

Kastrup-Larsen, Jørgen: The importance of the dimension of the aesthetics in education and upbringing for the students' all-round development

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In this paper and research work I illustrate how the dimension of the aesthetics in education and upbringing can contribute to the students' all-round, (holistic) development (Dewey, 1958).

I want to emphasize the value of **aesthetic expressions and aesthetic processes** in learning. With children active engaged in the **cultural values through creative participation in music activities such as integrating music, singing, poetry, literature, visual art and drama. In the interdisciplinary project the students express themselves in drawings, paintings, tones, words, dramatic emotions, and where the aesthetic activities co-operate. By learning in that way the students involved their emotions in their minds.**

The project explores the idea, that different modes of artistic expressions are characterized by a basic grammar. The aim is to give the students a possibility / a chance to experience the meeting of Art Forms which have a function, (the activity to carry messages to the brain) in acting together and creating an inter-disciplinary cultural formation for the children.

The aim of this project is also to facilitate an aesthetic experience through the interdisciplinary project. For the purpose of this research, aesthetic experience will be defined as the process to develop one's ability to observe work of arts, allowing the child's inner voice to speak, facilitating all-round development and self-confidence, trust, responsibility and creativity.

Furthermore the students will be integrating body and mind through all the activities. "The body is the basic instrument of all human performance, our tool of tools, a necessity for all our perception, action and even thought (Shustermann 2006).

The paper presents the basic assumptions of the significance of aesthetics in education and upbringing / enculturation for the students' all-round development through work-methods, types of activities, didactic categories and a conclusion. The research questions were:

- Can the dimension of aesthetics in education and upbringing contribute to the students' all-round development?
- How does this dimension expand the all-round development?
- How does this expand the idea of culture and is it a part of the culture?
- Is the dimension of aesthetics in education and upbringing more than an idea of culture?
- How can the idea of culture in aesthetics play a part in an all-round development?
- Does the interdisciplinary project contribute to the overall content, self-confidence, trust, responsibility and creativity of a student and his/ her all-round development?

Method: Focusing on:

**The dimension of aesthetics in education and upbringing equal to: Children sing about nature, dreams and fantasy –(refer to the picture) The Meeting of Art Forms
The cultural idea, the students' all-round development, work-methods, types of activities, didactic categories in order to arrive at a conclusion.**

My ambition is to apply, integrating both the vertical and the horizontal, right and left side of the brain all the time in the learning processes with - refer to the content and to apply verbal as well as non- verbal languages in the project.

References

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