

Living the new reality and intuiting other dimensions - A therapy through colour, drawing and painting



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ABSTRACT

On the path of spiritual development there is the need to think about problems and challenges, taking advantage of and exploring, from the beginning to the end of life, everything that allows us to update "this time of being", with the aim of enriching and deepening knowledge, allowing the human being the possibility of building a path. A good interpretation of a drawing or painting shows the quality it hides, in terms of the importance of emotions, from a cognitive behavioural perspective. The source of intuition is located on the plane of the soul in the interpretation of drawing or painting and frees the meaning of the symbols, proposing a comprehensive vision and a global perception of events, intuition asks us to be able to open ourselves to the universal. The voice of the soul calls us to grow, to further develop benevolence, tolerance and responsibility. The interpretation of a drawing requires an attitude based on the understanding of the heart, welcoming with kindness the diverse and different information, allows the development of harmony and balance, which is nothing more than a different way of looking at them.

Keywords: Spirituality, Knowledge, Innovation, Art Education, Affectivity.

1 INTRODUCTION

1.1 EVOLUTION AND VISION

"Learn your theories as well as you can, but put them aside when you touch the miracle of the living soul." (Jung, C. G., 1928, p. 361)¹

¹ "Learn your theories as best you can, but put them aside when you touch the miracle of the living soul." (Jung, C. G., 1928, p. 361) [Author's translation]



On the path of spiritual development there is the need to think about problems and challenges, taking advantage of and exploring, from the beginning to the end of life, everything that allows us to update "this time of being", with the aim of enriching and deepening knowledge, allowing the human being the possibility of building a path, through a "conscious thought", In order to understand clearly that human culture cannot progress further until we consciously use the power of the state of full love in the service of evolution, in order to be able to enter deeply and completely into the idea of being spiritual beings in a spiritual world. "It is the solitude of the for-itself that imposes on consciousness the absolute of its freedom, it is a consciousness stripped of everything, the one that throws itself before itself at its own risk." (Sartre, J. P., 1997, p. 678). The relationship between art and mental health is one of the many challenges of this generation, and if we are not successful, all the sacrifices of previous generations will have been in vain.

Art is not the possession of the few who are recognized writers, painters, musicians; it is the authentic expression of any and all individuality. Those who have the gift of creative expression in unusually large measure disclose the meaning of the individuality of others to those others. In participating in the work of art, they become artists in their activity. They learn to know and honor individuality in whatever form it appears. The fountains of creative activity are discovered and released. The free individuality which is the source of art is also the final source of creative development in time. (Dewey, J.; Hickman, L.; Alexander, T., 1998, p.226)²

Our children are more powerful than they have ever been, they are born stronger, more intelligent, they emerge in a completely new way, they are more involved in cultural enrichment activities than they have ever been, they sing, dance, paint, practice a variety of artistic and other activities, which allows them to reach a new consciousness and develop an enormous sensitivity.

By examining the meaning of art education as a movement of learning consciousness, we enter this epistemological field, which deals with the sensible and the artistic. It is this attraction of the magnitude of the meaning of education and art, which passes through the experience and crossing of knowledge, involving the formation of the individual and complementing the dimensions of their growth, cognitive, emotional, communicational and aesthetic development, among others. It is not limited to the school universe, but also has a place in the social and family space. (Souto, O., 2022, p.53)

Artistic education has been the target of several analyses with regard to its domains and has questioned artists and pedagogues regarding its practice, regarding its "explicit and implicit" meaning for the construction of knowledge through understanding, with regard to creativity and action. From this point of view, a multiplicity of questions and enigmas have been raised, which envisage the

² "Art does not represent a possession of the few who are recognized as writers, painters, musicians; it is the authentic expression of any individuality. Those who have the gift of creative expression to an unusual extent reveal the sense of the individuality of others to those others. By participating in the work of art, they become artists through their activity. They learn to know and honor individuality in whatever form it takes. The sources of creative activity are discovered and released. Free individuality, which represents the origin of art, is also the final origin of creative development in time." (Dewey, J.; Hickman, L.; Alexander, T., 1998, p.226)



possibility of various researches about the transcendent meaning, which studies the emotional of understanding and treats the essence of artistic education in relation to the mysteries of art and intuition, for knowledge.

Art education allows you to develop a better affective capacity and quality of reasoning, increases the ability to concentrate, helping children and others to be more critical and prepared to develop and face difficulties.

Artistic education fills a unique space in the formation of each one, at various levels: from self-knowledge to the creative interpellation of one's time and the world, from the acceleration of the imagination to the possibility of pretending to be other(s), from the recreation of the experienced/meaning to the possibilities of creation and symbolization, from intercultural experiences to the multiple expressive possibilities. (Falcão, M., 2014, p. 154)

The function of the imaginary is fundamental, to be able to reach the thoughts, feelings, memories, aspects of the personality that are in the unconscious and that can eventually be brought to the conscious, so that there is a greater understanding of the feelings and the situations themselves, which allows to expand the development of the ability to "see" and "act" through creative options, thus avoiding limited cognition.

The whole mind is made up of images, from the representation of objects and events to their corresponding concepts and verbal translations. Images are the universal currency of the mind. The sensory integrations made during perception, the ideas generated by its processing, and the verbal translation of many aspects of these processes can be stored in memory. We build multisensory perceptual moments in our mind, and if all goes well, we can memorize them and later recall those perceptual moments and work with them in imagination. (Damasio, A., 2017, pp.132-133)

The artistic experience will intensify the expression of experiences, as well as foster awareness of the sensory and aesthetic balance. In this context, awareness is important, in the sense of making it possible to acquire a better quality of life, which allows us to raise to a new awareness of higher intuitions, taking into account that the good interpretation of a drawing or a painting shows the quality it hides.

Our first aim should be to teach the child to look, which is to observe; to see which is to understand; and to make, which is to transform (Lander 1973). (Southworth, G. W., 2009, pp.24-25)³

2 TRANSFORMATION AND EDUCATION

Over the years of research, highlighting the preference for children, adolescents and seniors, a "new look" without judgment and with due distance was acquired, through the development of intuition

³ "Our first goal should be to teach the child to look, which means to observe; to see, which means to understand; and to do, which means to transform (Lander 1973)." (Southworth, G. W., 2009, pp.24-25) [Author's translation]



and analogical thinking. In this sense, it is important to deeply develop our perception in order to understand the universal language of drawing:

- Practicing discernment;
- Training analogical thinking;
- Trusting our sensations and emotions

The text does not "comment" on the images. The images do not "illustrate" the text: each one was, for me, only the origin of a kind of visual vacillation, analogous, perhaps, to that loss of meaning that Zen calls satori; Text and images, in their intertwining, want to guarantee the circulation, the exchange of these signifiers: the body, the face, the writing, and in them to read the retreat of the signs. (Barthes, R., 2007, p. 5).

Intuition is the voice of the soul, which in the course of the work of interpretation, should appear as an immediate knowledge and not as a fact that can imply only reasoning, the objective is that it emerges as an idea that generates evolution and creation.

The source of intuition is located in the plane of the soul, in the interpretation of drawing or painting, and frees the meaning of the symbols, proposing a comprehensive vision and a global perception of events. Intuition asks us to be able to open ourselves to the universal.

The voice of the creative soul calls us to grow in full love, to further develop benevolence, tolerance and responsibility.

Light to what am I? Where do I come from? Where am I going, and without a doubt, Who am I? Only then will this Integral Being be able to promote the Planetary Transformation, living in a fuller universe. (Saldanha, 1997, v.7, p.13).

By practicing analogical thinking, we gather different ideas and images, making associations and correspondences of ideas between different elements, which allow us to classify the emergence of the meaning of the symbol. We emphasize that the representations are always manifested differently, depending on each one and their own world, in this case even the shape and color can change the "configuration" of the symbol.

Images are mediators of cultural values and contain metaphors born of the social need to construct meanings. Recognizing these metaphors and their value in different cultures, as well as establishing the possibilities of producing others, is one of the purposes of education for the understanding of visual culture. (Hernández, F., 2000, p.89)

In a drawing there is always more than one plan of interpretation, which must be oriented in a way that is beneficial to the one who draws, listening and dialogue are tools of great value in interpretation, in this case, the role of the educator must be vigilant and open in an attitude of unconditional love, and the words must be dear to the heart, with the purpose of instituting the sense of freedom, broadening the imagination and helping to "heal" the mental.



Education through art is the one that best allows the externalization of emotions and feelings and the sublimation of instincts. To clarify its effect, one could say, as in psychotherapy: it is better to do than to think, it is better to say than to do, or, to put it another way: it is better to express emotions than to retain and inhibit them. (Santos, J., 1966, p.66)

The educator should orient his methodology in the sense of integrating Knowledge to Being, in a process of human and pedagogical formation, developing his professional qualification, placing life and love as the foundations of education. In this way, new perspectives will emerge in relation to the educational process, as well as in relation to the transformation of the mission of educational institutions. With regard to the affective relationship between the student and the teacher, it is intended that they can evolve together in the teaching-learning process, both discovering multiple dimensions of consciousness, which will be naturally explored during the time of common sharing, promoting love, wisdom, autonomy, creativity, competence and responsibility.

[...] Educators are given the possibility to verify certain expressive characteristics of students and to act in order to transmit important values for the development of their personalities. (Souto, O., 2022, p. 34)

The complete Being brings together the four elements and harmoniously appeals to these energies: 1) that of the body (earth; physical sphere); 2) the emotional (water; astral sphere); 3) intelligent thought (fire; mental sphere) and; 4) of the soul (air; causal sphere). In this way, the way we understand psychic energies is very important, we can close them in the area of limiting identifications or "spread our wings" and let their beauty manifest itself in the realm of originality, through the expression of life, in this case through colors, which have an enormous importance in a drawing. The meaning of color is symbolic in the various cultures of the world, and we can even say that, in addition to having a great influence, it has a huge impact on the emotional of each individual, in view of this, its understanding is translated individually. The processing of this information at the brain level encompasses the sensations and impressions of the human being, as well as their experiences, as Heller (2012) explains: "[...] Colors and feelings do not combine accidentally, their associations are not matters of taste, but universal experiences deeply rooted from childhood in our language and thought. [...]" (p.17).

Each color has a specific vibratory note and a symbolic meaning that is its own, inspired by a musical theme we can give a visual meaning to what we feel, through color and shape, point and line, we transcribe, through a drawing or a painting, the "musical notes".

The activity of listening to music, in addition to providing knowledge about the art of music, provides an interaction of the senses with the outside world and contributes, through various mechanisms of the body, to an experience of emotions, which shape the formation of the personality. (Souto, O., 2022, p.33)



The interpretation of a drawing requires an attitude based on the understanding of the heart, welcoming with kindness the various information, allowing harmony and balance, which is nothing more than a different way of looking at it, or revealing it, aiming to develop and maximize the processes of capturing, integrating, elaborating and expressing information, in essence, Everything that can be defined as learning, aiming in a harmonious way for cognitive and emotional development, developing the ability to learn how to learn, to learn to think and reflect, to learn to transfer and generalize knowledge, and to learn to love and communicate, much more than memorizing and reproducing information.

The more the child has seen, heard, and experienced, the more he knows and assimilates. The more elements of reality the child has at his disposal in his most important and productive experience, in similar circumstances, the greater will be his imaginative activity. (Vygotsky, L. S., 2012, p.33)

We conclude that we are facing multiple challenges emerging from rapid social, scientific and technological changes, highly digitized, consumerist and globalized contemporary societies, which intensify feelings of alienation, competition and foolishness. Faced with this vision of the world, the human being lives inattentive to the materialistic reality of the constant appeal to consumption, to the acquisition of goods, disturbed in achieving an image of success more associated with having and seeming, than with Being. It is, therefore, urgent to find a way of life that transcends the materialistic perspective and can elucidate this new dynamic of relations between human beings, nature and society, and that can bring us the vision of new paths for education and sustainability of the planet's resources, such as universal well-being.

Time is pressing and we need to find positive and concrete answers to the new demands of society and humanity. We live in a historical moment, in which Science and Knowledge must ally themselves in the sustenance of the Being and in the expansion of personal and planetary Consciousness, with a view to a more just, egalitarian, happy, sustainable and peaceful society.

In view of this whole universe of projects, actions and initiatives, it is understood that one of the contributions that artistic education can bring to Education is the harmonious change in the balance of knowledge that implies and integrates understanding. The transmission of this perspective is based on a mentality that aims to change rules and habits, evoking the need to sublimate intervention processes that promote reflections and actions, which lead us to change and innovation, [...] (Souto, O., 2022, p.59-60)

Only the path of knowledge and the evolution of consciousness, carried out in an affectionate path, will allow us to find the true sensation of physical, psychological and spiritual integrity, in this way we believe it is possible to achieve a feeling of balance between the human being and the environment.



We consider that the most important thing is to have the will to adhere to the vision of a spiritual world and to act through our creative powers to make it a reality: learning to know; learning to do; learning to live together; learning to Be.

A harmoniously structured, solid and united society is at the basis of the evolutionary success of the human species, and also at the origin of the development of the adaptive potential of the human being, art turns out to be a cornerstone in cultural and scientific evolution, since it is based on a continuous expansion of the spiritual imagination. (Sotto, O., 2013, p10)



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