

HISTORICAL REFLECTIONS: WHY AN ART CLASS?

Abstract

The article seeks to discuss when, how and why art teaching, called artistic education, in the civil-military dictatorship period became part of the school curriculum as a compulsory subject. With qualitative character and documental analysis, we use documents as testimony of a teacher who acted in the period, laws, opinions, resolutions and curriculum proposals that explain the vision of legislators and working teams, as well as guidelines for the teaching of artistic education. The historical period reflects political, social and educational needs claiming by the population and the marked influence of agreements between the Ministry of Education and US agencies. Questions about problems presented by educational reforms and the impasses and difficulties that the school had to face to comply with the law are raised. The research shows that different interpretations of legislators and school institutions determined biases in understanding the role of Arts Education in the educational process, its place in the curriculum and training of the professional who should teach this subject.

Keywords: *Education legislation. The civil-military dictatorship. History of art education.*