61, 62, 63, 74–5, 194, 297  
Asia Education Foundation, 81  
Asia literacy, 75  
AsiaLink, 81

Asian music, 75–7, 97  
Asian puppetry, 79–81  
assessment, 280, 288–96  
  case study, 290–6  
Attention Deficit Hyperactivity Disorder (ADD/ADHD), 322  
audience, **110**, 246  
  impact of technology, 8, 34  
  media arts, 159, 160, 165  
  primary settings, **300**, 301–2  
aural media, **163**, 170  
Australia Council for the Arts, 32, 48  
Australian Curriculum, 23, 125, 246, 325  
  cross-curriculum priorities, 61–3, 64, 75, 78, 82  
  dance, 95, 115  
  diverse learners, 321  
  drama, 121, 130  
  general capabilities, 255, 257–8  
  integration, 253, 261, 265  
  making and responding, 93, 127, 176, 201, 217, 224  
  media arts, 156, 157, 160, 171, 172, 182  
  music, 188, 203, **204**  
  objectives, 319  
  teaching practice, 285, 299  
  visual arts, 226, 239, 245  
Australian Institute for Teaching and School Leadership (AITSL), 61, 64, 311  
authentic learning, 18, 20–2, 23, 36, 84, 193, 277, 290, 341  
Autism Spectrum Disorder (ASD), 322, 323, 324, 332  
  
Bamford, A., 17, 20, 25, 44, 48, 54  
Barrett, M. S., 31, 189  
Bernstein, R.J., 22  
blocking, 137  
Bloom, Benjamin, 167  
Bloom’s Revised Taxonomy, **166–7**, 263–4, 315  
body  
  principles of movement, 107  
  and space, 132–3, 136, 147, 271, 332  
  warm-ups, 141  
body awareness, 100, 102  
body percussion, 186, 199  
books, 234, 246  
Borko, H., 313  
Braun, E., 138  
breathing, warm-ups, 141  
Brookfield, S., , 318, 341  
Brouillette, L., 44  
Bryce, J., 20, 45  
Buckingham, D., 165  
Burton, J. M., 46  
Burton, Tim, 272  
Butzlaff, R., 46

- Catterall, J. S., 46, 47  
 cave paintings, 96  
*Champions of Change: The Impact of the Arts on Learning*, 46  
 Changing Education through the Arts (CETA) program, 44  
 checklists, 276  
 Chicago Arts Partnerships in Education (CAPE) program, 47  
 child-centred approaches  
   dance, 97, 103  
   drama, 125, 126  
   music, 21  
   quality education, 276, 277, 279, 280, 285, 341  
 Chinese opera, 97  
 choreography, 95, 109, 111, 239–268, 269, **269**  
 class discussion, 134, 200  
 clay, 235  
 codes and conventions, 54, 143, 163–4, 217, 341  
 collaboration, 11, 84, 213, 313, 346  
 colonialism, 64, 66, 67, 74, 124  
 colour, 227, 9, 230, 231–231, 232, 238–9  
 commedia dell'arte, 122, 123  
 communication, 11, 13, 41, 126, 194, 331, 332, 349, 350  
 contrast, 135  
 coordination, 100, 101, 113, 271  
 copyright, 182  
 'Country', 64  
 crafts, 12, 217  
 Creative and Performing Arts (CAPA), 314  
 creative music education, 191  
 creativity, 11, 46, 157  
 critical and creative thinking, 164, 256, 257  
   dance, 258  
   drama, 259  
   media arts, **259**  
   music, **260**  
   visual arts, **260**  
*Critical Links: Learning in the Arts and Student Academic and Social Development*, 46  
 critical reflection, 11  
 cross-curriculum priorities, 60–90  
   and the early years, 63  
   meaning, 62–3  
   the Arts, 62–3  
   see also Aboriginal and Torres Strait  
     Islander peoples; Asia and Australia's Engagement  
     with Asia; sustainability  
 cultural appropriation, 68  
 cultural diversity, 342  
   intercultural understanding, 56, 256, 258, 259, 260  
   and learner agency, 17–18  
   lesson plans, 168, 345, 316–18  
   and the Arts, 12, 219, 277  
   see also Aboriginal and Torres Strait Islander peoples;  
     Asia and Australia's Engagement with Asia  
 cuneiform, 264  
 curriculum ideologies  
   approaches, 310  
   types, 308, 309  
 curriculum integration, 252–74, **286**  
   in the classroom, 253, 254, 61–262  
   general capabilities, **255–61**  
   English, 265  
   methodology, 253–4  
   multiliteracies, 264–70  
   other Learning Areas, 261  
   programming, 45, 47, 253  
   the Arts and  
     humanities and social sciences, 270  
     language, 272  
     mathematics, 267–8  
     physical education, 271  
     science, 268  
     technology, 272  
 cyberbullying, 181, 303–4
- 
- dance, 16, 94–119, 332  
 choreography, 95, 109, 111, 239–268, 269  
 concepts, 107, 110–11  
 context, 115, 117  
 and drama, 96, 99  
 in early childhood settings, 97, 99  
 elements and principles, 98, 101–2, 111–14  
 engaging with, 96–8  
 exploring identity, 339  
 general capabilities, 258  
 in the classroom, 100–1, 102, 104, 107, 109, 115, 118  
 learning in and through the Arts, 56  
 lesson plans, 100–1, 103, 106–268, 269  
 and literacy, 117, **258**  
 making and responding, 98, 107, 111  
 in primary education, 103–4  
 and physical education, 107, 115–17  
 safety, 97, 98, 115, 318  
 styles, 105, 106, 114  
 Denac, O., 218  
 Desert Feet, 321  
 Differentiated Instruction (DI), 331  
 digital citizenship, 181  
 digital media, 171–2, 221, 233  
 digital natives, 158  
 digital technologies, see technologies  
 Direct Instruction, 331  
 director, 150  
*Disability Discrimination Act 1992*, 265, 319  
 Disability Standards for Education, 319  
 diverse learners, 306–33  
   equity, 318–20  
   lesson plans, 328–9  
   other pedagogical approaches, 331  
   special needs, 98, 99, 107, 131, 265, 321–2  
   T.E.A.C.H., 329–31  
   see also Aboriginal and Torres Strait Islander peoples;  
     cultural diversity; English as a second language  
     (ESL); socioeconomic status (SES); students with  
     disability  
 domain-centred learning, 36  
 Donelan, D., 61

downstage, 137	emotional safety, 181
drama, 16, 124	English, 25, 43–4, 265, 266
assessment, 150	English as a second language (ESL), 326, 327–9
in the classroom, 132, 135, 138, 140, 142, 145, 149, 151	equity, 14–17, 61–2, 64–5, 265, 320
context, 151, 160	see also diverse learners
and dance, 96, 99	ethical understanding, 256, 257
in early childhood and primary settings, 126–8	dance, 258
elements, 56, 130–9	drama, 259
body and space, 132–3, 136, 147, 271, 332	media arts, 259
contrast, 135	music, 260
focus, 138	visual arts, 260
mood, 139, 140	Ewing, R., 18, 35, 40, 44, 308
stage settings, 137–8	exploration, 286, 299
symbol, 135	expressionism, 270
tension, 135	.....
time, 136	fine arts, 217
voice, 131	fine motor skills, 95, 332
and English, 43–4, 265	flipped classroom, 35
exploring identity, 18, 339	focus, 138
general capabilities, 259	folk dances, 97, 103, 118
and literacy, 49–50, 259, 264	Fontana, T., 34
making and responding, 127, 142–5	formative assessment, 288, 289
masks, 122, 123, 147, 148	four-dimensional art, 221, 235
meaning, 121	four lenses, 337, 318
role of teacher, 124–5, 126–8	fourth wall, 138
safety, 128, 140	fractals, 268
stimulus, 129–30	Freire, P., 22, 352
theatre arts, 149, 150	.....
theories and theorists, 122–3	Gagné, François, 324
warm-ups, 140–2	Gale, L., 181
<i>Drama Improves Lisbon Key Competencies in Education</i>	Gardiner, G., 343
(DICE), 126, 256	Gardner, H., 42, 188, 283, 284, 331
drama programs, 43–4, 288	Garvis, S., 25
drawing, 221, 226, 227, 271, 352–3	gatekeepers, 25
Duma, A., 44	Geese Theatre, 45
Dweck, C., 188	gender stereotypes, 115–17, 160, 319
dynamics, 112, 114, 204	general capabilities, 115, 194, 252–74
dyspraxia, 98, 131, 322–3, 324, 332	dance, 258
.....	drama, 259
early childhood settings	elements and principles, 255–61
approaches, 299–300	equivalent competencies, 256
cross-curriculum priorities, 63	media arts, 259
dance, 97, 99	music, 260
drama, 126–8	visual arts, 260
educator role, 23–6	genre, 143, 159–65, 188
media arts, 165–6	Geography, 172
music, 194–7	Gibson, R., 35
organisation, 298–300	gifted and talented students, 324–6
visual arts, 223–4	Grattan Institute, 10
Early Years Learning Framework for Australia (EYLF), 19,	group-based learning, 271, 286, 300, 301, 302
23, 38, 50, 63, 70, 79, 80, 126, 165, 194, 223, 224,	guest artists, 286
237, 299, 340	guided questioning, 174, 219, 239, 241, 242
<i>Effective Implementation of Pedagogical Reform</i> (EIPR),	Guterres, António, 81
314	.....
Eisner, E., 2, 30	Haiku, 194
El Sistema orchestra education system, 32	Hallam, S., 43, 48
Elliott, D. J., 22, 185	Hamilton, A., 43
Elster, A., 343	Harvard Graduate School of Education, 337
embodied learning, 8, 40, 115, 191, 192, 193, 343	Harvard Project Zero, 193, 337
emoji, 328–9	Hattie, John, 311

health and physical education, 172, 238, 271, 304  
health and safety, *see* safety  
Heathcote, Dorothy, 124  
higher-order thinking, 263–4, 279, 314, 318  
Horowitz, R., 46  
humanities and social sciences (HASS), 270  
Hunter, M., 45, 345

.....

identity, 339  
Imant, Jeroen, 311  
improvisation, 145  
inclusivity, 277, 316, 318  
information and communication technology (ICT), 157,  
178, 179, 256, 257  
dance, 258  
drama, 259  
media arts, 259  
music, 260  
visual arts, 260  
installation art, 237  
instrumental benefits, 40, 42–3, 44, 45, 46, 50, 51–53, 54  
interactive and social media, 164, 170  
intercultural understanding, 256, 258  
dance, 258  
drama, 259  
media arts, 259  
music, 260  
visual arts, 260  
internet, 34–5  
internet safety, 181, 182  
intrinsic benefits, 40–2, 45, 54  
iPads, 179, 180, 181, 332

.....

Jaques-Dalcroze, Émile, 192  
Jefferson, Miranda, 6, 8, 10–11, 15, 40, 36  
Jenlink, P. M., 313  
John F. Kennedy Center for the Performing Arts, 44,  
346

.....

Kerckaert, S., 157  
kinaesthetic activity, 234  
kinetic art, 236  
Kirschner, P. A., 158  
Kodaly, Zoltan, 192

.....

Laban, Rudolf, 107, 108, 109, 132, 133  
language  
dance, 110  
media, 161–2  
and the Arts, 13, 272, 275  
visual arts, 220  
layout, 161  
learner agency, 17–18, 23, 193, 289, 341  
learner-centered approach, 308, 309  
Learning Areas, 13, 16, 92, 253, 261  
learning corners, 14, 40, 195, 286, 347  
music, 26, 190, 197, 198  
learning in the Arts, 40, 54, 56–58, 70  
learning styles, 261, 263, 350, 331  
learning through the Arts, 40, 54–8, 70  
Lewis, C., 318

Listen–Compose–Perform (L–C–P), 209–11  
listening, 200, 209, 213  
literacy, 17, 43–4, 117, 256, 257, 275  
dance, 115, 258  
drama, 49–50, **259**, 264  
media arts, **259**  
multiliteracies, 264–70  
music, 260, 264  
visual arts, 260  
Living Kurna Cultural Centre, Marion, SA, 68  
Lo, C., 35  
lower-order thinking, 263–4

.....

making and responding, 93, 98, 217, 276  
Manga, 75–7  
Marsh, J., 157  
masks, 122, 123, 147, 148  
mathematics, 46, 47, 234, 267–8, 288  
McArdle, F., 223  
McCarthy, K., 25, 40, 41  
media arts, 16, **155–83**, 221  
in the classroom, 178, 180, 277–9  
context, 160, 181  
copyright, 182  
development of media skills and understandings, 166–7  
in early childhood settings, 165–6  
engaging with, 156–8  
exploring identity, 339  
general capabilities, 259  
key concepts, 159, 160–5, 177  
audiences, 159, 160, 165  
institutions, **164–5**  
languages, 161–2, 163, 174  
representation, 165  
technologies, 156, **163–4**, 170, 178  
learning in and through the Arts, 57  
making and responding, 176  
media texts, 159, 173  
personal development, 178  
in primary settings, 169  
safety, 166, 168, 181–2  
social media, 164, 170, 178  
medical profession, 218  
*Melbourne Declaration on Educational Goals for Young  
Australians* (2008), 61–2, 63, 74, 81, 125, 352  
Melbourne Graduate School of Education, 344  
Meyerhold, V., 122, 123, 152  
Mnouchkine, Ariane, 123  
mobiles, 236  
modern art, 221  
Monash University, 65  
monoprinting, 221, 234  
mood, 139, 140  
Mothersill, M., 218  
motor skills, 95, 332  
moving image, 164, 170, 272  
multiliteracies, **264–70**  
multiple contexts, 193  
MuseScore, 36, 187, 191, 207  
music, 16, 21, 39, 46, 184–249, 321  
Aboriginal music, 18–19, 186, 343

Asian music, 75–7, 97	painting, 221, 227–31
in the classroom, 187–8, 194, 199, 200, 210–11	papier mâché, 235
composition, 56, 211, 289	parents, 282, 345–7
in early childhood settings, 194–7	Parliament of Victoria, 189
elements and principles, 22, 143, <b>190–1</b> , 203–6	Partnership for 21st Century Learning, 10
definitions and descriptions, 204	Partnership for 21st Century Skills, 10
examples and activities, 205	partnerships, 45, 47, 277–9, 345–7
engaging, 48, 188–9	Pascoe, R., 17, 189
equity, 17	Paynter, John, 191
exploring identity, 339	pedagogy, 279
general capabilities, 260	approaches, 283, 285–6, 299–300, 301–2
	Arts-based pedagogies, 278, 283
learning corners, 26, 190, 197, 198	other pedagogical approaches, 331
learning in and through the Arts, 56	<i>see also</i> T.E.A.C.H.
Listen–Compose–Perform (L–C–P), 209–11	performance art, 237
listening, 200, 209, 210	Perkins, David, 193
making and responding, 201	personal and social capability, 256, 257
music education in Australia, 188–9	dance, 258
and neuroscience, 31–3	drama, 259
music literacy, 187, 190, 193, 264	media arts, 259
processes, 203, 208	music, 260
in primary settings, 197–8	visual arts, 260
soundscapes, 186, <b>199–200</b> , 201, 272	personal development (PD), 178, 271
technology, 34–5, 178, 187, 272	Phillips, J., 47
Music Count Us In, 346	photography, 233
Music Viva, 213	physical education, 107, 115–17, 118, 172, 238, 271, 304
Musical Futures, 344	pitch, 204
.....	planning, 275–305
Nansen, B., 157	approaches, 282, 285–6, <b>299–300</b>
NAPLAN, 267	assessment, 288, 290–6
National Advisory Committee on Creative and Cultural Education, 11	and audience, 300, 301–2
National Art Education Association (NAEA), 218	in the classroom, 277–9
National Arts Council Education Programme, Singapore, 287	in early childhood settings, 298–300
<i>National Education and the Arts Statement</i> , 18	inquiry approach, 280–1
National Educational Longitudinal Survey (NELS), 17, 46	school and community, 282
National Indigenous Television Network (NITV), 327	students, 280–1
<i>National Review of School Music Education</i> , 185	pedagogy, 283
neutral position, 147, 149	in primary education, 300, 303–4
new media, 34, 35, 36, 58, 158, 165, 167, 182, 187	quality characteristics, 276, 277
noticing skills, 239	units of work, 301–2, 303–4
numeracy, 17, 117, 256, 257, 267–8	play-based learning, 40, 110, 126, 166, 194, 195, 223, 340
dance, 258	playbuilding, 144, 149
drama, 259	playdough, 235
media arts, 259	Ponte, P., 311
music, 260	Pop Art, 270
visual arts, 260	postmodern art, 222
.....	PowerPoint, 179
observation, 312–13	praxis, 98, 107, 256, 271, 337, 352
Odham, John, 191	vision for the Arts, 22–3
OECD, 255, 310	Prensky, Marc, 158
Office of the eSafety Commissioner, 181	primary education, 23–6, 300, 301–2
Orff Schulwerk approach, 191	dance, 103–4
Orff, Carl, 191	drama, 126–8
organisation, <i>see</i> planning	integrated unit of work, 303–4
O’Toole, J., 8, 40, 125	learning environment, 348–50
outcomes-based education, 310–11	media arts, 169
.....	music, 197–8
	organisation, 300
	visual arts, 224
	print media, 163, 170
	printmaking, 221, 234

problematic knowledge, 314, 318  
producers, 160  
professional development, 179, 311, 312, 344  
    problem of time, 16, 24  
Professional Standards for Teachers (AITSL), 61, 64, 311  
program music, 352  
Programme for International Student Assessment (PISA), 255, 310  
props, 150, 162  
puppetry, 79–81  
.....  
quality Arts education  
    arts-rich learning, 36, 343–5, 351  
    Arts-rich learning, 36, 343–5, 351  
    in the classroom, 339–40, 343  
    continuous teacher reflection, 335, 342  
    Harvard Project Zero, 193, 337  
    identity theme, 339  
    inclusive, 342  
    partnerships, 345  
    principles, 20–2, 276–7, 336–42  
    research, 44  
    Queensland government, 67  
.....  
reflective teaching, 307–8, 310, 318  
    implementing, 311–12  
    observation, 312–13  
    quality teaching and reflective learning, 313  
Regelski, T., 22  
rehearsal, 213  
remote communities, 321  
rhythm, 99, 101, 102, 204, 220  
Rickard, N. S., 39  
Ritchhart, R., 219  
ritual, 2, 96  
Robinson, K., 15, 35, 40, 187  
Rose, D., 18  
Rose, Mark, 64  
rural communities, 321  
Russell-Bowie, D., 25  
Ruston, Delaney, 157  
Rychen, D. S., 256  
.....  
safety, 279, 299, 331  
    dance, 97, 98, 115, 318  
    drama, 128, 140  
    internet safety, 182  
    media arts, 166, 168, 181–2  
    science safety rules, 269  
    visual arts, 227, 247  
Sainty, T., 326  
Saraceno, Tomás, 87  
scaffolding, 193, 210  
Schafer, R. M., 184, 191, 199, 200  
Schiro, M., 308  
Schnellert, L. M., 311  
scholar academics, 308, 309  
School Drama program, 43, 288  
science, 117, 152, 268  
Scottish curricula, 256  
Scripp, L., 47  
self-portraits, 20–2, 239–40, 290–6, 342  
semiotics, 265, 327–9  
*Seoul Agenda: Goals for the Development of Arts Education* (UNESCO), 45  
sequential learning, 19–22, 193, 197, 233, 246, 277, 299, 337–8  
sexual predators, 181  
Shehan Campbell, Patricia, 209  
Shilling, W. A., 197  
shot types, 161, 162  
Sibley, Frank, 98  
social efficiency ideology, 308, 309  
social media, 164, 170, 178  
social reconstructionism, 308, 309  
socioeconomic status (SES), 17, 47, 61, 320–1  
Sotiropoulou-Zormpala, M., 276  
soundscapes, 186, 199–200, 201, 272  
South Australian School Drama program, 43  
space  
    body and space, 132–3, 136, 147, 271, 332  
    dance, 113  
Spady, W., 310  
special needs, *see* diverse learners  
stage settings, 137–8, 139  
Stanislavski, Konstantin, 122, 152  
Starkey, L., 313  
State Theatre Company SA Education Program, 43  
STEAM, 268  
STEM, 268, 288  
stereotypes, 115–17, 132, 133–4, 160, 319  
stimulus, 129  
storyboards, 168, 169, 171, 181  
storylines, 170  
structure, 143, 204, 205  
students with disability, 95, 319, 321–2  
    Attention Deficit Hyperactivity Disorder (ADD/ADHD), 322  
    Autism Spectrum Disorder (ASD), 322, 324, 332  
    dyspraxia, 98, 131, 322–3, 324, 332  
substantial learning, 20, 276, 277, 340–1  
summative assessment, 288  
sustainability, 81–9  
    in the classroom, 277–9  
    cross-curriculum priority, 61, 62, 63, 186  
    environment and the Arts, 84  
    in and through the Arts, 83  
    lesson plans, 87  
    materials, 86  
sustained learning, 19–22, 277, 337–8  
Swain, N., 194  
Sydney Theatre Company, 43, 288  
symbols, 135, 161  
.....  
tableaux, 142, 144, 145  
Tasmanian Aboriginal Centre, 19  
Taymor, Julie, 123  
T.E.A.C.H., 329–31  
    achievable and goals, 330  
    chunk the tasks, 331  
    expect success, 330



harbour the learning area, 331	curriculum integration, 264, 268
talk to the student, 329, 331	displaying children's artwork, 245–7
Teaching for Musical Understanding (TMU), 193	in early childhood settings, 223–4
Teaching Through the Arts, 287	elements and principles, 218–22
technologies, 272	engaging, 217–18
and audience, 8, 34	exploring identity, 339
impact on Arts education, 34, 224	general capabilities, 260
media arts, 156, <b>163–4</b> , 170, 178	language, 220
music, 34–5, 178, 187–8, 272	learning in and through the Arts, 57
tension, 135	looking at art, 218, 242
Terrini, L., 223	making and responding, 219, 239, 241
tessellations, 234, 296, 297	materials, 220, 221, 222, 227–31, 234, 235, 247–8
texture, 204	methods, 221
theatre arts, 149, 150	planning, 245, 247
Theory of Multiple Intelligences (MI), 188, 283–4, 321, 331	in primary education, 224
three-dimensional art, 221, 236	safety, 227, 247
timbre, 204	styles, 222, 239, 270
time, 16, 19, 24, 36, 236	tools, 219–22
dance, 113	visual arts practices, 226–7
drama, 136	visual arts forms, 221
.....	digital media, 171–2, 221, 233
UNESCO, 7, 14, 16, 20, 31, 45	drawing, 221, 227, 271, 352–3
United Nations, 81	four-dimensional art, 221, 235
United Nations Sustainable Development Goals Report, 81	installation art, 237
Universal Design for Learning (UDL), 331	kinetic art, 236
University of Helsinki, 195	painting, 221, <b>227–31</b>
University of Melbourne, 81	performance art, 237
University of Southern California, 31	photography, 233
University of Sydney, 48	printmaking, 221, 234
upstage, 137	representation, 226
US Department of Education, 288	three-dimensional art, 221, 236
.....	voice, 131, 141
Vaughn, K., 46	Vygotsky, L. S., 326, 330
viewpoints, 142, 143, 168, 175, 226	.....
visual arts, 16, 216–49	warm-ups, 97, 115, 140–2
assessment, 290–6, 297	whole class learning, 286
in the classroom, 219, 225, 232	Wiggins, J., 17, 193
colours, <b>227</b> , 9, 230, 231, 232, 238–9	Wolf Trap Foundation, 288
content, 222	.....
context, <b>244–8</b>	YouTube, 188
cultural diversity, 219	.....
	zone of proximal development, 326, 330