

# • The Future of Artistic Creativity: Models of Integration in School Curriculum

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**Many ways of learning**  
And Artfulness



# Research questions

- Are there any **examples** of art-infused or artful educational programmes in Danish schools? What are their **defining characteristics**?
- What kind of **positive emotions** does the art experience generate? And how?
- Can art-infused or artful educational programmes contribute to generating a **thoughtful and positive thinking** culture in Danish schools?

# Findings: the gap

To think as a teacher	To think as an artist
<ul style="list-style-type: none"><li>•To manage to get through the curriculum</li><li>•"Length"</li><li>•Skills</li><li>•No waste of time (optimising time)</li><li>•Student's own expression</li><li>•Cognitive and educational output</li></ul>	<ul style="list-style-type: none"><li>•To focus specifically on the work of art</li><li>•"Depth"</li><li>•Artistic drive</li><li>•It takes time to "digest" (optimising quality)</li><li>•The work of art's expression</li><li>•Aesthetic and medium-based output</li></ul>

# Artfulness explained by Dewey

- Works of art “hint at what **life might be like** if we sought more often **to shape ordinary experience** in an **artistic manner**.”
- They thus offer **indirect lessons** about fashioning the more mundane aspects of our lives”

Philip Jackson, *John Dewey and the Lessons of Art*, New Haven and London, Yale University Press, 1998, p. 6



## To think as an artful teacher

- To manage to get through the curriculum, taking the time needed to focus specifically on the work of art
- To cultivate both "length" and "depth"
- To focus on skills and artistic drive or mind-set
- Optimising the use of educational time, by giving the students time to think and "digest"
- To cultivate student's own expressions through means of works of art
- Cognitive and educational output by means of the aesthetic and artistic attention to qualities (of medium, matter, meaning)

# Positive emotions in schools by means of art

- They are experimenting and learn to dare
- Curiosity: “They learn that they can learn without the teacher”
- They must make an effort: Things take time and technique pays off
- Coping with complexity: “Not everything can be understood”
- Experience and retain **flow** for a longer time
- Experience **meaningfulness**: “They feel that if they make an effort, they can do something meaningful”
- Experience an **appreciative** process (Self-esteem / self-confidence)
- “My contribution is just as important as the others”









# Rye-bread pudding *and* whipped cream!





# Cases: design





# Cases: animation





# Positive emotions

- "...broaden the scopes of attention, cognition, and action, widening the array of percepts, thoughts, and actions presently in mind"
- Positive affects → thoughts that are:
  - Unusual
  - Flexible and inclusive
  - Creative
  - Integrative
  - Open to information
  - Efficient



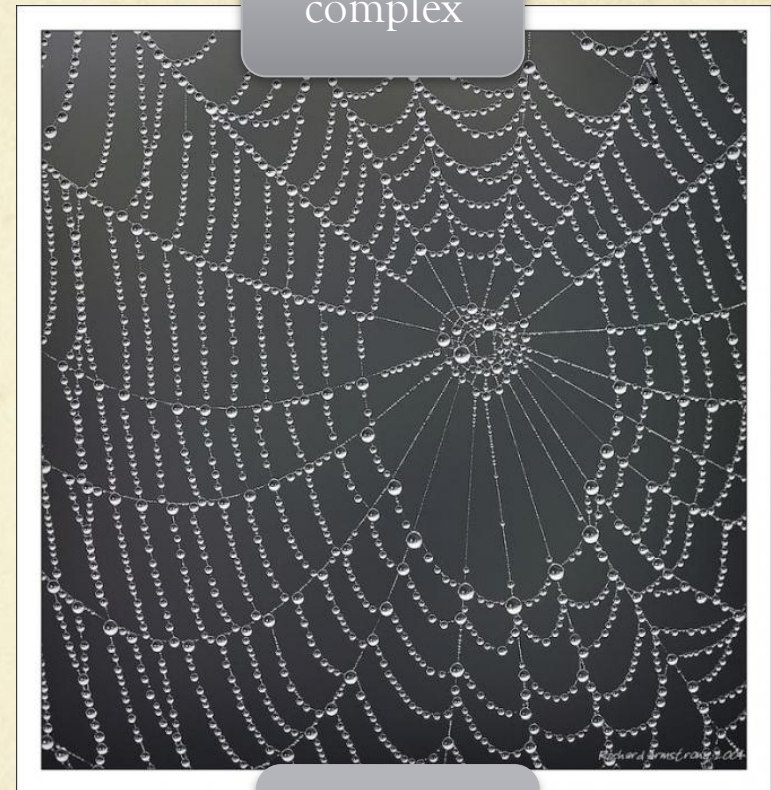
Fredrickson, Barbara L. and Branigan, Christine, "Positive emotion broaden the scope of attention and thought-action repertoires", in *Cognition and Emotion*, Psychology Press, 2005, vol. 19, no. 3, p. 315.



# How the arts influence positive affect

○ By means of e.g.:

- Complexity
- "Opacity"
- Metaphors
- Communication "in absentia"
- Inputs by senses and body
- Meaningfulness
- "Sociality"



complex

safe



# Arts, positive emotions and learning

- (ARTS) → Positive Emotions, e.g. **JOY** →
  - Momentary: urge to play
  - Durable: building of skills (physical, intellectual, social)
  
- (ARTS) → Positive Emotions, e.g. **INTEREST** →
  - Momentary: urge to explore
  - Durable: building of knowledge

Frederickson, Barbara L., "What Good Are Positive Emotions?", in *Review of General Psychology*, Educational Publishing Foundation, 1998, vol. 2, no. 3, pp. 304-306.

# Emotions and learning

The emotions' role is essential for:

- Background processes, such as motivation
- Problem loosning
- Decision-making
- Ethical problems
- Learning transfer

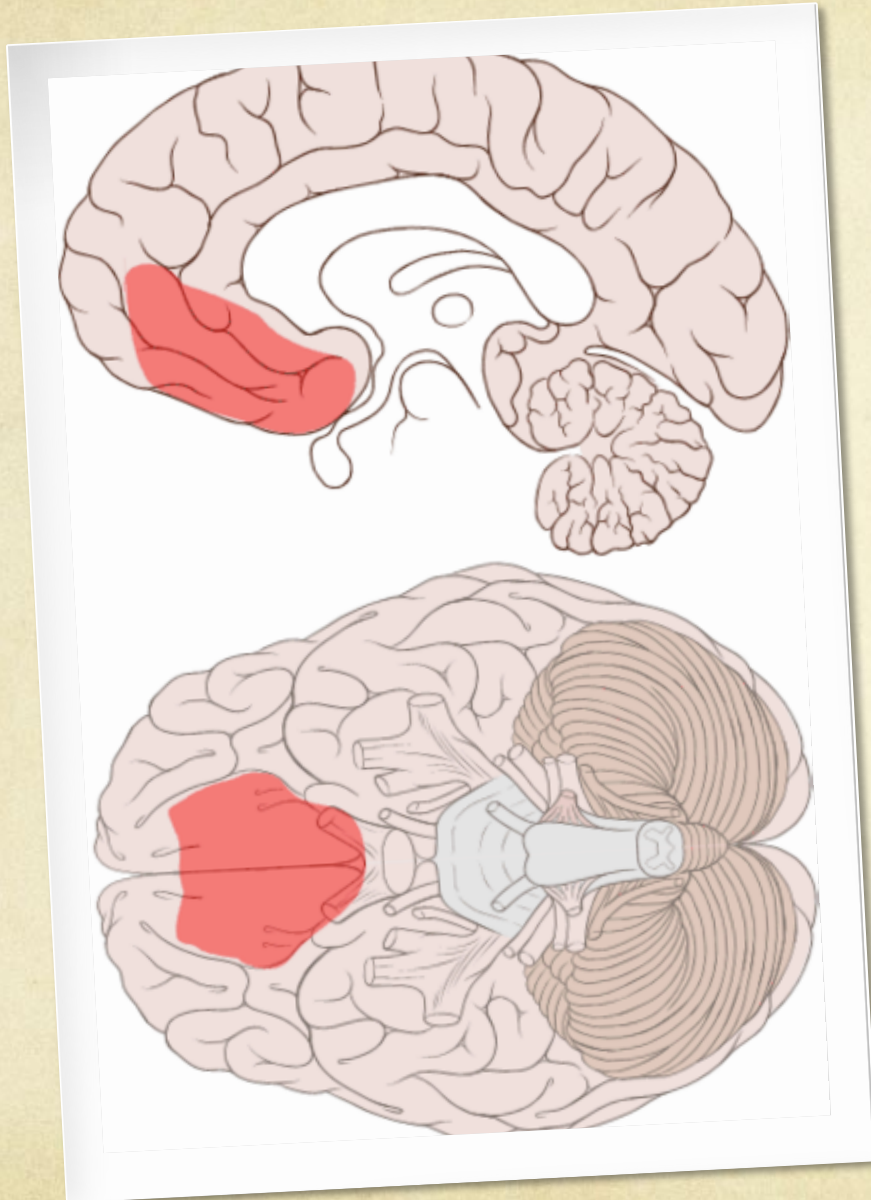
"Through regulating and inciting attention, motivation, and evaluation of simulated or actual outcomes, emotion serves to modulate the recruitment of neural networks for domain-specific skills"

Immordino-Yang & Fisher, 2009



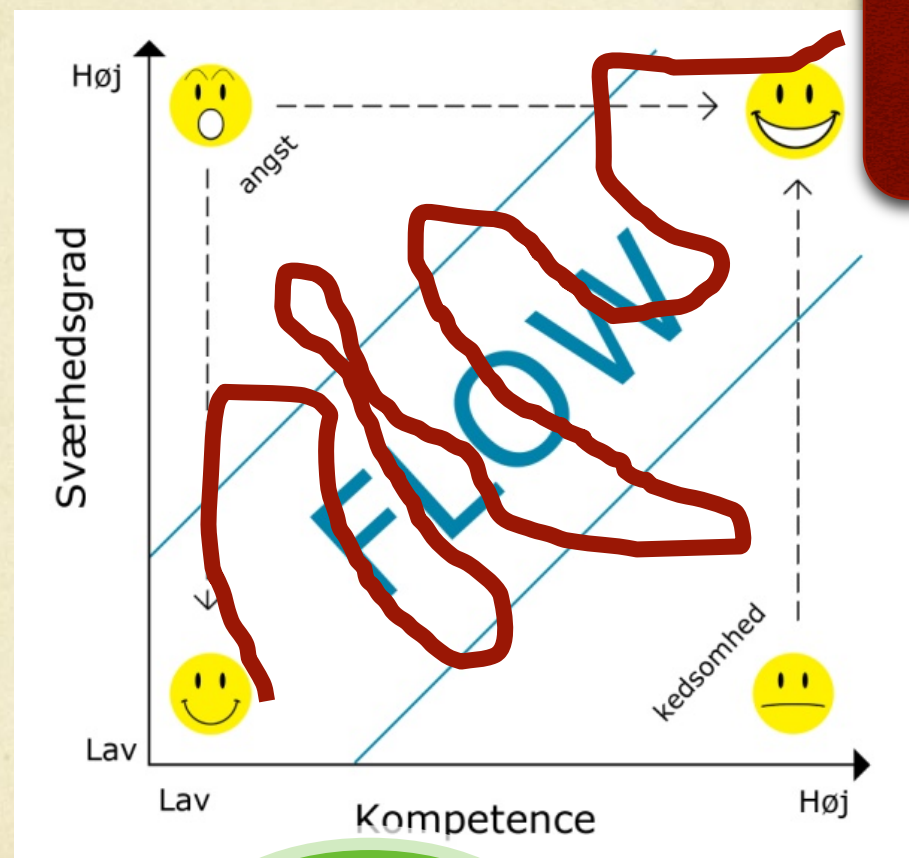
# Ventromedial prefrontal cortex

- Decision making
- Problem losing
- Learning (application of knowledge in other, new contexts)
- Ethical problems
- Social emotions (empathy, envy, guilt, admiration)



# A good balance

Cognitive  
intensity



Optimal  
learning

(Positive)  
emotions

*Inspireret af Csikszentmihalyi, 1990*