

Archive-Praxis: The Objectivity of the Creator Act in Art Education

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Abstract

Faced with the panorama of contradictory forces that make up and threaten art/education in public schools; the exclusion of access to art in the sociability of the working class and its absence and precariousness in schools, the aim is to combat the logic of art as a social privilege. Based on the concept of art as human historical potential, the object of this doctoral research was developed in the continuing education of visual arts teachers who work in public schools in Brazil. In the concreteness of the art event, as an activity and product of social ontology, we sought to investigate the objectivity of art knowledge. It emphasizes the importance of aesthetics from the perspective of historical and dialectical materialism, looking for foundations that go beyond the appearance and immediacy of this field of activity in contemporary social reality. It infers as a key concept for the mediation of art at school the concept of the creator act through the conception of the genesis of art/educational activity itself in methodology with social reality. The *Archive-praxis*, as art and research in teaching, is highlighted in the teacher's continuing education, in the exercise of objectification and conceptualization of the process of activity with art itself. The creator act, in the activity of the teacher as mediator - through the reciprocal participation of both sides in the processes of production and consumption of art - is configured as a methodological integrating concept in the continued qualification of art knowledge in school education.

Keywords: visual arts; basic education; aesthetics; continuing teacher training; art/educational mediation