THE DANISH CONTEXT

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In the Nordic countries, there is a strong tradition of appreciating creativity in education for its potential to promote children's development as human beings, especially creativity in the form of free play, visual arts and music. In recent years tensions have grown between this progressive view on creativity and the discourses of the knowledge economy and key competences in which creativity is associated with innovation and effective learning (NACCCE 1999; The European Parliament 2006).

The discourse of competences has dominated the debate of the recent Danish School Reform and resulted in a reframing of the reasons for the creative practices: Playing is no longer for the sake of play, but of learning activities; the child's many-sided development is understood as competences; and art subjects are to contribute to the development of academic standards (Danish Government 2012).

However, the different views on creativity in education are seldom discussed in the discourses and debates. The reason appears to be a widespread confusion on the role on creativity in education and a lack of conceptualization of the creative processes. Thus, the focus of this inquiry is to contribute to the discussion of creativity in education by introducing the concept of creativity understood as a question of Bildung, a concept of the formation of character (Hammershoj 2009, 2014). Building on this theory, the hypotheses are: 1) that creative learning is effective because it affects the person's 'will to learn' (Barnett 2008); 2) that creativity can be understood as interplay of 'affective forces' which are related to the Dionysian and Apollonian principals of art (Nietzsche 1872).

I will attempt to demonstrate how this theory constitutes a critical practice of thinking differently of artistic creativity in education in relation to popular music as a creative and formative practice, the museum as a place of learning and inspiration, and visual art as the cultivation of the force of imagination.

Barnett (2008): The will to learn
Danish Government (2012): How to make a good school even better
The European Parliament (2006): Key competences for lifelong learning
Koestler (1964): The act of creation
NACCCE (1999): All our futures
Nietzsche (1872): Birth of tragedy