

# Art History for high school by online classes

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**Abstract:** The present work presents a series of classes developed with high school students, aged between 14 and 15 years old, held at the State Technical School (ETEC) Journalist Roberto Marinho in São Paulo - Brazil. The planning of classes includes the presentation of periods of art history through online classes. The contents were taught with projection of visual images and historical context (period, artist, works and technique employed), through the TEAMS platform. The educational proposal aims to give the student a base of theoretical and expository classes, in the online form, and from the information received, create, write and design their own art book, with the essential characteristics that determine each period and creative layout to compose his work.

**Keywords:** Art education; Art History; Education; Online Activities

## 2. Context

The school activities described here take place from May 2020, at the state public school ETEC. Journalist Roberto Marinho in São Paulo, Brazil, with the return of online classes, previously practiced at the school since February, in person. At the beginning of the face-to-face classes, there was already a plan to insert art history into the arts component in the 1st year of high school; the planning consisted of approaching the content of art history with theoretical classes and artistic practices, based on the essential learned characteristics of each period, work and artist contextualized in his time / space. From the pandemic and the need for social isolation, an issue was established: the content of art history for each period could be shown through text and images, posted on file for students, but only the content being referenced would suffice for an understanding and, most importantly, that would be enough for a meaningful understanding, where does the teaching-learning action take place?

The Arts component in Brazil only exists in the first year of high school, with incoming students aged between 14 and 15 years old. High school continues for another two years until the student takes a test, to enter higher education and continue studies. In this way, students only have one year to know the periods of art history from prehistory to contemporary art. In parallel with each period shown since the European Baroque, they come to know the periods corresponding to Brazilian art, which is strongly influenced by Europe.

The objective in the arts component, in addition to showing the content of periods, art and artists, intends to involve the student in practical activities, related to artistic making. To overcome these difficulties imposed by distance, we used the didactic approach called the Triangular Approach, developed in the nineteen hundred and eighties, in Brazil, by Ana Mae Barbosa. The Triangular approach is based on three axes: seeing, contextualizing and doing; and provides prior knowledge of artists and works of art history, with which students learn about the artist and his time (historical context), about the visuality of the work and its meaning (artistic appreciation) and has the opportunity to learn and apply the technique used (artistic making, making art), thus creating from their references and subjectivities a concrete knowledge in artistic making. The planning of the classes consisted of stages to be fulfilled: in the first stage we posted the material to be studied on file, then we presented the material with images of the period studied in a video lesson, explaining theory and characteristics belonging to the period studied, after classes we make available on the Microsoft Teams platform, several documentaries, films and drawings for each artistic period studied, so that students can watch at any time; and finally we post the task to be performed.

The task asked students to make an individual art history book, in chapters, where each chapter refers to the period studied, containing the main characteristics. The student has the freedom to choose the format, the support and the layout he wishes, all resources for the execution of the book must be executed by hand. The task posted for the students was thus transcribed: "From the history of art, the characteristics of each period studied must be manually written and the images corresponding to the text must be placed; the works of art referring to the given period, must be executed by the technique of freehand drawing and be illustrated".

The chapters started in prehistory and have already reached the renaissance, in the period between May and early August. The student, when faced with this task, in a first stage establishes contact with the work, the period and the artists; in a second stage, he selects the characteristics of the period and records them in the book, establishing knowledge about history in time and space, and finally he has the opportunity to design the works of art. Some of the works and chapters delivered can be seen in fig. 1, 2, 3, 4, 5, 6, 7, 8.

The Microsoft Teams platform was the digital tool chosen by the Centro Paula Souza, the State autarchy that manages technical schools in São Paulo, Brazil. Microsoft Teams is a unified communication and collaboration platform that combines chat, video conferencing, file storage and application integration in the workplace. On this platform it is possible to create classes with the years corresponding to high school, in which each teacher meets students in a virtual classroom, through an institutional email, managed and offered by the institution. This platform allows you to

download files, conduct individual conference videos and with the whole class. Other resources offered by the platform are recorded classes and available for students to attend at any time. It also allows the insertion of films and documentaries through the Microsoft Sway tool, which stores and makes available the contents chosen by the teacher. This platform works on the computer and cell phone, the user simply having access to the internet.

The reaction of the students within the project, to make their own art book, showed a great adhesion and collaboration of all. Students who were unable to post the activities, had no access to equipment and internet, many reports reached the school's coordination, in these cases, the school provided a "chip" to be installed on the cell phone, for minimal monitoring of classes.

### **Conclusion of the case study**

The students' report highlights the homesickness and socialization that the school promotes, but also the fear of taking a written test on all subjects. Regarding the arts component, they referred to the fact that they no longer have the space, which they found at school to carry out practical tasks, such as drawing, painting and other practices related to the arts. By introducing art history through an active methodology, in which the student is called to participate in the action, it allowed the teaching-learning process to happen without the pressure to demonstrate a good performance.

The choice of creating a book illustrated by them allowed them to approach the history of art in a playful way and with their own creations. Most students liked the proposal, with great adherence; even those who do not like to draw, felt at ease, knowing that they would not be evaluated by the drawing itself, only by the process of making the book.

The ideal for children, young people and adults is to have a presential classroom study, not only due to the formal content, but also due to socialization as a result of meeting people. From this experience formalized by online teaching, it is clear that doing and participating in activities is important for cognitive and social development..

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