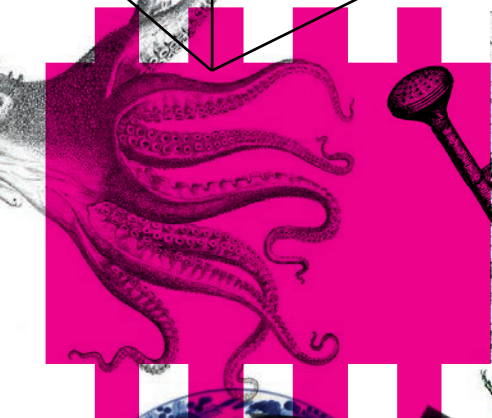
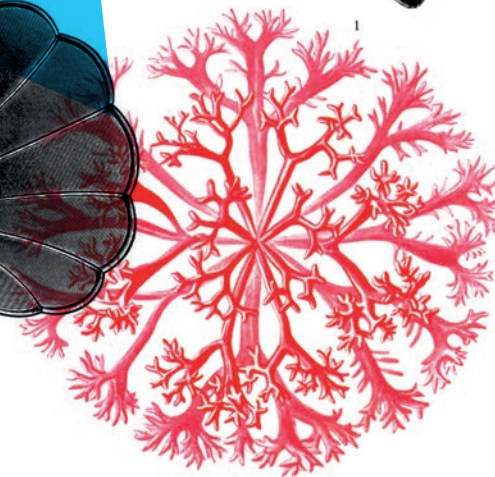
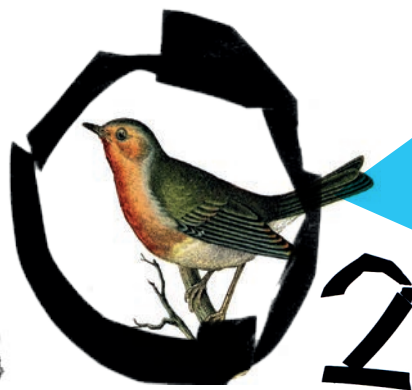
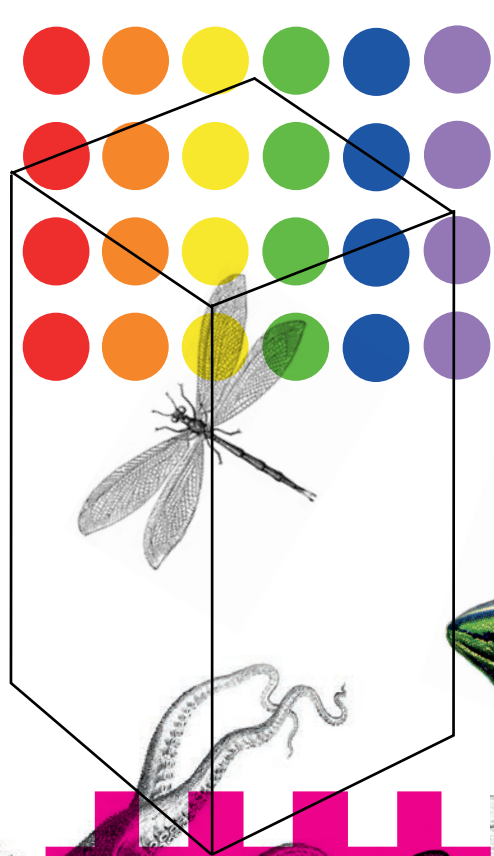
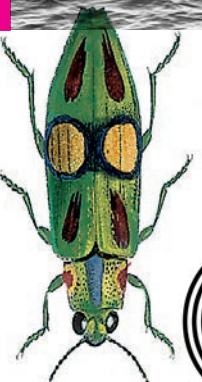




ProjetaMe

CAIXA DE IMAGENS DO MUNDO



ProjetaMe

CAIXA DE IMAGENS DO MUNDO

Projeto do Programa de Educação Estética e Artística 2021
Equipa de Educação Artística
Direção-Geral da Educação



Projeta-me — Caixa de Imagens do Mundo é uma iniciativa inserida no Programa de Educação Estética e Artística da Direção-Geral da Educação, que promove um conjunto de ações que estimulam a invenção de imagens visuais, musicais e do movimento do corpo. Através de atividades definidas à volta de objetos existentes numa caixa, pretende-se que as imagens mobilizem ideias, tanto quanto as ideias acionem imagens. A caixa contém um conjunto de recursos visuais, musicais ou de expressão corporal para desenvolver atividades pedagógicas. Este projeto destina-se à educação das crianças do pré-escolar e dos alunos do 1.º e 2.º ciclos do ensino básico e, através de diferentes linguagens expressivas, procura o desenvolvimento criativo, mediante processos cognitivos multidisciplinares. As atividades apelam à construção de imagens, à descoberta de sensações, numa aventura pelo conhecimento que a relação entre o eu e os outros projeta no mundo.



Projeta-me é um recurso pedagógico assente no conceito de caixa, para desenvolver atividades que exploram os domínios da Educação Artística e das suas *Aprendizagens Essenciais*¹.

Caixa de recursos de diferentes sistemas expressivos (visual, musical e corporal). As ações a realizar devem contextualizar e vivenciar conhecimentos, ampliar competências e aprofundar conexões que agregam os diferentes domínios artísticos.

imagens enquanto conceito que não se refere apenas à visão, pois as imagens podem ser visuais, sonoras, corporais ou de muitas modalidades sensoriais².

do mundo, remetendo para a realidade da criança, quando relaciona e explica as imagens que constrói, e atribui padrões de sentidos e significados para apreender o mundo envolvente.

¹ *Aprendizagens Essenciais | Articulação com o Perfil dos Alunos à Saída da Escolaridade Obrigatória: Educação Artística-Artes Visuais/Dança/Expressão Dramática/Teatro/Música e Educação Visual/Educação Musical.*

² "A palavra imagem não se refere apenas às imagens «visuais», e não se refere apenas a objetos estáticos. A palavra imagem também se refere às imagens sonoras, tais como as causadas pela música ou pelo vento, e às imagens somatossensoriais". DAMÁSIO, António. *O Sentimento de Si. Corpo, Emoção e Consciência* (1999). Lisboa: Temas e Debates - Círculo de Leitores, p. 378.

Projeta-me é um conjunto de recursos organizado numa caixa, com transparências e objetos. As transparências com imagens diversas, impressas em folha de acetato, são para recorte e uso em retroprojektor. Estas imagens apelam à projeção — pela luz, transparência, ampliação, escala, cor, movimento, forma, textura, sobreposição, oposição — e procuram a representação de significados e narrativas. Pretende-se que as imagens, projetadas com transparências, agreguem a projeção e a produção de sons com objetos, e simultaneamente envolvam movimentos do corpo e performances, para inventar e navegar no espaço envolvente.



MATERIAIS

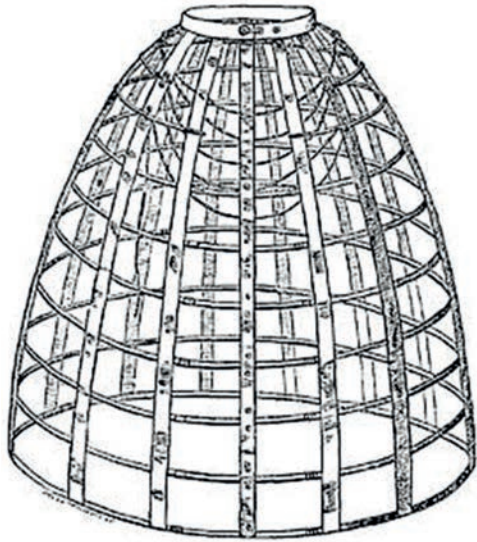
1. Retroprojektor e ecrã (pode ser uma parede ou outra superfície).
2. Recursos visuais para recortar: são o conjunto de imagens dispostas nas várias páginas deste documento, que se devem imprimir em folhas transparentes de acetato e recortar individualmente.
3. Caixa de cartão para conter os objetos a usar na atividade. A caixa para além das transparências, contém diversos objetos do quotidiano. Esses objetos serão usados para projeção com luz e devem incluir também instrumentos sonoros não convencionais, bem como objetos que estimulem a expressividade da voz e do corpo adequados aos conteúdos ou temas a abordar.

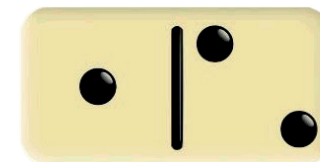
AÇÕES

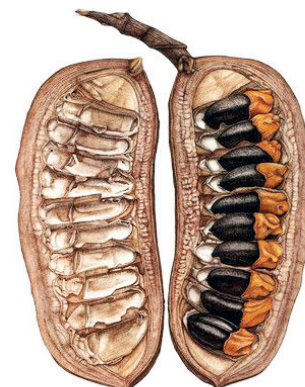
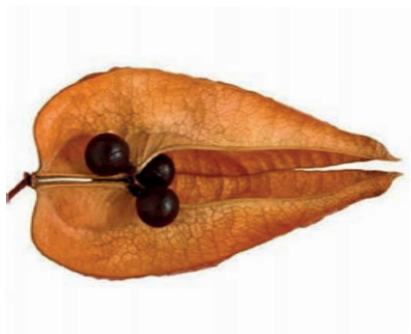
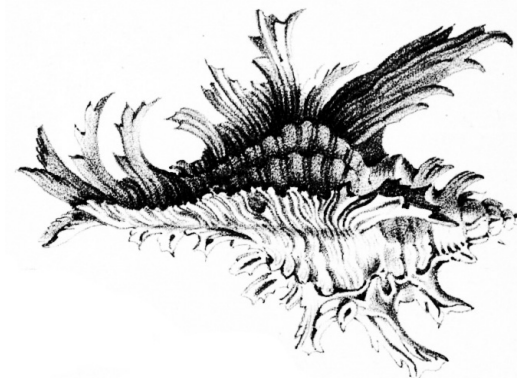
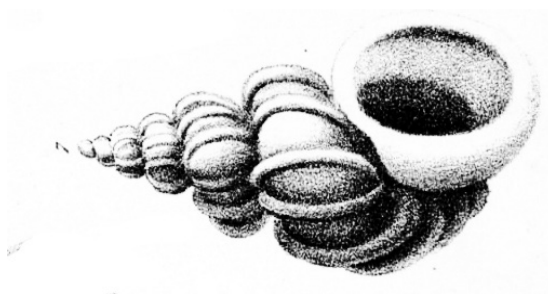
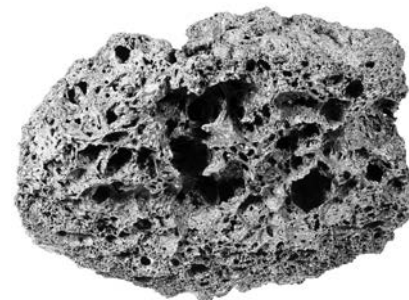
1. As imagens que se encontram em cada uma das folhas devem ser recortadas, depois de impressas; podem ser seleccionadas, dentro da caixa, conforme as atividades e os conteúdos que se querem apresentar.
2. As imagens devem ser colocadas sobre o retroprojektor, para projeção sobre uma superfície. A disposição das imagens e a sua projeção promovem narrativas e estimulam aprendizagens que mobilizam a interação de diferentes processos criativos.
3. A projeção de imagens, com o retroprojektor, pode associar outros recursos visuais, sonoros e performativos.
4. Os diferentes recursos são associados para criar ideias, histórias ou composições que abrangem os vários domínios da Educação Artística.

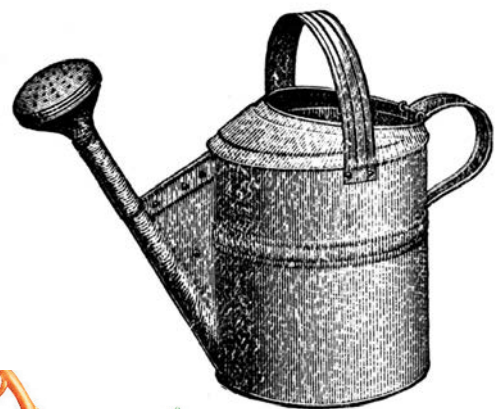


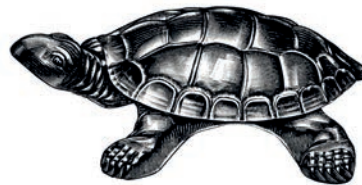
RECURSOS VISUAIS PARA RECORTAR

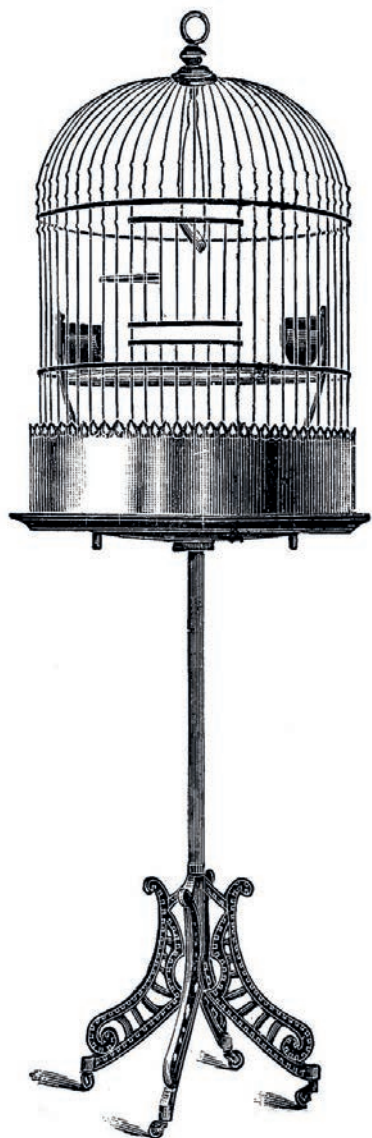


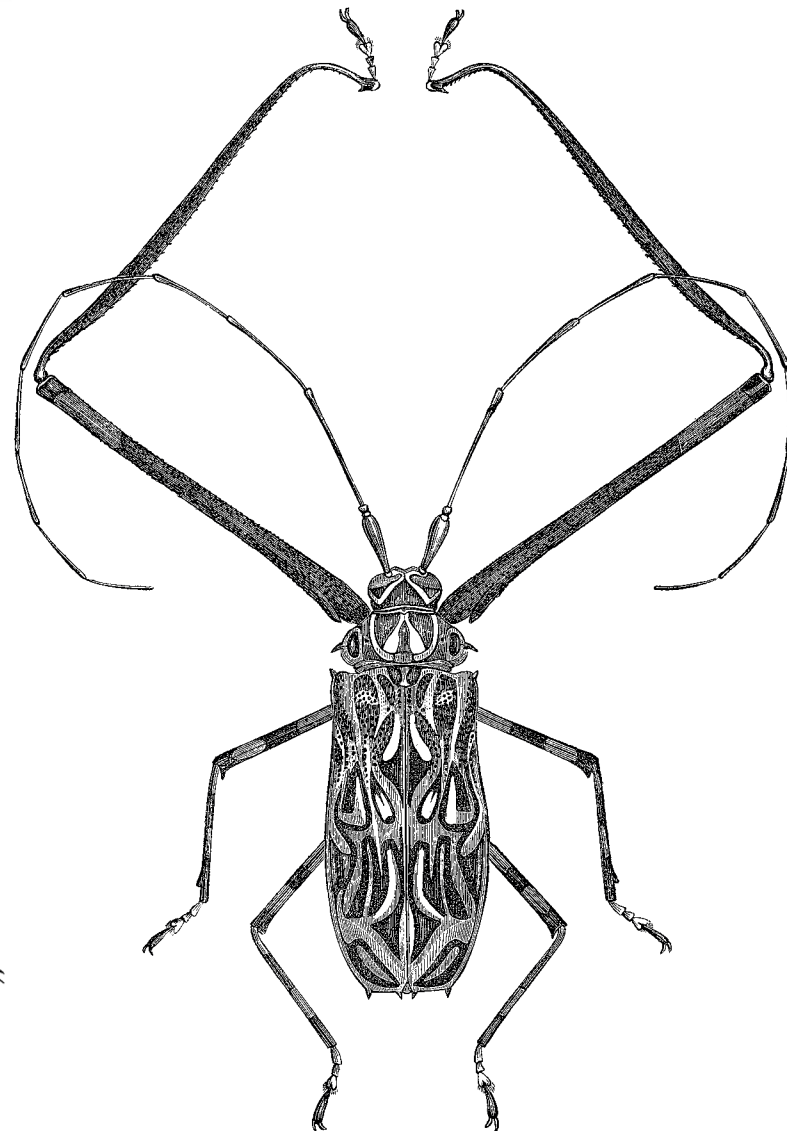
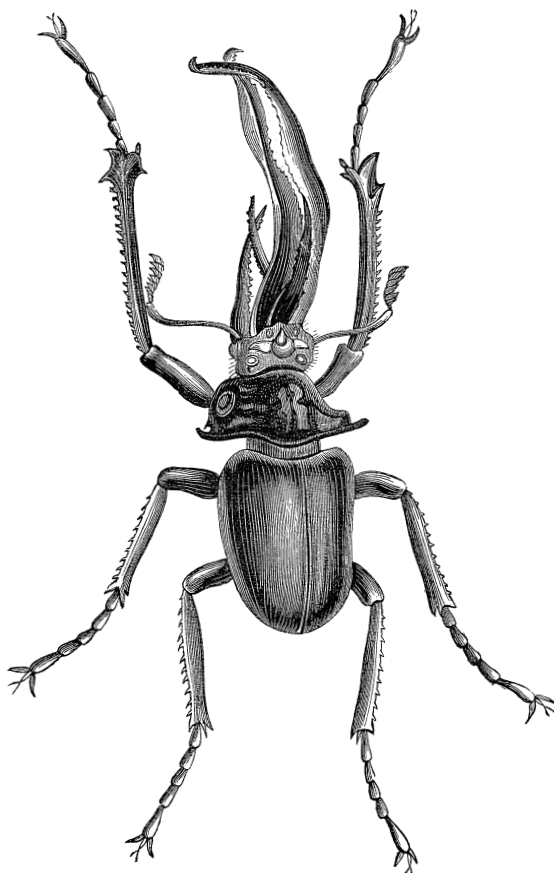
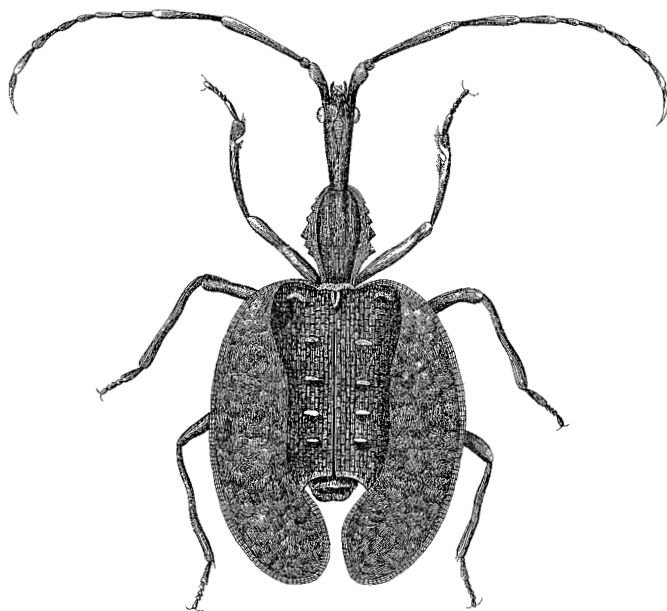
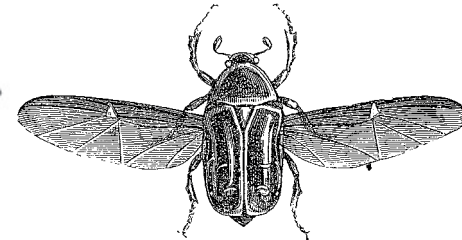


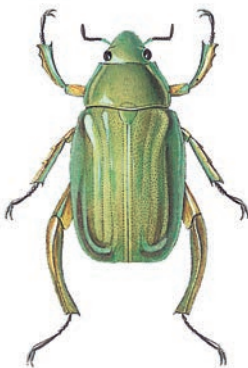
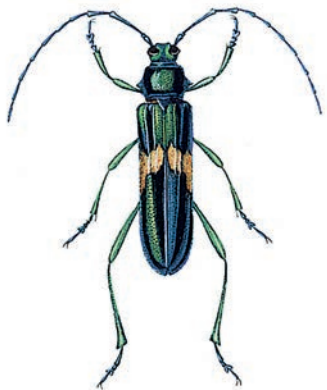
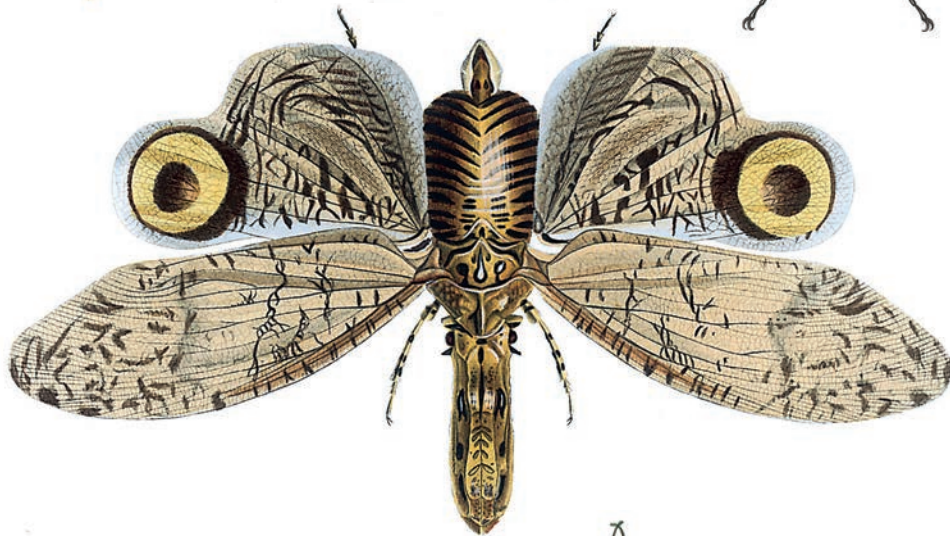
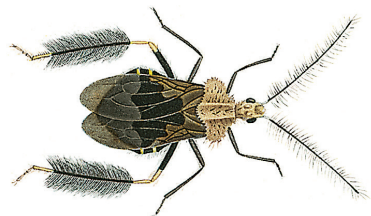
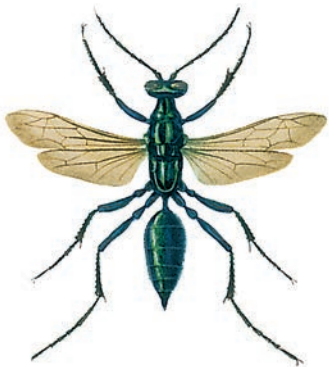




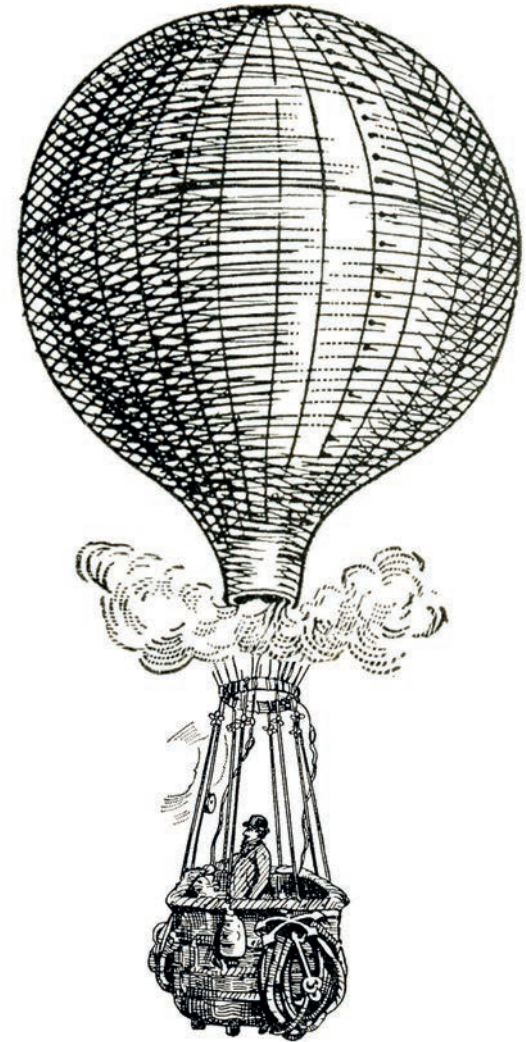


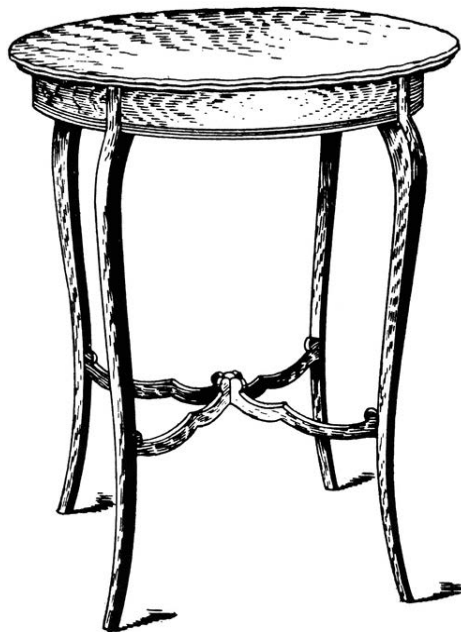
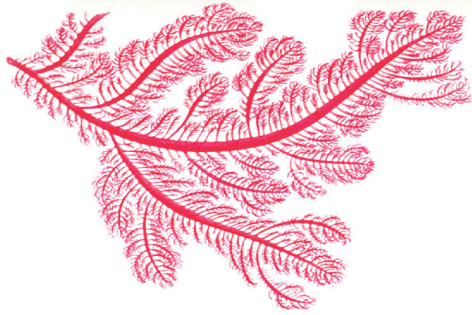
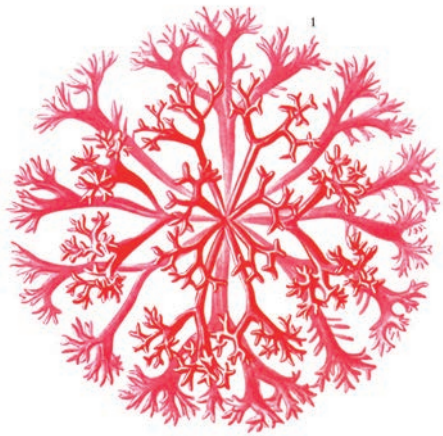


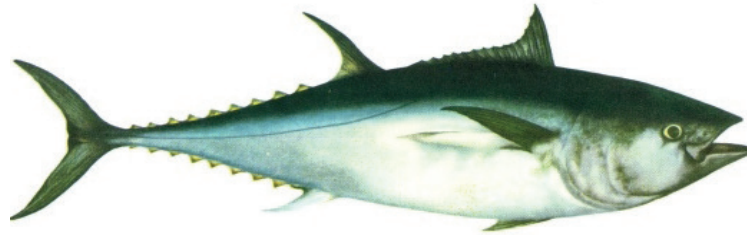
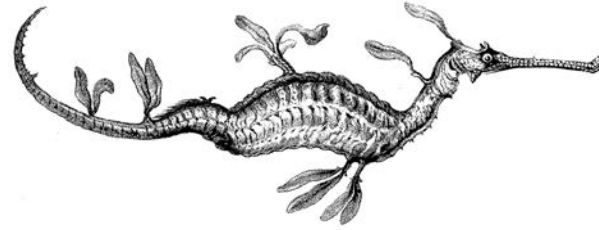
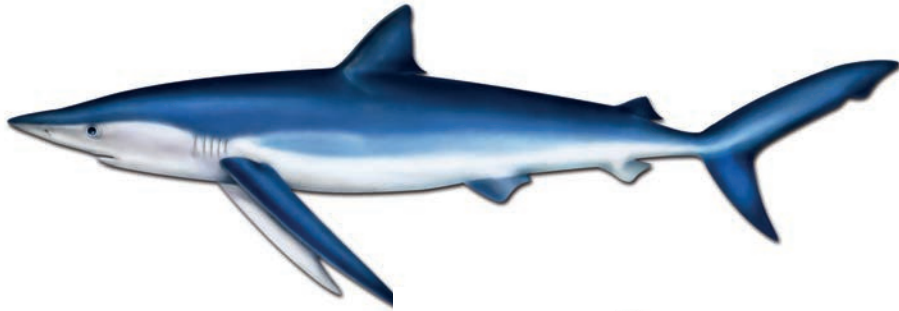
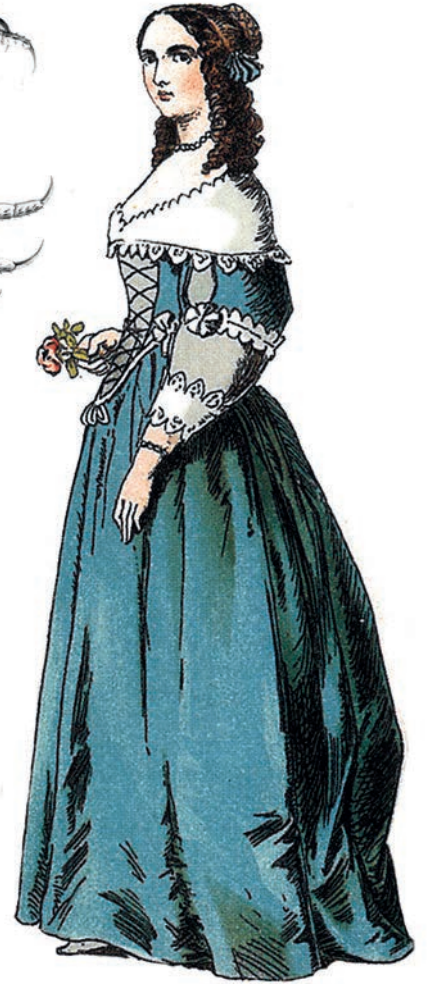
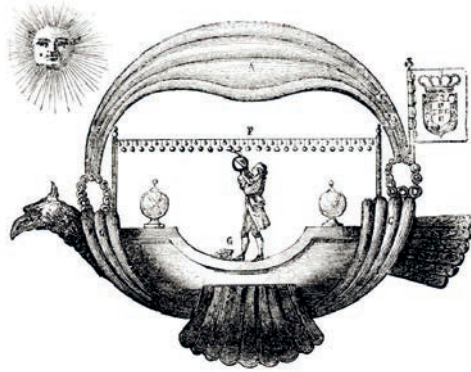


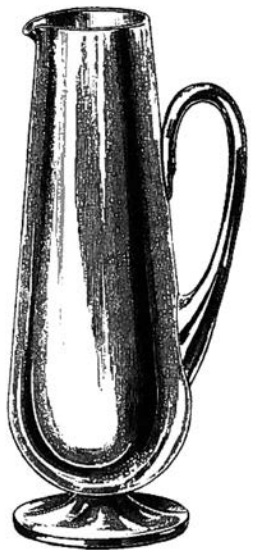
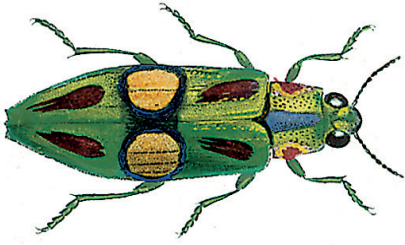




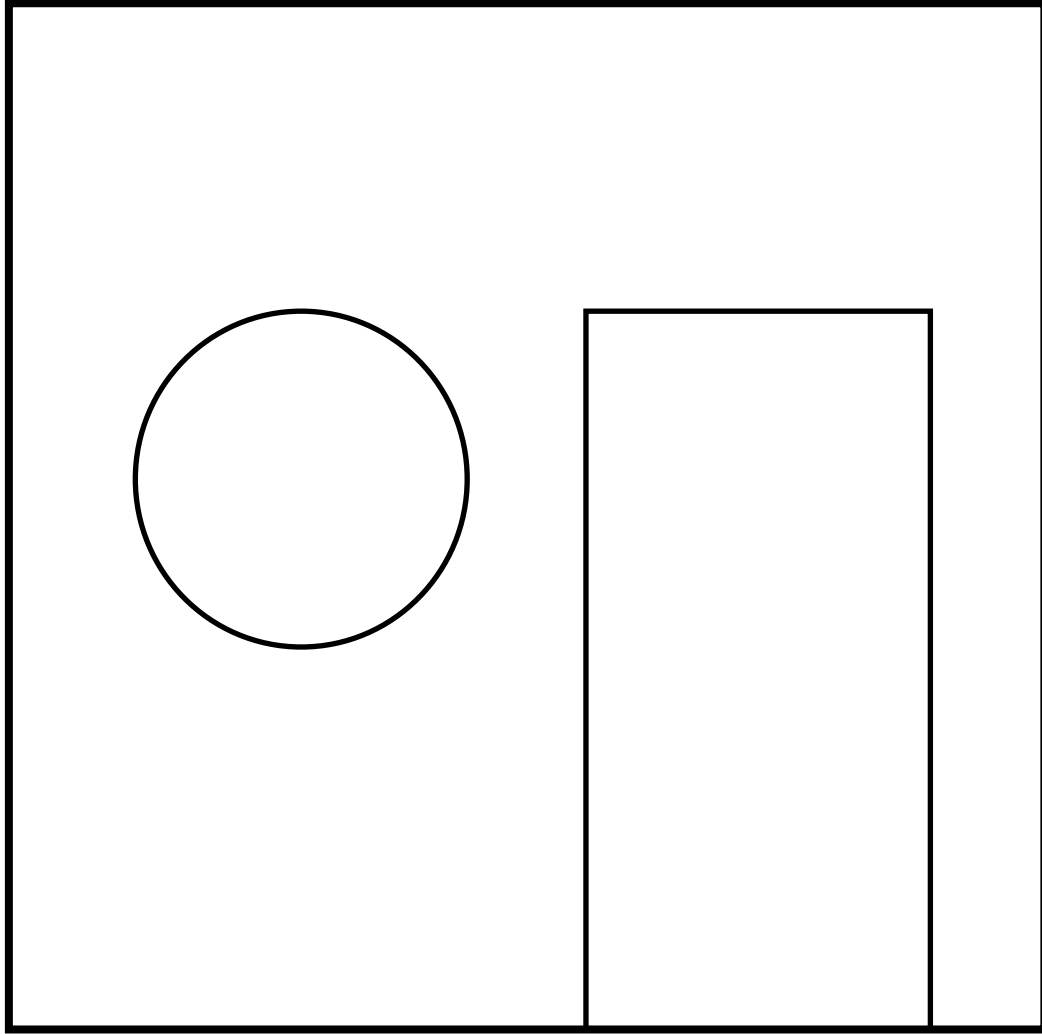


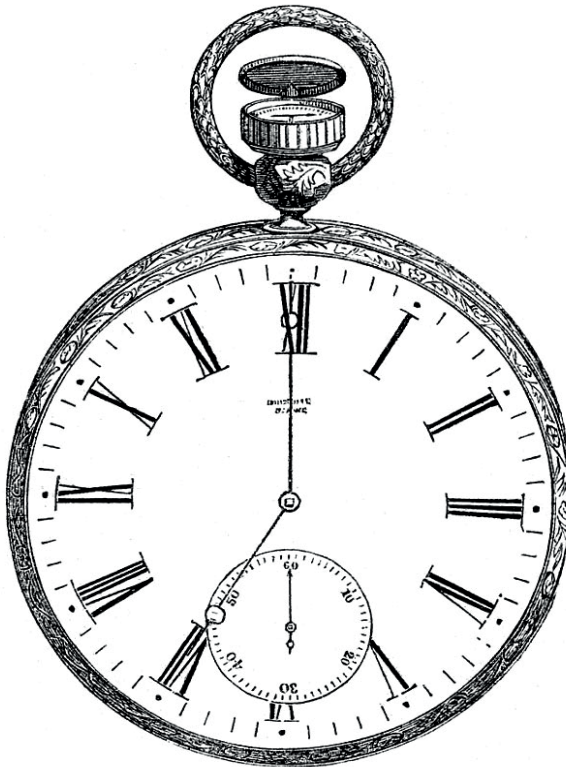


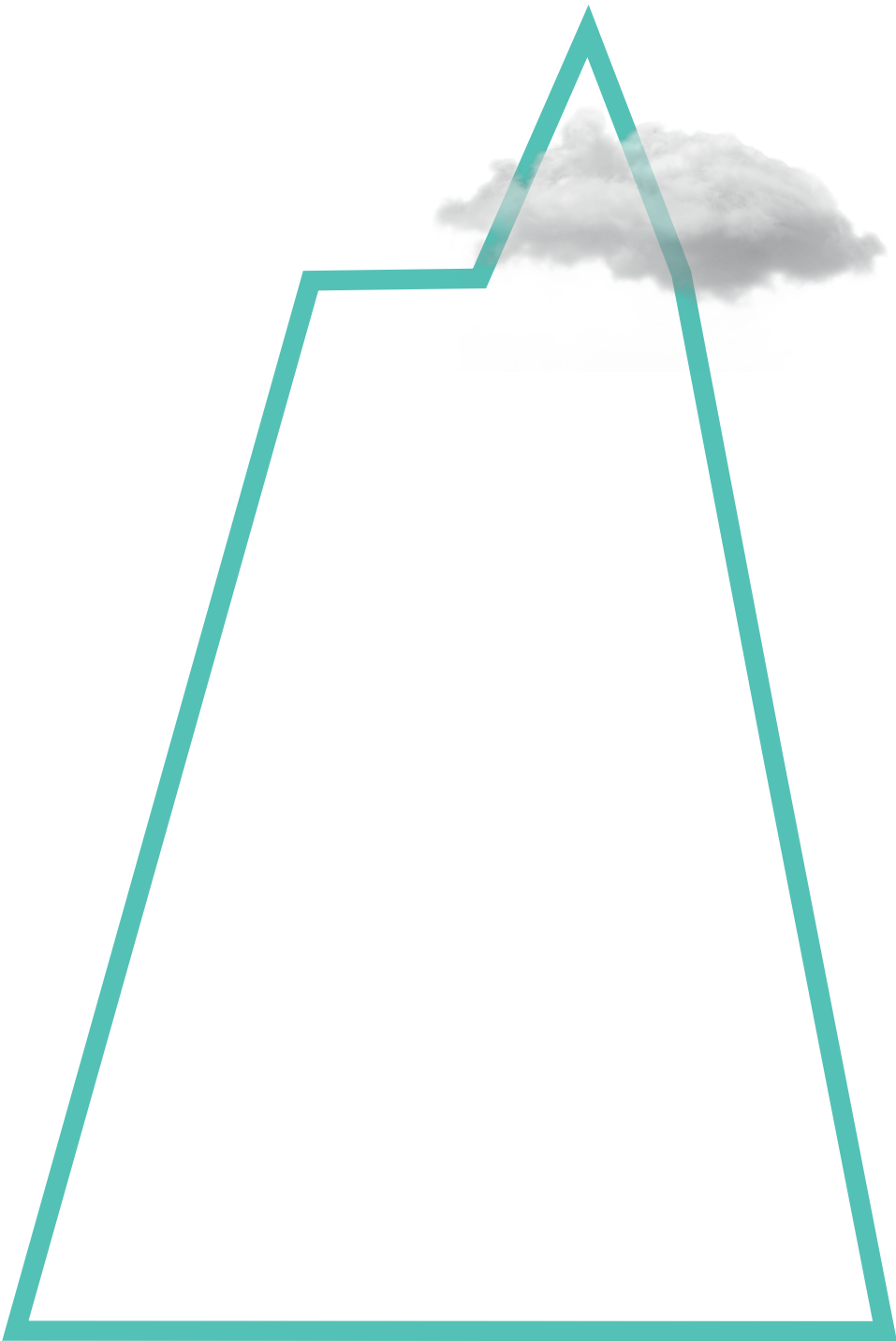
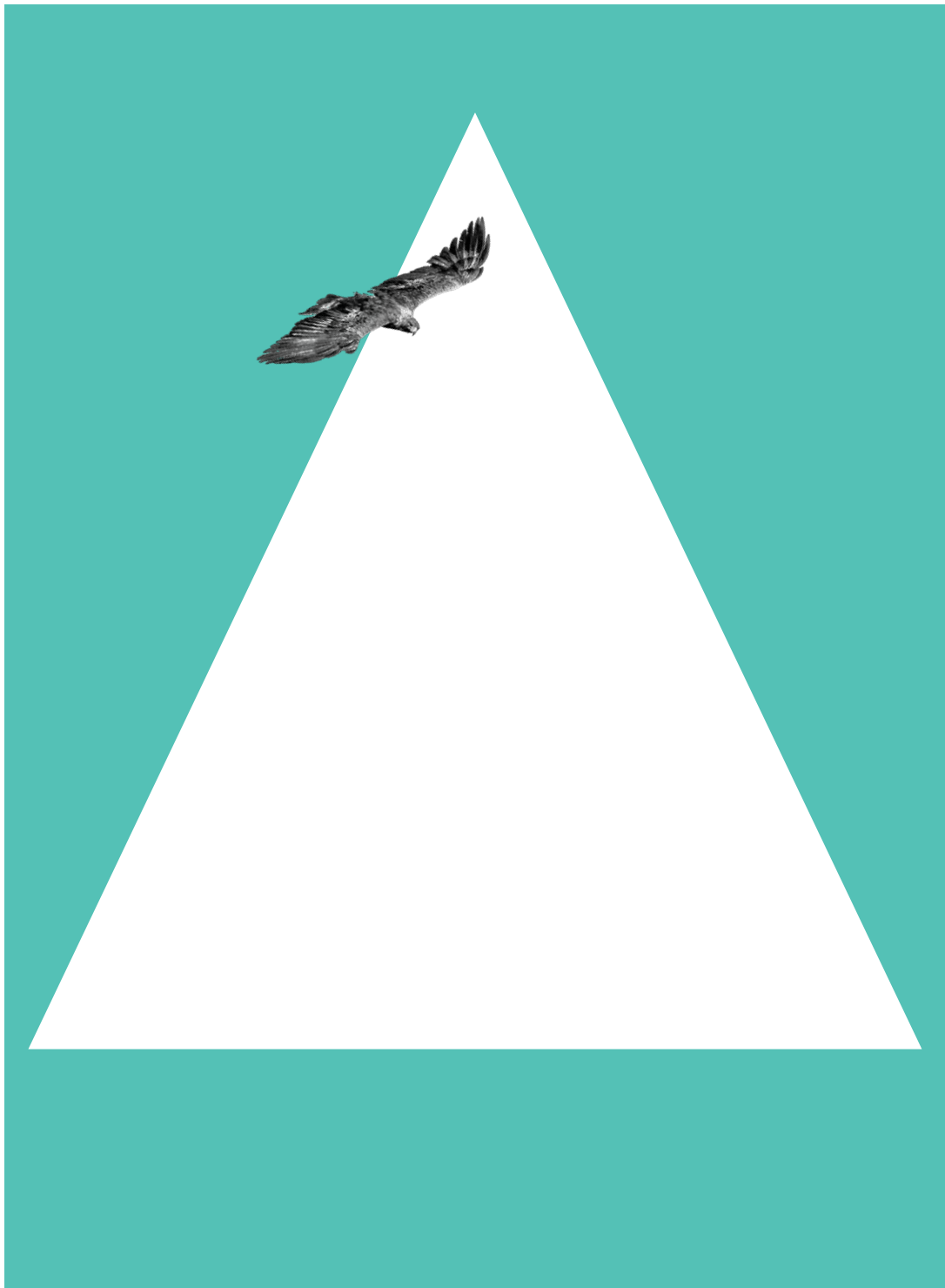


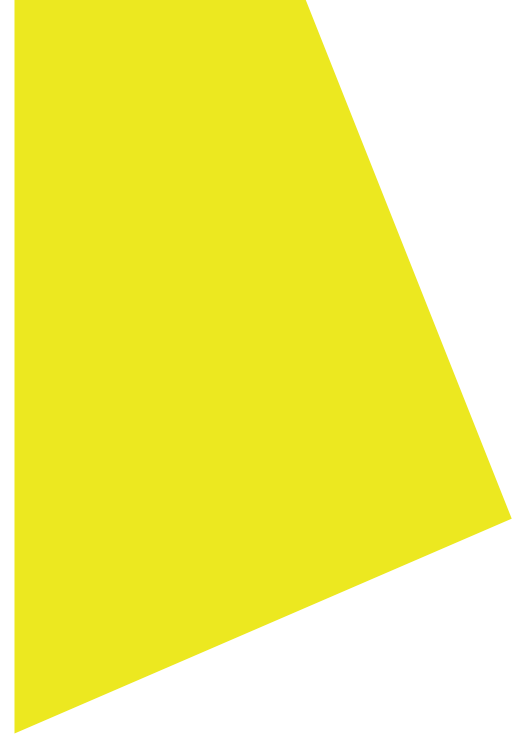
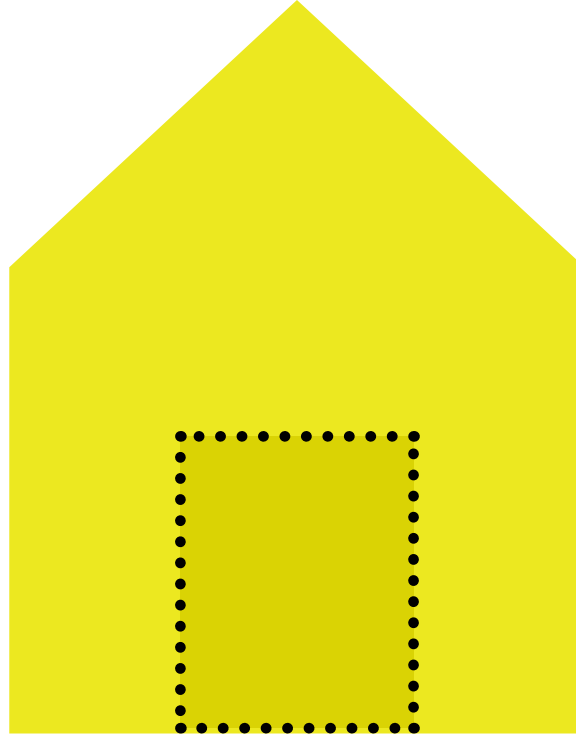
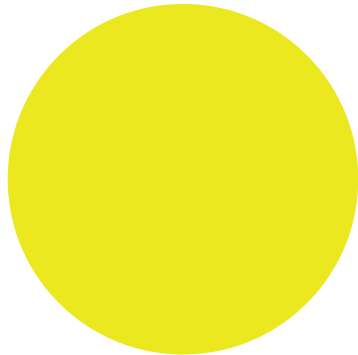
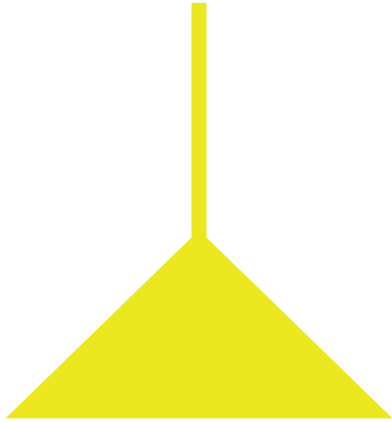
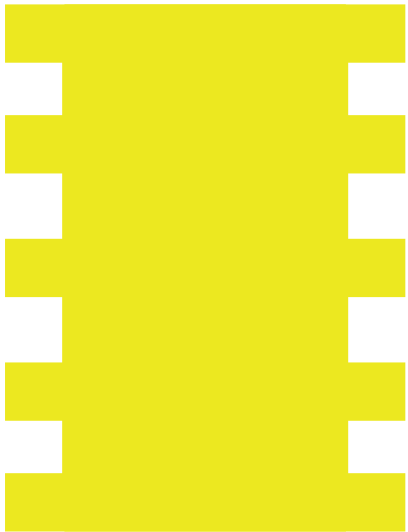
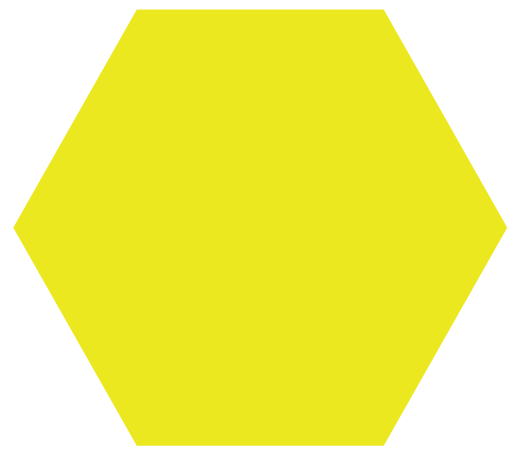
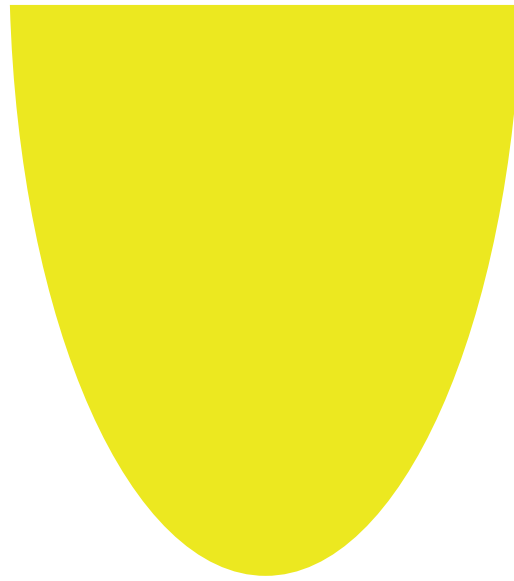
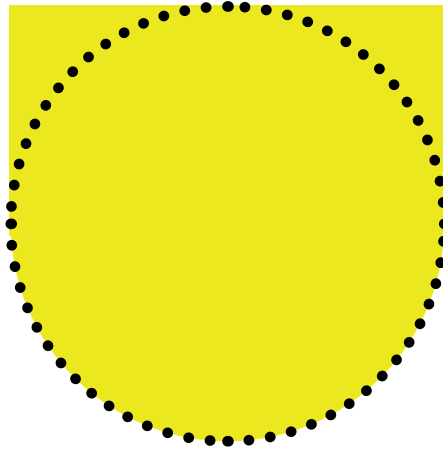


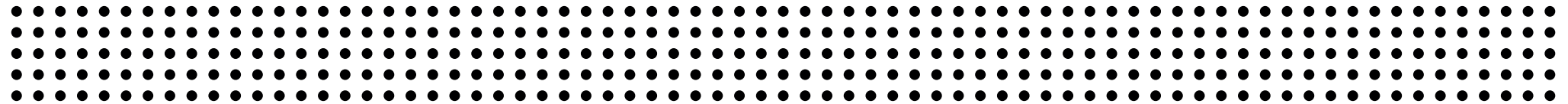
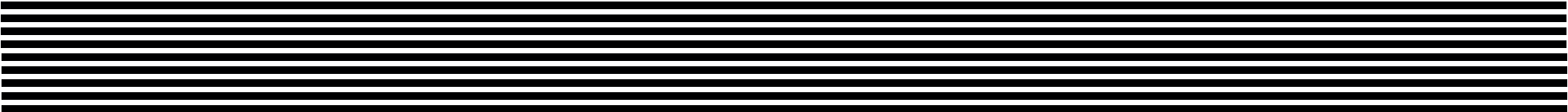


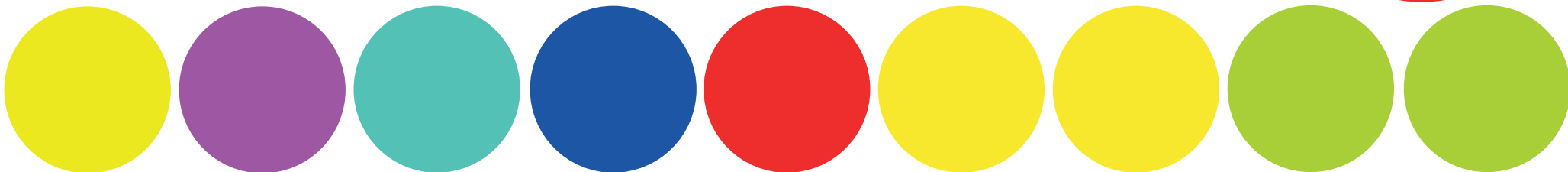
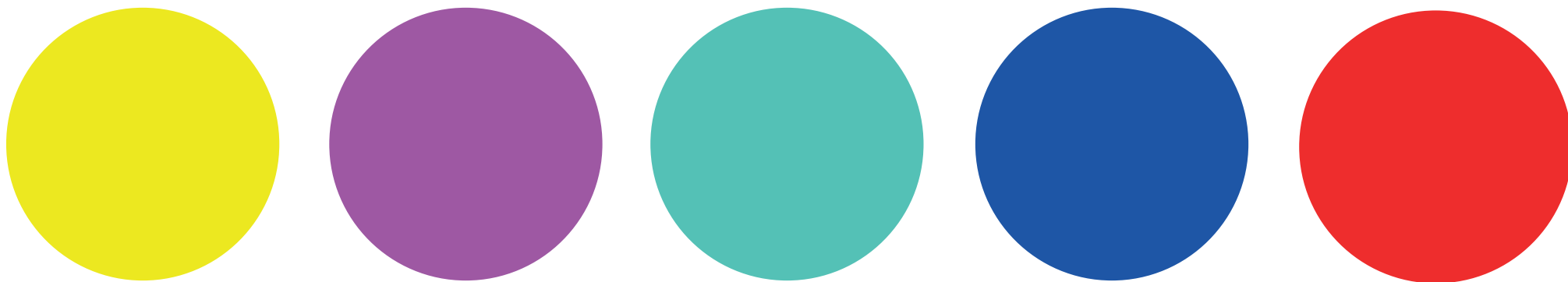
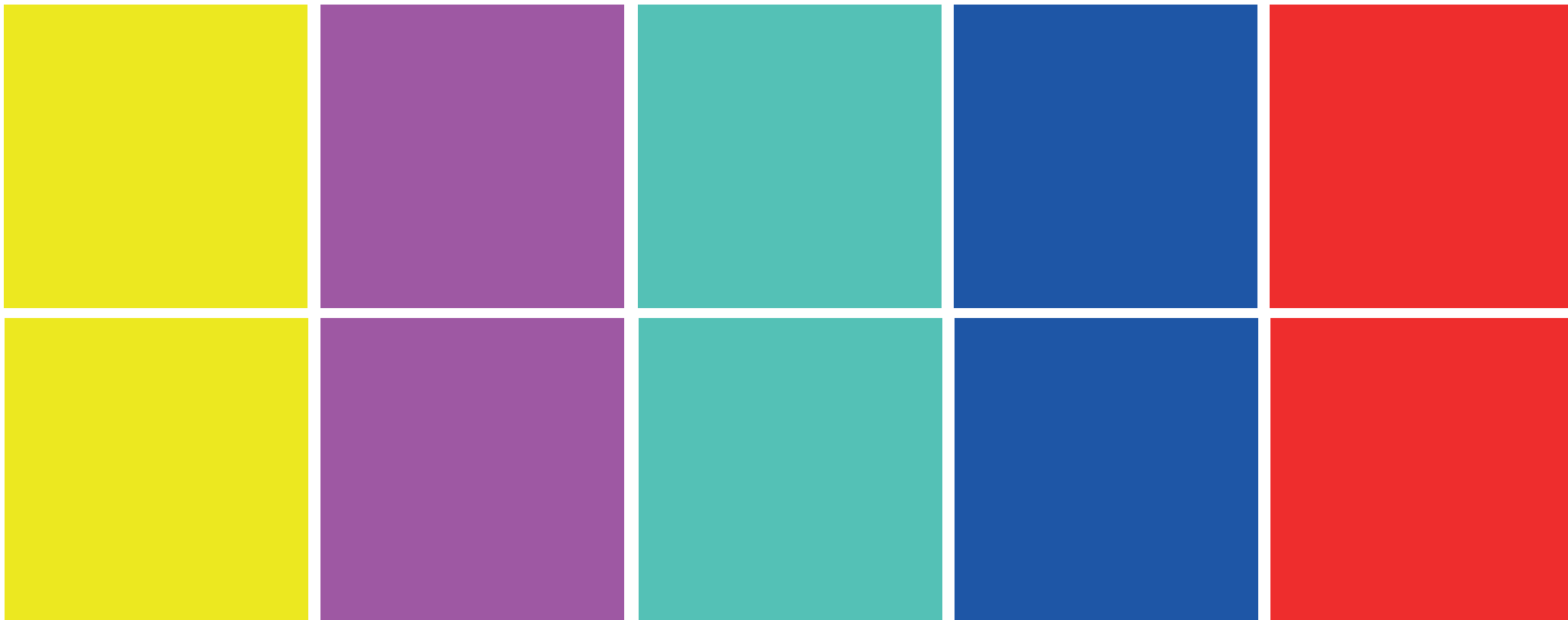


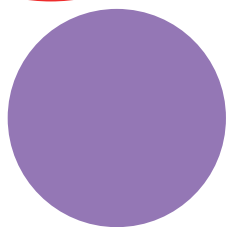
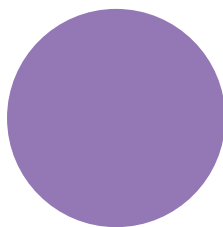
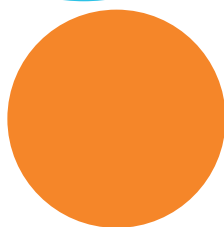
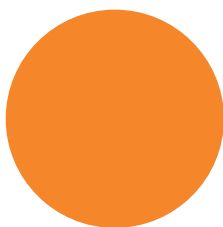
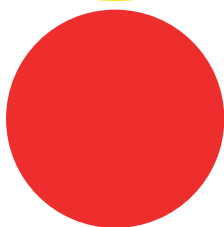
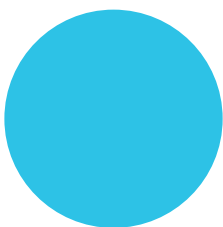
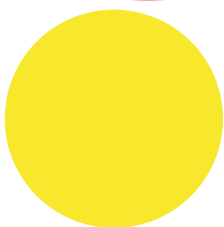
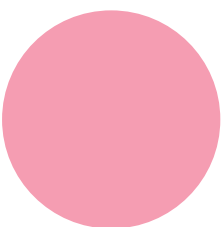
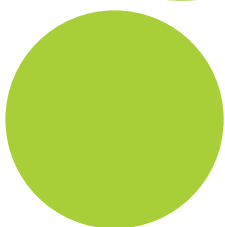
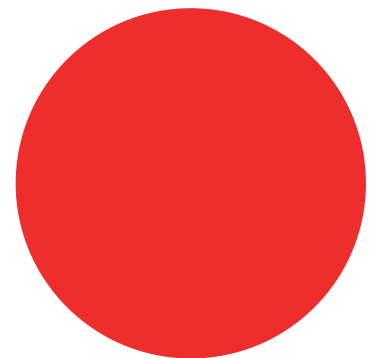
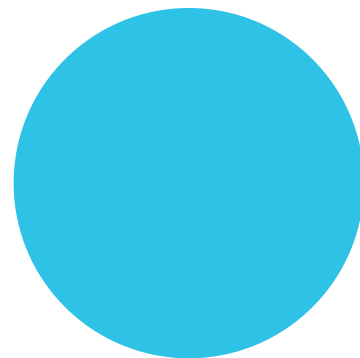
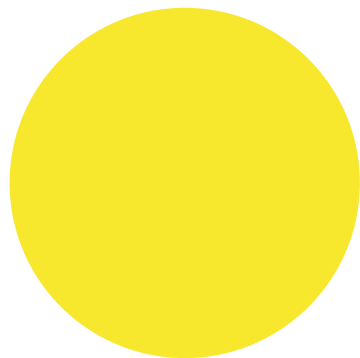
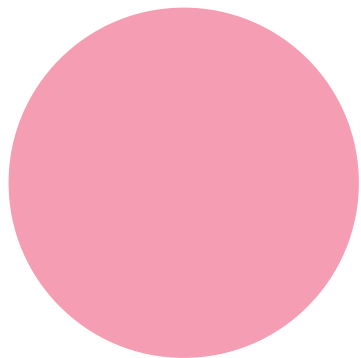
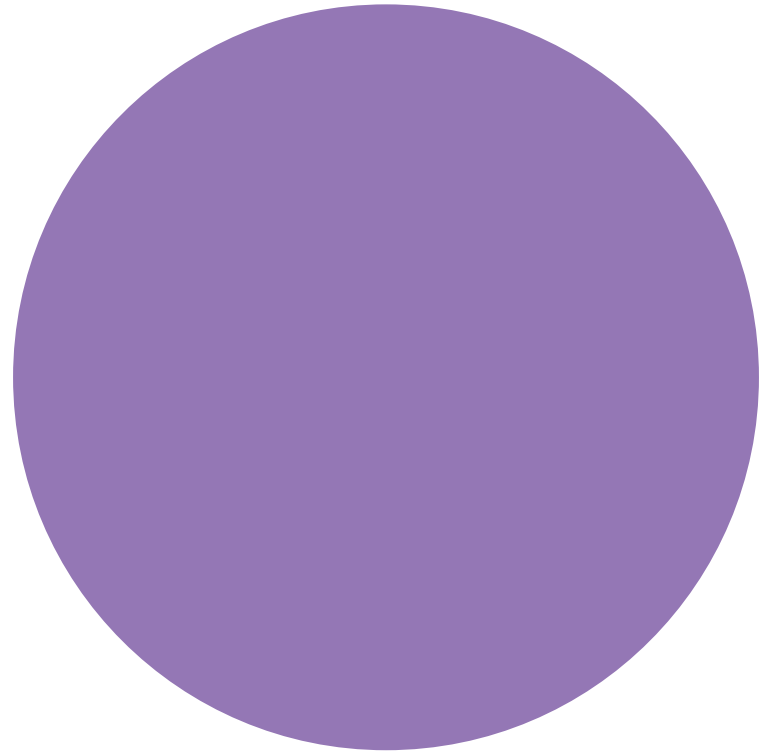
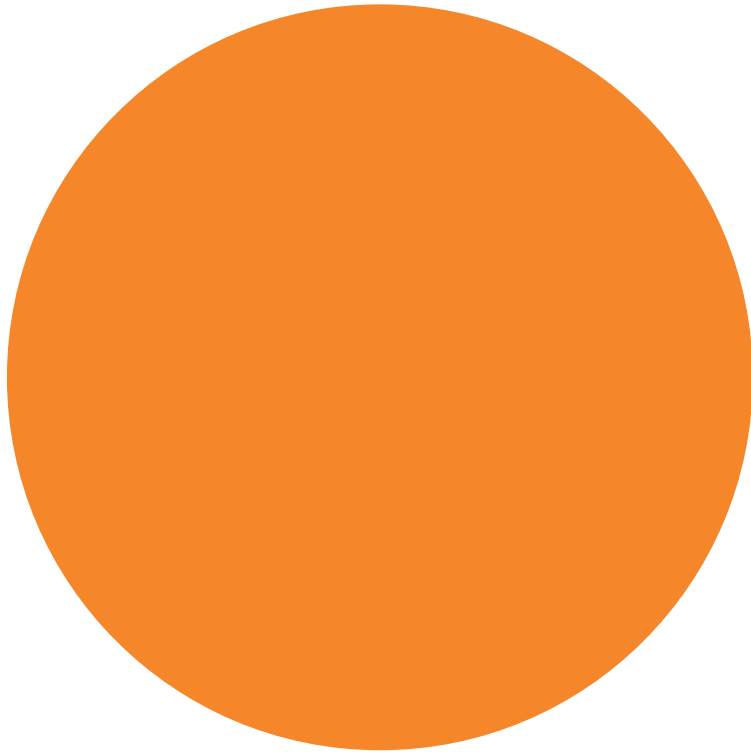
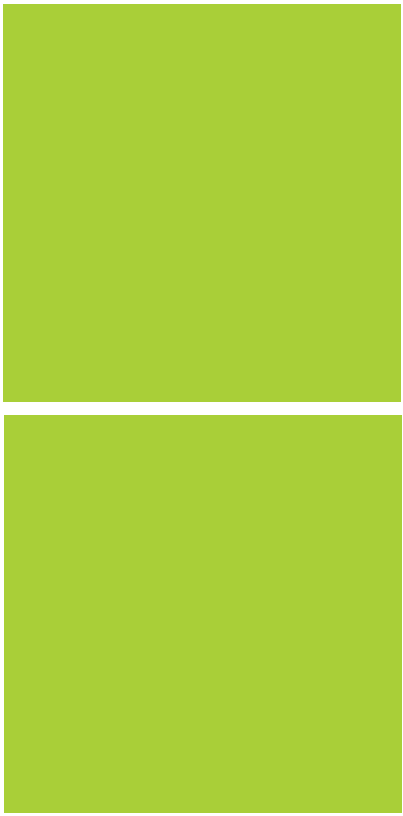


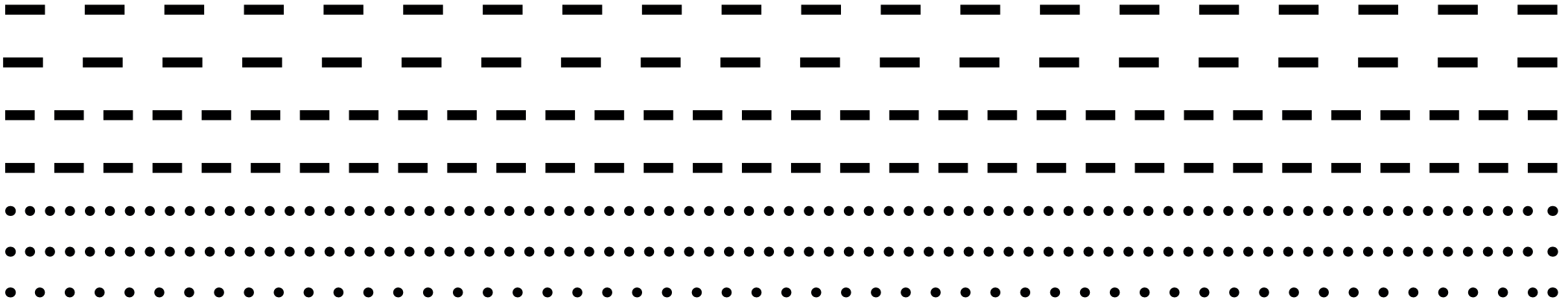
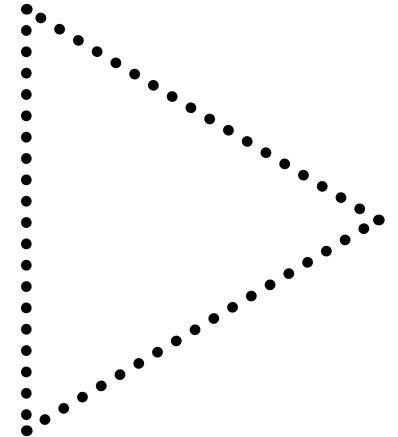
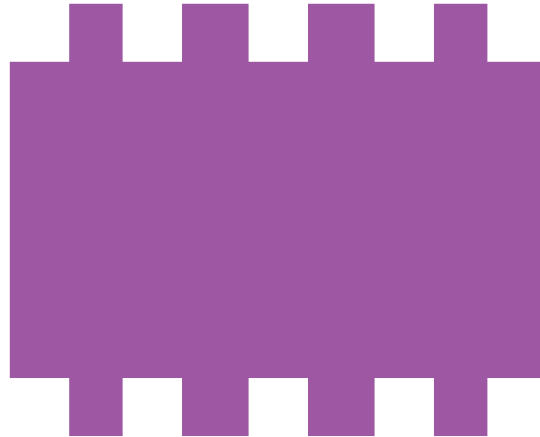
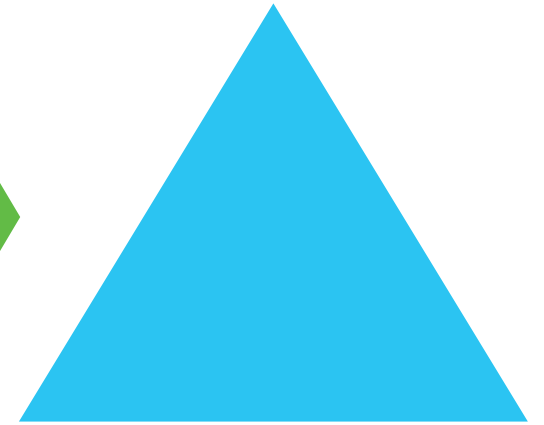
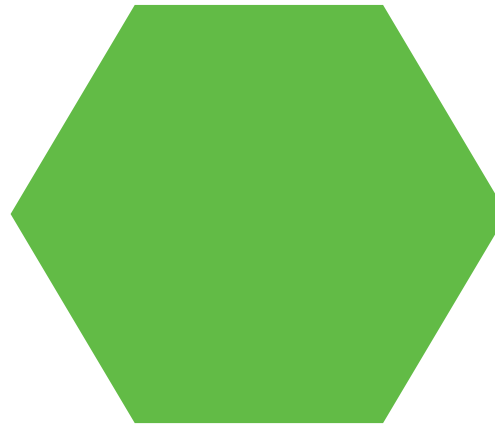


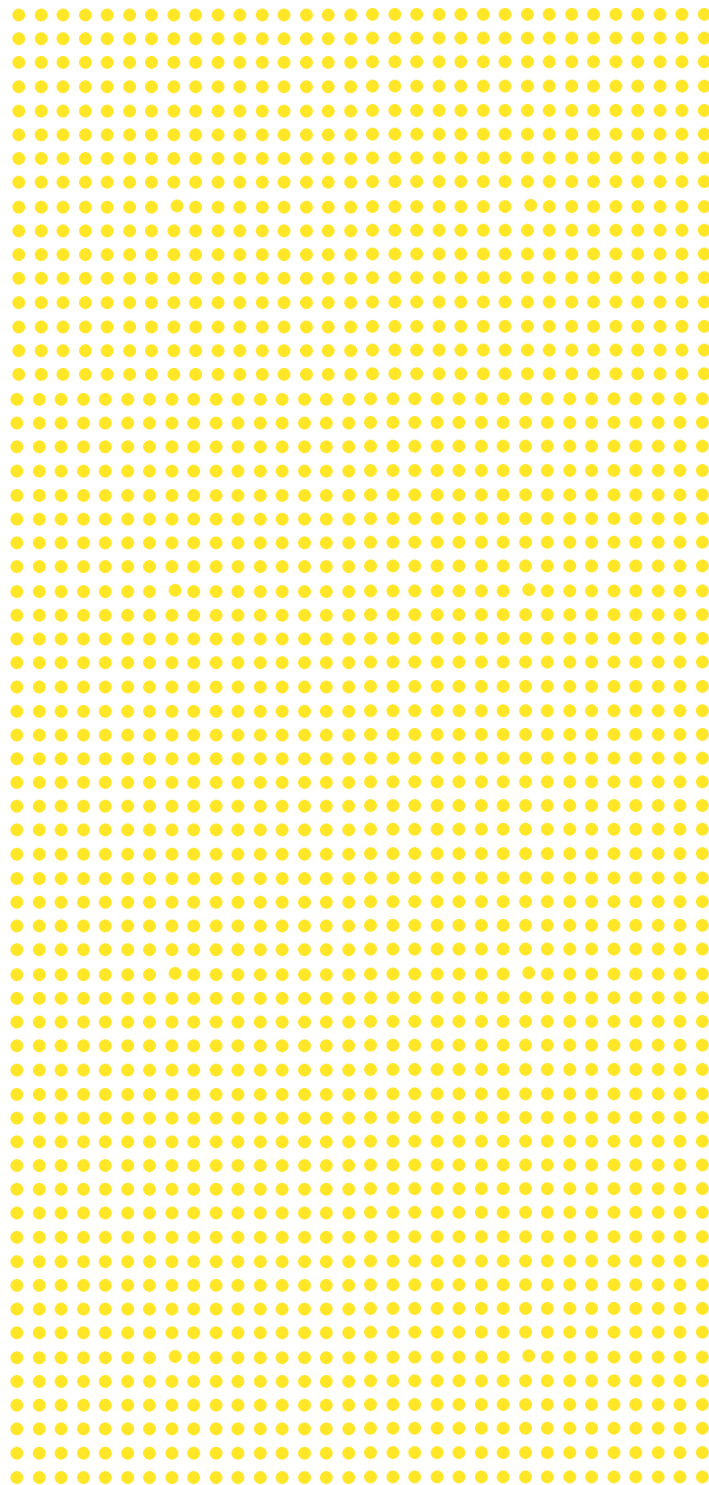
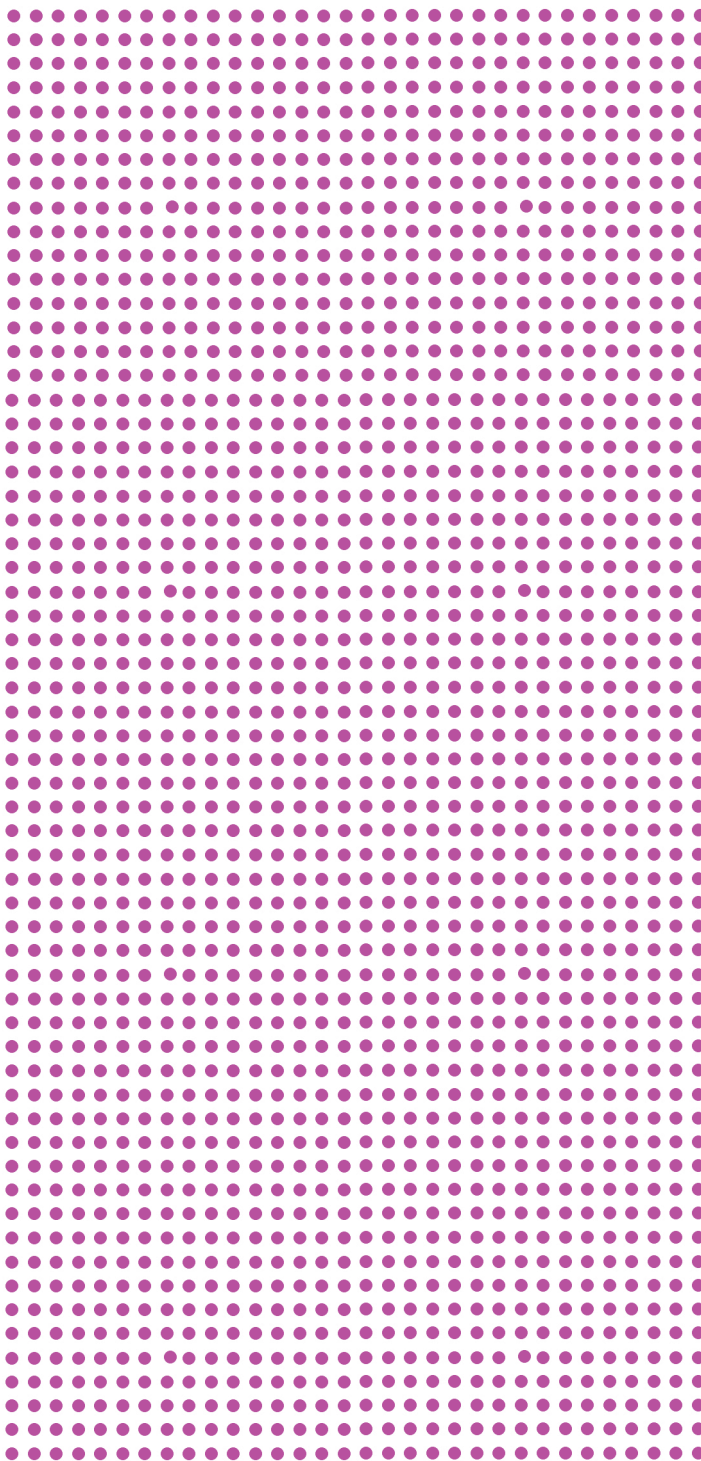
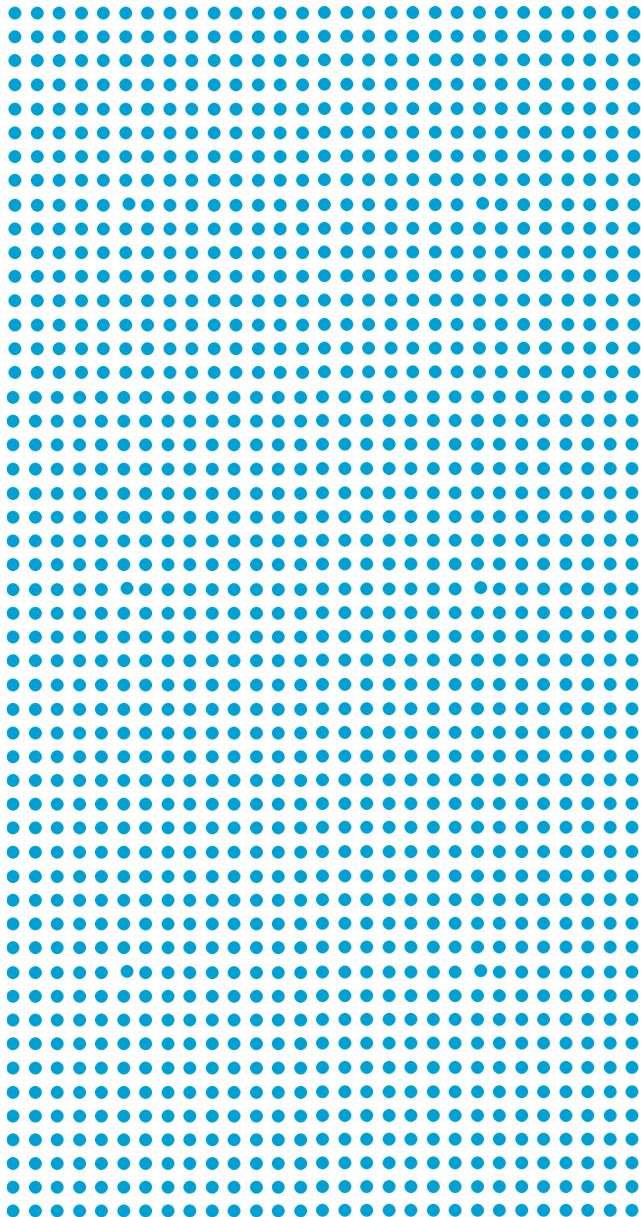


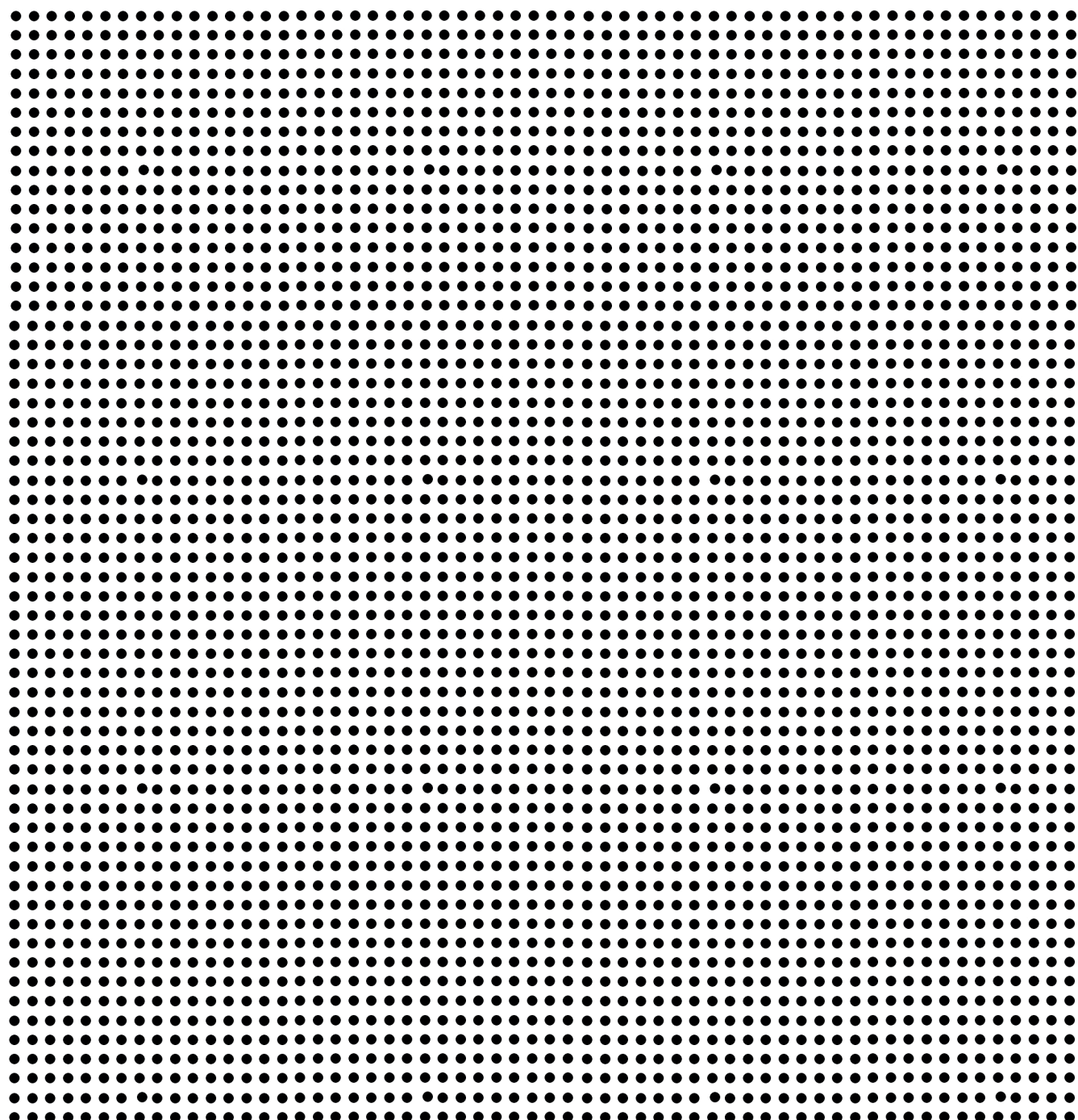
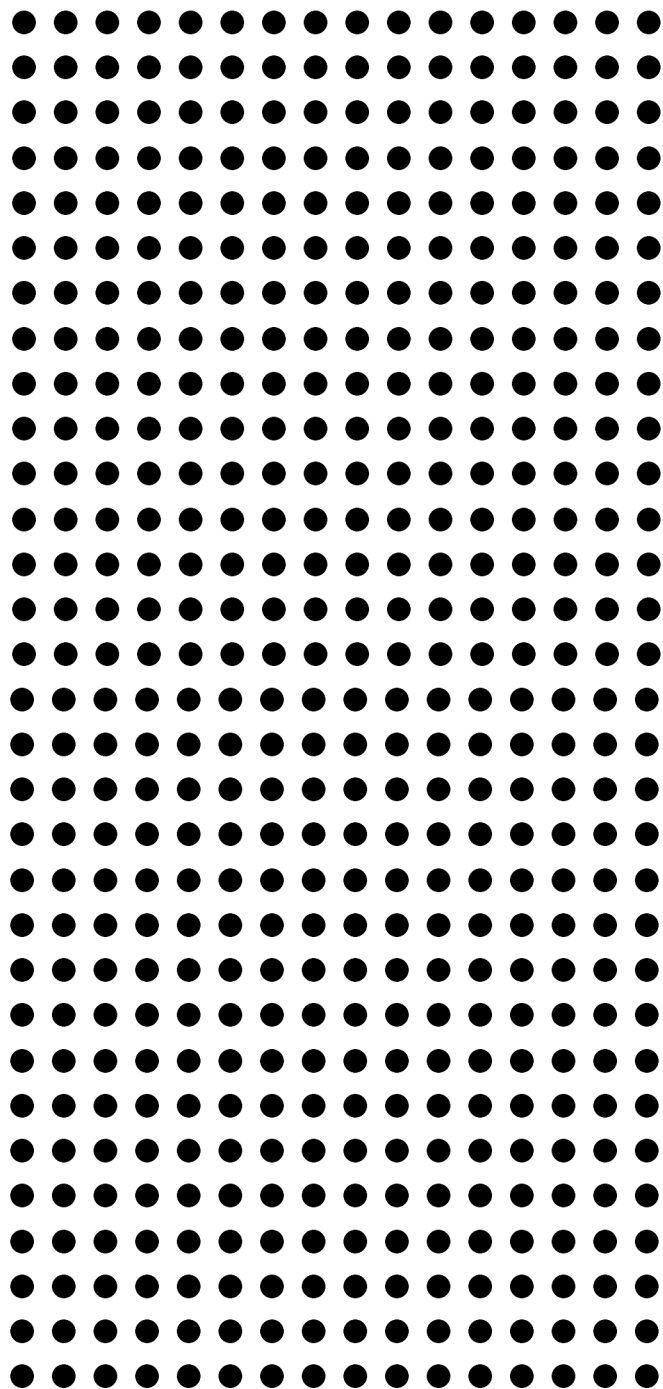


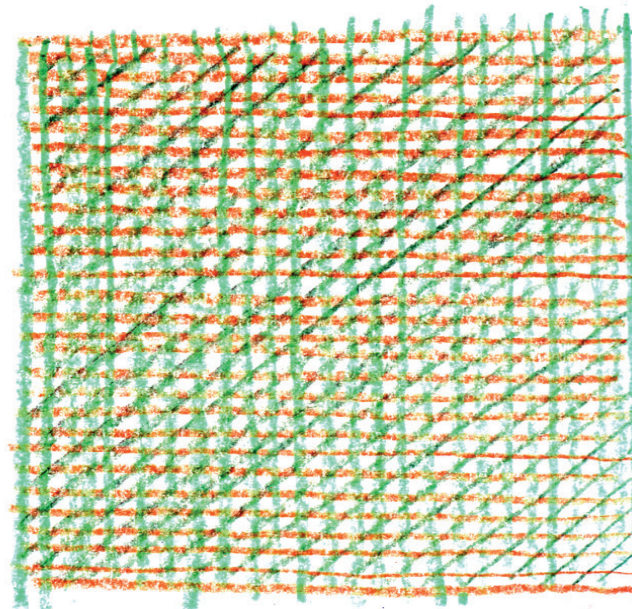
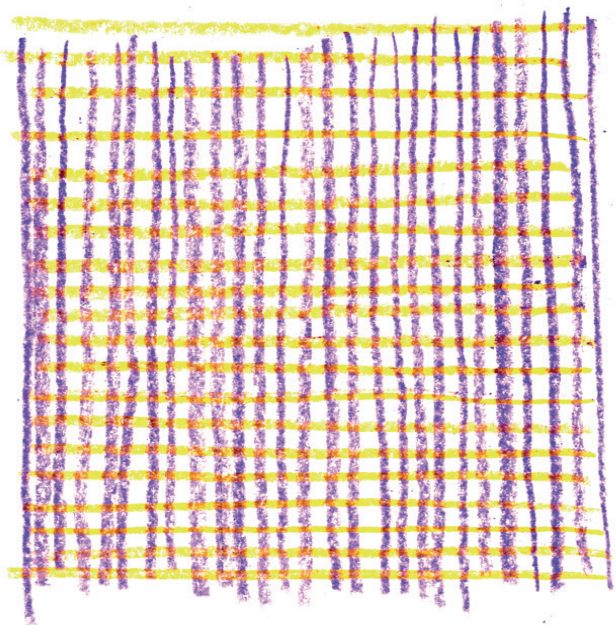
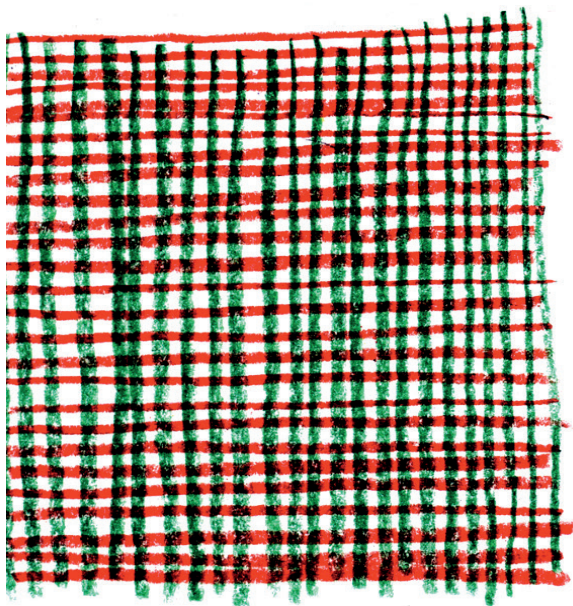
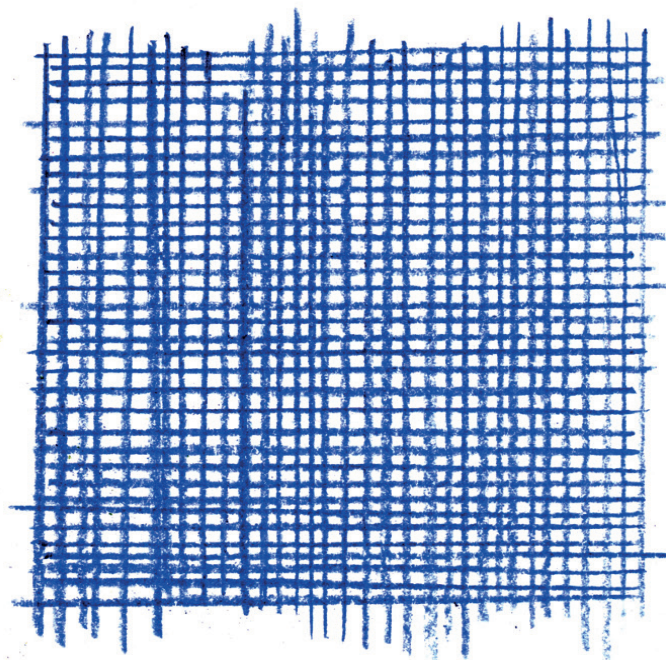
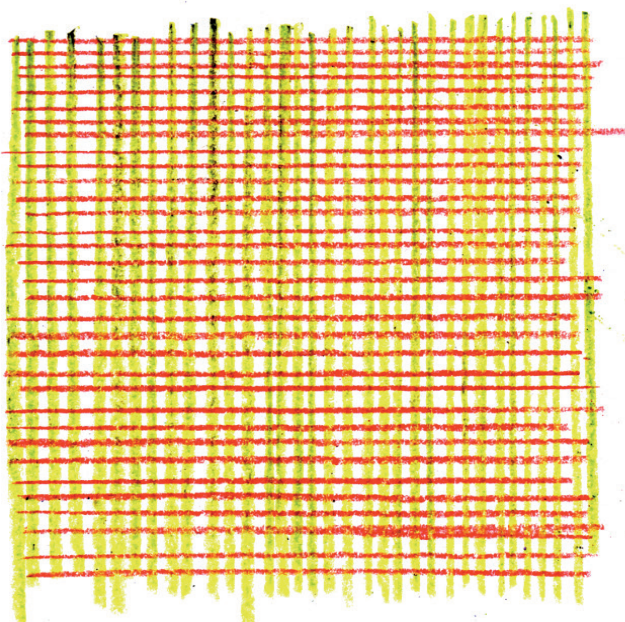
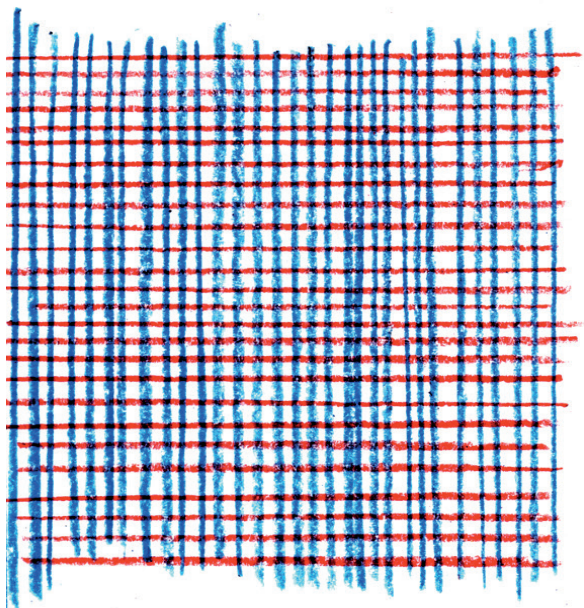
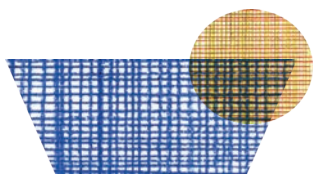


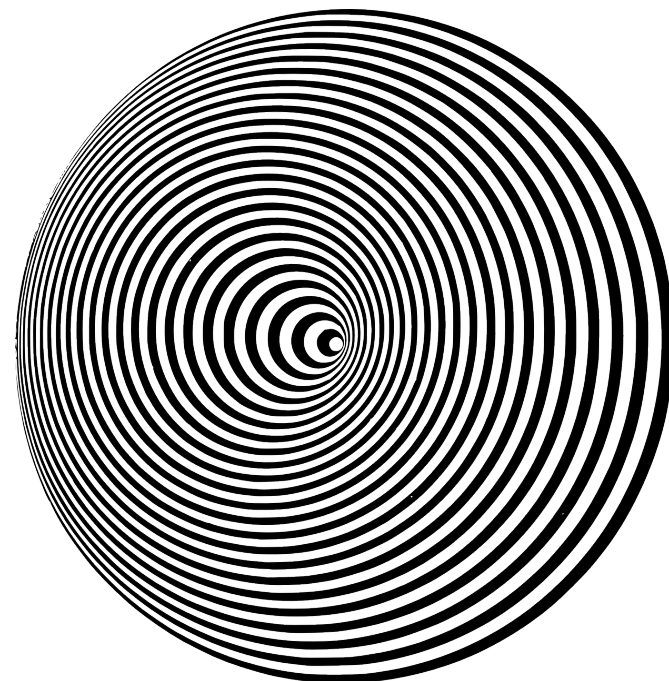
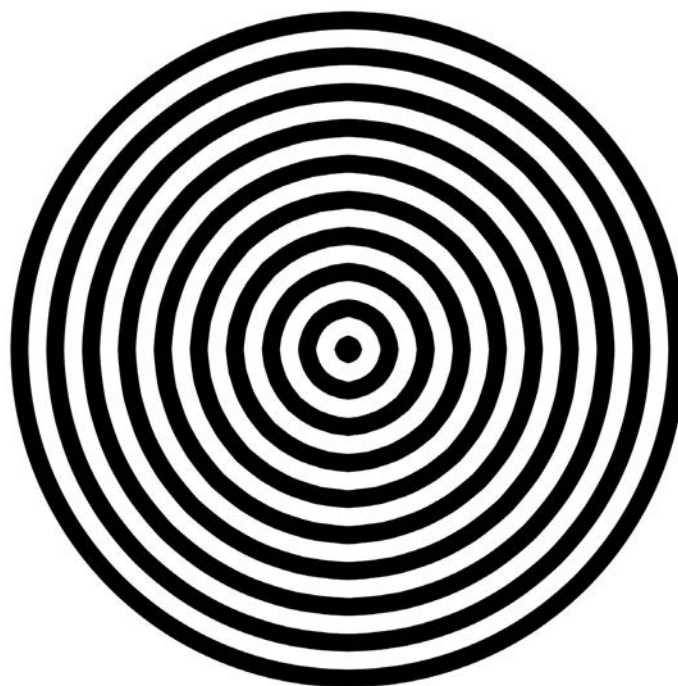
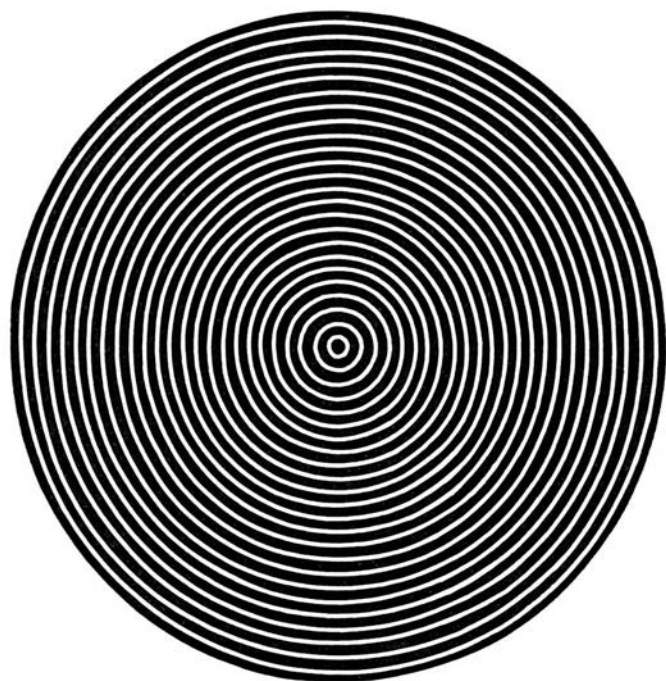
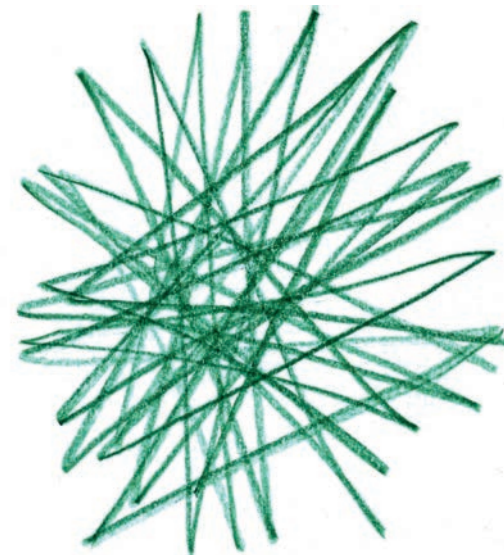
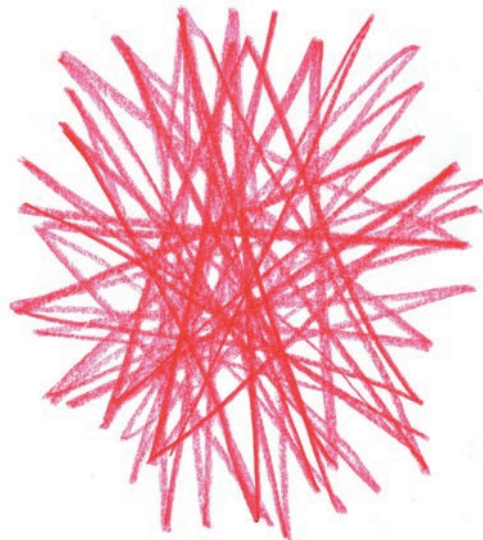
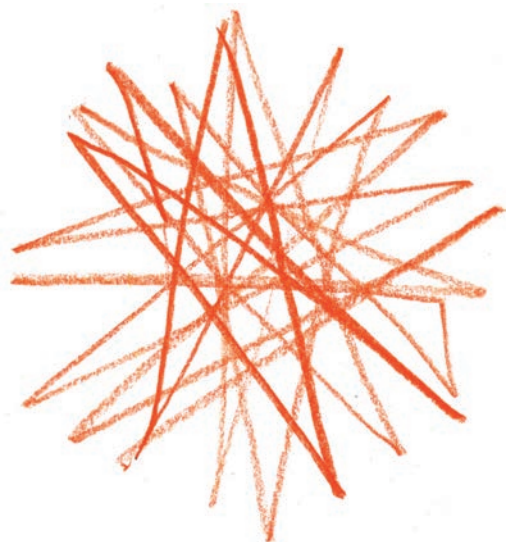
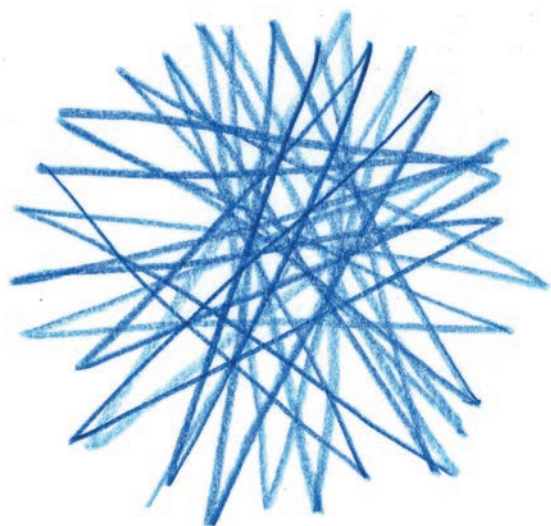


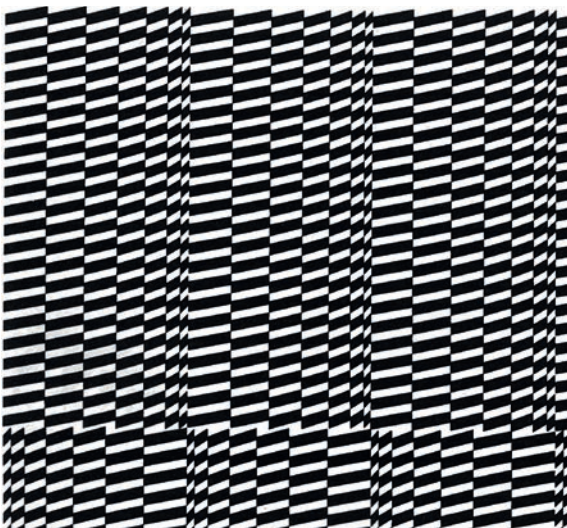
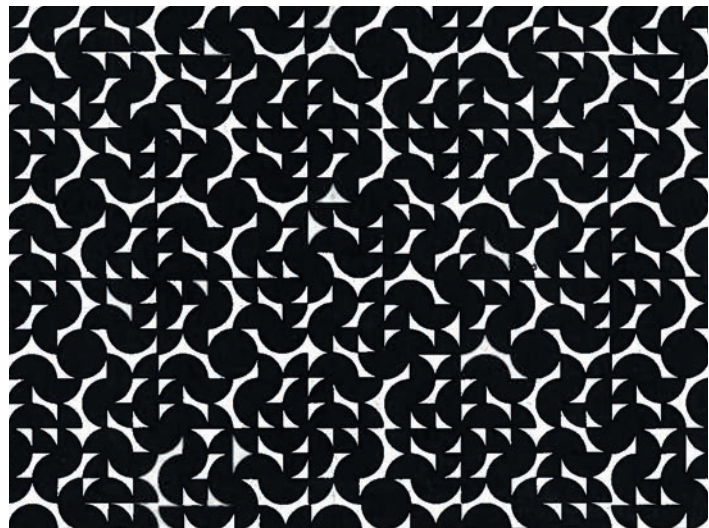
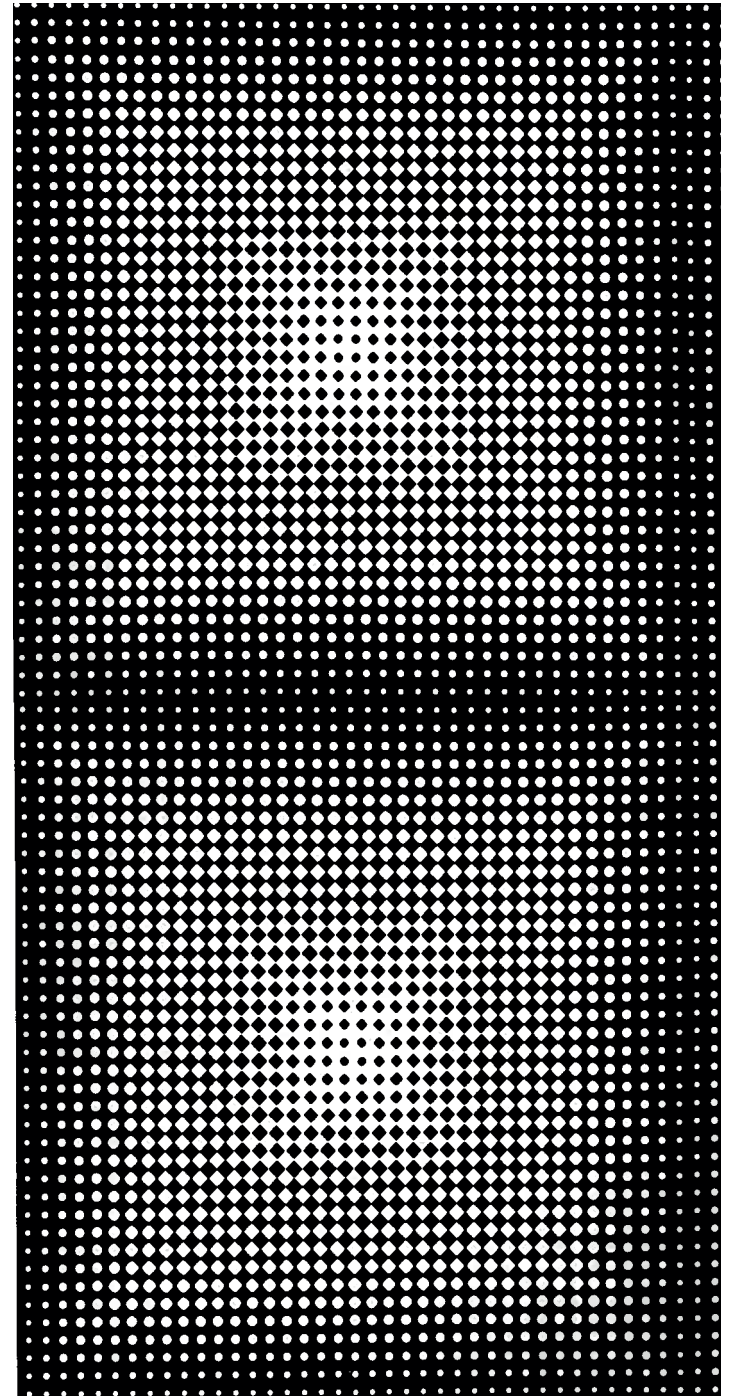
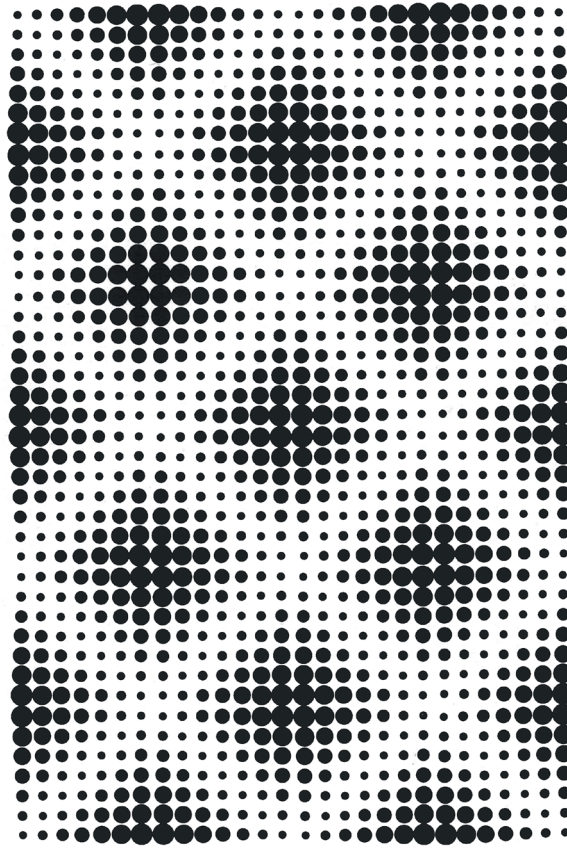
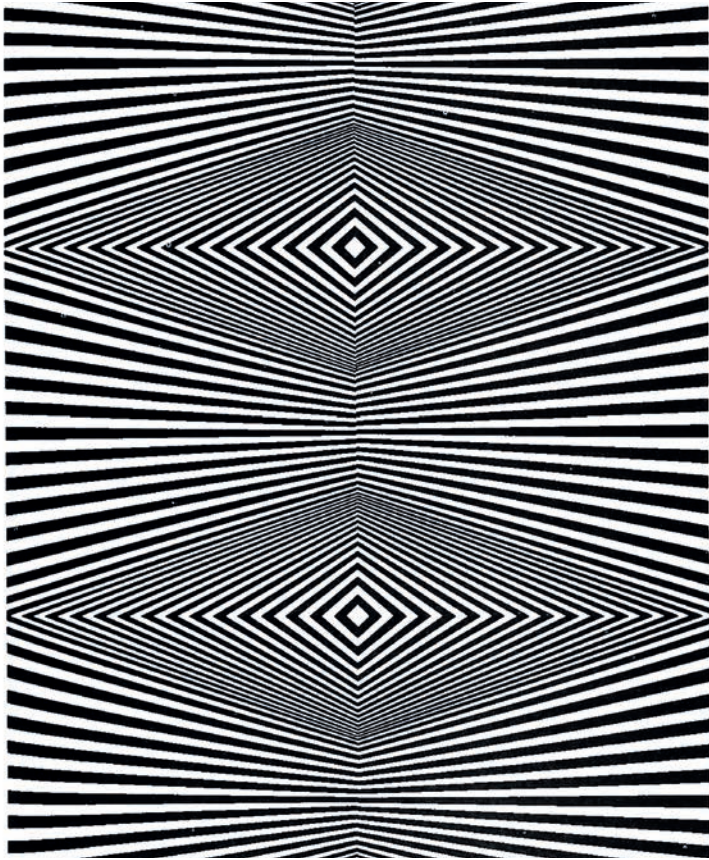












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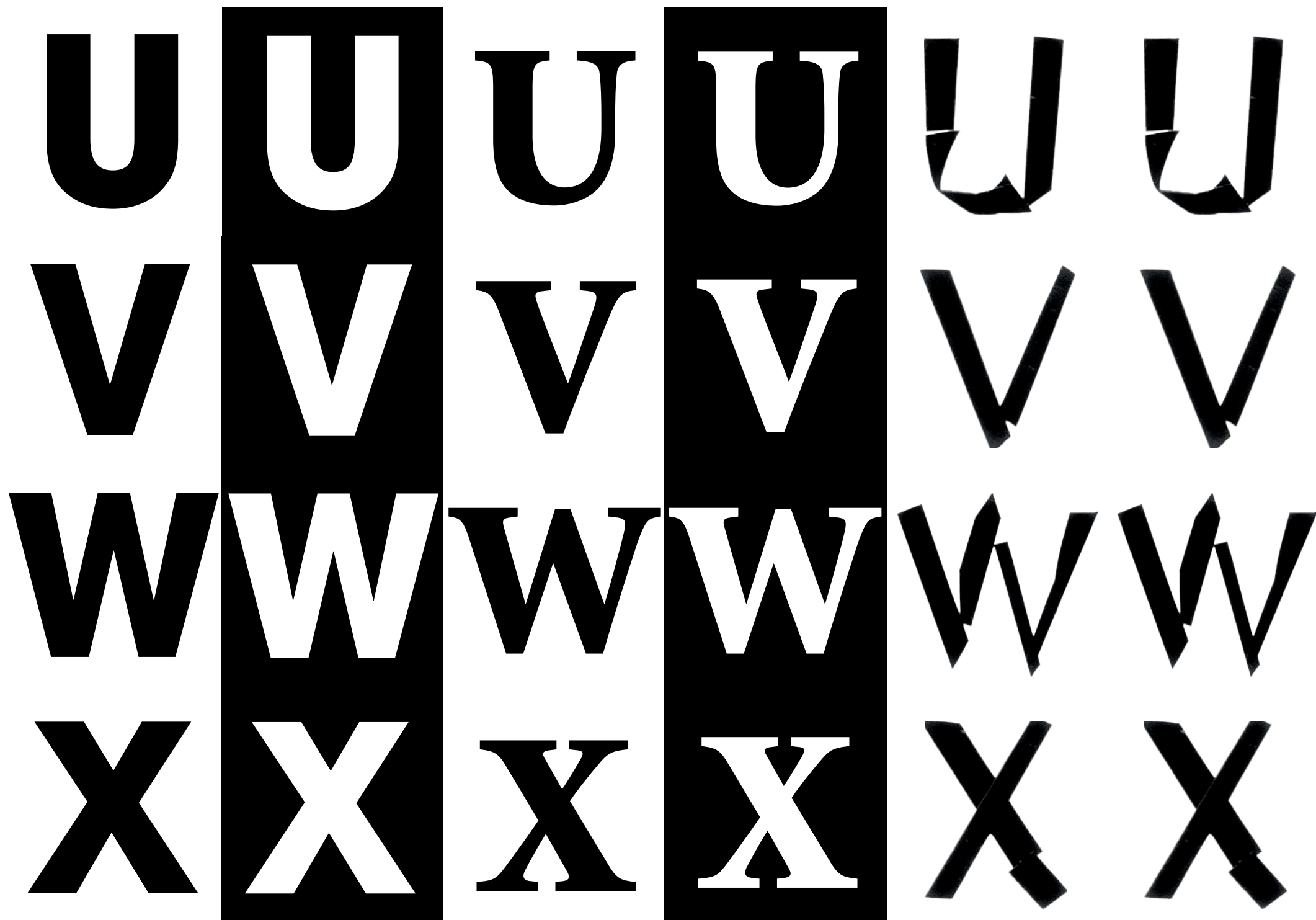
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ATIVIDADES

Desenvolver uma narrativa com outros recursos (visual, musical e corporal), a partir da projeção desta imagem.



Produzir o som que se assemelha ao que o vento faz nas folhas das árvores, agitando uma folha de papel.
Associar a projeção desta imagem ao som produzido.



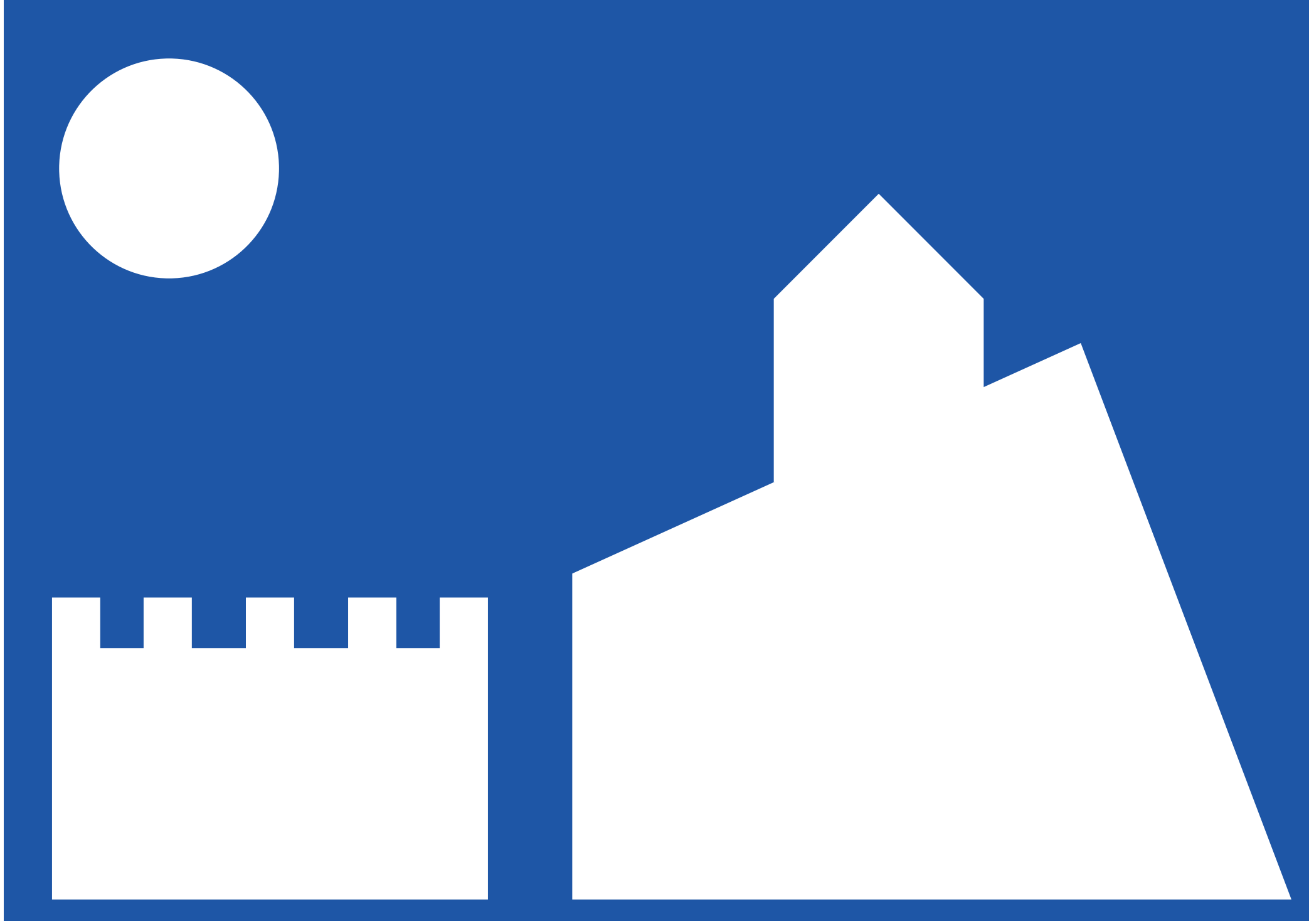
Imitar o som do vento forte de uma tempestade.
Criar uma narrativa com diferentes recursos (visual, musical e corporal), a partir da projeção desta imagem.



Construir um Pau de Chuva e com ele simular o som que a chuva faz ao cair.
Criar uma narrativa com diferentes recursos (visual, musical e corporal), a partir da projeção desta imagem.



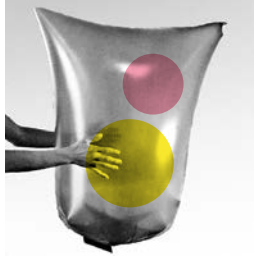
Criar uma narrativa com diferentes recursos (visual, musical e corporal), a partir da projeção desta imagem.

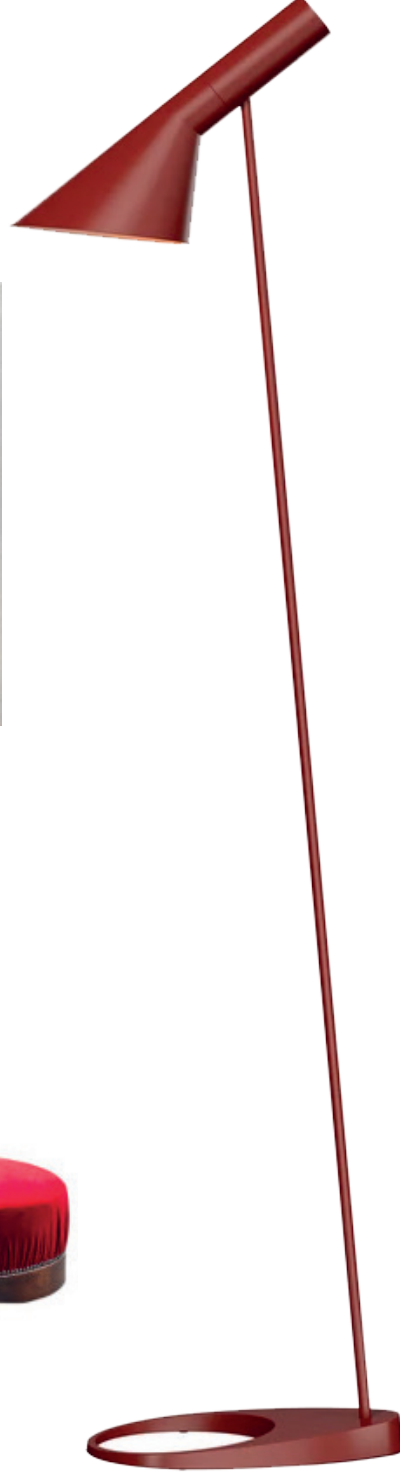


Realizar uma coreografia com este cenário usando adereços que impliquem a consciência do movimento do corpo e espaço.



Criar um espetáculo/performance recorrendo a adereços insuflados, à expressividade do corpo e à improvisação de sons.





Projetar esta imagem como cenário para dramatizar textos.
As imagens também podem ser recortadas para usar em outras atividades.

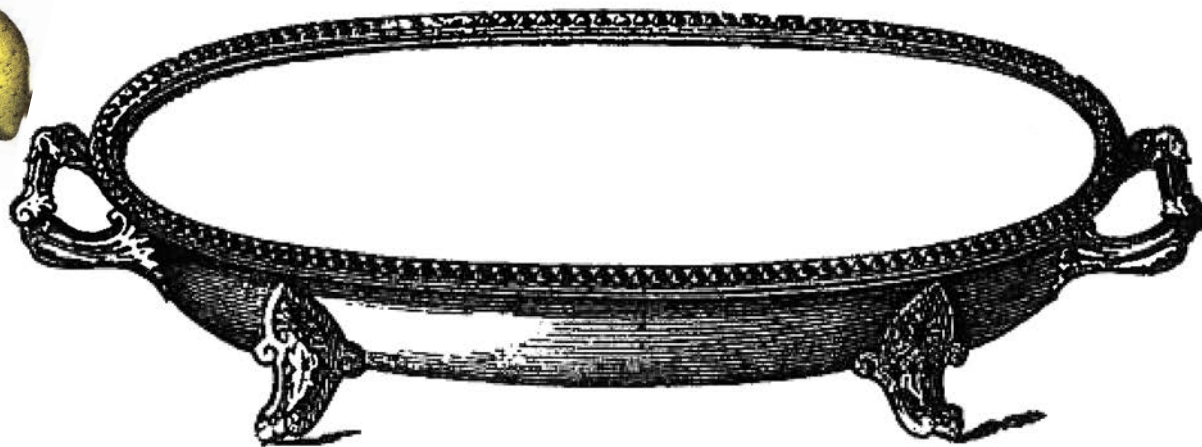




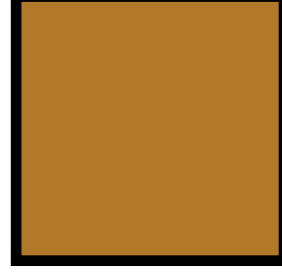
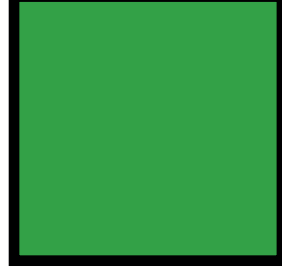
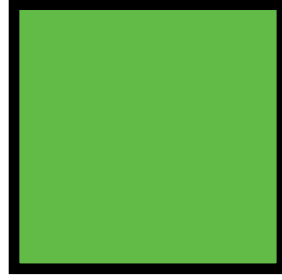
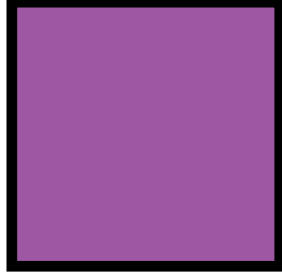
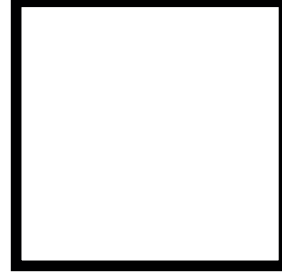
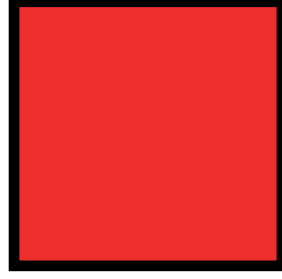
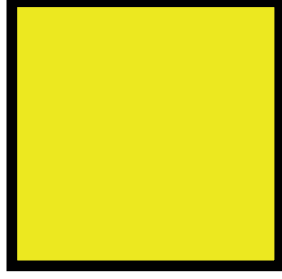
Projetar esta imagem e realizar uma performance, a partir do que está representado.

Inventar uma coreografia, a partir da projeção desta imagem.

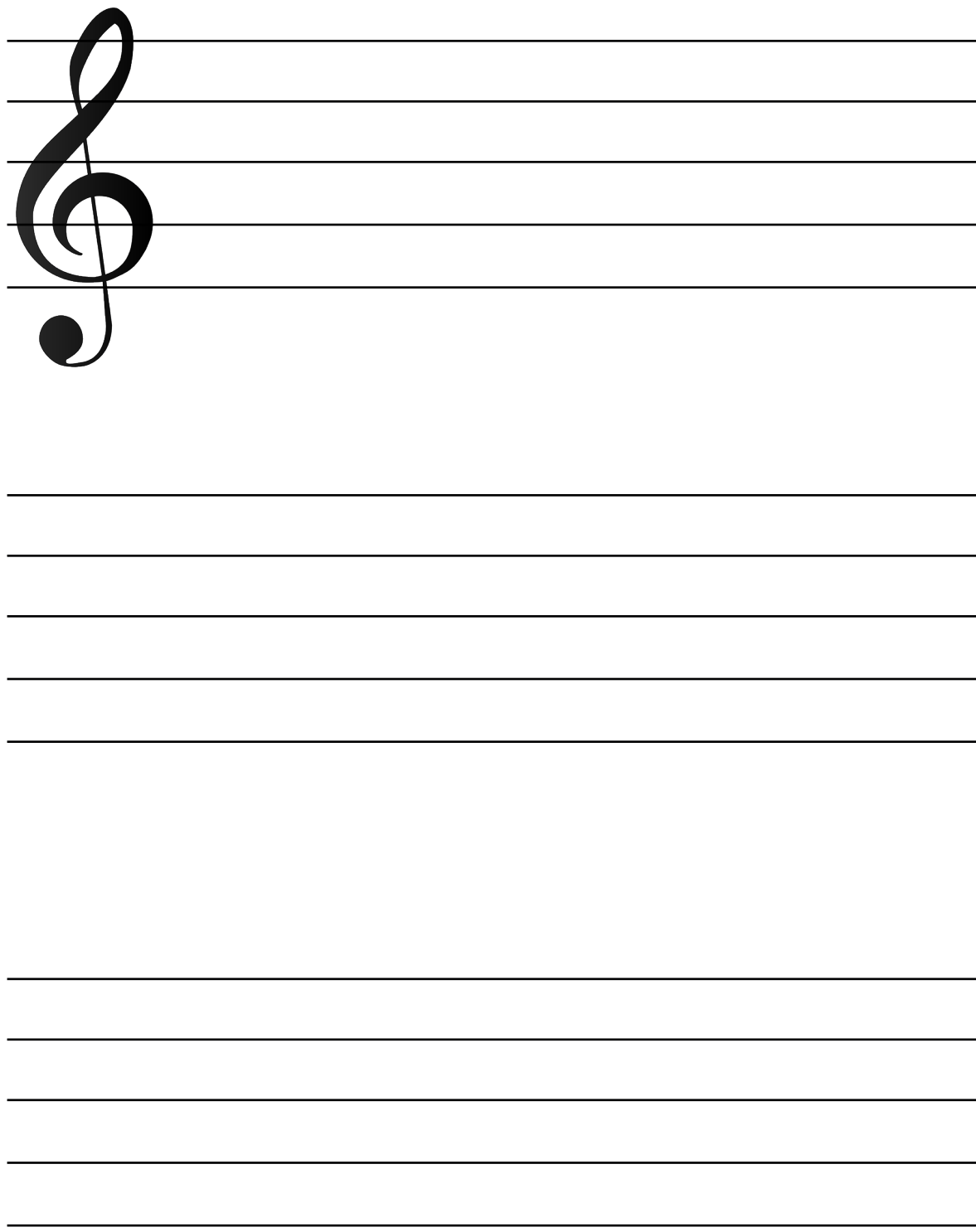
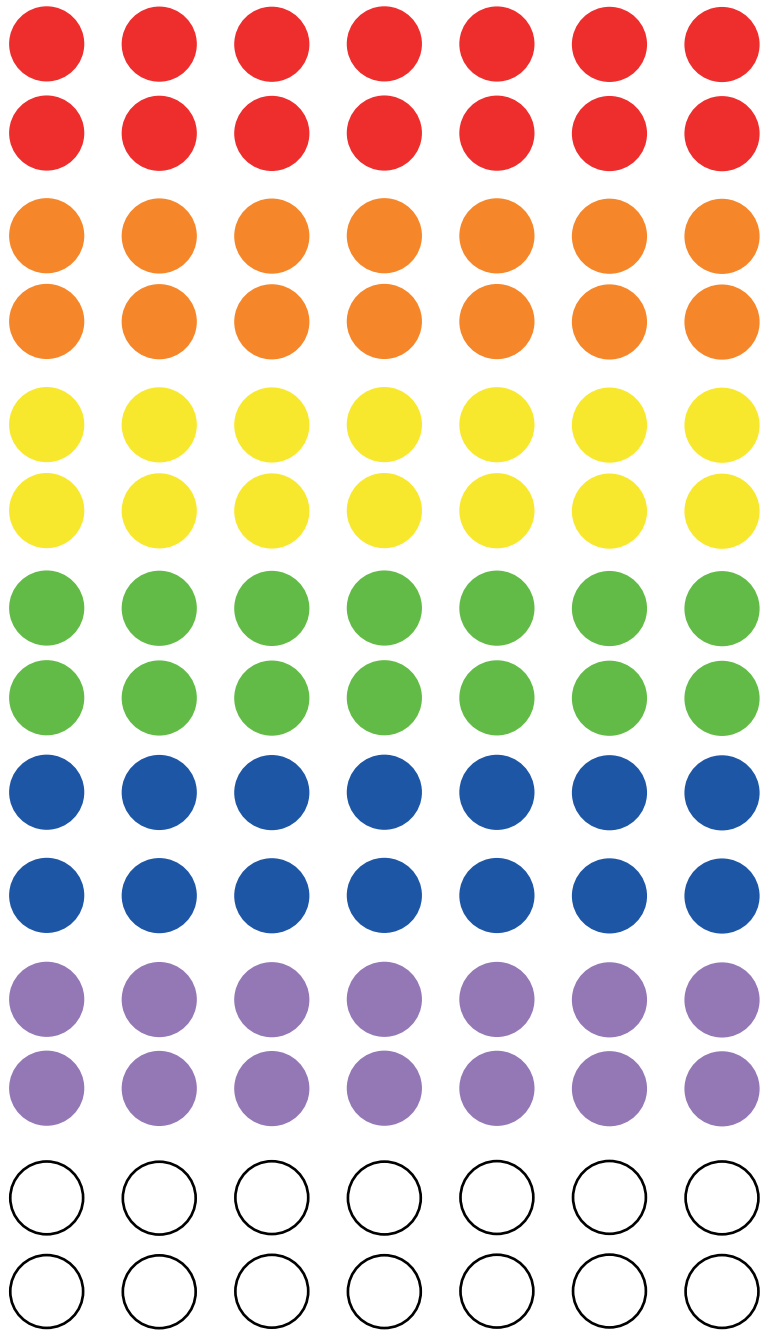




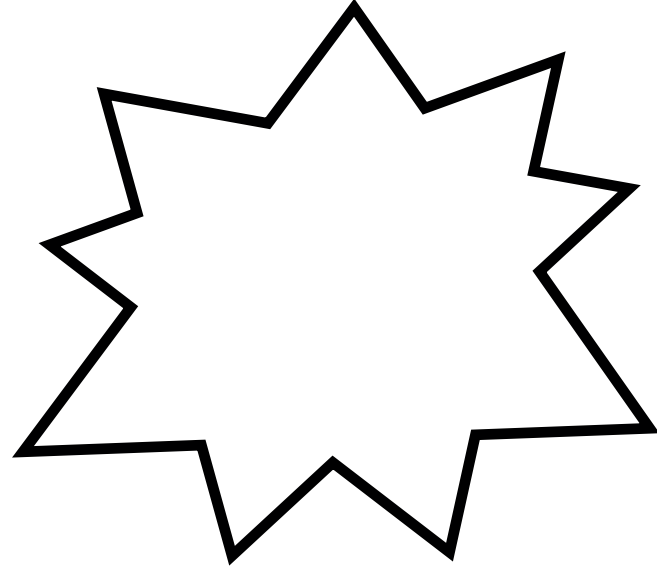
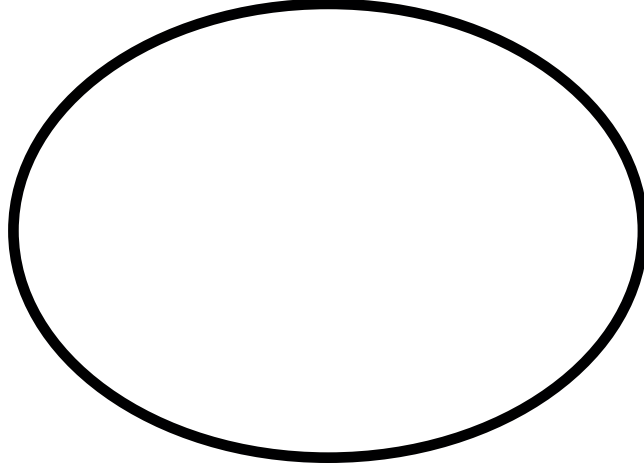
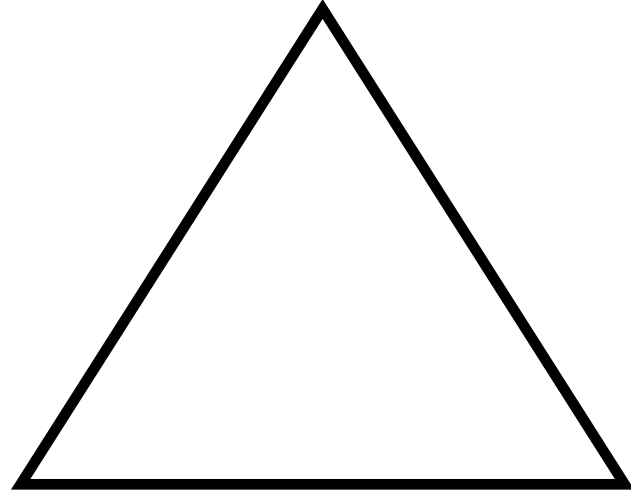
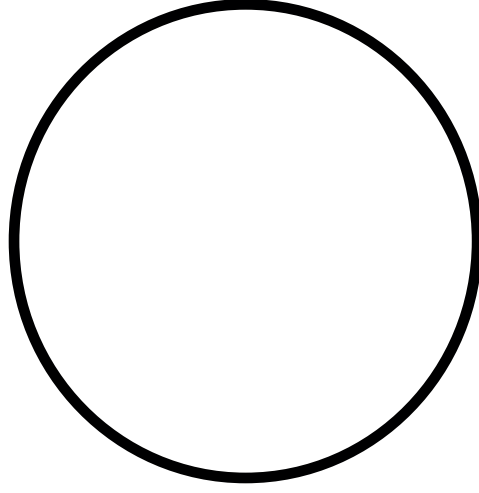
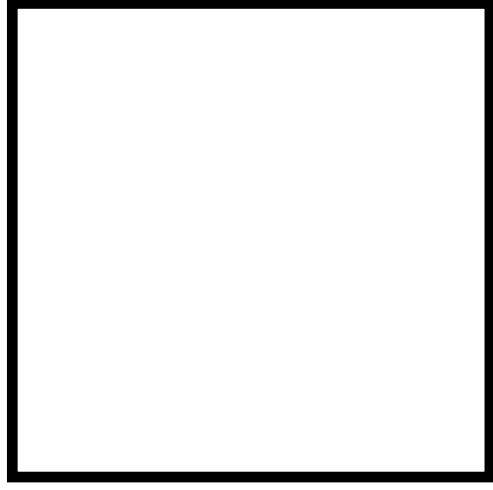
Observar as cores. Escolher e justificar a cor favorita.



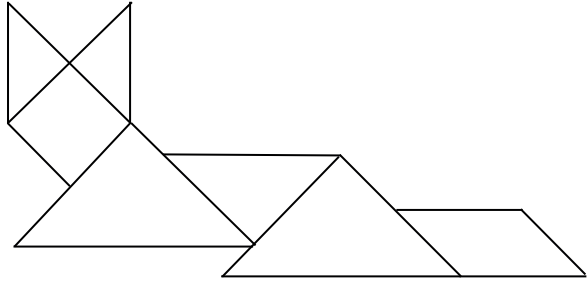
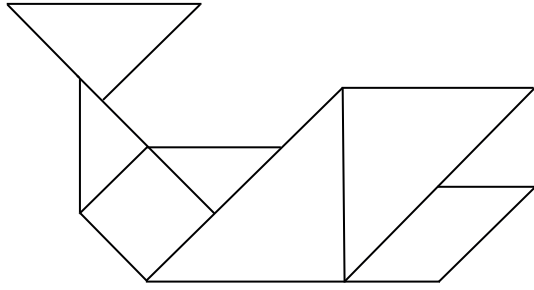
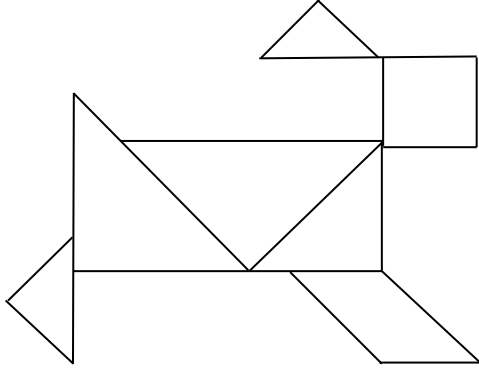
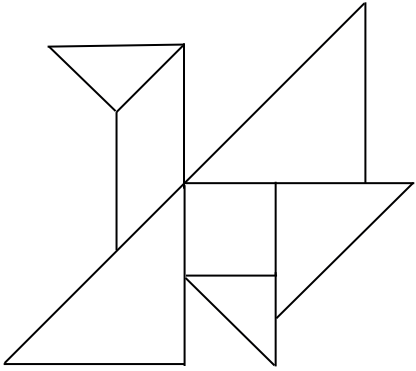
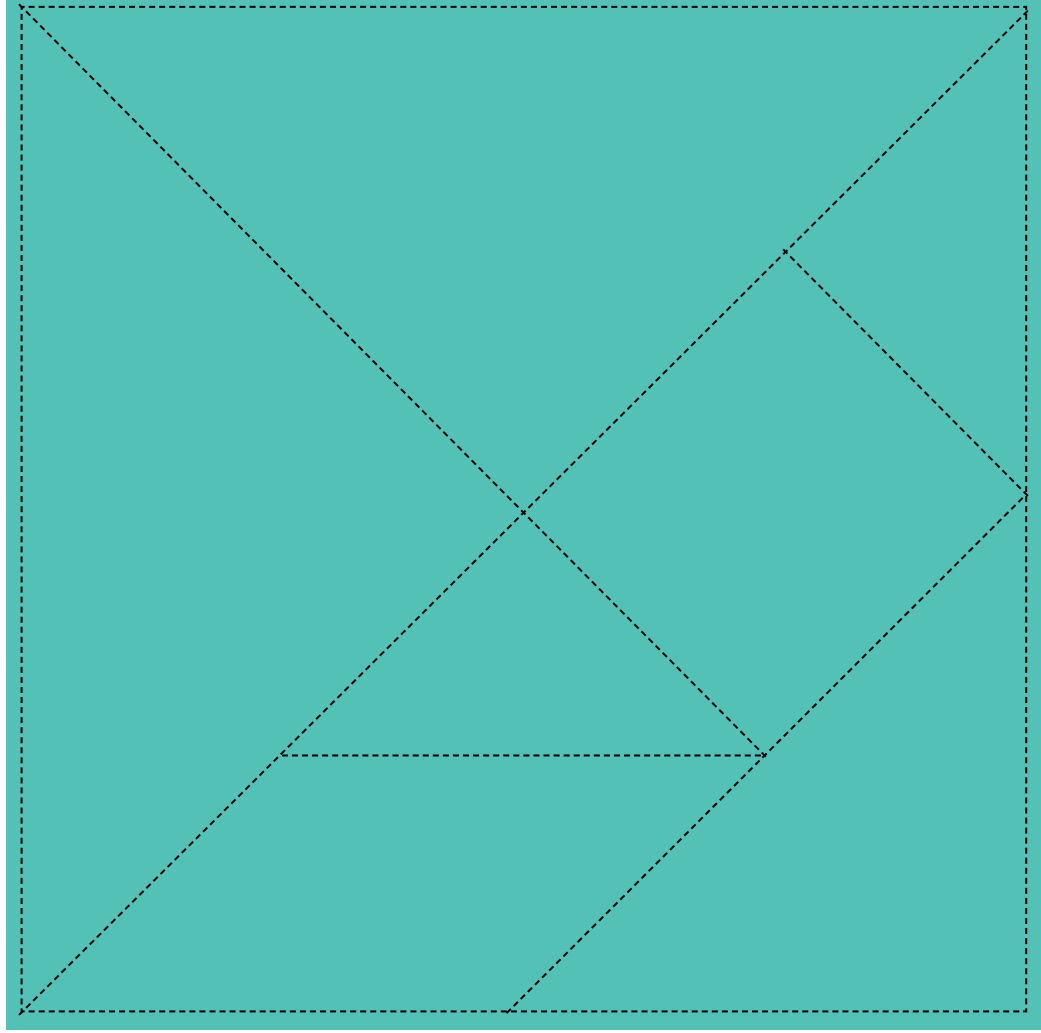
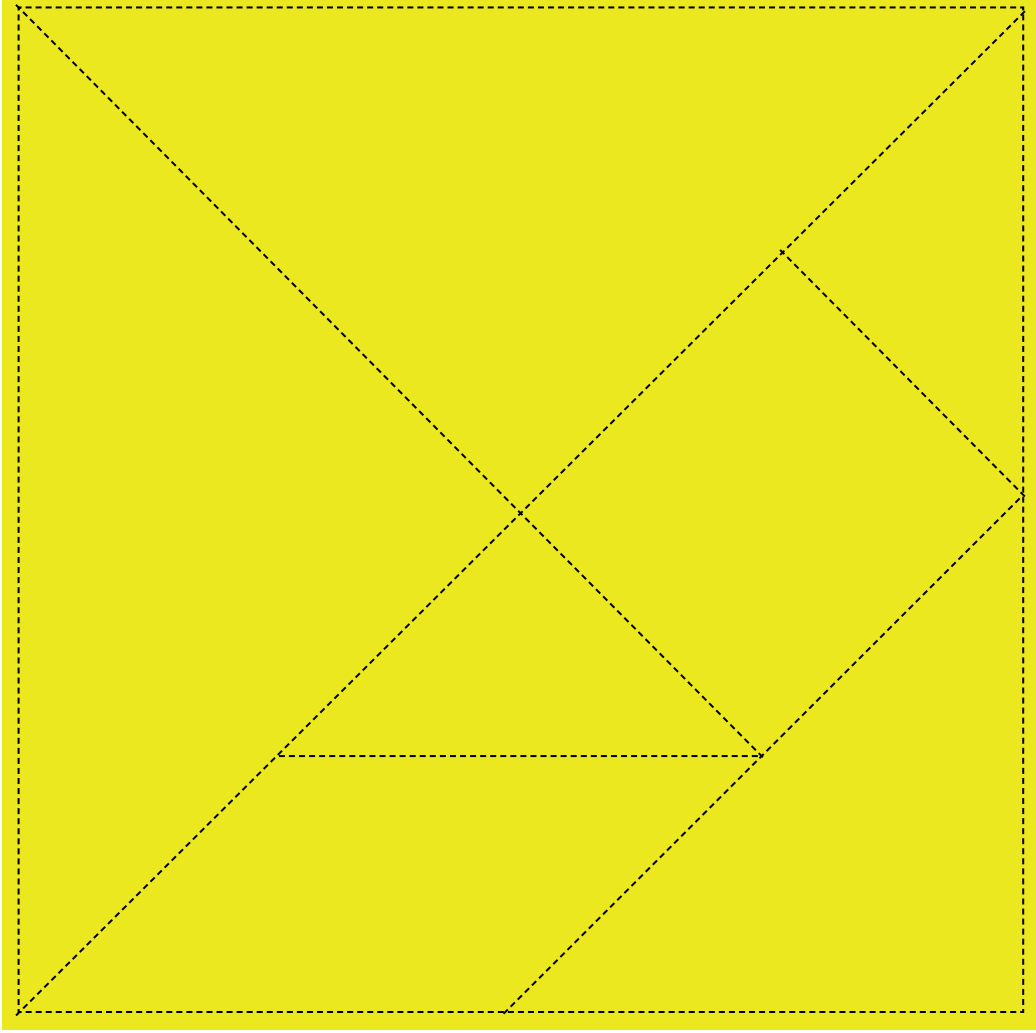
Construir um xilofone com copos de vidro e água com diferentes cores. As cores e a quantidade de água devem corresponder a uma escala.
Realizar uma partitura “musical” recorrendo às cores (à esquerda) e à pauta (à direita). Executar no xilofone a partitura fazendo corresponder a sua sequência de cores ao batimento nos copos das respectivas cores.



Observar as formas. Eleger e justificar a forma preferida.



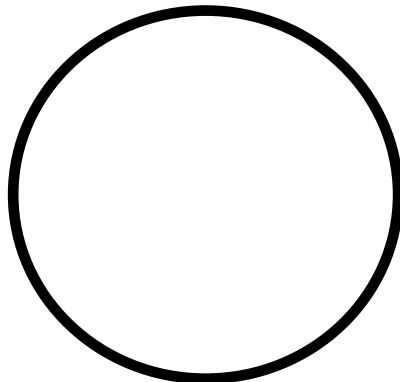
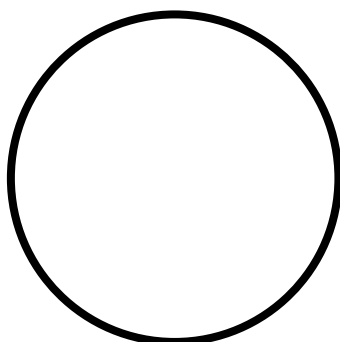
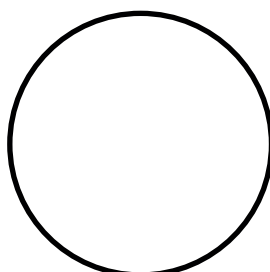
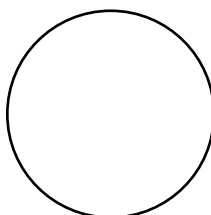
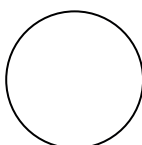
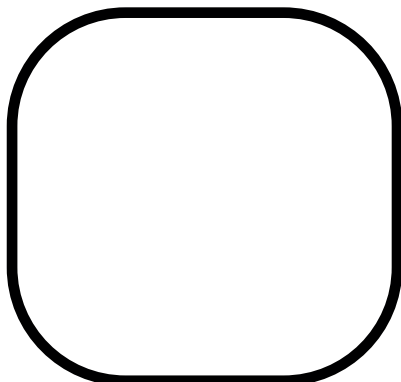
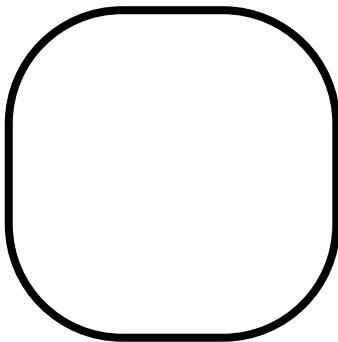
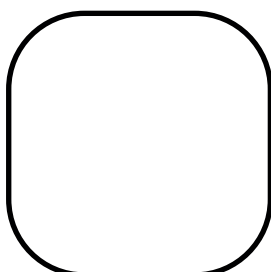
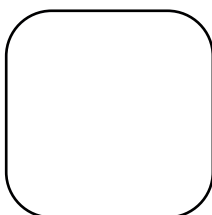
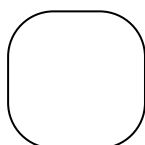
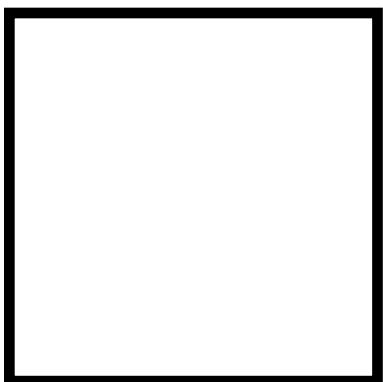
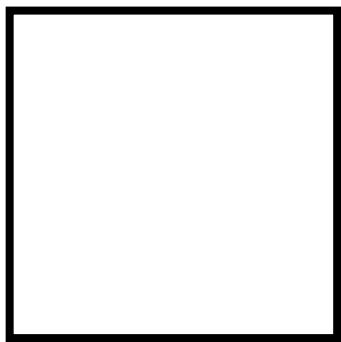
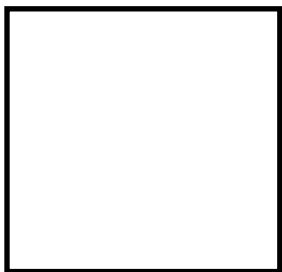
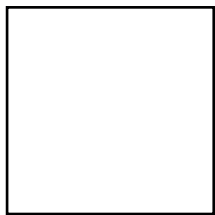
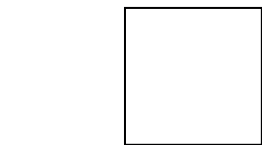
Recortar as formas pelo traço interrompido. Montar as formas sem as sobrepor, para compor várias figuras (objetos, pessoas, animais, plantas, letras e números).

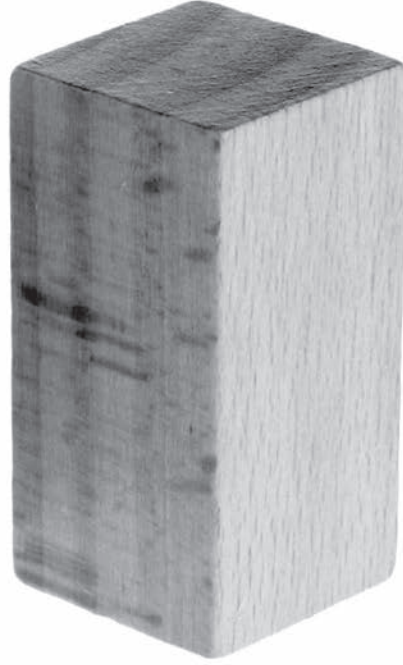
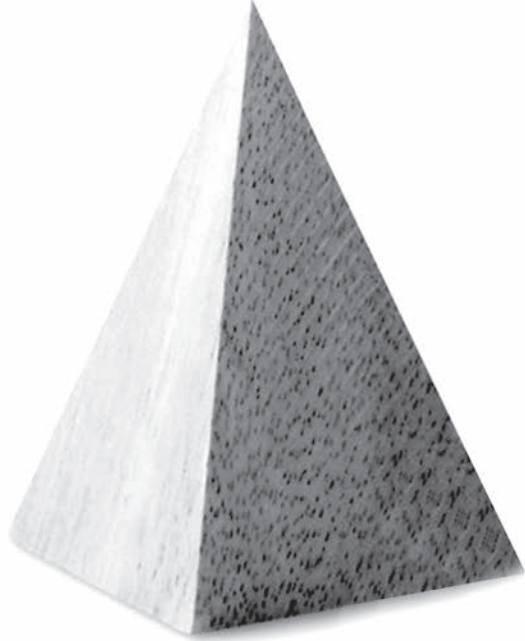
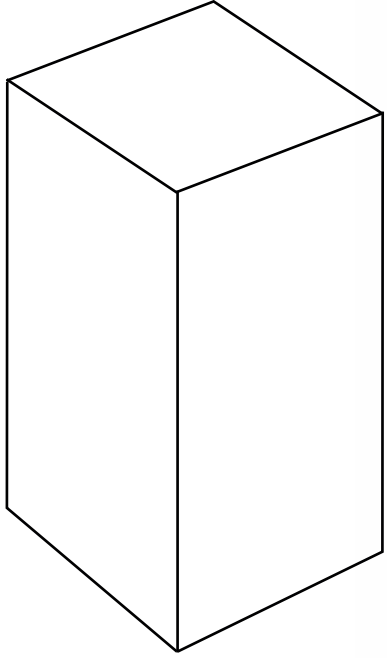
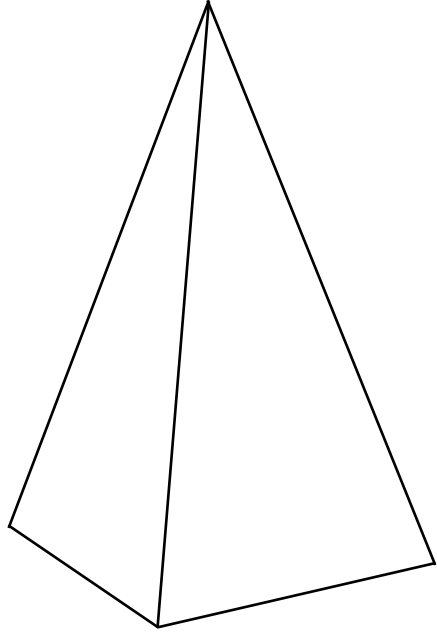
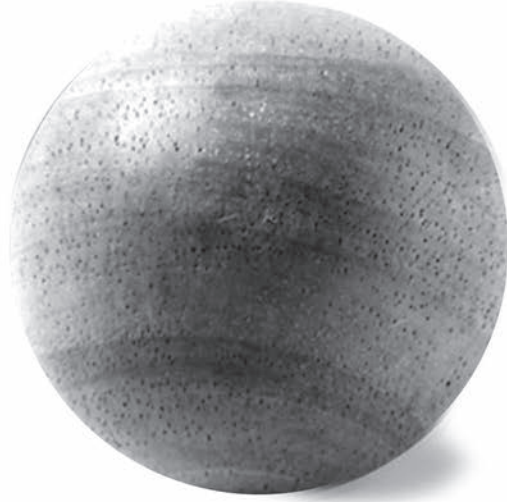
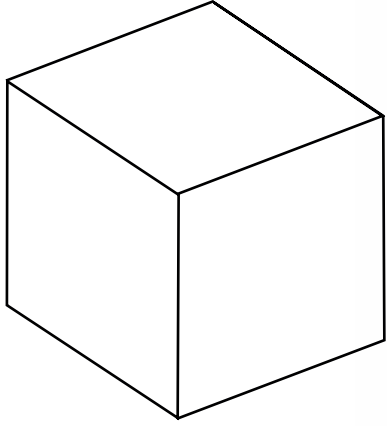
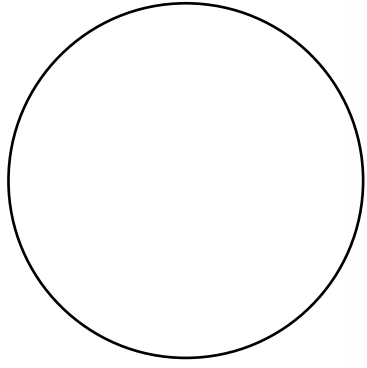
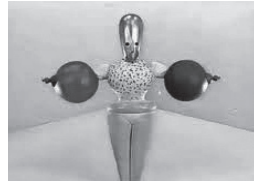




Recortar, compor, projetar e interpretar as formas recorrendo ao próprio corpo.

A series of horizontal lines for drawing or writing, starting with a thin line and gradually increasing in thickness towards the bottom.





Recortar, projetar e interpretar os sólidos com o próprio corpo.

Desenhar na folha um cenário para a criação de uma história.



Webgrafia referente ao acervo de imagens

<https://olddesignshop.com>

<https://www.oldbookillustrations.com>

<https://www.thisiscolossal.com>

<https://thegraphicsfairy.com/>

<https://www.botanicalartandartists.com/history.html>

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