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## **Drama, dissensus, remediation and a fluttering butterfly**

### **ABSTRACT**

*Why is it important to pay attention to democracy and polyphony when working with remediation in a multimodal drama project in introductory schooling? This question is elucidated and investigated in this article on the basis of a drama project case study conducted at Hundborg Friskole. The study is analysed on the basis of the concepts of remediation (Bolter and Grusin 1999; Christoffersen 2009), dissensus (Biesta 2013; Ranci re 2013), dialogue and polyphony (Dysthe, Bernhardt and Esbj rn 2012). The examples in the investigation show how dialogue, polyphony and dissensus influence the art-based process of remediation, and how this impacts children's democratic education.*

### **KEYWORDS**

criticality  
democratic education  
dissensus  
hypermediacy  
immediacy  
polyphony  
remediation

### **CASE STUDY: REMEDIATION IN INTRODUCTORY SCHOOLING**

Minna positions her bright-pink toy animal in some good locations at school and takes five photos. She listens to the stories of the other children and she herself tells about her toy animal and the places she likes at school. The next day, Minna pays close attention to the theatre performance *Larven Lone* (Lone the Caterpillar). She thinks it is a shame that Lone is teased by the other caterpillars. They talk far too unkindly to her. Minna admires the beautiful butterfly wings that Lone finally grows and hurries to try them on after