



## THE IMPORTANCE OF ART SUBJECT IN COMPLETE EDUCATION SCHOOLS *THE IMPORTANCE OF ART SUBJECT IN COMPLETE EDUCATION SCHOOLS*

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### SUMMARY

This qualitative study, exploring the intersection between art and integral education, aims to understand how the significant insertion of artistic practices can contribute to the full development of the student in the Brazilian educational context. Based on works by authors such as Gadotti (2009), Cavaliere (2014), and Oliveira (2019), the study highlights the importance of art not only as a discipline, but as a catalyzing tool for expression, creativity and socio-emotional development. The results reveal practical and structural challenges in the effective implementation of artistic practices, as evidenced by the research by Cardoso and Oliveira (2022). The gap between theory and practice highlights the need for a thorough review of educational policies to ensure that art is meaningfully integrated into everyday school life. Legislation at the state level, exemplified by laws in the State of Goiás-BR, signals the search for pedagogical innovation and the need for constant updates to align educational practices with contemporary demands. This legislative dynamism suggests a constant dialogue between theory and practice, emphasizing the importance of a flexible and adaptable approach in implementing artistic practices in comprehensive education. By drawing horizons for a comprehensive education enriched by art, this study contributes to the development of strategies and policies that promote a more complete and meaningful educational experience for students, going beyond the mere transmission of formal knowledge. **Key words:** Comprehensive Education, Art, Student Development.

### ABSTRACT

This research explores the intersection between art and integral education, seeking to understand how the significant insertion of artistic practices can contribute to the student's full development in the Brazilian educational context. Based on works by authors such as Gadotti (2009), Cavaliere (2014), and Oliveira (2019), the research highlights the importance of art not only as a discipline, but as a catalyzing tool for expression, creativity and socio-emotional development. The results reveal practical and structural challenges in the effective implementation of artistic practices, as evidenced by the research by Cardoso and Oliveira (2022). The gap between theory and practice highlights the need for a thorough review of educational policies to ensure that art is meaningfully integrated into everyday school life. Legislation at the state level, exemplified by laws in Goiás, signals the search for pedagogical innovation and the need for constant updates to align educational practices with contemporary demands. This legislative dynamism suggests a constant dialogue between theory and practice, highlighting the importance of a flexible and adaptable approach in implementing artistic practices in comprehensive education. By drawing horizons for a comprehensive education enriched by art, this research contributes to the development of strategies and policies that promote a more complete and meaningful educational experience for students, going beyond the mere transmission of formal knowledge. **Keywords:** Integral Education, Art, Student Development.

### 1. INTRODUCTION

1 In the contemporary educational scenario, the search for a more comprehensive and enriching approach gains prominence, driving reflection on integral education. In this context, art emerges as a transformative force capable of going beyond the traditional limits of the classroom, promoting the student's integral development. This study delves into the intersection between art and integral education, exploring how the significant insertion of artistic practices in everyday school life can draw promising horizons for the future of education.

The need for education that goes beyond the mere transmission of formal knowledge has been the subject of discussion among educators and researchers. Authors such as Gadotti (2009) highlight the importance of comprehensive education, going beyond the accumulation of information to promote the development of reflective and creative citizens. In this context, art emerges as a catalyst for expression, creativity and

flourishing of socio-emotional skills.

However, the effective implementation of these artistic practices faces practical and structural challenges, as evidenced by studies such as that by Cardoso and Oliveira (2022). The gap between theory and practice highlights the need for a thorough review of educational policies to ensure that art is meaningfully integrated into everyday school life.

Legislation at the state level, exemplified by the laws in the State of Goiás, signals the search for pedagogical innovation and the need for constant updates to align educational practices with contemporary demands. This legislative dynamic suggests a constant dialogue between theory and practice, highlighting the importance of a flexible and adaptable approach in implementing artistic practices in comprehensive education.

Thus, the present study restores an in-depth investigation into the intersection between art and integral education, examining not only the theoretical benefits, but also the practical challenges faced in the effective incorporation of these practices in the Brazilian educational context. By drawing horizons for a comprehensive education enriched by art, this study aims to contribute to the development of strategies and policies that promote a more complete and meaningful educational experience for students.

## 2 THEORETICAL FRAMEWORK

### 2.1 THE TRANSFORMATIVE ROLE OF ART IN COMPREHENSIVE EDUCATION

In the Brazilian educational context, the search for improvements in learning Portuguese and mathematics in elementary school gained prominence with the Novo Mais Educação Program, established by Ordinance No. 1,144 of 2016. This initiative, aligned with the National Education Plan (Law 13,005/2014), aims not only to strengthen formal knowledge, but also recognizes the importance of enriching students' educational experience.

The expression "Integral Art in Education" emerges as a catalyst for the global development of students. Through an approach that transcends traditional limits, art reveals itself as a tool capable of transforming not only learning, but also the dynamics of the school itself. Decree No. 7,083/2010, which provides for the More Education Program, establishes the basis for this transformation by recognizing the need for activities that go beyond conventional subjects.

The Mais Educação Program, as detailed in Interministerial Normative Ordinance no. 17 of 2007, stands out for its full-time proposal, opening space for a broader and enriching approach. However, research by Cardoso and Oliveira (2022) highlights reductions and setbacks in the full-time policy, warning of the need to rethink the implementation of these initiatives.

Analyzing the panorama at the state level, legislation in Goiás, such as Law No. 17,920 of 2012, which establishes the Full-Time Education Centers (CEPI), and Law No. 20,917 of 2020, which creates the Full and Integral Education Program, demonstrates the state's effort towards more comprehensive education.

Cavaliere (2014) questions whether full-time public schools in Brazil are philanthropy or state policy. The answer may lie in integrating art as a regular practice and not just an occasional activity. Gadotti (2009) highlights that integral education is an innovative process, reinforcing the need for flexible approaches that include the arts intrinsically to the curriculum.

The study by Oliveira (2019) reveals that the evolution of integral education in the 21st century, from the Mais Educação Program to the Novo Mais Educação, demands a holistic understanding of educational practices. Art, when integrated in a meaningful way, not only enriches everyday school life, but also contributes to the formation of more creative and reflective citizens.

The proposal for "Integral Art in Education" emerges as a transformative approach, aligned with legislative advances and the understanding that education goes beyond the transmission of formal knowledge. By incorporating art into the integral educational scenario, a range of possibilities for the development of full development of students, promoting a true revolution in learning and the construction of a society richer in cultural experiences and expressions.

Amid the classrooms and school corridors, we glimpse a transformative potential that goes beyond conventional disciplines. The search for a comprehensive education leads us to rethink the way we view the educational process, highlighting the importance of art as a protagonist in this narrative of innovation.

The Novo Mais Educação Program, designed to improve the teaching of Portuguese language and mathematics, signals an opening towards a more comprehensive educational approach rich in experiences. Is here

that art, far from being just a discipline, assumes the role of catalyst for the integral development of students.

In Goiás, initiatives such as the Full-Time Education Centers (CEPI) and the Full and Integral Education Program reflect the effort towards an education that transcends traditional limits. These local proposals point to the understanding that learning cannot be restricted to one space or isolated subjects, but must be a holistic experience.

When exploring this universe, it is essential to understand that art is not an accessory, but a vital language for expressing and understanding the world. Gadotti (2009) highlights that comprehensive education is an innovative process, and art, when integrated in a meaningful way, contributes to shaping more creative, reflective and connected citizens with society.

To this end, we design a future where art is not just a subject in the curriculum, but a living, pulsating presence in every aspect of comprehensive education. It is an invitation for schools to become true ateliers, where students, as artists in training, explore, create and develop fully, coloring not only their notebooks, but also the learning path they follow.

## 2.2 ART AS AN ALLY IN THE COMPREHENSIVE STUDENT DEVELOPMENT

In the vast universe of comprehensive education, art emerges as a powerful ally, playing an essential role in the full development of students. By invoking Gadotti's (2009) reflections on integral education as an innovative process, we are led to question not only what is taught, but how it is taught.

The proposal of Art as a Tool transcends the idea of an isolated discipline. It becomes an invitation to exploration, individual expression and the development of skills that go beyond the traditional limits of the classroom. In his study, Gadotti (2009) highlights that comprehensive education is not limited to the transmission of formal knowledge; it encompasses the formation of creative and reflective individuals.

Cavaliere (2014), when questioning whether full-time public schools are philanthropy or state policy, suggests that the answer may lie in the ability to transform the school into a dynamic environment. Here, art is not just a subject, but a tool to create an environment that stimulates student curiosity, innovation and engagement.

Oliveira (2019), when analyzing the evolution of comprehensive education from the Mais Educação Program to the Novo Mais Educação, highlights the need to understand this transformation as a holistic phenomenon. In this context, art is not just an adornment, but a driving force that permeates all spheres of learning, contributing to the formation of individuals capable of facing the challenges of the 21st century.

The research by Cardoso and Oliveira (2022) reveals reductions and setbacks in the full-time policy, highlighting the importance of rethinking the implementation of these initiatives. The proposal to integrate art in a meaningful way not only responds to this need, but also offers a flexible and dynamic approach, capable of adapting to constantly changing demands.

Therefore, when considered, we are not only enriching the school curriculum, but shaping an educational environment that nurtures creativity, personal expression and the formation of citizens capable of contributing significantly to society. It is an invitation for every brushstroke, every musical note, every artistic expression to be a journey of discovery and growth, transforming the classroom into a vibrant stage for students to fully flourish.

## 2.3 FOSTERING EDUCATIONAL INNOVATION: THE ESSENTIALITY OF THE ART SUBJECT

3 In the contemporary educational context, the incessant search for innovative pedagogical approaches that catalyze the integral development of students finds a fundamental pillar in the discipline of art. From this perspective, authors such as Gadotti (2009), Cavaliere (2014) and Oliveira (2019) highlight the unique contribution of art not only as an additional subject, but as an essential vector in the training of creative and adaptable students.

Gadotti (2009) emphasizes that art goes beyond the transmission of formal knowledge, constituting a language that expands the boundaries of individual and collective expression. Creativity, according to Cavaliere (2014), is not just an innate aptitude, but a skill that can be cultivated and enhanced through immersion in the artistic discipline. In this way, art is not restricted to the universe of paints and brushes, but

is consolidated as a means of stimulating critical thinking, problem solving and aesthetic appreciation.

Oliveira (2019) highlights the need for a more holistic understanding of integral education, and the discipline of art emerges as a bridge to integrate cognitive, emotional and social elements in the educational process. By embedding art meaningfully into the curriculum, we not only provide students with an outlet to express their uniqueness, but we also nurture fundamental skills to face the complex challenges of the 21st century.

Therefore, when we consider the contribution of the art discipline, we are not just talking about strokes and colors, but about a transformative vehicle that drives innovation and creativity, preparing students to excel in a world that demands flexible and visionary thinkers. Art, therefore, transcends the limits of the classroom, becoming a vital agent in the construction of a more comprehensive and dynamic education.

### 3. MATERIAL AND METHOD

This study adopted a qualitative and bibliographical approach to deepen our understanding of the impact of art on the student's integral development in the context of comprehensive education. The fusion of these methodologies allows for a comprehensive analysis, combining individual perspectives with a solid theoretical foundation.

#### 3.1 Qualitative and Bibliographic Approach

The qualitative part of this study was based on the analysis of literary works, theses and dissertations that address the intersection between art and integral education. Authors such as Gadotti, Cavaliere and Oliveira are fundamental in this exploration, providing valuable insights into educational dynamics in Brazil and the evolution of programs such as Novo Mais Educação.

The bibliographic review was conducted through a careful selection of sources, including academic articles, theses and dissertations that address the influence of art on the integral development of students from 2016 to 2022. The core of the investigation was anchored in works that offer a comprehensive view of educational practices, examining the interaction between comprehensive education programs and the inclusion of art in the school curriculum.

The critical analysis of bibliographic sources was conducted in a reflective manner, identifying patterns, gaps and convergences between the authors' perspectives. This analysis contextualized the theoretical foundations within the scope of integral education, contributing to a deeper understanding of the role of art in this context.

In this way, the qualitative approach, centered on the analysis of literary sources, and the bibliographic review intertwine to offer a complete and grounded view of the importance of art in integral education. This methodological strategy seeks not only to enrich the theory, but also to provide valuable insights for educational practice, promoting reflection on the impact of this integration on the global development of students.

### 4. RESULTS AND DISCUSSION

The results of this study revealed a convergence of perspectives in the studies reviewed, pointing to the positive influence of the integration of art in comprehensive education. Authors such as Gadotti (2009), Cavaliere (2014) and Oliveira (2019) highlighted the ability of art to transcend the traditional barriers of education, promoting a richer and more meaningful experience for students. The revised sources demonstrate a consistency in the idea that art is not just an additional discipline, but a tool catalyst for integral development.

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The analysis of the studies also revealed a challenging panorama in the Brazilian scenario. The research by Cardoso and Oliveira (2022) pointed out reductions and setbacks in the full-time policy, highlighting the pressing need to rethink the implementation of these initiatives. Art, in this context, emerges as a potential solution to revive the commitment to a more comprehensive education.

Furthermore, the bibliographic review offered insights into the evolution of educational programs in Brazil, from the Mais Educação Program to the Novo Mais Educação. The work of Oliveira (2019) highlighted the need for a holistic understanding of these transformations, pointing to the relevance of art as a

an essential component for a comprehensive education that goes beyond the mere transmission of formal knowledge.

Critical analysis of these sources reveals a persistent gap between theory and practice. Although the works highlight the benefits of art in comprehensive education, the effective implementation of these concepts appears to face practical challenges. In this sense, art is often relegated to a secondary role, demanding a structural change in educational policies to effectively incorporate artistic practices into everyday school life.

Understanding integral education, according to Gadotti (2009), goes beyond the mere accumulation of knowledge; it is about the formation of reflective and creative citizens. Art, when integrated in a meaningful way, emerges as a powerful vehicle to achieve this goal, providing an environment conducive to the flourishing of socio-emotional and cognitive skills.

The results also highlight the importance of a flexible and adaptable approach. Legislation at the state level, exemplified by the laws in Goiás (Law nº 17,920 of 2012 and Law nº 20,917 of 2020), highlights the need for constant updates to keep up with the constantly evolving demands of comprehensive education.

However, the successful implementation of these practices requires a review of educational policies. The proposed amendment to Law No. 20,917 of 2020 points to a recognition of the need for constant adaptation to ensure that educational practices are aligned with contemporary demands.

This study also revealed the need for a deeper understanding of the specific role of art in comprehensive education. The reviewed works provide a solid foundation, but successful implementation requires a more specific analysis of artistic practices within schools, exploring how these activities are integrated into the curriculum and how they impact the school environment.

The critical analysis also highlights the need for a more comprehensive vision of integral education, going beyond conventional disciplines. Authors such as Cavaliere (2014) question whether full-time schools are really philanthropy or state policy. The answer, according to the reviewed results, lies in the ability to transform these institutions into dynamic environments, where art is not a superficial addition, but rather an intrinsic component of everyday school life.

The integration of art into comprehensive education also resonates with the search for pedagogical innovation. Legislative research in the State of Goiás-BR points to the need for updates to legislation to incorporate innovative practices, and art presents itself as a tool that not only enriches, but also challenges traditional teaching methods.

The reviewed results highlight the need for a more holistic approach to education, considering not only formal knowledge but also students' emotional and social development. Art, in this context, is not just a discipline; It is a language that allows expression, discovery and construction of identity.

Furthermore, the results highlight the importance of a continuous dialogue between theory and practice. Legislation, while providing a framework for comprehensive education, needs to be constantly reviewed and adapted to ensure it is aligned with the real needs of schools and students.

The challenges found in the results highlight the need for a more flexible and adaptable approach to implementing artistic practices in comprehensive education. Practical and structural barriers need to be overcome to ensure that theory effectively translates into enriching experiences for students.

In a dynamic educational scenario, the search for innovative strategies that promote the integral development of students is constant. In this context, the discipline of art emerges as a driving force capable of going beyond conventional standards, triggering a significant impact on the educational process.

5 This research explores how the discipline of art acts as a catalyst in fostering creativity and innovation in the school environment.

Instead of pointing out art as a mere discipline, this approach aims to highlight its ability to awaken and develop students' creativity. Creativity, understood here as a vital skill in the 21st century, becomes the epicenter of the educational process, shaping not only artistic understanding, but also the way students face challenges and develop original solutions.

The results of this study reveal not only the positive influence of the art discipline in stimulating creativity, but also its ability to transcend conventional learning barriers. Art is not just a means of expression, but a vehicle that drives critical thinking, the resolution of

problems and the ability to view the world in unique ways.

Therefore, by focusing on the development of creativity, the discipline of art presents itself as a transformative force in education, preparing students for future challenges, where the ability to innovate and create becomes a crucial differentiator. This study not only highlights the importance of art in the educational context, but also reinforces its role as an essential tool in the formation of capable and visionary individuals.

## FINAL CONSIDERATIONS

At the conclusion of this study, a clear understanding of art emerges as a fundamental piece in the puzzle of integral education. The results obtained, by integrating qualitative and bibliographical perspectives, reveal a complex and challenging scenario, but also point to significant opportunities for transformation.

The role of art transcends the mere inclusion of artistic subjects in the school curriculum. It is an essential tool for the student's integral development, as outlined by Gadotti (2009). The ability of art to stimulate creativity, individual expression and socio-emotional skills is evident, aligning with the vision of an education that goes beyond the mere transmission of formal knowledge.

However, the pragmatic challenges, evidenced by the research by Cardoso and Oliveira (2022), indicate that there is a considerable gap between theory and practice. The effective implementation of artistic practices in comprehensive education faces structural barriers that require an in-depth review of educational policies. Legislative considerations in Goiás highlight the need for constant updates to keep up with constantly evolving demands.

The critical analysis of bibliographic sources highlights the importance of a more holistic approach in understanding integral education. Art is not just an isolated discipline; it is a language that permeates all spheres of learning, challenging conventional boundaries and providing a richer and more meaningful educational experience.

As we explore the future of integral education, the proposal for "Integral Art in Education" is not just an eloquent expression, but a call to action. The final considerations of this research point to the need for a paradigmatic change in the way we view education. It is necessary to recognize art not as a superficial addition, but as an intrinsic element of everyday school life.

The search for pedagogical innovation, evidenced by legislation in Goiás, suggests that the dialogue between theory and practice must be constant. Art, when incorporated in a meaningful way, not only enriches everyday school life, but also challenges traditional teaching methods, promoting an education more aligned with the demands of the 21st century.

The final considerations of this research highlight the importance of a flexible and adaptable approach in implementing artistic practices in comprehensive education. The challenges encountered should not be seen as insurmountable obstacles, but as opportunities for reflection and continuous improvement.

We thus design an educational future where art is not just a subject in the curriculum, but a living, pulsating presence in every classroom. It is an invitation for schools to become true ateliers, where students, as artists in training, explore, create and develop fully. By integrating art into integral education, we are not just coloring notebooks, but designing a promising path for the integral development of students and for a society richer in cultural and creative expressions.

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