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Integration of music and fine arts as child's mean of experiencing art

Aesthetic education plays an important role in every life. It is particularly significant in children education process. It comprises various art disciplines and allows a child to explore culture by means of different senses. Integration of music with visual arts not only develops child's interest in art, but also becomes a creative activity. Aesthetic education is using auditory and hearing feelings' similarities and connecting them allows a child to discover analogies and differences in forms of these two creative disciplines. This type of education allows a child to understand difficult terms. Music and visual arts become a way of realizing aesthetic education.

Key words: aesthetic education, child, music and visual arts integration.

*When from an early age, when a person is sensitive to all the beauty,
one will awake the artist and give him necessary knowledge and skills,
through the years of schooling his life will be much richer.*

Dymitr Szostakowicz

Education is an entirety of processes and actions aiming at a full development of man's personality [11, p. 95]. The name 'aesthetic education' was introduced at the turn of XVIII and XIXth centuries by Fryderyk Schiller in his work *Letters on aesthetic education*, where he showed moral influence of art.

Aesthetic education along with intellectual and social education constitute the process of shaping man's personality. There are two methods normally used in children aesthetic education. 'The first one is about upbringing and educating art receivers able to perceive, understand and experience works of art. Due to that, they would get a certain respect and love to art as well as a need of experiencing art' [11, p. 95]. This method allows children to use culture values. It is an education 'for art' and it is an important aspect of cultural education. It allows to introduce the world of values and to deepen a bond with mankind humanistic tradition. At the same time it is an opening to new values, which confirm man creative skills. Educations 'towards art' ensures cultural identity in the scale of a nation and a world, as well as it provides a continuity of a cultural heritage in the conscious of following generations. The latter method is about stimulating, caring and developing creative activity. Education within this method is about performing art, rather than a passive attitude. That why it is and education 'though art'.

Education though art – as a theoretical educational concept – is always implemented by art, music, theater, film and literature education. Irena Wojnar claims that '[...] when discussing the subject of aesthetic education, one means all the disciplines of art. We can define art as works of art, human activity of an expressive or creative nature, an activity which manifests feelings and issues, man's attitude towards the world and other people. It all takes place in child's spontaneous activity. Man is brought up by art in various situations – when reading, listening, watching as well as when painting, singing or interpreting words and sounds in an individualized and personal way' [12, p. 33-34]. Bogusław Suchodolski defines education though art in the following words '[...] it defines horizons of shaping personality in a broader way than aesthetic sensibility or aesthetic culture, which is a foundation of this type of integral education. Art broadens and enriches the scope of knowledge as well as it improves operation of cognitive mechanisms. Every contact with an work of art is an act of perception of inner and outer reality' [10, p. 77-78]. When shaping the aesthetic taste the method aims at upbringing a man, to whom art would be a need and a contact with art would engage all his personality. When applying aesthetic education we teach people how to understand the expression and significance of a work of art. We teach how to reach its content and expression.

Art is a mean, not a goal and that is due to ways of influencing and its content. Man is a goal: full, creative personality, shaped in free conditions, with an agreement with teachers, peers and stimulating environment, in situations which favour proper motivations of actions and interests, in a harmonized relationship with an inner experience [4, p. 21].

Art encompasses values and content and that is why it plays certain roles. Previously mentioned Irena Wojnar formulated this with following statements:

- 'art gives aesthetic satisfaction which is necessary for existence and development. Lack of this satisfaction leads to permanent mental disorders and becomes a source of neurosis. Satisfying this need has therapeutic effects and it brings back mental stability, at a higher personal level,
- aesthetic experience is of dual nature. On one hand it is an astronomical and self-sufficient experience, which gives satisfaction, but it may enrich a man with new qualities of life and new dimensions of humanity (and that is the educating meaning of this experience),
- art constitutes a foundation of thinking in a personal and non-discursive way. It is a source of knowledge, especially when it comes to norms, ideals and humanistic content,
- art makes a man creative and open, not only shapes personal knowledge but also 'qualitative intelligence' [13, p.180-181].

According to Robert Gloton and Claude Clero '[...] the goal of aesthetic education is connected with the actual needs, created by present cultural and social life. Education is to create a versatile attitude in man living in given civilization conditions, so that he participates in forming a given life quality' [4, p. 19]. The described aesthetic education embraces inspiration of creative activity and shaping sensibility, which means a synthesis of emotional and cultural behavior [4, p. 20].

From the previously presented material it turns out that the foundation of art educational influence consists equally from aesthetic experience and artistic actions. But in order to have a significant part in life enriching, there is one more factor that needs to be present, namely personal experience. It can be done by stimulating sensibility by expressiveness, which is adequate to a given work of art or by ones own act of expression.

Aesthetic education plays an important role in the process of educating a child. Integration of artistic, musical and theatrical activity with other disciplines of life is another important element in this process. In the following considerations, the author will focus on integration of music and plastic/visual arts. Both these domains include a whole of issues related to aesthetic experience.

'Aesthetic sensibility and experience are two elements which need to be stressed in child education. They are fundamental elements of aesthetic structure, which can be presented in a following way:

1. Aesthetic sensibility:

- sensory,
- sensibility for artistic structures,
- sensibility for values (artistic and aesthetic).

2. Experience:

- direct contact with a work of art,
- indirect contact by means of reproduction, etc.,
- ones own amateur artistic activity.

3. Knowledge:

- history of individual types of art,
- theory of individual types of art,
- aesthetics and other sciences that focus on art.

4. Ability to implement art experience to ones own life:

- internalization of art and a systematic development of aesthetic personality,
- controlling general personality changes,
- self-realization by achieving full development possibilities [...]' [5, p. 66-67].

Due to its values, music influence child personality development. 'Educational values of music are as follows: shaping music culture, perfecting taste, developing listening skills, understanding ones own psyche, manners and life conditions; arousing interests and sympathy to people, shaping the ability to speak out, feeling beauty, influencing child dispositions and memory; developing the feeling of a bond with a group, self-reliance, etc.' [5, p. 65-66]. When working with a child teachers should apply both educational and intellectual values coming from music. Music influence a child in a way that '[...] it creates an inner culture and is one of inevitable elements of society education' [3, p.20].

Listening to music is an ability, which develops along with experience. It is an art, which is mastered and deepened as the level of artistic sensibility and aesthetic taste increases. One can learn how to listen to music, same was as if one was learning to play. One may also form oneself to listen music and perfect oneself it this, deepening the attitude for music. Apart from the inborn ability to listen, more complicated tracks require experience. S. Szuman claims, that '[...] one must learn music, become its friend in order to finally understand it. Only in exceptional situations one understands it right from the beginning' [11, p. 357].

In the aesthetic attitude one does not observe nor study the track one sees or hears. In aesthetic reception one becomes stimulated with what one gets and absorbs it to psyche by means of sight and hearing. [11, p. 358]. Apart from that, Szuman says '[...] there are no subjects nor events presented in music tracks/works, no thoughts are expressed and music sounds do not get a specified meaning. What they do instead, they communicate various feelings, moods and emotions to the listener. Due to its sound and formation they are able to awake these in a listener, and give them, in his conscious and emotions, specified tone, quality, course and intensity. In sequence they awake feelings, moods and emotions which do not correspond with any specific subjects or events. Music, as a mean of expressing emotions is far more communicative, more subtle and richer in words than speech' [11, p. 370].

A child exercise an ability to observe and see the world for its own use from an early age. At that time it has a strong need of expressing feelings and emotions which accompany them. It happens a child has difficulties with precise and complete expressing them with speech and expresses them by artistic means, which are easier for it at an early age. World of art is the first language and a surface of communication for a young child.

Child's artistic statement is an excellent document which allows to observe general development regularities. At the same time it allows to determine individual differences within correct statements. [14, p. 176].

Educational function is the prime function of art. Painting, drawing and sculpting allows to see, understand and finally recreate dimensional relations. This ability plays an important role not only during the process of creation, but also is an important element of everyday life. Ability to see dimensional relations has a big importance in shaping dimensional orientation. Artistic activity may play a big role in developing it. Educational function of art is also present in shaping manual skills. It develops hand efficiency and precision. It is vital when learning how to write. [8, p. 19]. Executive function is yet another function of art. It is closely connected with creating a new thing – a painting, an object. It is caused by the fact, that during a creative process, a new visual object or phenomena is created – an actual being. [8, p. 20].

Social function of art reveals in different ways. When painting or drawing a child may familiarize with people functions as well as ones own function. A child learns relations which connect it with other people. Secondly, experiencing with works of art allows a child to learn about their creators. Thirdly, art is an important mean of communication. Due to art one may present things which are difficult to communicate by different means. It has a significant importance for young children, whose verbal expression is relatively low. Expression by works of art often reveals unconscious feelings and emotions which sometimes are difficult to reach. The action of drawing may reveal and become more visible both for the child, its parents or a teacher.

Art also has therapeutic functions. It allows a better understanding of our emotions, facilitates to get used to ones own emotions, analyzing ones own reactions and finding a way to cope with them. Painting or sculpting may help a child to get used to fear, shape its reactions with peers and position in a group, find its strengths one could use in everyday life. Artistic activity may be a way to cope with fear and difficult situations. It can be a safe and socially acceptable way of expressing violent emotions [8, p. 24].

Art can play a significant pro-health functions. Both contact with a work of art and ones own artistic activity are important in promoting health and in prevention. Contact with artistic work arouse positive emotions, shapes experiences of aesthetic nature, causes strong commitment. It makes a person feel healthier as it experiences more positive emotions and that is important due to prevention. For a person who experiences negative states, physical or mental suffering, art may distract attention from negative emotions, pain or bad condition. That is why artistic expression is applied not only in psychotherapy buy also in physical diseases treatment. [8, p. 24].

At the level of preschool and early school education music classes are combined with artistic classes in order to lead a child to an emotional experience of a musical track by an artistic expression. Due to artistic creation music becomes more comprehensible for children [1, p. 55]. Artistic expression results from mental needs. It affects discharge of energy. Expression not only calms down, but is also one of means of communicating with the environment. [9, p. 513].

Artistic integration develops interests, it is child's natural creative activity. The goal of integrating music and artistic classes is a multilateral and harmonized development of both music and artistic personality. Children willingly sing, draw and feel the need of move and know how to change from one action to another. Classes which integrate music and visual arts stimulate both artistic and music imagination simultaneously. Similarity of auditory and visual feelings as well as associating them while watching or listening, all this leads a child to finding analogies and differences of form of these two fields of creativity [7, p. 96].

Music has a very important role in inspiring children to artistic actions. Listening to music is used to stimulate artistic imagination. The phenomena of synesthesia is used for this purpose. It consists in associating different kinds of sensations, i.e. effect of a color on our vision entails stimulation of other senses. As a result, when seeing red or blue, we experience not only the color but also the impression of heat or cold, or even sensations of taste. High 'bright' tone can be associated with a bright color spot, while a low tone can be associated with a dark color. The rhythmic repetition of similar elements in music can be associated with a similar system of figures on the surface, for example.

Melodic line is associated with the shape of a line in visual arts. The music played legato, which is characterized by rising, falling or undulating melody is indicated by solid lines, while the staccato is associated with dots [1, p. 57]. The impression of the dynamics created by music can be transmitted into similar visual artistic systems. Changes in the dynamics are associated with the change in the size of the drawn object or color intensity. Children, when listening to light music played piano take pen or brush, but when they hear heavy chords played on base, they prefer to express themselves with a stick [6, p. 164].

Every play talks its own language. In order to understand it one must learn the language. 'When upbringing in the aesthetic way, we teach people the understanding of expression and a significance of a work of art. We teach how to reach the expression and content' [2, p. 218]. By combining music with visual arts, we help children to understand the relation between the two and we help them to understand difficult terms in these fields. Music and visual arts become a mean of expression in aesthetic education.

It is difficult not to mention the role of a teacher when discussing the problem of aesthetic education. Teacher plays a role of a middleman between art and its receiver. His preparation and ways of acting will determine child's commitment to education through arts. By upbringing a child in a proper way one may awaken and develop a receiver of art. To educate in aesthetic nature does not mean to allow children to use goods of culture, but it is to develop, enrich and deepen their personality.

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Анна Пенкаля. Інтеграція музики та зображувального мистецтва як спосіб формування мистецького досвіду дитини. У статті обґрунтовується важливість естетичного виховання у житті людини. Наголошується, що особливого значення воно набуває у процесі виховання дітей. Естетичне виховання за своєю суттю є процесом полі дисциплінарним та дозволяє досліджувати культурні процеси за допомогою різних органів чуття. Так, зокрема, інтеграція музики та образотворчого мистецтва не лише розвиває інтерес дитини до мистецтва, але й стає творчою захоплюючою діяльністю. Таким чином, процес естетичного виховання базується на спорідненості почуттів людини, поєднуючи їх. Інтеграція музики та зображувальної діяльності дає можливість дитині виявити аналогії і відмінності цих двох, локальних, на перший погляд, дисциплін. Такий тип освіти має результатом уміння дитини водночас інтегровано та відособлено сприймати творчий процес та мистецтво. Автор стверджує, що музика, інтегрована із образотворчим мистецтвом, є дієвим способом реалізації естетичного виховання.

Ключові слова: естетичне виховання, дитина, інтеграція музики та зображувального мистецтва.