

# **Teacher training: An integrative review about art education in Brazilian early childhood education**

**Francisca Antonia Marcilane Gonçalves Cruz (Corresponding author)**

Doctoral Student in Education  
Federal University of Ceará, Brazil  
<https://orcid.org/0000-0002-6537-5642>

**Luisiane Frota Correia Lima Ramalho**

Doctoral Student in Education  
Federal University of Ceará, Brazil  
<https://orcid.org/0000-0002-8256-2220>

**Francisco Arnaldo Lopes Bezerra**

Doctoral Student in Education  
Federal University of Ceará, Brazil  
<https://orcid.org/0000-0002-3560-0730>

**Bárbara Rainara Maia Silva**

Master student in Education  
Federal University of Ceará, Brazil  
<https://orcid.org/0000-0001-8749-0062>

**Cristiane Soares Gonçalves**

Doctoral Student in Education  
Federal University of Ceará, Brazil  
<https://orcid.org/0000-0003-0337-6524>

**Natanael Martins de Sousa**

Master Student in Education,  
Federal University of Ceará, Brazil  
<https://orcid.org/0000-0002-8385-3003>

**Gilberto Santos Cerqueira**

Postgraduate Program in Education  
Federal University of Ceará, Brazil  
ORCID <https://orcid.org/0000-0001-6717-3772>  
**Corresponding author** [giufarmacia@hotmail.com](mailto:giufarmacia@hotmail.com)

## **Abstract**

*This article discusses Art teacher training in the context of early childhood education in the Brazilian scenario through a systematic review of articles published on the databases Google Scholar, Scientific Eletronic Library Online (SciELO) and Capes Portal of Periodicals between 2014 and 2019. It aims to understand how Brazilian bibliographical production has been studying this theme and proposes a critical theoretical reflection about that issue. Analyses showed research developed in educational contexts focused on professional training for the construction of knowledge and the promotion of critical and reflexive pedagogical practices. We conclude that the training process builds a democratic education enabling new practices and the real aesthetic sense that art can offer.*

**Keywords:** Education; Early Childhood Education; Teacher Training; Art; Integrative Review.

## **1. Introduction**

Brazilian basic education is organized in “educação infantil” (early childhood education), “ensino fundamental” (encompassing elementary and middle school) and “ensino médio” (high school), in which early childhood education is responsible for the promotion of the comprehensive development of children between 0 (zero) and 5 (five) years of age (LDB, 2017). Since it provides students complex development in different dimensions, such as social, psychomotor, affective, cognitive, artistic, among others, early childhood education, the focus of this study, constitutes a great challenge and responsibility for teachers who work in this education stage.

In this sense, artistic languages, as ways to express and communicate feelings, experiences and thoughts, are directly related to all those dimensions and also with the rights of learning envisioned in the Common National Curriculum Base (BNCC, in Portuguese) for early childhood education, which are: coexist, play, participate, explore, express, and know oneself (BRASIL, 2017). In addition, the experience fields that structure the curriculum organization for early childhood education, according to the BNCC, presume the existence of educational situations that have, as a background, multiple languages, artistic language among them.

Artistic expressions undertake a relevant role in human development, since an early age, especially in collective spaces of childhood education, such as daycares and preschools. However, for that to be possible, some conditions that favor teachers’ actions are necessary, which includes not only material aspects, but also training aspects.

Initial teacher training for early childhood education is a responsibility of Pedagogy courses, which provide training for pedagogical practice in this education stage, as well as for professional practice in fields other than teaching, such as management, giving the pedagogue the possibility of managing, coordinating and guiding actions of teachers and students.

Teacher training isn’t limited to Pedagogy courses, but begins long before and goes beyond the university walls (Formosinho, 2009). It encompasses learning different types of theoretical, practical, attitudinal and deontological knowledge, which substantiate theories, praxis, relationships and affection, values and rules that are mobilized for contextualized teacher action.

Thus, professional education must go beyond the formal, theoretical and rational sphere and reach all dimensions of life, especially the social, affective, inter-subjective, relational dimensions, essential for personal and professional development and for commitment in building an education that is more democratic, plural, socially committed and community-oriented.

According to Nóvoa,(1992, p.13) we consider that training isn't built from accumulating courses, for example, but through critical reflexivity about permanent (re)construction practices for personal identity. According to that author, teacher training should encompass the individual's entirety, focusing especially on the person and their identity construction (both personal and professional), as well as their agency and social interactions (inter-subjective exchanges, collaborations, joint participation in decision-making, reflections about practice etc.). Training, through this perspective, implies personal dedication, active, free and creative work on one's own path, aiming at the construction of a personal identity, which is also professional (Novoa, 1992).

On the other hand, it is also necessary to consider that Pedagogy courses undertake a central role in professional training, because they constitute privileged spaces for the construction and systematization of knowledge, theories, values and rules that may guide pedagogical practice critically and reflexively. In summary, teaching is a space of knowledge production, practice, transformation and mobility (TARDIF, 2014). Teacher training in early childhood education for the art field, therefore, is part of this educational context.

In this sense, we carried out an integrative review in order to understand how Brazilian bibliographical production has been studying teacher training in early childhood education focusing specifically on pedagogical practice with artistic languages. Thus, we focus on the artistic dimension, which, evidently, can't be separated from other dimensions, but can be a privileged time and space for sensitive, aesthetic, affective and intelligible appreciations and elaboration.

We chose the integrative research due to the ability to summarize knowledge through the compilation of information obtained from different studies, favoring a broader understanding of the proposed theme for the research. This method can also, through the analysis and dissemination of data, ground the discussions carried out and propose new reflections. The reflections exposed here discuss Art teacher training in the context of early childhood education.

## **2. Methodology**

We carried out an integrative research in order to understand how Brazilian bibliographical production has been studying Art teacher training with a specific focus on pedagogical practice in early childhood education focusing and propose a theoretical critical reflection about that issue. For data collection, we used articles found on three databases: Google Scholar, Scientific Electronic Library Online (SciELO) and CAPES Portal of Periodicals. As criteria to select articles, we chose to include only articles in Portuguese, published between 2014 and 2019, and elected the following descriptors: "Teacher training", "Early childhood education" and "Art" in order to find studies related to our study theme.

The investigative process was systematized in stages. Initially, we inventoried the articles on the three selected databases. After reading titles, abstracts and keywords, we identified and excluded duplicate

articles, those that were only abstracts and those unrelated to the aforementioned descriptors, even with the filters. Later, we read the selected articles in full and tabulated the data on spreadsheets. We also carried out an analytical reading of tables for general summary and conclusion of the studies.

The total number of studies identified in the survey carried out in the databases was 85. Among those 85 productions obtained, there were abstracts, articles, dissertations and theses, distributed as follows: 34 productions registered on Google Scholar, 1 production registered on SciELO and 50 productions registered on the CAPES Portal of Periodicals. We found three duplicate articles and, after their exclusion, 82 articles remained. It is important to emphasize that not all of the productions listed on the aforementioned repositories met the descriptors we used to refine the search.

Therefore, it was necessary to discard all productions that were far from the research object. Research was guided by the tool Prisma Flow (Graph 1), which, in its structure, presents the number of articles obtained on each stage of the research, as well as exclusion criteria.

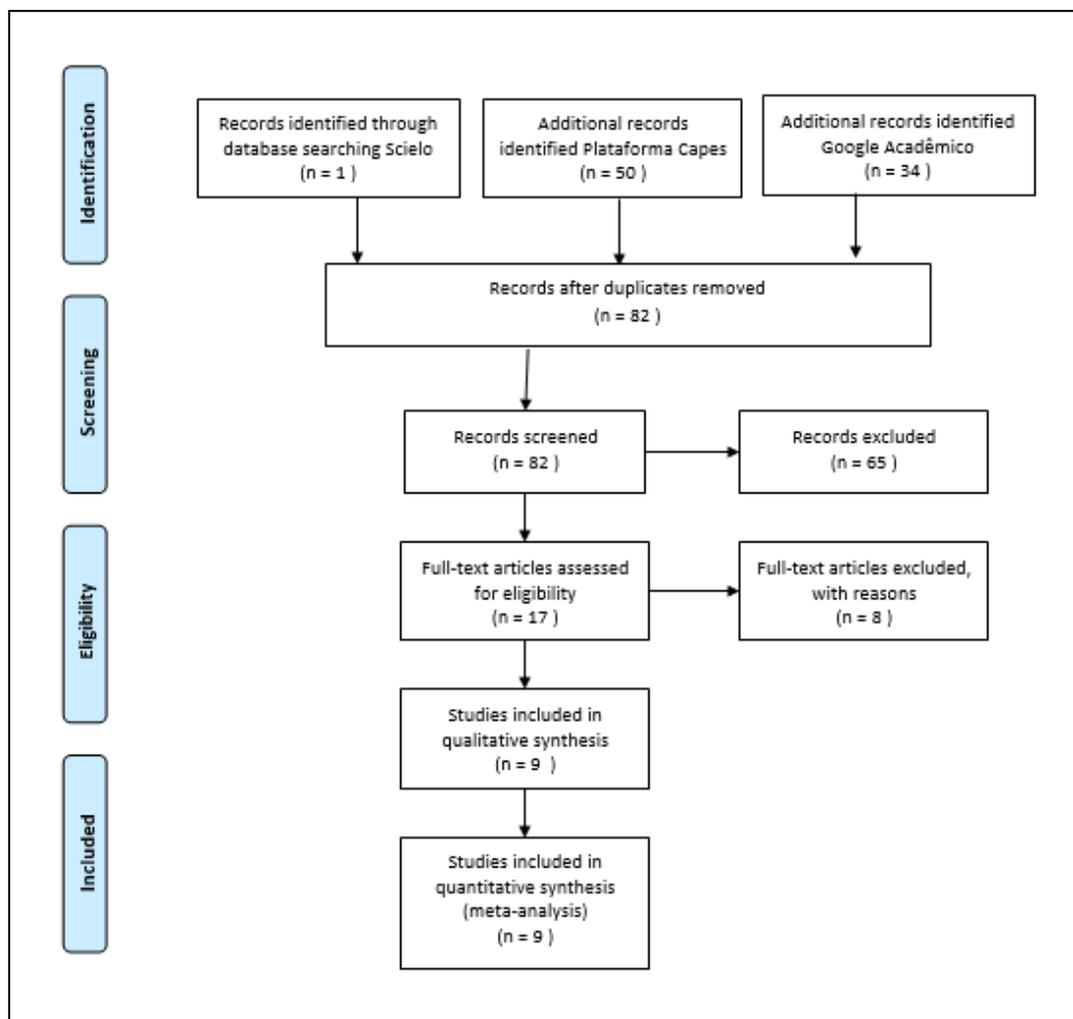


Figure 1. Prisma Flow.

Source: Created by the authors. Descriptors used: Teacher Training; Early Childhood Education; and Art.

The total number of screened studies was 82, after the exclusion of three duplicate articles. After carrying out the first stage of analyses, reading titles, abstracts and keywords, we excluded 65 articles. Thus,

17 studies were elected for complete reading and evaluation; in this stage, 8 articles distributed between the three databases were excluded. After careful reading, we identified that some of those articles didn't discuss Art education and teacher training as the main focus of the studies, but as an accessory action to develop another subject; on the other hand, there were still studies that didn't fit the article format, which was an exclusion criterion. Therefore, 9 articles remained included in the qualitative summary of this research. Finally, we selected: 6 articles from the Google Scholar database, 1 article from SciELO and 2 articles from the CAPES Portal of Periodicals.

### **3. Results and Discussion**

Currently, Pedagogy still faces great challenges regarding meeting important demands related to teacher practice, among which is pedagogical work with artistic languages. According to Bona and Cabral (2017), continued training courses can reveal important tools to update and complement initial training, in the sense of "overcoming" some of those demands. Those authors reached that conclusion after conducting a research in which they gave teachers the opportunity to reflect about different themes, such as visual arts, music and technology, as well as their own pedagogical practices. That study also highlights the inadequacy of some expressions used to discuss the functions of early childhood education teachers. Concerning the work with artistic languages, we observed that there is a desire for the experiences of those teachers to make an impact in order to expand and deepen discussions about art and its teaching in early childhood education. The misconception lies in the fact that this stage of education doesn't predict teaching disciplines divided in fields of knowledge, but the promotion of a group of practices aiming to expand children's cultural, artistic, scientific and technological repertoire (BRASIL, 2009);

In summary, in early childhood education, one shouldn't "teach" art or give art "lessons", but enable the construction of diverse repertoires and experiences with the many artistic languages. Lastly, the aforementioned research evidences that there is urgency to provide learning about artistic languages so that early childhood education teachers can understand their relevance in the educational context and in society as a whole, aiming to bring children closer to different aesthetic codes, expanding experiential and cultural repertoires (BONA; CABRAL, 2018).

In the same perspective, the study by Corrêa and Ostetto (2018) presents a continued training course, aiming to expand the discussion about processes and proposals of aesthetic teacher training. They emphasize the (auto)biographical approach due to its ability to acknowledge the formative character of each individual's life path when reflecting about their life trajectory. Obtaining written narratives favors a general view of how art is present in teachers' lives, personal experiences that, during pedagogical performance, will be able to awaken sensitivity in life and in teacher practice.

Still emphasizing studies with (auto)biographical narratives, Ostetto and Silva (2018) discuss the effective inclusion of the arts in the curriculum of Pedagogy courses and of early childhood education. According to those authors, art is missing from Pedagogy curriculums, while pedagogical proposals for early childhood education tend to demand that formative dimension (Ibid., p. 262). Based on that observation, they emphasize, in the text, the space and role of art in teacher training, dialoguing with several studies that discuss that perspective. Thus, grounded on the studies presented by those authors, they point

to existing needs regarding the training of pedagogues and the importance of training that focuses on the aesthetic and cultural dimensions, since they contribute to reflection and the guarantee of experimentation, expression and creation.

The authors Fazenda and Silva (2018) present part of a post-doctorate research, which relied on procedures that involved empirical research at the Indigenous community “Terena”, in Mato Grosso do Sul. In this research, it wasn’t possible to identify which stage of training (initial, continued or both) was the focus of the study. In addition, the use of the terms interdisciplinarity and transdisciplinarity seems vague, being often used as synonyms and without conceptualization, factors that hinder the understanding of some ideas of the paper. The authors indicate that the fragmented, Cartesian education that prevails in universities needs to be replaced and updated with a more global and transdisciplinary understanding of reality. They emphasize that it is necessary to articulate knowledge from different disciplines from the early childhood education curriculum (FAZENDA, SILVA, 2018), which is again inadequate, since, as has been mentioned, early childhood education curriculum doesn’t consist of a group of disciplines, but practices. Lastly, those researchers conclude that the need to restructure the image socially constructed about Indigenous peoples is urgent and, in that process, art is revealed as a strong helping tool, since it can offer different models to understand reality, especially models that contrast with the dominating point of view.

Regarding continued training, the study by Ferreira (2019) presents the condition of understanding Art as a field of knowledge, educating the group of teachers about a work sequence that involves creating an Art curriculum and special projects to develop with students, such as art shows and expositions. That author explains how she developed the research-action carried out with early childhood education teachers following the National Curricular Parameters through the social interactionist tendency, establishing the tripod to teach the discipline based on the production, reflection and appreciation of the artistic works by children to the detriment of the traditional methodology, which values copies and mechanical exercises. It also shows training meetings and how a work sequence took place from the beginning, involving the construction of an Art curriculum for municipal schools, teacher training in the Art field for that school network and the creation of related projects. Thus, the research showed the importance of the work to expand and improve the quality of Art classes for children, generating demands for school continuity, expansion of knowledge and reflection about the practice and search to improve the development of didactic sequences of Art. The author concludes that art offers countless sensorial experiences, broadening our perception of the world through the diversity it can contain of forms, colors, textures, sounds, volumes, rhythms and movements that have meaning in and of themselves, enabling different experiences. Thus, the creation of activities grounded on a didactic sequence allows the students to express themselves and discover meaning in that expression, helping them to give themselves the opportunity to learn and invent, favoring new abilities for children.

The article by Micarello and Baptista (2018) also brings a condition of continued teacher training for early childhood education, specifically aimed at literature as an art and at the aesthetic awakening and sensitive knowledge of teachers for its use in pedagogical actions. That article shows how the aesthetic dimension of teachers’ literary education can promote experiences with the universe of fables, an essential dimension of childhood, awakening creativity.

Regarding initial training, we find the study by Viviane Drumond (2018) about the importance of the

Pedagogy course to reconsider the curricular pedagogical project, in order to build formative paths for teachers from daycares, preschools and elementary school. The objective of this investigation was to discuss early childhood education teacher training in Pedagogy courses. That author concludes her text proposing a review of curricular pedagogical projects in Pedagogy courses and emphasizes the need for holistic training, in which the formative matrix, focusing on the cognitive, is reconsidered with space for knowledge from other fields; and in which art is one of the bases in the educational environment next to other fields of knowledge in early childhood education teacher training.

The article by Bernardes and Pereira (2019) discusses aspects involved in continued teacher training for early childhood education to teach art in the public network. One of the aspects indicated by the authors concerns the objective of a continued education course to challenge, provoke, instigate aesthetic thought, the sensitivity in the search for new meanings and in the construction of new relationships. This proposal is structured through the concept of body understood as territory of the “sensitive”, which the authors describe as something that allows us to be, to take part of the world, construct meanings, learn, communicate, dialogue and interact in an integrated totality, summarized in corporeity. Thus, it aims to enable teachers to invest on their creation processes through contemporary art.

The article by Varela (2018) describes how art can influence children’s learning. The text, organized through bibliographical research, brings reports by other authors that discussed the concepts of play, aesthetic and pedagogical work. That study has a socio-historical approach aiming to contribute to the academic debate regarding the presence of art in education and, in this specific case, the process of art teaching in early childhood education. The discussion was guided by the main terms that characterize art and aesthetics, such as subjectivity, the senses and concepts about beauty. Results signal the contributions of art in the development of children’s aesthetic consciousness and, thus, emphasize the presence of art in early childhood education.

Next, we present the qualitative summary (Table 01) of the texts included in this research, where we describe the data we considered most relevant: author and year; objective; outcome; main results; journal; Qualis Brazil; and type of training (initial or continued). Out of all articles included, six discussed continued teacher training, one discussed initial training and two didn’t mention that information in the text, preventing the identification.

Table 1. Analysis of the articles included in qualitative summary

<b>AUTHOR and YEAR</b>	<b>OBJECTIVE</b>	<b>MAIN RESULTS</b>	<b>CONCLUSION</b>	<b>JOURNAL</b>	<b>QUALIS BRAZIL</b>	<b>TYPE OF TRAINING (INITIAL or CONTINUED)</b>
CORRÊA and OSTETTO (2018).	Expanding the discussion about processes and proposals of aesthetic	Obtained written narratives from 24 early childhood	Aesthetic teacher training is more than the guarantee of certain art contents, shared in regular classes in	Laplage em Revista (Sorocaba)	B1	Continued

	teacher training.	education teachers. They wrote about the presence of art and about how they would like art to be present in their lives.	Pedagogy courses, and each teacher can develop aesthetically through their own lived singularity.			
OSTETTO and SILVA (2018).	Amplify the discussion about the presence of art in early childhood education teacher training, joining the point of view of (auto)biographical approaches.	Gave visibility to (auto)biographical investigations and discussed the centrality of the aesthetic and cultural dimensions as formative principles. Presented reflections about teacher training able to guarantee time and space for experimentation, expression,	Aesthetic teacher training, in the perspective of (auto)biographical approaches, helps us to guide the view toward singular processes, enabling opportunities to listen and support their completeness: mind, body and soul, emotion and reason, writing, voice, dance and poetry of being.	Revista Educação e Cultura contemporânea	A2	Continued

		creation, possibility and freedom of movement.				
DRUMON D, Viviane (2018).	Discussing early childhood teacher training in Pedagogy courses and highlighting teaching practice with small children as a field of knowledge under construction.	Observed the importance for the Pedagogy course to reconsider the curricular pedagogica l project, in order to build formative paths for daycare, preschool and elementary school teachers.	Pedagogy courses need to reconsider their curricular pedagogical projects to meet the needs of teachers who work with children between 0 and 5 and 6 and 10 years of age, and Art needs to be seen as one of the foundations, next to other sciences in pedagogues' training.	Revista Zero- a-seis	A4	Initial
FERREIR A, Telma Ellen Drummond (2019).	Presenting the research- action carried out as continued early childhood education teacher training through an Art didactic sequence aiming to	Revealed that the continuity of theoretical and practical teacher training for early childhood education has great importance	The development proposal for a didactic sequence of everyday Art activities represented a work with many outcomes, since one teacher can propose to their students adequate and significant artistic activities for the different	Revista SCIAS Arte/Educação	B1	Continued

	educate and promote aesthetic sense.	to the success of an Art teaching project in schools, collaborating to a teaching that reaches full integrity, interweaving art knowledge with world knowledge.	development stages of children.			
MICARELO, Hilda; BAPTISTA, Mônica Correia. (2018)	Discussing early childhood education teacher training as mediators of literary reading and the repercussions of this formative process in their teaching practice.	Presented and reflected about the complexity of literary education for children and teachers and about the conditions in which this education can take place, in institutional contexts of early childhood education.	The aesthetic dimension of training can break the “anesthesia” resulting from fragmented routines, from pragmatic views attributed to literary texts.	Educar em Revista, Curitiba.	A1	Continued

BONA, Melita; CABRAL, Rozenei Maria Wilvert. (2017)	Reflecting about processes experienced by early childhood education teachers, through an experience of continued training in Santa Catarina.	Training offered by the project Art in School at Polo FURB significantly impacted pedagogical practice in early childhood education institutions and the surrounding community.	Evidenced teachers' need to enrich their knowledge in the Art field and raise awareness about its relevance for education and, generally, society.	Revista Música na Educação Básica	A1	Continued
FAZENDA, Ivani Catarina Arantes; SILVA, Ana Lúcia Gomes da (2018).	Understanding teacher practice, regarding the work with art in early childhood education, in the context of the "Terena" Indigenous culture.	Raising awareness about the need to reconsider the socially constructed image of Indigenous peoples and the role of Art as a strong helping tool in this process, since it offers conditions to read and interpret reality.	Fragmented education, which prevails in universities, needs to be replaced by a more global and transdisciplinary view of reality. It is necessary to articulate knowledge from different disciplines inserted in the early childhood curriculum.	Revista interdisciplinaridade	C	Unidentified

KOLB-BERNARD ES and PEREIRA (2019)	Discussing aspects involved in continued teacher training for early childhood education in art education at public schools.	Challenges, provokes, instigates aesthetic thought and sensitivity searching for new meanings and the construction of new relationships.	Continued training can construct meanings and possibilities to learn, communicate, dialogue and interact in an integrated totality, summarized in corporeity.	Revista @ambiente Educação	B4	Continued
Varela (2018)	Discussing art and aesthetic aspects, such as subjectivity, senses and concepts of beauty.	Reports concepts of play, aesthetics and pedagogical work. Presents a socio-historical approach, contributing to the academic debate regarding the presence of art in early childhood education.	Concludes that the results of the research point to the contributions of art in the development of children's aesthetic consciousness and, thus, emphasize the presence of art in early childhood education.	Anais 8º Encontro Internacional de formação de professores e 9º Fórum permanente de inovação educacional		Unidentified

## 5. Final considerations

In the face of the need for better understanding of how pedagogical work with artistic languages in early childhood education has been taking on a formative role in the Brazilian educational scenario and the need for access to what has already been researched by the scientific community about this theme, we carried out an integrative review. The methodological path followed by this study was essential to obtain data, since it fostered the guidance of all research stages, as well as the analysis of obtained data. In addition, the criteria defined in our methodology were key to the selection of articles included.

Therefore, we verified that there is still a reduced number of studies that emphasize Art education in early childhood education, which causes some disparities concerning the understanding of the applications of that education in this stage, such as understanding Art as a discipline, by some authors, while Brazilian legislation highlights that the curriculum of early childhood education doesn't consist of a group of disciplines, but practices.

We found studies aimed both at initial and continued training, with a higher number of studies regarding the latter. Most texts discuss the need for teacher training that encompasses the aesthetic dimension, as well as the need to provide teachers and students space for creation, experimentation and enjoyment of art for artistic experimentation and fruition.

We also observed a large presence of studies that emphasized (auto)biographical narrative research, which give teachers voice, who then become able to acknowledge the formative character of each individual's life path. This type of research reflects about the teachers' life path, identifies gaps in their training and, lastly, proposes renovations to that process.

Through the readings and reflections accomplished during this research, it was possible to discover Brazilian productions that emphasize the education and training of the art teacher who works with early childhood education. Among them, we highlighted different perspectives, criticism and reports of actions in the current training model. This article contributes to the understanding and expansion of research about art education in early childhood education, stimulating the critical and reflexive capability of readers, teachers and researchers about this theme in the Brazilian educational scenario.

## 7. References

Bona, M., & Cabral, R. M. W. Ai meu chapéu: diálogos e proposições pedagógicas com música e artes visuais. *Revista Música na Educação Básica*, 8(9), 2017.

Brasil. LDB: Lei de diretrizes e bases da educação nacional. – Brasília : Senado Federal, Coordenação de Edições Técnicas, 2017.

Brasil. Ministério da Educação. *Base Nacional Comum Curricular – BNCC Versão Final*. Brasília, DF: MEC, 2017.

Corrêa, C. A., & Ostetto, L. E. Sobre formação estética e docência: as professoras de educação infantil desejam mais arte! *Laplage em Revista*, 4, 2018.

Drumond, V. Formação de Professoras e Professores de Educação Infantil: Por uma Pedagogia da Infância. *Revista Zero-a-seis*, 20(38), 2018.

Fazenda, I. C. A., & Silva, A. L. G. Estudo da infância indígena: interdisciplinaridade na formação de professores para o diálogo com a arte. *Revista Interdisciplinaridade*, (13), 2018.

Ferreira, T. E. D. Plano de formação continuada em arte: proposta de uma sequência de atividades habituais de arte para a educação infantil das escolas da rede municipal de João Monlevade. *SCIAS. Arte/Educação*, 5(1), 2019.

Formosinho, J. *Formação de Professores Aprendizagem Profissional e Ação Docente*. Porto: Porto Editora, 2009.

Kolb-Bernardes, R., & Pereira, A. C. C. Atravessamentos no e com o corpo: narrativas estéticas da docência. *Revista @mbienteeducação*, 12(1), 2019.

Ludke, M., & André, M. E. D. A. *Pesquisa em educação: abordagens qualitativas*. São Paulo: EPU, 1986.

Micarello, H., & Baptista, M. C. Literatura na educação infantil: pesquisa e formação docente. *Educar em Revista*, 34(72), 2018.

Nóvoa, A. A formação de professores e profissão docente. In: António Nóvoa (Coord.), *Os professores e a sua formação* (p. 15- 33.). Lisboa: Dom Quixote, 1992.

Ostetto, L. E., & Silva, G. D. B. Formação docente, Educação Infantil e arte: entre faltas, necessidades e desejos. *Revista Educação e Cultura Contemporânea*, 15(41), 2018.

Tardif, M. *Saberes docentes e formação profissional* (17th ed.). Petrópolis: Vozes, 2014.

Varela, S. Sensibilização Estética e experiência sensível na Educação Infantil. *Anais 8º Encontro Internacional de Formação de Professores*, 11(1), 2018.

### **Copyright Disclaimer**

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).