

**ID: 447**

**Academic paper (20+10 min)**

*Topics:* Artistic and scientific collaborations

*Keywords:* language elements, Bauhaus, Vienna Circle of Logical Empiricism, Visual Arts Education, subject integration

## **Language Elements and Subject Integration**

**Helena Kafková**

Faculty of Education, Charles University, Czech Republic; [helena.kafkova@pedf.cuni.cz](mailto:helena.kafkova@pedf.cuni.cz)

This paper develops understanding of the role of the „language of art“, as it was conceived in the classical artistic moderna and it thematises the “language of science”, as it was discussed in the same time period. We investigate the classical modernistic Bauhausian conception of utilizing the art language in creating a „total artwork“, and show how this idea was intertwined with the discussions about the unity of sciences held in the Vienna Circle of Logical Empiricism. We focus on the notion of elements of language of art or science and show the differences in how it was conceived by individual artists and scientists. We refer to some cases of documented professional interactions of Bauhaus teachers with a few members of the Vienna Circle of Logical Empiricism to show how the discussions between them pathed the way to today’s research methods in the humanities and in pedagogical research and we point out the importance of this discussion for developing an influential educational approach to Arts Education. We also trace the impact of this approach on today’s Visual Arts Education’s state curriculum in the Czech Republic. Reflecting the above mentioned issues, we explain how integrating Visual Art’s Education with another subject through teaching its “language” can either potentiate or dismiss the ability of students to develop their original understanding both in the field of the artistic or scientific original thinking. We explain why teachers should reflect on the conception and role of the language of art or science and its elements.