

Art in early childhood education: Reflections on the National Common Curriculum Base

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SUMMARY

This research aimed, in general, to analyze the importance of art, the teacher, and the child, based on the BNCC (National Common Core Curriculum) for Early Childhood Education. Methodologically, the research is characterized as documentary and bibliographic. The reflections were based on Vygotsky's (1981) socio-interactionist conception regarding interactions and the construction of knowledge. In relation to art, This study was based on the work of Barbieri (2012), Colares (2001), Duarte Júnior (1991), Fusari and Ferraz (2001), among others. It concluded that art, specifically within the BNCC (Brazil, 2018), permeates all fields of experience, whether directly or indirectly; that is, all experiences to which children are exposed should be explored through cognition, affect, and movement.

Keywords: BNCC. Art. Child.

ABSTRACT

The present research sought, in general, to analyze the importance of art, the teacher, and the child from the BNCC of Early Childhood Education. Methodologically, the research is characterized as documentary and bibliographical. The reflections used Vygotsky's (1981) socio-interactionist conception of interaction and knowledge construction as a background. Regarding art, we anchored ourselves in the works of Barbieri (2012), Colares (2001), Duarte Júnior (1991), and Fusari and Ferraz (2001), among others. It was concluded that art, specifically in the BNCC (Brasil, 2018), permeates all fields of experience, either directly or indirectly; that is, all experiences to which children are exposed must be explored through cognition, affection, and movement.

Keywords: BNCC. Art. Child.

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1. INTRODUCTION

This article is based on the theory of Vygotsky (1998), considered a theorist. socio-interactionist, which contributed significantly to the understanding of the importance of Social interactions in the social construction of the subject and in the learning and development process. of the human being. Children from 0 to 5 years and 11 months learn through interactions and play, Because, in these moments of interaction with other people, they engage in exchanges, building their knowledge according to biological and psychological processes, as stated by Vygotsky (1998).

Experience is not what happens to the subject, but what happens within the subject. that which is engraved in their entrails. According to Malaguzzi (1999, p. 84), regarding Regarding the importance of the workshop, he states: "We wanted to show how the children thought and expressed themselves, the that they produced and invented, through their hands and their intelligence [...]".

Gandini (2012, p. 191) states that "the studio [...] promoted the idea of diversity, encouraging a new pedagogy that emphasized subjectivity (and the "Interconnectivity) of the child." It is in this sense that research with children has grown, and many Scholars tend to investigate topics in Early Childhood Education, as well as to break paradigms and give To give them visibility as subjects who produce culture, who feel, speak, and act.

Therefore, it is necessary to investigate topics that address not only Early Childhood Education, but also its relationship with other issues, such as art, so that its use in conjunction with... children. Thus, as pointed out in some research by the National Association of Post- Graduation and Research in Education - ANPED - (2016), through its portal, data were observed available information about meetings and the schedule of their working groups, in which they were found, In limited numbers, productions related to artistic languages involving children, teachers and art.

Over ten years in the Working Group – GT-07 – Education of children from 0 to 6 Over the years, four papers and a mini-course related to the topic were presented. In GT 24 – Education and art, being relatively new within the scope of Anped, seeks to strengthen this space of Theoretical and practical discussions, as well as the dissemination of research in the field, having, in a short During this period, 7 productions were presented. Therefore, the scarcity of available material on these topics is evident. matters.

According to Ostetto and Leite (2012), these issues, discussed and presented, point to The need to (re)think art in the first stage of basic education in our country. And this is the subject matter. still to be systematized in the course and in the research. In this sense, it is necessary to understand the that the BNCC (Brazil, 2018), the main guiding document for pedagogical practices, addresses this



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Language and how it guides work with it. Based on this brief account of how art should be...

Regarding the work done in the reference classrooms of Early Childhood Education, formulate the main question: The BNCC (National Common Core Curriculum) addresses art and its applicability in the daily lives of children in Education. Childish?

In order to avoid perpetuating stereotypes, the general objective is to analyze the importance of art, the teacher, and the child, based on the BNCC (National Common Core Curriculum) for Early Childhood Education. Specifically: (1) Reflecting on art in Education; (2) Understanding the structure of the BNCC; and (3) To analyze the conception of art in this document. The research aims to contribute to the... a fruitful deepening of reflection on the knowledge built about Education Childhood, interactions, aesthetics, and routine.

2. ART IN EDUCATION

In 1816, the French Artistic Mission arrived in Brazil, giving rise to the Academy. Imperial School of Fine Arts. At this school, European models were used, and the drawings there... The developed models should be faithful copies of these designs. At that time, art education emphasized... The design emphasized the value of the product and the teacher as the absolute possessor of truth.

At the end of the 19th century, an intense movement emerged in the United States, inspired by the philosophical ideas of the American John Dewey, which spread to Europe and other countries. Americans. Dewey (1899, p. 25) stated that when a child arrives at school, he or she "is already intensely active, and the role of education is to take on this activity and guide it."

His reflective thinking and educational vision of equity became a theory. pedagogical, contributing to reflection on the formation of the reflective child. It also states that The existence of four innate impulses—to communicate, to build, to inquire, and to express—that constitute natural resources on which child development depends (Dewey, 1899).

In the 1934 Constitution (Brazil, 1934), even under the intense influence of the debates about The school was as proposed by the Pioneers of Education, and with the political changes, the laws were altered. for the new rules of social coexistence originating from the Estado Novo (New State). Brazil adopts a new Federal Constitution (CF) in 1937 (Brazil, 1937), which has its first article dedicated to Education and It establishes: "Art, science, and education are open to individual initiative and to that of associations or persons." public and private collectives".

The Law of Guidelines and Bases of Education – LDB – (Brazil, 1996), two phenomena Historical events occur: Early Childhood Education comes to be considered the first stage of Basic Education, and the teaching of Art becomes mandatory, as stated in Article 26 § 2: "The teaching of art,



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especially in its regional expressions, it will constitute a mandatory curricular component in "various levels of Basic Education, in order to promote the cultural development of students."

Early childhood education, as a right for young children, has represented changes in the way of conceiving them, of understanding the formulation of knowledge. And, through this achievement of Guidelines were proposed for young children and their families regarding the right to institutional education. for pedagogical work. Resolution No. 05/2009 establishes the National Curriculum Guidelines for Early Childhood Education (Brazil, 2010) and establishes, in its article 9, that the pedagogical practices of Curriculum proposals should be based on play and interaction as guiding principles.

According to sections II and IX, respectively, of the aforementioned article, these practices Educational practices should ensure "experiences that promote the immersion of children in different languages and their progressive mastery of various genres and forms of expression: gestural, verbal, plastic, dramatic and musical"; and, according to Clause IX, "experiences that promote the The relationship and interaction of children with diverse manifestations of music and visual arts. and graphic arts, cinema, photography, dance, theater, poetry and literature", indicative of the experiences that These languages should be used in early childhood education.

How does the aforementioned document on pedagogical work with the arts relate to... Does it provide guidance on teaching young children? According to the Curriculum Guidelines for... Early Childhood Education – OCNEI (Ceará, 2011), these experiences occur within the scope of appreciation and debate on samples of artistic and cultural productions, both observed and produced by group of children, which must be guaranteed to the children as a way of integrating into the environment. where they live.

Traditional schools claim to understand the importance of art for cognitive development. of the students; however, the place of art in school — at least in public schools — denotes an attitude contradictory regarding its role in development and its relation to human experience.

Therefore, it is excluded from the school curriculum - and when it is in the curriculum it has less value in Regarding subjects considered objective - Art, in a way, is discriminated against within the school. It could be argued that art in schools is part of a type of "internal exclusion." This model Schooling, focused on the transmission of knowledge, tends not to value the expression and speech of... educating students to construct their thoughts and knowledge.

With the advent of new educational paradigms and questioning of the model In this context, documents and movements are emerging that oppose the current position of the traditional school. The Art Education movement, which built its foundations on the systematized triangular approach, is conceived by Barbosa (2009) and based on production, enjoyment and contextualization. of Art.



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According to Carvalho (2007), these are learning axes in Art that are related by through artistic creation, which is the practice expressed by the creative imagination of the students, therefore if In contrast to imitating ready-made models, reading images as exercises in exploration and discoveries and the context of the artwork, which are relationships that students establish from their Artistic production is linked to lived experience, and it affirms the importance of art within school and in life. in equal proportions; and it also says that, just as the school does not have the purpose of forming mathematicians, physicists, or chemists, among others, it is not the purpose of the school to train artists; which is nothing Within the school walls, it prevents someone from emerging who could become a professional in any field. one of the areas of knowledge.

2.1 ART IN SCHOOL

Studies indicate that experiences with art in the daily life of the educational institution Early childhood education is still scarce. Anjos (2012) reveals that art, in the school context, faces serious challenges. Resistances, and among those that are gathered, the conceptions that permeate artistic practice stand out. in Education, which are restricted to times and spaces defined by the calendar of civic dates, making this content irrelevant to the real needs and interests of children.

Unlike what freedom of expression proposed, when there was no guidance... pedagogical approach focused on didactic purposes aimed at cognitive development and awakening in The students were given possibilities for interpreting the world through art, as it was merely a matter of possibility. The student expresses their opinion, but without any reflection, either from them or from the other person. He guided him in the pedagogical sense of the term.

When discussing working with art with young children, Duarte Jr. (1981, p. 15) says that "for the child, art is an activity, it is a doing, but it is not a simple doing". In early childhood education, artistic activities are limited to preschool and we refer to Moura. (2006), in stating that it must be a contextualized and meaningful activity for the learners, and not a doing something connected to something isolated from the child's sociocultural environment and everything inherent to their These are unique aspects, as children do not separate life and art into two distinct categories, but rather experience them simultaneously.

Art is one of the means that enables children to interact with the world, reaffirming the The infant as a historical subject. By promoting children's access to art, through its various languages, The school, while providing an opportunity for the expression of each individual's personality, also exercises... The interaction and the feeling of belonging to the community. "This is an experience similar to that of a citizen." "While preserving its uniqueness, it actively participates in the life of the community to which it belongs." (Barbieri, 2012, p. 28).



In the daily work with art, within the daycare center, activities should be proposed. consistent with the children's age group, respecting their abilities and potential, with the with the intention of arousing, provoking and aggregating aesthetic experiences, because, as Ostetto and Leite said (2012, p.112), art "is an aesthetic experience and it is this character that should not be distorted".

Within the context of this dynamic of art work in school and its encounter with the In children, the teacher acts as a mediating figure who, in the position of A more experienced person will give the child the security to "...return to the adult, have contact and Create together. The important thing is to have an adult nearby, co-participating and not controlling" (Ostetto, 2004, p. 55).

The challenge for the teacher is to transform their lesson plans into practical application. that focuses on the process of making, and not on the product; it encourages the child to explore new paths. paths, enabling him to forge his own unique path in his engagement with art, giving him the outlet to create and to imagine, and not dictate how to do it. However, in order for the child to have the resources to do this, the The teacher has the fundamental role of fostering the path taken, adding, thus, more elements to his framework of experiences (Ostetto, 2004).

However, Barbieri (2012) warns us that, for the practice of expanding repertoire, In order to be effective in the daily routine of the daycare center, it is also necessary that the teacher have contact with the artistic world and pay attention to your personal development - also paying attention for particular aesthetic experiences and for socially shared practices (such as Actions that take place in museums, galleries, books, musicals, among others.

3. GAZE AND INTENTIONS: THE PATH OF RESEARCH

Research is a systematic process that aims to propose an answer to... The problem, developed from knowledge, methods, and techniques, implies making choices. and make sound decisions (Gil, 2002). For the development of this research, the chosen approach is... adopting a qualitative methodological approach, as it is understood that phenomena Educational methods can generate results that are not achieved by statistical procedures aimed at... life and people's behavior.

The qualitative research approach, according to Bogdan and Bikler (1994), presents five characteristics in the investigation. The first is the investigator's direct contact with the environment and with the phenomenon to be investigated. The second characteristic is that the data collected are predominantly descriptive; therefore, the description must be meticulous, and the researcher must remain... paying attention to as many elements of the situation under study as possible.

In qualitative research, the process deserves more attention than the product. This is the third characteristic requires the researcher to be attentive to as many elements as possible present in the situation.

Regarding the fourth characteristic, the "participants' perspective," considering the different perspectives that individuals have on the phenomenon. And, finally, the fifth characteristic refers to the analysis of intuitive data, which "does not collect data or evidence with the aim of confirming or informing pre-constructed hypotheses; instead, abstractions are built as the data emerges. Collected individuals are grouping together." (Bogdan; Biklen, 1994, p. 50).

Godoy (1995, p. 21) states that "documentary research represents a form that can take on an innovative character, bringing important contributions to the study of certain topics." For the author, qualitative studies based on documents have a more natural bias, since they are recorded and allow for more thorough reflections on such documents in a broader sense and contextualized, and may even consider other topics related to sectors of the economy, social and/or cultural (Calado; Ferreira, 2004).

It is worth noting that documentary research is based on two distinct moments: (1) a selection of documents; and (2) content analysis. The selection of documents requires discernment and attention should be paid to the selection of bibliographic sources to be used for study and reflection. All of these documents listed as useful for research should be read at a reasonable pace, having in view of the rigor of data validation (Bardin, 2011).

4. ART IN THE NATIONAL COMMON CURRICULAR BASE: CONSIDERATIONS AUCTIONED OFF

The BNCC (Brazil, 2018) is a mandatory document in Brazil and is planned... in the Federal Constitution of 1988 (Brazil, 1988) and in the LDB (Brazil, 1996), having gone through two versions. This document has been used in research to provide a comprehensive overview of the various versions leading up to the current model. to provide a foundation for the learning outcomes that students should present and develop in all areas. The stages of Basic Education: Early Childhood Education, Elementary School (Early Years and Later Years) and High School.

This process required three versions, which underwent public consultation. and by analysis from experts in the field of education, although doubts about its legitimacy remain to this day. due to the short time elapsed between the public consultation and the final document of these drafting procedures. versions. To build the first version, there were a series of discussions between the second semester of 2015 and the first quarter of 2016, which was made available on September 16, 2015.

The second version was made available on May 3, 2016, and only in April of 2017, the Ministry of Education and Culture (MEC) delivered this version to the National Council of Education (CNE), which was approved on December 20, 2017, still only includes the Early Childhood and Elementary Education. Only the following year did the Ministry of Education deliver the third version of the document, which includes secondary education, which had not been included until now. This version of the document includes secondary education, which had not been included until now. included in the BNCC (Brazil, 2018), whose approval was defined on December 14, 2018.

The second version of the BNCC (Brazil, 2018) emerged with almost twice as many pages as the original first, amidst numerous discussion seminars — more specifically, 27 state-level seminars. The participation of nearly ten thousand teachers and school management professionals. In addition to discussing, They also revised the text for approval by the Ministry of Education, arriving at the 3rd and final version.

It is through this process of acculturation, that is, the internalization of the material forms of culture, that the human baby "becomes humanized." It is the possibility of developing these functions, offered by the biological apparatus and social interaction, which will allow this baby to take a leap. qualitative in relation to other mammals (Machado, 2001).

Currently, at least in legal terms, this is the reality: the child as a subject of rights, when society must assume increasingly greater commitments to them. The idea of The concept of a competent child is also present in current discussions. According to the BNCC (Brazilian National Curriculum Base), the child... She should be treated as a historical subject, with rights, and a co-constructor of her own learning.

From Zabalza's perspective (1998, p.20), "the child is 'competent' in the double sense of 'entry situation' and 'exit purpose'", that is, upon entering school, she already brings diverse experiences and skills that should be considered during their development and learning. On the other hand Furthermore, upon leaving early childhood education, the child should possess a repertoire of experiences and skills. broader, reflecting the educational work carried out throughout the years of schooling.

We observe, therefore, that, at least in legal and academic circles, it is becoming increasingly... It is evident that children are social agents who react to situations experienced with their peers and They develop resistance strategies to participate in the social world, as Altino emphasizes. Filho and Lourival Filho (2008).

5. ART AND ITS MULTIPLE LANGUAGES

Duarte Jr. (1991, p. 21) points out: "[...] human life is not only (physical) life, but Existence, that is, it has a meaning. And, in this sense, it is words that give it to us. Language. And through it, values and meanings underpin and structure our existence on earth."

In this sense, we understand that human consciousness is what enables reflection on the meanings assigned by language.

When we live through an experience, we feel what it is in order to then give meaning to it. we experience. In line with this idea, Duarte Jr. (1991) states that human knowledge This occurs through the dialectic between living (feeling) and symbolizing (naming). This statement leads us to to understand that even a very young child is capable of transforming their experiences into Symbols, extracting meaning; this can be mediated by an adult and even by another child.

The human capacity to express thoughts and/or feelings is related to their process of elaboration and development of the species, to its constitution of being, which receives influences from the external context. According to Vygotsky (1998), young children express desires and desires through a subjective language in the subjective state that precedes orality.

Their work is produced through personal observation, assimilating information into their own frameworks. their way of drawing. Even though each child develops learning in a unique way, We can also observe similarities in the theories and techniques presented to him (Cavalcanti, 1995).

As Barbosa (2009) teaches, it is important to provide meaningful experiences in education. arts, based on the triangular methodology, composed of pedagogical sequences that contextualize the artist's biography, the reflective reading of the works of art produced by him, and the artistic production of the subjects.

Art in early childhood education has been increasingly discussed among teachers. Teachers are improving their skills and changing their perception regarding the vast number of proposals. possible approaches that consider aesthetic sense (Martins; Picosque; Guerra, 1998).

Currently, faced with various stimuli, the teacher must assume a role of researcher and expert on the child's knowledge acquisition process so that, from From a perspective of the child as the protagonist and as a subject of rights, it is possible to plan moments. meaningful, contextualized, pluralistic, and that allow children to express themselves freely. (Pimentel, 2009).

In order to communicate through these relationships, the child constructs a world. symbolic expression that reflects their lived context. Art is one of the symbolic expressions used by children for this purpose. "Art consists of specific modes of creative activity of beings humans interacting with the world they live in, getting to know themselves and getting to know it" (Ferraz; Fusari, 1993, p.13).

This symbolic world is constantly being redefined by the diverse and constant... interactions that, based on experiences, whether outside or inside school, sharpen their perception and

their understanding of the world. It is in this constant and uninterrupted movement that the child creates meaning. It engages your imagination and enhances your senses. Experiences that involve manifestations Artistic and aesthetic interactions allow children to develop their aesthetic sense through their interactions. (Pontes, 2001).

In agreement with Duarte Jr. (1991), we understand that the arts, with regard to Interpretations, on the other hand, are not neutral activities, as they involve the expression of feelings and meanings personal. The author also points out that meaningful experiences in the arts enable dialogue between feelings and social experiences. In this sense, the child's perception of the work of art. She preserves her truth and, in moments of appreciation, lets her feelings flow naturally.

The BNCC (Brazil, 2018) includes art, more specifically, in the following areas of experience: Lines, sounds, colors and shapes, and body, gestures and movements. However, it would be wrong of us to... not to draw attention to the fact that aesthetic experiences permeate all of early childhood education, considering that it is guided by providing holistic experiences that allow the holistic development of the child.

The different ways of expressing oneself are not innate to one's nature; they are constructed. stemming from cognition, affect, and motor skills, they are the result of various interactions with others and with the environment. social, cultural, and historical context. By becoming protagonists in their own construction process Through knowledge and by being provided with aesthetic and artistic experiences, children translate the The world in signs and symbols, giving it new meaning (Ferraz; Fusari, 1993).

FINAL CONSIDERATIONS

The purpose of this research was to meet the objectives described in the first section: To analyze, in general terms, the importance of art, the teacher, and the child based on the BNCC (National Common Core Curriculum) Early Childhood Education. Specifically: (1) reflecting on art in education; (2) understanding the structure of BNCC; and (3) analyze the concept of art in this document.

It is well known that children are increasingly taking center stage in education. Thanks to research, Through studies, discussions, and reflections, this competent and creative individual has assumed the role of protagonist in the teaching and learning process.

Given this context, the pedagogical practice, the educator's profile, the proposed activities, The spaces and everything that surrounds this being are being redefined, bringing the child to the center of the... planning.

The BNCC (Brazil, 2018) presented a set of minimum competencies and skills. that every child should develop throughout basic education. The learning rights

These principles guide education, and the curricular arrangement of the fields of experience completes this perspective. which, even after years of struggle, is still being built historically.

Art, as an aesthetic expression, enables perception in different dimensions.

be it feeling, speaking, or listening. Precisely because of its multiple dimensions, it provides...

A child is exposed to a range of experiences that, through socialization with others and with the environment, provide them with the opportunity to learn from them.

The social, cultural, and historical environment allows one to construct their knowledge.

Art is experienced by the child in a holistic way, that is, in its entirety, which

This makes the teacher an important agent in this process. It is worth noting that artistic creation contributes for the free expression of children and for the sensitization of the senses, through interactions, enabling the construction of knowledge.

Finally, in the BNCC (Brazil, 2018), art permeates all fields of experience, directly

or indirectly; all experiences to which children are exposed should be explored with

Cognition, affect, and movement. It was possible to understand that art, in the BNCC (Brazilian National Curriculum Base), is of paramount importance. so that children can broaden their aesthetic sense, making their senses more sensitive.

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