

ABSTRACT

From the realization and observation of the author's work, as a teacher of Visual Arts (AV) in Portugal, in the period 2002-2007, it was possible to verify that the 9th grade (14-15 years old) students were desmotivated for the discipline of Visual Education. From this observation it was found that 9th grade students which had previously been given the possibility to choose between the discipline of visual arts (Visual Education) or other, they opted for the latter (eg. Technical Education). Immediately a question arose: "Why, after a visual arts experience that is supposed to simultaneously playful, enjoyable and motivating, these students chose 'other discipline'?".

Visual Education (EV) escape remained a mystery which had no explanation from educators, even from those with longer teaching careers. On the other hand the route of Visual Arts, which preceded the 3rd cycle (7th, 8th and 9th grade), was questioned together with the possibility that it would also influence the students choice. Thus, the search for a possible answer to this question led to a detailed study on the beginnings of AV in the 1st cycle of Basic Education (start of compulsory schooling in Portugal; 6-10 years old); specifically a case study was conducted in the municipality of Santa Maria da Feira (SMF) which questioned the lack of motivation previously observed.

With regards to the method, it was a case study research based using action-research as a technique with a strong focus on field work that was carried out in six classes and their respective teachers in the above mentioned municipality.

The theoretical foundation of this work resort to concepts such as motivation, senses/emotions, community, identity/local culture, design, creativity, reflection/spirituality and individual demand, based on frontiers established by authors such as Vygotsky, Lowenfeld, Arnheim, Read, Efland, Freedman, Goleman, Gardner, Morin, Darras, Kindler, Eisner, Freire, Edwards and Nicolaidis.

The research findings, and the answers to the motivation questions initially placed, indicate several ways to motivate the school community. These paths are focused on the importance of the inherent process of the research-action, and the role of the various local community elements, with emphasis on the dynamic role of the educator. These aspects propel themselves through drawing, sensing and emotions as a ways of questioning and sensemaking for sustainable education and human development of students.

KEYWORDS

Plastic Expressin, Drawing, Interaction, Child, Educator, Motivation.