

Project “Creativity” in Physical Education a Study Case at Pedro II School Short Communications

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Abstract

This study had as its aim to stimulate the artistic creativity during the physical education classes for six months. It involved nine groups from the 4th grade of Secondary school from a Federal school of Rio de Janeiro, Brazil, totaling up 264 students. The school subjects: visual arts, musical education and physical education helped with the groups' tasks. The apex of the project consisted of a presentation of the groups at the Gymnasium which was assessed by a judging committee that selected the three best presentations. The results pointed to the following benefits: 1) to know how to work in a group - 121 students (45.83%) 2) to experience different lessons – 54 students (20.45%), 3) several/other benefits – 88 students (33.72%).

Keywords: Artistic, Creativity, Case Study, Physical Education, Project

1.0 Introduction

The project “Creativity” in Physical Education was carried out during the first term of 2011 at Pedro II School – São Cristóvão Branch located at São Cristóvão suburb in Rio de Janeiro. Its aim was to connect the physical education subject to other subjects on the syllabus such as visual arts and musical education.

The project was characterized by the planning of an artistic presentation by 264 students who belonged to the nine groups from the 4th grade of Secondary school of Pedro II School.

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The students' task was to create a theme/ plot for their presentations which would be shown by different groups in the very same way as a samba school parade.

The themes/ plots would be free and as an example they could be related to sports, Olympic games, World Cup, theatre, television, cinema, critics to one's customs, society, politics and the daily life of a cosmopolitan city.

2.0 Importance and Applicability

The non-formal practices in physical education as it is partially the present project, have already been accepted in experiences carried out by several authors such as Taffarel (1985), [...] *clearly demonstrate that the promotion of creativity in Brazilian schools not only is possible, but it is also considered interesting*, [...], p.2.

Costa (1988), *Modern German educationalists [...] have been searching for adaptable solutions from the outside to the inside of the schools, basing their propositions on active participation of the students [...] p.17.*

Tavaler (1995), *suggests the practice of tai-chi-chuan* and Volp (1994), *the Ballroom dancing*, what is being searched for is to promote an autonomy redirecting the teacher's focus favoring the students.

The main aim of the project was to offer to the students from Secondary school the experience of different bodily practices, recognizing the importance of *"knowing, appreciating and experiencing some of the different manifestations of the "body" culture ..."* Brasil (1998), described in the PCNs (Parâmetros curriculares nacionais brasileiros – Brazilian National Curricular Parameters), specific for some physical education curricular objectives for the Secondary school.

Even though such project may present an activity of an unsystematic notion, the project was, in fact, an approximation strategy between the knowledge from the school and the one from outside which can be noticed in the different media Betti (2003). For this reason, it is close to our students' eyes and daily lives.

The result of this association intended to evoke the critic sense of reality and its consequent transformation - Godoy (1995), promoting new methodological proposals created and built by the students considering that the main desired was the students' growth stimulated by other experiences.

The present project did not have as one of its aims to replace the curricular contents of the physical education subject described in the Political- Pedagogical Project of Pedro II Federal School (2002) and more specifically the Pedagogical Proposal of the Secondary School Physical Education - second segment. On the contrary, it had a complementary character which was far from causing any harm to the pre-established objectives of the 2011 academic year Course Plan.

3.0 Brief History of the School

Pedro II School was founded in 02/12/1837 in Rio de Janeiro city. Nowadays, it is a Federal autarchy of the Brazilian Education Ministry. Its objective is to provide free public education at primary and secondary levels. The history of the school mixes up with the history of the Brazilian education itself, especially in what is concerned to public education. Its roots can be traced up to the 18th century.

4.0 Diagnostic Assessment

Before the aims to be achieved by the students in this project were elaborated, we carried out a diagnostic assessment which revealed an inexperience and lack of knowledge towards the elaboration of similar projects. It was also disclosed a challenge to the students' curiosity and interest to take part in a project that would be developed in groups and which would simultaneously demand an effective participation of all the participants.

5.0 Aims

5.1 General Aims

- Stimulate the creativity in different bodily practices.
- Promote the integration of the groups into a collective work.

- Integrate the knowledge of other subjects from the curriculum in a multidisciplinary project.
- Stimulate the observation and critic sense during the physical education classes.

5.2 Specific Aims

- Learn notions of plot and script applied to bodily demonstrations.
- Create a series of movements and/ or dramatizations according to the proposed theme by each group.
- Select rhythms and sound tracks appropriate to the chosen themes.
- Create and make the outfits, ornaments, notices and recycled material to be used in the selected themes.

6.0 Curricular Contents

The subjects, musical education, physical education and visual arts contributed to the fulfillment of the project providing the students with the relevant information about the themes developed by the students according to the description below:

6.1 Musical Education: Rhythms and soundtracks.

6.2 Visual Arts: Outfits, ornaments and notices.

6.3 Physical Education: Once the students had the knowledge about the selected theme, the plot director, the groups' attributions, the regional and cultural characteristics, the outfits, the geography, ornaments and soundtrack, they started with the creation of the choreography for each group and the rehearsals.

7.0 Target Public

Nine groups from the ninth year of secondary school consisting of 264 students.

8.0 Methodology

8.1 Introduction to the project to the nine groups from the 9th year of Secondary school from Pedro II school.

8.2 The students were taught the first notions about theme, plot and script construction.

- 8.3 The students got into groups and started the research phase in order to choose their theme from newspapers and the internet with the support from the teachers responsible for the subjects involved.
- 8.4 The students started to choose their soundtracks, ornaments, notices and recycled material to be used in their presentations.
- 8.5 During the Physical Education classes, some minutes of the class were reserved for the groups to rehearse their presentations.
- 8.6 The apex of the project was the presentation of all nine groups at the school gymnasium.
- 8.7 The students received a small manual containing information about the rules of the presentation, punctuation, requirements and formation of the judging committee.

9.0 Learning Assessment

9.1. Body

The actual learning assessment of the groups occurred through the presentations which took place at the school gymnasium. These presentations were evaluated by a judging committee consisting of a musical education teacher, a visual art teacher and a physical education one (except for the teachers responsible for the groups who participated in the project).

The instruments for the final analysis considered the parameters of the presentations and were built taking into account referential qualitative concepts (R: regular; G: Good; and VG: Very Good) as well as quantitative aspects making up a maximum total of R: 5.0; G: 7.5 and VG: 10. The three best presentations performed by the groups were chosen by the judging committee.

10.0 The Teaching Staff

The assessment of the teaching staff's performance involved in the project had as its aim the learning process of the students, the assimilation of the contents, the difficulties encountered and the suggested solutions.

During the development of the project, the teaching staff organized weekly meetings in order to report and listen to the groups and the suggestions proposed whenever a problem was faced.

At the end of the project the team of teachers involved in the project performed an evaluation on the implementation of the event.

11.0 Conclusion

At the end of the project another evaluation was also carried out, but this one was done with the students concerning: 1) the type of learning and experience the project had provided. The questionnaire about this item 1) the type of learning and experience the project had provided, was answered by 264 students and presented as the first option the aspect (to know how to work in a team) – 121 students (45.83%) and the aspect (different class experience during the physical education class) – 54 students (20.45%) and other benefits 88 students (33.72%).

The analysis of the project revealed the students' participation, their artistic creativity as well as their approval, asking for future projects. The cooperation of the other subjects involved was extremely important for the execution of the project.

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