



Aesthetics and learning

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Abstract

This paper is build on our book "Aesthetics and Learning" Hans Reizels Publishers" Denmark 2008. In this book we describe the relationship between aesthetic creative activities and children's development and learning, based on among other the theory's of Malcolm Ross (1988) Hansjörg Hohn(2000) and Bjørn Rasmussen (1998) According to these theories aesthetic activity's are an integrated and irreplaceable part of all children's socialization. Essential activity's that develops creativity and enables the child to use the aesthetic languages to reflect and communicate feelings, experiences and impressions, and develop understanding of herself, the others and the world she is a part of. ". In order to grasp this potential, we need to deconstruct both the concepts of "Aesthetic" and "Education" to find new ways to organize what we shall label a cultural-aesthetic and playful education" (Rasmussen 2001) We will in this paper based on a modern aesthetic comprehension argue for the importance of using aesthetic learning processes in the curriculum in both kindergarten, primary and secondary schools. There will be a focus on the work of storytelling, drama and visual arts.