The Art of Arts Integration
Chemi, Tatiana

Publication date:
2014

Document Version
Early version, also known as pre-print

Link to publication from Aalborg University

Citation for published version (APA):

General rights
Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

? Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
? You may not further distribute the material or use it for any profit-making activity or commercial gain
? You may freely distribute the URL identifying the publication in the public portal

Take down policy
If you believe that this document breaches copyright please contact us at vbn@aub.aau.dk providing details, and we will remove access to the work immediately and investigate your claim.

Downloaded from vbn.aau.dk on: december 17, 2018
All children, regardless of age, gender, geographical and social background, whether they are well functioning or mentally disabled, thrive under the same conditions for well-being, and learn if they thrive. The challenges that our society is experiencing, make creativity and job satisfaction basic needs that we cannot ignore.

This book is aimed primarily at the creative school and its brave defenders in a joint effort to continue to further develop the well-functioning elements and find new creative ways to meet our children’s needs for learning, development, confidence and positivity.

The purpose of this book is to inspire the teachers who believe that creativity should be a central focus in school, and that artistic creativity can greatly contribute to a more creative and reflective school. This inspiration is offered in the form of cases and examples illustrating the significant benefits that the integration of arts in teaching offers, such as positive emotions and cognitive intensity, but also in terms of concrete, effective practical tools.

Tatiana Chemi argues in the book that society’s demands for increasing the creative capital of the labour market and in society as a whole should lead the school system to develop methods and forms of learning that will enhance the students’ creative learning. She demonstrates that schools have a need to experiment with creative teaching methods. She inspires the development of teaching methods and materials. The book is evidence-based and builds a bridge between theory and practice.

Jørgen Lyhne
SUMMARY

All children, regardless of age, gender, geographical and social background, whether they are well functioning or mentally disabled, thrive under the same conditions for well-being, and learn if they thrive. The challenges that our society is experiencing, make creativity and job satisfaction basic needs that we cannot ignore.

This book is aimed primarily at the creative school and its brave defenders in a joint effort to continue to further develop the well-functioning elements and find new creative ways to meet our children’s needs for learning, development, confidence and positivity.

The purpose of this book is to inspire the teachers who believe that creativity should be a central focus in school, and that artistic creativity can greatly contribute to a more creative and reflective school. This inspiration is offered in the form of cases and examples illustrating the significant benefits that the integration of arts in teaching offers, such as positive emotions and cognitive intensity, but also in terms of concrete, effective practical tools.

CONTENT

Foreword by Shari Tishman
Foreword to the original 2012 Danish version. Jørgen Lyhne
Acknowledgments
Introduction

How can we make sense of it?
The creative effort
Artfulness: An artistic way of thinking about learning
What is Artfulness
Artfulness in school
Why Artfulness?
The biological and psychological perspective
Positive emotions
Joy
Engagement
Flow
Anything goes?
Teachers’ own positive emotions

Cognitive Intensity
Numeracy and literacy subjects
Technical tools from the various art forms
Mindset
Teachers’ own cognitive challenges
Art experiences and learning

How do we achieve it?
How to integrate the arts in education
Creativity
Design
Animation film
Colouring book
Play/games
Drama: Science theatre
Expeditionary Learning: hydrogeology
Mindfulness
Learning in museums

How can we evaluate it?
Theoretical perspectives
Inspiration for your own (re)search

References

About the author