
mentor's introduction

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Central to much of the literature in art education are questions about curriculum. These questions are asked daily by art teachers in the real world of the classroom. As one of these art teachers in grades one to eight, Jill Markey asked herself "What should I teach?" "Why should I teach it?" "How should I teach it?" "And toward what ends?" She entered the doctorate program at Ohio State University hoping to find answers to strengthen her knowledge about art education curriculum.

She became interested in the discipline-based art education movement in the field after reviewing the literature. The four discipline inquiries represented in DBAE were studied and thought about in terms of the art teacher. When the Ohio Consortium received funding from the Getty Center for Education in the Arts to assist in the development of a Regional Institute, Jill served as a graduate assistant. She developed a research study to track some of the activity that resulted from our first inservice staff development summer institute. Her qualitative research focused on the elementary art teacher implementing DBAE. It is important because she gives insights about problems and accomplishments involved in the implementation of DBAE in the classroom.