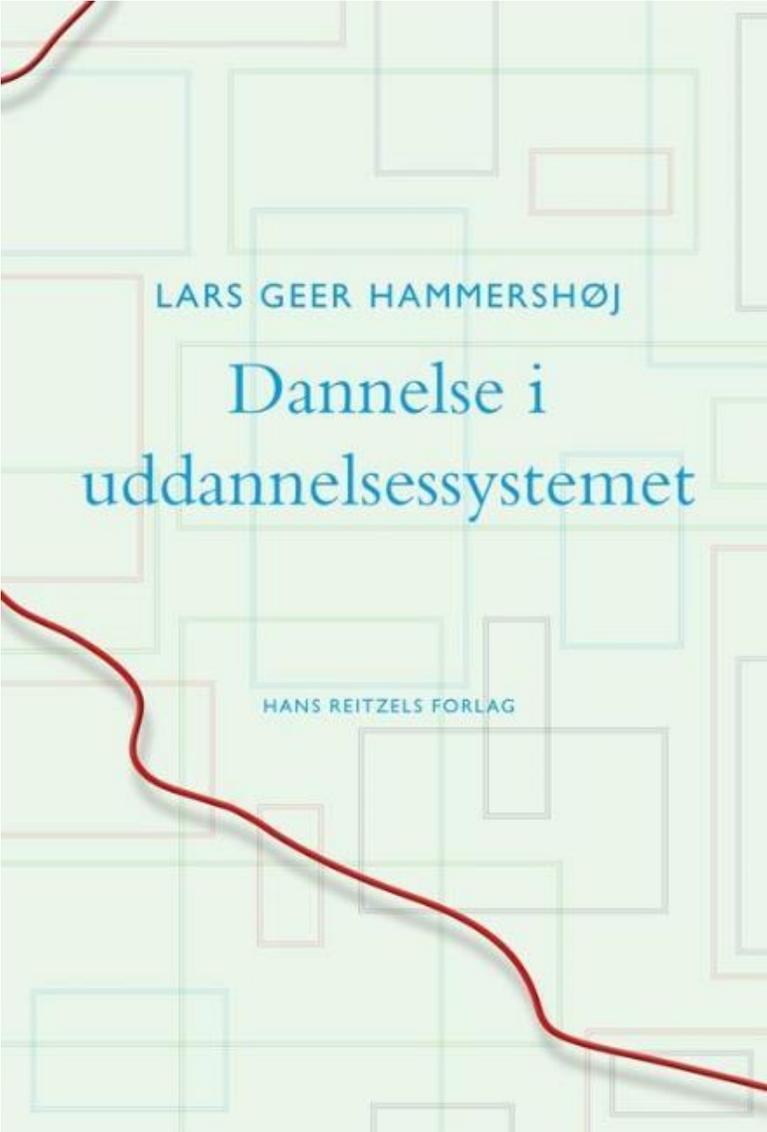


Why are art and culture important for children?

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Dannelse i
uddannelsessystemet

HANS REITZELS FORLAG

The importance of art and culture

- Question
 - How do we ensure access for all children to art and culture?
- Answer
 - By clarifying why art and culture are important for children!
- Useless but important
 - Useful: By its indirect effects (means to other ends)
 - Promote learning
 - Transfer cultural heritage
 - Boost creative industries
 - Improve mental health
 - Important: In itself (an end in itself)
 - Play, art and culture are ends in itself
 - Being human and being with others

In educational terms

- Art and culture can contribute to
 - Educational goals (means to other ends)
 - Learning to read, write, do math etc.
 - Purpose of education (an end in itself)
 - Preparing to life and work in future society
- Art and culture should focus on
 - What schools and culture have in common
 - Art and culture: Expressions of human practices and notions
 - Education: Prepare to live with others in society
 - Focus on the purpose of education
 - Not the educational goals
 - Lots of learning in the process, but learning should not be the focus

From learning to *Bildung*/cultivation

- Focus on the purpose of education in the future
 - The accelerating pace of change in society
 - Goals becomes obsolete faster
 - Navigate by focus on purpose
 - Shift in focus: From learning (goals) to *Bildung*/cultivation (purpose)
- Dimensions of education
 - Knowledge (content)
 - Acquired through teaching and reading
 - Skills and competence (goals)
 - Developed through learning
 - *Bildung*/cultivation (purpose)
 - Cultivation of the personality through society ('dannelse', 'bildning', 'danning')
 - Changing one's way of relating through experience

The processes of *Bildung*/cultivation

- The process as an 'educational journey' (*Bildungsreise*)
 - Occasion
 - The feeling of missing out on something (want to go)
 - Opening stage
 - One detains one's accustomed 'no' (agrees to go to different place)
 - Transcendence stage
 - Goes beyond one's own world and engages with greater worlds (meet otherness)
 - Experience stage
 - Experience different ways of relation (things are different than one expected)
 - Reflection stage
 - Reflect on how experiences fits into one's story of oneself (re-describes oneself)

Cultivation through art and culture

- Activating cultivation processes in children
 - Take children on 'educational journeys'
 - Opening up art and culture
 - As greater worlds to engage with
 - Cultivate children's taste of otherness
 - Presenting art and culture
 - As different ways of relating to oneself, others and the world
- Inspire cultivation in children
 - Play: Going beyond oneself
 - Pretending to be someone else with others in an imaginary world
 - Humor: Being creative
 - Combining elements that usually exists separately

