

SUMMARY:

The theoretical part outlines the historical and contemporary ideas about development of sensory sensibility of preschool age children, reflected in the Art Education and creation. Another part of labour deals with the probe to methodology of sensory education, explanation of the term, familiarization with the significance, and potential to settings the targets of preschool education. The last section of theoretical part is dedicated to possible frameworks of interdisciplinary contextures based on the children's aesthetic interactions with the living nature appointed in the Education programme framework for preschool education (RVP PV).

The empirical part deals with the qualitative research of teaching activities of colleague from the discipline Teaching for kindergarten and their possibilities and the experience with the development of sensory sensibility and inclusion of this practice to tuition of Art Education.

The practical part analyses the transformation of children in social skills, made within long-term sensory art project. The transformation of children is documented by proposals activities and interdisciplinary linkage from other subjects, from which the process of art creating based on, or conversely towards to, by art creating, further competencies, which are developed in the project, by describing the particular activity and by final reflection and scoring, done by project process.