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Chapter
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Abstract

It seems that when the arts are included in contemporary formal education, they mainly have two educational roles: either that of a teaching discipline or that of a teaching medium. A third rarely used role, in which the arts are ways of (aesthetically) approaching the taught subject, might lead to an "aesthetic teaching". In this chapter, "aesthetic teaching" is examined methodologically, in an effort to link its conceptual framework with classroom practice. Correlations are then sought between various contemporary theoretical principles and the expected outcomes from aesthetic teaching. Thus, some of the basic characteristics that should govern aesthetic teaching activities are revealed. Evidence that arose from pilot implementations of such activities contributes to this process. This study concludes with an articulation of a new, more analytical definition of aesthetic teaching, as a situation that encourages both educators and children to approach the taught subject in a multisensory-productive, connotative-creative, multilogical-multifaceted, aesthetic and motivational way. The last section, on the basis of this definition, deals with the specific criteria for designing aesthetic teaching activities.

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