

Reason for having art in education

Views from an article:

Well-being: ideas for healthier, inclusive and happier schools

‘Children and young people spend a good part of their time in school, which is, therefore, a key place for shaping general well-being, including its social, physical and emotional aspects’.

‘Well-being: ideas for healthier, inclusive and happier schools’ <http://www.schooleducationgateway.eu/en/pub/index.htmf>

‘Butterfly – transforming art into education’ will be a cross cultural education platform, we want to make sure that more children in primary school can create, compose, and perform. We want every child to have the chance to visit, experience and participate in extraordinary work, and can know more, understand more, and review the experiences they’ve had. The pressure to perform results like in PISA tests growing by the year and breathing spaces where creative spirits can come alive is outnumbered.

The pupils at school need these breathing spaces and so do the teachers. Breathing space in form of: stop, think and then be innovative/creative. We need to create another method to support new ways of thinking ‘how to learn’. The pupils are spending more time at school, so we need to step up to help teachers providing them with different tools.

This project for children across Europe to use arts and cultural activities to provide essential skills training and to broaden cultural awareness by developing the participants’ own creativity.

We believe that there can be transformation, including social, physical and emotional aspects, through the arts.

Our point of view throughout this project has been well written by *Manuel Barkan is professor of art education and is head of Art Education Area, School of Fine and Applied Arts, The Ohio State University, Columbus.*

‘The teaching of art, like all teaching, develops within the frame of reference shared by an entire school staff about the educational needs of children and youth for growing up and living in a democratic society. ‘Educational leadership’ Manuel Barkan 1955