

ARTEPHILETICS



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ARTEPHILETICS

- ✓ Educational concept based on connection of creative art activities (arte) and reflective dialogue
- ✓ (philetics) connection of emotional and social development with intellectual development



ARTEPHILETICS



It is a reflexive, creative and experiential approach of education

➤ It originates from art and expressive cultural performances (fine arts, drama, music etc.)

➤ It aims towards self exploration thanks to the reflective dialogue analyzing the experience or art reception

- It means that the children perform their experience through a certain art expression (fine arts, music, drama etc.)



- Finally, they talk about their feelings in a group and share their experience, what was good/bad, what they liked/disliked and why?



Unconsciously they connect personally important topics with knowledge of different solutions in culture or art, they learn about artists or history.



Two worlds

Real world

Fictional
world

The world where the children really live, move and percept all around them.



Fictional world is just an imagination in their phantasy, in their games. The children know, that this world does not really exist. In the pre-school age, this world helps to understand the real world.

The children live in both worlds.

Transition between the **real world** and the **fictional world** and back belongs to the most common activities in the pre-school age.



Basic and typical setting of an artephiletics group during the beginning of the lesson, during icebreakers or during the reflective dialogue is in a

„CIRCLE OF SAFETY“

here the motto is: „I have my eyes to watch and my ears to listen“





What is artephiletics

Reflective dialogue(I)

A dialogue about the creative output reflecting experience from a previous game.

Educational motifs (II)

A connection between personal experience and wider cultural context.

Connection of self exploration and exploration of the world (III)





What do children learn?

Learning can never miss a topic – it is impossible to learn nothing. The issue, that the children learn is called a content.

A content is everything that we can memorize, recall, use during an activity and name in communication. A content unit is a *concept*.

Small units of concept which a person is able to remember and use is called *pre-concept*

CONTENT – MEANING – SENSE

dialogue

understanding, communication, application



The content is presented during the activity, the children discuss about it and can remember it.

In the reflective dialogue, the children learn to:

- 1. Talk about concepts in a group**
- 2. Realize their feelings, impressions, experience to the particular concept**
- 3. Name the qualities of the concept and their attitude to it (positive and negative)**

Concepts: winter – Mother Hulda – images of winter; reality– phantasy

Basic terms

Concept:

A content which the child can realize, name, express in different ways and think about it. Personal use of a concept by a child is used pre-concept. Children should manage the concepts in three levels: as a fact, as an experience, as a part of communication

BE CAREFUL: The concept can be named in the instruction of a task, but the children do not have to identify it in fact. If they really mastered to learn the concept is revealed only during the reflective feedback and evaluation.

Types of concepts: thematic – constructive – emotional – emphatic

Topic:

Together with the technics, the topic is a part of the instruction of a task. The topic determines what the children are supposed to create.

Technics:

Together with the topic, the technics is a part of the instruction of a task.. The technics determines how the children are supposed to work.

4 basic components of a concept or experience

- **Thematic level** – is a part of the concept which we can refer to and name
 - what the experience is about and connected with
- **Constructive level** – is a part of the concept which can be performed and created
 - The method how sth. happens or is created
- **Emotional level** is the influence of the experience on our emotions and bodies
 - what I feel or felt in the particular moment
- **Emphatetic level** – is a part of the concept which we share with others
 - we learn about similarities and differences between us and others

(viz Slavík & Wawrosz 2004, *Umění zážitku, zážitek umění* – 2. díl, s. 159 n.)

KEEPING THE RULES

- not to demolish or destroy anything when creating
- not to disturb when creating
- not to interrupt others
- let the others finish their ideas
- not to disturb during the reflective dialogue

For example:

1. On the sledge

2. Hell with the devils

3. Under the Christmas tree



ICE-BREAKERS

are short exercises
preceding the main
activities



Icebreakers are used

- with motion
- with motion followed by a reflective dialogue

They have a character of an easy game emphasizing a relaxed performance but respecting rules.

Their function is to:

- **transfer** – into a new experience space
- **relax** – get rid of tension and enable children authentic behaviour
- **tune** – to a symbolic game and focus their attention to its specific features (e.g. type of movement)
- **involve** – into common activity and include all children and teachers



E.g. „A way to my friend“

Concept: way- friend

Icebreaker: sending a puppet in a circle and expressing attitude towards it

Thematic level: friend at school – „what words are in your mind when I say the word friend? Is a friend important? Why?“

Constructive level: creating ways from one or more materials to ...

Emphatetic level:

talking about creating, if the children found a way to another friend as well, what the ways were . direct, zigzag ...

Emphatetic level : *with a metaphor*

The puppet is my friend – what are his qualities – what can he do – what can I do – what can I teach him at school





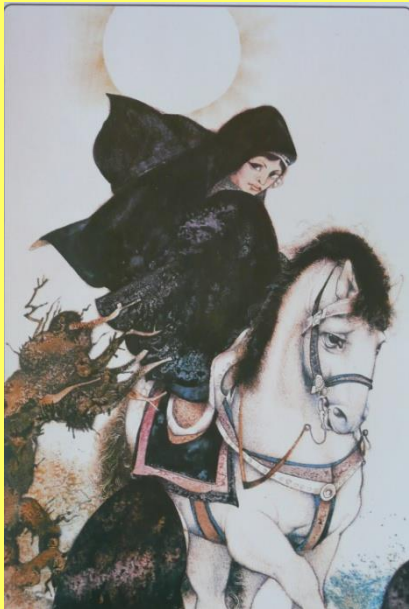
CONCEPT: THE SUN

**Why is it important?
Its changes in the sky – day and night, etc.**



**Getting to know the art
CONCEPT THE SUN
depicted by different painters
Comparison – details**

**„which sun do you like better, why?“
✓ own creation**



„Beads for the princess“



Icebreaker: sending a ball and telling their favourite fairy-tale and why?

Main part: „**Beads for princess**“. Children use the texture of wool where they put stones, glass, geometric shapes – irregularly or alternately – like beads.

Besides the lines, children create in pairs or groups a castle for the princess from geometric shapes. Finally, they make princes or princesses from cloth.

Reflection: „What do you want your princes to know and why?...“

Material: a ball of wool, geometrical shapes, prepared oval shapes – head; stones, glass, buttons...; pieces cloth, etc..

„ICE SKATING“



- children imagine a frozen lake and skating when listening to music, e.g. Chajkovsky Swan Lake or during listening to the song „Ice skaters“ perform dancing on the ice (icebreaker)
- they take markers and draw themselves in winter clothes during skating
- they cut out their figure, in a group of 3-6, they stick it anywhere on a piece of paper symbolising a lake
- when listening to music, they use blue pastels, imagine skating and paint their tracks on the paper

CHILDREN AND THEIR ASSESSMENT

- verbally in a reflective dialogue (likes x dislikes; comparison; etc.)
- symbolic scoring
- numerically

