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Introduction

Art as a form of expression has always accompanied man. Man's emotions and inner needs have been expressed through painting, drawing, singing, and dancing and that is why the therapists' interest in art dates back to the earliest times. The utilization of art for therapy aims is based on the assumption that it can perform varied functions. According to M. Gołaszewska¹, they can be classified as follows: aesthetic, upbringing, person-creative, social, cognitive, therapeutic, cathartic, integrative, axiological, sublimating, existential, ludic, utilitarian.

The notion of "art therapy" in a broad sense covers: music therapy, choreotherapy, bibliotherapy, and the therapeutic activities that use theatre, film, painting, graphics, and etc. According to Kulczycki², art therapy should not only be limited to therapeutic, healing functions, but it should be included as a part of upbringing activities.

The sense of a teacher's upbringing work in integrated education is the ability to perceive and interpret a child's behavior, who expresses himself/herself through different forms of expression, mainly through movement, art, music and the like. Art opens up similar spheres to the teacher-therapist that are afforded by dreams to the psychoanalyst. It enables them to access the subconsciousness of symbolic spheres, disclosing the non-conscious, hidden causes of emotional disorders. At their roots, there can be painful experiences, memories, even from the infancy, which have been forgotten by the conscious part of brain, having a negative impact on the child's feelings and life.

¹ M. Gołaszewska, *Sztuka. Funkcje sztuki*, [w:] *Encyklopedia psychologii*, red. W. Szewczuk, Wydawnictwo Fundacja Innowacja, Warszawa 1998, s. 875-880.

² M. Kulczycki, *Arteterapia i psychologia kliniczna*, „Zeszyt Naukowy Akademii Muzycznej we Wrocławiu”, (1990)57.

By performing a concrete kind of art and discussing this subject, those non-conscious motives of acts of doing are transferred to the area of consciousness allowing them to be identified and controlled, at least as much as it is possible. Art therapy can serve to unload inner conflicts, frustrations, and emotional tensions.

The issue that in the reader finds in their hands covers many articles written by distinguished therapy specialists dealing with art, music, move, dance, literature, drama, theatre, and other art forms. I hope that the material gathered herein will become a source of precious theoretical knowledge and inspiration for practical activities that can be used by both pedagogues, art therapists, and also teachers, who can implement art therapy in their everyday upbringing work to harness the powers in children which help them in their personal development.