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## PSYCHOLOGY AND ART

*“Every child is an artist. The question is how it can remain an artist as it grows.”*

*Pablo Picasso*

Art is as old as the hills. Every kind of art is defined by time and expresses humanity in its ideas, desires, needs and hopes by merely depicting a situation taking place at a given historical time. Man feels the need to indulge in all kinds of art: poetry, painting, music, theatre. It is entertaining to identify one's self with a painting, a music piece or the heroes of a short novel. Our tendency to respond to fiction makes us cherish deeper feelings than those we experience in reality. Through art, we encounter the most coveted freedom that daily routine deprives us from and, while it captivates us in a different way than reality, in essence, this ephemeral captivity is the actual nature of pleasure, stimulated even by dramatic stories.

Art has always been in human consciousness, expressing the needs of societies where it was born, representing the evolutionary process of man in the course of time as well as exposing the psychology of the people of its era and its artists, extending to different aspects of everyday life. At the same time, art exceeds the defined limits of its era and it creates a stable, promising progress. In all forms of evolution, art has always contained magic, which fascinates men and helps them tame the uncharted world. In modern analytic school syllabi, Artistic Formation holds a prominent position, since it is acknowledged by everyone that art contributes to the development of creativity, communication, initiative and flexibility, necessary elements for students to shape a balanced personality which will allow them to respond to constantly changing conditions of modern societies.

As very characteristically Haralampous (2002) notes, aesthetic culture cannot be imposed, does not categorize into material and modules and chapters which can be taught gradually like numbers, literacy or history but it is a free power which matures in time at its own pace, with internal and external stimuli, which should match so that there is a result. From this viewpoint, Art Formation facilitates the developing human beings into understanding arts at a deeper level, experiencing them and incorporating them generally in their versatile life experiences. It is anticipated that there will be a passage from simple observation and passive assimilation of images to critical thinking and pondering and then to personal creativity and action. Basic pursuit of Art Formation as a module of school syllabus is the encountering of the child with organized knowledge of art via the coordination of educational intervention and artistic act.



According to the general principles of the psychology of art, art can be studied through perception as well as the processes taking place in human brain, and it functions in a cultural continuity, thus facilitating its understanding. Approach to art starts with the sensual perception. Although the issue of artistic perception is an important factor for the psychologist to estimate, it is not the major one, since there are other matters relating to the nature of art, to consider. In particular, emotional arousal and imagination are two uncharted areas not only for psychology but also for the incessant and unabated interest in the interpretation of art. Despite the various psychological theories which explain the processes of artistic creativity, very few of them have managed to be conclusive.

Numerous theoreticians in the field have been involved. Freud wrote a book about Leonardo Da Vinci, in which he used Leonardo's works to discover the artist's sexual orientation. Carl Jung, Swiss psychiatrist, philosopher and founder of analytic psychology, became very popular among American expressionists in the 1940s and '50s, with his notions about collective consciousness. The surrealistic school of painting, inspired from dreams and the movement of surrealism in writing and painting, decisively defined many artists' practices in the 20<sup>th</sup> century.

An inspection of bibliography exhibits that there is in art something that expresses an unalterable truth. And this is what enables us to be emotionally touched and mentally stirred by merely gazing at prehistoric cave paintings. Consequently, emotions always play a significant role in artistic creativity due to the fact that human creativity involves feelings. In a work of art, there is no other element more important than the emotional arousal it provokes. Processes which take place when we observe a work of art are the same artists go through, when they act with their subconscious, drawing from psychology laws and norms which will accompany and guide them. They have a direct impact on our psychology because works of art express the unspeakable. Art reflects the soul of the recipients and it stimulates feelings in accordance to their aesthetics, psychology, intuition and moods.

For all the above, we say that art is self-sufficient. It has its own language and its own means, through which the artist tries to express himself and offer what he feels, conveying his soul on his creative output.

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