

A History Of Art Education Intellectual And Social Currents In Teaching The Visual Arts

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A History of Art Education

Offering a conceptual framework for teaching the visual arts (K-12 and higher education) from a cultural standpoint, the author discusses visual culture in a democracy.

Art Education in a Postmodern World

This book concentrates on the deep historical, political, and institutional relationships between art, education, and excess. Going beyond field specific discourses of art history, art criticism, philosophy, and aesthetics, it explores how the concept of excess has been important and enduring from antiquity through contemporary art, and from early film through the newer interactive media. Examples considered throughout the book focus on disgust, grandiosity, sex, violence, horror, disfigurement, endurance, shock, abundance, and emptiness, and frames them all within an educational context. Together they provide theories and classificatory systems, historical and political interpretations of art and excess, examples of popular culture, and suggestions for the future of educational practice.

Children and Their Art: Art Education for Elementary and Middle Schools

History as Image, Image as History

This new series provides working art educators with accessible guides to significant issues in the field. Developments in art education are consolidated into a clear presentation of what a practicing teacher needs to know. Paramount to the series is the concept of informed practice, whereby important and often complex art education topics are put into the context of the working art teacher and real classroom environments. This book provides real-world perspective, samples of critical discussions and presents critiquing strategies that worked, and even some that didn't, in a multitude of educational settings. Sample critiques likewise provide real classroom perspective on dealing with meaning, gender issues, influences and more. Judging student art is also addressed, while general recommendations for interactive group critiques round-out this practicing teacher's guide.

Histories of Art and Design Education

Guided by Stephen Addiss's grounding in art history scholarship and Mary Erickson's expertise in art education theory and practice, this volume approaches the issue of teaching art history from theoretical and philosophical as well as practical and political standpoints. In the first section, Addiss raises issues about the discipline of art history. In the second, Erickson examines proposals about how art history can be incorporated into the general education of children and offers some curriculum guides and lesson plans for art educators.

The History and Philosophy of Art Education

Historical inquiry forms the foundation for much research undertaken in art education. While traversing paths of historical investigation in this field we may discover undocumented moments and overlooked or hidden individuals, as well as encounter challenging ideas in need of exploration and critique. In doing so, history is approached from multiple and, at times, vitally diverse perspectives. Our hope is that the conversations generated through this text will continue to strengthen and encourage more interest in histories of art education, but also more sophisticated and innovative approaches to historical research in this field. The overarching objective of the text is to recognize the historical role that many overlooked individuals—particularly African Americans and women—have played in the field of art education, and acknowledge the importance of history and historical research in this digital age. This text opens up possibilities of faculty collaborations across programs interested in history and historical research on a local, national, and international level. By assembling the work of various scholars from across the United States, this text is intended to elicit rich conversations about history that would be otherwise beyond what is provided in general art education textbooks.

Critical Art Pedagogy

Art, Excess, and Education

Many people believe that art education is important, but few can say exactly why. Here, at last, are the results of the first in-depth research on the "habits of mind" that are instilled by studying art-habits the authors argue have positive impacts on student learning across the curriculum. Studio Thinking provides art teachers with a research-based language for describing what they intend to teach and what students learn. This language will help advocates explain arts education to policymakers, help art teachers develop and refine their teaching practices, and help educators in other disciplines learn from existing practices in arts education.

Learning Things

This Collection of fourteen essays by eleven different authors demonstrates the increasing breadth of enquiry that has taken place in art and design education history over the past two decades, and the expanding range of research models applied to the subject. The essays are grouped into six sections that propose the emergence of genres of research in the field - Drawing from examples, Motives and rationales for public art and design education in Britain, Features of institutional art and design education, Towards art and design education as a profession, Pivotal figures in the history of art and design education, and British/European influence in art and design education abroad. The rich diversity of subject matter covered by the essays is contained broadly within the period 1800 to the middle decades of the twentieth century. The book sets out to fill a gap in the current international literature on the subject by bringing together recent research on predominantly British art and design education and its influence abroad. It will be of specific interest to all those involved in art, design, and art and design education, but will equally find an audience in the wider field of social history. Contents include:

- Drawing from examples
- Motives and rationales for public art and design education in Britain
- Features of institutional art and design education
- Towards art education as a profession
- Pivotal figures in the history of art and design education
- British/European influence in art and design education abroad

Studio Thinking

The second edition of the fascinating collection of essays on teaching art in secondary schools, boasting a new chapter on visual culture as well as extensive material on the changes that have occurred in this area since 2000. What kind of art would we like school and college students to produce? What kind of art do we want them to engage with? What is the

process of this engagement? How should we organize the processes? By asking fundamental questions such as these, Richard Hickman and his team of contributors illustrate the new possibilities for art education in the twenty-first century and draw out the implications for classroom practice - making Art Education 11-18 the definitive guide to the subject in the postmodern era.

Roots of Art Education Practice

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History of Indian Arts Education in Santa Fe

Combining accepted ideas about art, children, and schooling, the author tells the story of art education practice a century ago. Readers will gain insights into the circumstances under which curricular practices originated, and will better appreciate the beliefs that shape art education today. Art Education in Practice Series

From Drawing to Visual Culture

For decades now, the story of art in America has been dominated by New York. It gets the majority of attention, the stories of its schools and movements and masterpieces the stuff of pop culture legend. Chicago, on the other hand . . . well, people here just get on with the work of making art. Now that art is getting its due. Art in Chicago is a magisterial account of the long history of Chicago art, from the rupture of the Great Fire in 1871 to the present, Manierre Dawson, László Moholy-Nagy, and Ivan Albright to Chris Ware, Anne Wilson, and Theaster Gates. The first single-volume history of art and artists in Chicago, the book—in recognition of the complexity of the story it tells—doesn't follow a single continuous trajectory. Rather, it presents an overlapping sequence of interrelated narratives that together tell a full and nuanced, yet wholly accessible history of visual art in the city. From the temptingly blank canvas left by the Fire, we loop back to the 1830s and

on up through the 1860s, tracing the beginnings of the city's institutional and professional art world and community. From there, we travel in chronological order through the decades to the present. Familiar developments—such as the founding of the Art Institute, the Armory Show, and the arrival of the Bauhaus—are given a fresh look, while less well-known aspects of the story, like the contributions of African American artists dating back to the 1860s or the long history of activist art, finally get suitable recognition. The six chapters, each written by an expert in the period, brilliantly mix narrative and image, weaving in oral histories from artists and critics reflecting on their work in the city, and setting new movements and key works in historical context. The final chapter, comprised of interviews and conversations with contemporary artists, brings the story up to the present, offering a look at the vibrant art being created in the city now and addressing ongoing debates about what it means to identify as—or resist identifying as—a Chicago artist today. The result is an unprecedentedly inclusive and rich tapestry, one that reveals Chicago art in all its variety and vigor—and one that will surprise and enlighten even the most dedicated fan of the city's artistic heritage. Part of the Terra Foundation for American Art's year-long Art Design Chicago initiative, which will bring major arts events to venues throughout Chicago in 2018, *Art in Chicago* is a landmark publication, a book that will be the standard account of Chicago art for decades to come. No art fan—regardless of their city—will want to miss it.

A History of Art Education in the Elementary Schools of Ontario

The Art of Life in South Africa

An investigation of the development of Art and Design education in Italy, France, Britain, Germany, and the United States. This study traces the philosophies of teachers from the age of the guilds and the academies, setting them in the context of the general education theories of their times.

International Handbook of Research in Arts Education

Leads to a better understanding of the forces that have influenced art education in the schools.

Contemporary Issues in Art Education

Artist collective Gulf Cooperation Council has been making work both inspired by and addressing the contemporary culture of the Arab Gulf region. Rooted in the legacy of identity politics, artist members discuss engaging new ways of relating to late-capitalist consumer visuals like advertising, image sharing and global Whatsapp conversations. Trained in architecture,

design, music and art, the collective embraces an interdisciplinary way of working to produce their tongue-in-cheek critiques.

Teaching in the Art Museum

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Art History and Education

Recent debates on the place of the arts in American life has refocused attention on art education in schools. In this book, the author puts current debate and concerns in a well-researched historical perspective. He examines the institutional settings of art education throughout Western history, the social forces that have shaped it and the evolution and impact of alternate streams of influence on present practice. The book treats the visual arts in relation to developments in general education and particular emphasis is placed on the 19th and 20th centuries and on the social context that has affected our concept of art today. The book is intended as a main text in history of art education courses, as a supplemental text in courses in art education methods and history of education, and as a resource for students, professors and researchers.

Rethinking Curriculum in Art

A vivid picture of the evolution of art education in Canada from the nineteenth century to the present.

Teaching and Learning in Art Education

He also addresses the phenomenon of art critiques as a microcosm for teaching art as a whole and dissects real-life critiques, highlighting presuppositions and dynamics that make them confusing and suggesting ways to make them more

helpful. Elkins's no-nonsense approach clears away the assumptions about art instruction that are not borne out by classroom practice. For example, he notes that despite much talk about instilling visual acuity and teaching technique, in practice neither teachers nor students behave as if those were their principal goals. He addresses the absurdity of pretending that sexual issues are absent from life-drawing classes and questions the practice of holding up great masters and masterpieces as models for students capable of producing only mediocre art. He also discusses types of art--including art that takes time to complete and art that isn't serious--that cannot be learned in studio art classes.

The History of American Art Education

History as Art, Art as History pioneers methods for using contemporary works of art in the social studies and art classroom to enhance an understanding of visual culture and history. The fully-illustrated interdisciplinary teaching toolkit provides an invaluable pedagogical resource—complete with theoretical background and practical suggestions for teaching U.S. history topics through close readings of both primary sources and provocative works of contemporary art. History as Art, Art as History is an experientially grounded, practically minded pedagogical investigation meant to push teachers and students to think critically without sacrificing their ability to succeed in a standards-driven educational climate. Amid the educational debate surrounding rigid, unimaginative tests, classroom scripts, and bureaucratic mandates, this innovative book insists on an alternate set of educational priorities that promotes engagement with creative and critical thinking. Features include: A thought-provoking series of framing essays and interviews with contemporary artists address the pivotal questions that arise when one attempts to think about history and contemporary visual art together. An 8-page, full color insert of contemporary art, plus over 50 black and white illustrations throughout. A Teaching Toolkit covering major themes in U.S. history provides an archive of suggested primary documents, plus discussion suggestions and activities for putting theory into practice. Teaching activities keyed to the social studies and art curricula and teaching standards Resources include annotated bibliographies for further study and lists of arts and media organizations. This sophisticated yet accessible textbook is a must-read resource for any teacher looking to draw upon visual and historical texts in their teaching and to develop innovative curriculum and meaningful student engagement.

The Arts in Education

Through activities, approaches, and examples, this resource highlights concrete strategies for incorporating material culture into K-16 art classrooms, as well as museum and community settings. Chapters are written by luminaries in the field and organized around various aspects of material culture, including object study, the role of technology, and multisensory art. “Learning Things is a resource abounding in lucid insights into how everyday objects impact teaching and learning in art. I am certain this book will quickly become a foundational text in our field.” —Juan Carlos Castro, chair, NAEA Research

Commission “Filled with excellent examples and teaching strategies, this book brings to life the interdisciplinary stories objects hold and the ways we can use them in research and teaching.” —Deborah L. Smith-Shank, The Ohio State University
“In this intimate and educative book, Doug Blandy and Paul Bolin invite us to consider how things come into appearance and take form in the uses to which they are put. If you have ever wondered how we find and lose ourselves in the things that we create, collect, or carry with us, then, this book is for you.” —Dónal O’Donoghue, The University of British Columbia

Philosophy of Art Education

In this student-centered book, Debrah C. Sickler-Voigt provides proven tips and innovative methods for teaching, managing, and assessing all aspects of art instruction and student learning in today’s diversified educational settings, from pre-K through high school. Up-to-date with the current National Visual Arts Standards, this text offers best practices in art education, and explains current theories and assessment models for art instruction. Using examples of students’ visually stunning artworks to illustrate what children can achieve through quality art instruction and practical lesson planning, Teaching and Learning in Art Education explores essential and emerging topics such as: managing the classroom in art education; artistic development from early childhood through adolescence; catering towards learners with a diversity of abilities; integrating technology into the art field; and understanding drawing, painting, paper arts, sculpture, and textiles in context. Alongside a companion website offering Microsoft PowerPoint presentations, assessments, and tutorials to provide ready-to-use-resources for professors and students, this engaging text will assist teachers in challenging and inspiring students to think creatively, problem-solve, and develop relevant skills as lifelong learners in the art education sector.

Please note that the companion website for this title is still in development, but the accompanying online materials can be accessed at <https://my.pcloud.com/publink/show?code=kZEWVRkZ7NjL8c7SykX8CoFfvS65OFk0xx8X>. Please contact Simon Jacobs at simon.jacobs@taylorandfrancis.com with any questions.

Talking about Student Art

This volume presents a series of papers concerned with the interrelations between the postmodern and the present state of art and design education. Spanning a range of thematic concerns, the book reflects upon existing practice and articulates revolutionary prospects potentially viable through a shift in educative thinking. Many of the essays pinpoint the stagnancy of teaching methods today and discuss the reductive parameters enforced by the current curriculum. The radical tone that echoes through the entire series of papers is unmistakable. Throughout the book, postmodern theory informs the polemical debate concerning new directions in educative practice. Contributors shed new light on a postmodern view of art in education with emphasis upon difference, plurality and independence of mind. Ultimately, the paper provides a detailed insight into the various concepts that shape and drive the contemporary art world and expands the debate regarding the

impression of postmodern thinking in art education.

Graphics, the Art of Accurate Delineation: A System of School Exercise for the Education of the Eye and the Training of the Hand

What price Indian education? What kind of education? These were questions that had faced government officials, dedicated teachers and Indians since the late 1800s. When tourist and collectors became interested in Native American art, the questions expanded to include training of Indian artists. The leading school for that became the Institute of American Indian Arts of Santa Fe, New Mexico. Its beginnings from an Indian boarding school with an emphasis on vocations to the 1960s is chronicled in this book that includes historic photographs, a bibliography, and an index.

School

Teaching in the Art Museum investigates the mission, history, theory, practice, and future prospects of museum education. In this book Rika Burnham and Elliott Kai-Kee define and articulate a new approach to gallery teaching, one that offers groups of visitors deep and meaningful experiences of interpreting art works through a process of intense, sustained looking and thoughtfully facilitated dialogue.--[book cover].

A History of Art Education

Research shows that thematic teaching across the curriculum significantly increases student engagement. This book gives examples of how teachers can enhance their current lessons and studio activities by organising them around meaningful, universal themes like identity, conflict, and relationships.

Art Education 11-18

Contemporary Issues in Art Education by Yvonne Gaudelius and Peg Speirs is a collection of essays that are framed around social issues, art, and teaching. Using an issues-based approach, the authors provide a valuable resource for teaching issues-based content, especially as these issues are explored through contemporary art and visual culture in the classroom. The authors present ideas for educators at all levels who want to incorporate an issues-based approach to teaching. This book combines theoretical perspectives with tangible and practical strategies for generating content and pedagogical approaches. The book, while primarily written for pre-service elementary teachers, will prove useful to general classroom teachers and art educators at all levels, whether they are teaching in the K-12 or the college classroom. The authors in this

book are highly respected within the field of art education. They provide thoughtful approaches to a realm of complex ideas encompassing artistic, social, political, and educational issues. Readers will develop and understanding of a variety of ways to teach about such issues in the classroom, how to draw upon the contemporary artworld, and a sense of the critical frameworks within which we need to explore such issues.

Art Education for Social Justice

The primary aim of the book is to raise the questions and issues which should be of importance to art teachers by relating the practices and concerns of art teaching to some of the main problems of philosophy. It integrates both subjects of art education and art teaching; presents many of the principle issues regarding art education that are of concern to art teachers; and provides future and current teachers of art with a means of reflecting on the reasons and goals for teaching art.

Revitalizing History

Recent debate on the place of the arts in American life has refocused attention on art education in the schools. Efland (art education, Ohio State U.) treats the visual arts in relation to developments in general education, placing particular emphasis on the 19th and 20th centuries and on the social context that has affected our concept of art today. Annotation copyrighted by Book News, Inc., Portland, OR

Text Books of Art Education: Book I-

From 1952 to 1981, South Africa's apartheid government ran an art school for the training of African art teachers at Indaleni, in what is today KwaZulu-Natal. The Art of Life in South Africa is the story of the students, teachers, art, and politics that circulated through a small school, housed in a remote former mission station. It is the story of a community that made its way through the travails of white supremacist South Africa and demonstrates how the art students and teachers made together became the art of their lives. Daniel Magaziner radically reframes apartheid-era South African history. Against the dominant narrative of apartheid oppression and black resistance, as well as recent scholarship that explores violence, criminality, and the hopeless entanglements of the apartheid state, this book focuses instead on a small group's efforts to fashion more fulfilling lives for its members and their community through the ironic medium of the apartheid-era school. There is no book like this in South African historiography. Lushly illustrated and poetically written, it gives us fully formed lives that offer remarkable insights into the now clichéd experience of black life under segregation and apartheid.

The Palgrave Handbook of Race and the Arts in Education

Arthur Efland puts current debate and concerns in a well-researched historical perspective. He examines the institutional settings of art education throughout Western history, the social forces that have shaped it, and the evolution and impact of alternate streams of influence on present practice. A History of Art Education is the first book to treat the visual arts in relation to developments in general education. Particular emphasis is placed on the 19th and 20th centuries and on the social context that has affected our concept of art today. This book will be useful as a main text in history of art education courses, as a supplemental text in courses in art education methods and history of education, and as a valuable resource for students, professors, and researchers. "The book should become a standard reference tool for art educators at all levels of the field." —The Journal of Aesthetics and Art Criticism "Efland has filled a gap in historical research on art education and made an important contribution to scholarship in the field." —Studies in Art Education

Art in History/History in Art

First Published in 1999. Routledge is an imprint of Taylor & Francis, an informa company.

Teaching Visual Culture

A trusted guide and companion for current and future art educators, CHILDREN AND THEIR ART presents a professional approach to teaching art consistent with national standards for student learning. This Ninth Edition is targeted at middle level and elementary schools. The authors are experienced as art teachers in the public schools and have a broad knowledge about school art programs. The Ninth Edition provides updated developments in theory, research and practices, with a strong emphasis on how digital technology provides new ways of teaching art. The most comprehensive textbook available for teaching art education methods, CHILDREN AND THEIR ART covers all aspects of teaching art in the elementary and middle school classroom: the basic principles and goals of art education, the characteristics and needs of children as learners, the core principles of art as a subject--aesthetics, principles of design, art history, new developments in art media and technology. It also covers all aspects of instruction: curriculum planning, sample lessons, suggested readings, and internet resources. Among numerous updates throughout the text, the Ninth Edition features a brand-new chapter on new media in art education with 22 new images. It features the use of digital technology in elementary and middle school classrooms and examples of digital art created by students. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

A History of Art Education

Do the arts improve academic achievement? What does it mean to 'teach' art? What should the balance of classic and pop be in the music curriculum? Should we encourage young children on the stage? How do we judge whether what a child produces is good? How do we justify the arts in the curriculum? What should be the balance between form and content when teaching art? The arts in education inspire considerable commitment and passion. However, this is not always matched by clarity of understanding. In this book Mike Fleming introduces the reader to key theoretical questions associated with arts education and clearly explains how these are related to practice. It offers an authoritative account of how ideas relevant to education are addressed by key authors in aesthetics, art theory and cultural studies. Covering all aspects of arts education, the book considers: definitions and theories of art influences on teaching the arts researching the arts teaching and learning creativity assessment. Throughout the book there are examples of practice to illustrate key ideas and a discussion of useful background texts with a summary of content and arguments for further exploration. Written by a leading authority in the field, it is essential reading for students on Arts PGCE and M Level courses, teachers of the arts and policy developers that require more understanding and insight into their practice.

Art in Chicago

Providing a distillation of knowledge in the various disciplines of arts education (dance, drama, music, literature and poetry and visual arts), this essential handbook synthesizes existing research literature, reflects on the past, and contributes to shaping the future of the respective and integrated disciplines of arts education. While research can at times seem distant from practice, the Handbook aims to maintain connection with the live practice of art and of education, capturing the vibrancy and best thinking in the field of theory and practice. The Handbook is organized into 13 sections, each focusing on a major area or issue in arts education research.

Handbook of Research and Policy in Art Education

The Handbook of Research and Policy in Art Education marks a milestone in the field of art education. Sponsored by the National Art Education Association and assembled by an internationally known group of art educators, this 36-chapter handbook provides an overview of the remarkable progress that has characterized this field in recent decades. Organized into six sections, it profiles and integrates the following elements of this rapidly emerging field: history, policy, learning, curriculum and instruction, assessment, and competing perspectives. Because the scholarly foundations of art education are relatively new and loosely coupled, this handbook provides researchers, students, and policymakers (both inside and outside the field) an invaluable snapshot of its current boundaries and rapidly growing content. In a nutshell, it provides much needed definition and intellectual respectability to a field that as recently as 1960 was more firmly rooted in the world of arts and crafts than in scholarly research.

Why Art Cannot Be Taught

The Palgrave Handbook of Race and the Arts in Education is the first edited volume to examine how race operates in and through the arts in education. Until now, no single source has brought together such an expansive and interdisciplinary collection in exploration of the ways in which music, visual art, theater, dance, and popular culture intertwine with racist ideologies and race-making. Drawing on Critical Race Theory, contributing authors bring an international perspective to questions of racism and anti-racist interventions in the arts in education. The book's introduction provides a guiding framework for understanding the arts as white property in schools, museums, and informal education spaces. Each section is organized thematically around historical, discursive, empirical, and personal dimensions of the arts in education. This handbook is essential reading for students, educators, artists, and researchers across the fields of visual and performing arts education, educational foundations, multicultural education, and curriculum and instruction.

A History of Art Education

Historians and art historians provide a critique of existing methodologies and an interdisciplinary inquiry into seventeenth-century Dutch art and culture.

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