

# THE VISUAL ARTS, FROM THEORY TO PRACTICE; SUCCESSFUL EXPERIENCES IN THE NORMAL SUPERIOR

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## Summary.

*In this research, the results of "successful experiences" that were had with students of the Federalized Higher Normal School of the State of Puebla, of the Lic. in Preschool Education, in the class of "The Arts for the Development of Thought, Visual Arts" are shared. In this course, various activities typical of the Arts will be put into practice, which were contextualized and implemented in pre-ecolars of the region during the periods of practice. With this document, we seek to share these playful-artistic experiences that successfully went from theory to practice, in order to strengthen the work and make more children happy.*

**Keywords.** Visual arts, theoretical-practical, successful experiences, normalism

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## Abstract.

*This research shares the results of "successful experiences" that were had with students from the Federalized Higher Normal School of the State of Puebla, of the Lic. In Preschool Education, in the class of "The Arts for the Development of Thought, Arts Visuals ". In this course, various activities typical of the Arts were put into practice, which were contextualized and implemented in pre-schools in the region during the internship periods. With this document, it is sought*

*to share these recreational-artistic experiences that successfully passed from theory to practice, in order to strengthen the work and make more children happy .*

**Keywords.** Pedagogy, theater, theater pedagogy, skills, communication, communication skills, normalism

## I. INTRODUCTION

The Visual Arts not only allow to create Art, it is known that they also allow an individual to express their feelings and emotions. This research paper shares the theoretical-practical experience experienced by students of the Bachelor's Degree in Preschool Education of the Federalized Higher Normal School of the State of Puebla during the Visual Arts classes, lasting one semester. This document shares the theoretical-practical experience in learning painting techniques, which were put into practice in preschools in the region during the periods that correspond to school practices. Hopefully they will like our experience and serve other fellow teachers or educators. "Art derives from a person's desire to communicate with another." Edvard Munch.

## I. CONTENT DEVELOPMENT

### A. Objective

Share successful experiences of activities worked with students of Preschool Education in the Arts class.

### B. Problem statement and justification

1. Know and master the knowledge of the Visual Arts; painting and sculpture techniques; practice, plan, have fun and put into practice.

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2. Take the contents learned in the Normal to the practices in Stays and Preschools; contextualized theoretical-practical knowledge, as well as creatively plan what has been learned.

Students, not only normalists, hardly link what they learned in their classes with daily life, especially in the area of Art Education, it is believed that it is due to lack of preparation, motivation and ignorance. Therefore, the work carried out in the course entitled "The Arts for the development of thought, Visual Arts", includes theoretical-practical activities that provide novel ideas for the students, with the intention of being used in their daily lives, but above all so that they live beautiful experiences in their passage through the Normal and in the Preschools. This research is done in order to share the experiences of playful-practical activities that strengthen artistic skills, contextualize techniques and materials, as well as such as, carry out practices with the little ones.

It is necessary for students to learn basic issues such as primary, secondary colors, line, point, types of painting, varied techniques, exercises of bidirectionality and three-dimensionality, Dadaism, cardboard, to name a few. It is also important to exercise the race with enthusiasm, security, variety of activities, creativity and quality. The Arts program for the Bachelor's Degree in Preschool Education [1], is a compulsory course in the Normal, lasting 4 hours a week (4.5 credits), which are taken in the Training Path of Training for Teaching and Learning, is oriented to strengthen and develop sensitivity, aesthetic perception, imagination and expression in the different modalities of the visual arts, to contribute to their affective, social and creative development, motivate the valuation of the arts in their expressive possibilities, ideas, feelings and experiences, without losing sight of the transfer of these learnings with the contents of artistic education in education preschool.

Throughout the three Learning Units of the program, the normalistas will characterize the place of artistic expressions linked to the Visual Arts, within all cultures and why it is necessary to generate spaces for preschool children, where they are express and appreciate different manifestations, linked to the Arts. Students must find motivations that lead them to experience and recognize the cultural and affective bond they have with Art, in the plane of appreciation and exploration of their creative and expressive capacities.

Art is a means of expression and communication of feelings and ideas where the human being has reflected his doubts, concerns and achievements in artistic activities, turning them into a means of emotional channeling and representation of common values of society in a tense time and space. It is a language that by its very nature resorts to a wide range of resources to communicate, ranging from plastic, sound, graphic, linguistic or theatrical, among others. The vast production of works

Aesthetics reflects the history of humanity and the thought that characterizes it and provides a very particular vision of it through the gaze and interpretations of its creators. Art education is of significant importance in the development of children, because it contributes to the development of sensitivity, intuition, empathy, and the management, understanding and expression of emotions, the ability to solve problems and to the opportunity to access knowledge from training. [2]

In this sense, Art contributes to personal development and academic success; for this reason, it is currently a primary axis in the training of students of Basic Education. Through learning activities, the lucid aspect, spontaneity and improvisation are indispensable tools to stimulate and strengthen imagination and creative thinking, which makes it possible for every student to relate permanently to an ever-changing reality and recognize the components of it. novel way. This capacity, highly required in today's society, is innovation, necessary to project into the future from the sensitivity that art makes possible. [2]

The course caters to two training components: the first is the one that has to do with the training and sensitization of the teachers themselves so that they identify what is the relationship they have with the visual arts and from that sensitive memory, they can reflect on what these creative experiences have contributed to their lives personal and collective. Only from this sensitive space, they will have the opportunity to take a stand and create spaces of expression and appreciation for art, in the aulas of primary education with girls and boys. The second component, configured from the intercultural approach, positions the visual arts in the contexts in which they arise, allowing to recognize in these manifestations their identity character, their cultural, ethical, and aesthetic value, to understand it as an integral human need, which requires that there are spaces of formation from a perspective of cultural diversity, inclusion, dialogue, and equity. [3]

Through Art, preschool education teachers will be able to resignify the facts and values that give meaning or disrupt life by finding various representations and ways of approaching reality to understand and transform it. The purpose of the Visual Arts course is to contribute to the harmonious development of the normalist student towards the intervention work that will be carried out, by attending to the artistic competences that allow him, to express himself, as well as to appreciate these in his own culture, so that he uses these competences to link them with the contents of the Art Education program in particular and the basic education curriculum in general. The course focuses specifically on plastic expressions and perceptions, such as elements of representation and artistic communication and will become a search space, where the student will carry out creative practices, which will give him elements to connect his experience with the Art Education program in preschool education. [3]

Theoretical and practical principles that lay the foundations for a progressive development of cultural and artistic competences will be addressed, together with the professional competences developed in other courses, will allow you to teach Art Education classes at the level preschool. Since artistic training stimulates and favors creative thinking, imagination, sensitivity and intuition as forms that enable access to knowledge, it constitutes a primary axis in the formation of the student and of the basic education students in their charge. Observation and experimentation will be the basis for promoting reflection and development of skills for the expression and appreciation of the visual arts. Through the observation they develop in teaching practice, students will be able to know concrete ways for the expression of art and develop it in the school context of preschool level, as well as the means, resources and proposals used by the future teacher, challenging challenges when designing situations or adapting didactic proposals without losing the purpose of fundamental and its development. [3]

### C. Materials and/or resources

Table 1 shows the materials that were used in the products tested according to the technique. From Figure 1 to 4, photographs taken during the artistic process are shared.

TABLE 1.  
MATERIALS BY  
TECHNIQUE

Pointillism	Workbook, black down and black cardboard for the marialuisa or paspartú (marialuisa is a small frame that surrounds pins).
Charcoal	Workbook, charcoal box, diffuser, pencil and rubber.
Bidirectionality and collage	Workbook, magazines (2 images), scissors, glue, pencil.
Watercolor	Workbook, watercolors, brush and water, pencil, black down for delineation.
Acrylic with vegetables	Workbook, acrylic paints, vegetables, branches or some extra material.
Cake	Workbook, pastels, pencil and black down for delineation.
Toothpaste	Workbook, vegetable or acrylic paints, toothpaste and black down.
Stained glass	Glass, black or white lead for delineation and stained glass paint (lacquers).
Yeso masks	Bandages of dry cleaning, water, oil, handkerchiefs, acrylic paints, glue and materials for decorating.
Cartonería/ Three-dimensionality Alebrijes	Newspaper, glue or glue 850, water, brushes and brushes, acrylic paints.
Mandala	Workbook, pencil, silicone bars, pistol and colored nail varnish.

For the theoretical part: computer equipment, notebook, pens, projector, speakers, cell phone. To optener more inspiration, it works to play music to the taste of the students.

Fig.1. Proceso de un alebrije



Fig.2. Proceso de Vitral



Fig.3. Proceso de puntillismo



Fig.4. Proceso de un vitral



This research, due to its characteristics, is considered "qualitative", understood as "a set of interpretative practices in the form of observations, annotations, recordings and / or documents, where the sample size is not important from a probabilistic perspective. The qualitative process is dynamic and subject to change. The sample is a group of people, events, events, communities, on which the data will have to be collected, without necessarily being representative of the universe or population being studied. The approach in qualitative studies uses data collection without numerical measurement, so the analysis is not statistical, it focuses on research questions and interpretation. Este enfoque evalúa el desarrollo natural de the events, their points of view, así such as emotions, experiences, meanings and other subjective aspects" [4].

In most of the Arts classes, it worked to perform the flipped classroom methodology, since "the practice" of the different techniques learned was carried out first and then, already whether in class or homework, the students had to define the concepts, take notes, add images and conclusions of the process and the materials used, to conclude in the next class with feedback. "This methodology is simple but effective in the face of the need to change the traditional learning system to adapt it to current needs, it is learned by doing and not memorizing, questioning the classical educational system and making students active and not passive, tengage in better skills and be more motivated" [5].

Music to improve concentration, the contents were homogenized especially in the painting techniques, but they were given full freedom of creation, sketches, use of colors, use of various materials, among other things, in addition, it was added

music of the preference of the students, to a volumen not very high to achieve better concentration. According to Rubenstein, listening to music can increase memory and concentration: "Concentration is the ability to selectively fix attention on an idea, object, or activity, without allowing thought to enter elements outside of it." The existence of attention in the process of perception means that the person not only hears, but also sees, even at intense levels, and that the person not only sees, but observe and contemplate." [6]

### *E. Theoretical Referent*

"Art" is defined as a set of disciplines or productions of the human being of aesthetic and symbolic purposes from a certain set of criteria, rules and techniques. Etymologically, the word "art" comes from the Latin *ars*, *artis*, and the Greek *τέχνη* (*téchne*), meaning "technique". Hence, it was used in antiquity to also refer to trades such as blacksmithing, in addition to disciplines such as poetry, painting or music. It seeks to represent, through different means, the universe of human concerns, whether real or imagined, through the use of symbols or allegories. It is also used to refer to all those manual processes that require the application of specific rules or techniques, aimed at the enjoyment of the senses [7].

The "Plastic Arts" are considered as those artistic expressions that transform or modify materials, whether in surface is two-dimensional or three-dimensional. The plastic arts exploit elements such as plane, lines, volume, texture, etc... [8]. While "the visual arts" are an artistic, expressive, visual perception manifestation in which the individual creates and recreates natural or fantastic worlds through material elements using various techniques that allow you to express your feelings, emotions, and perceptions of the world around you. The "Visual Arts" are art forms whose works are mainly visual in nature. Traditionally, Painting, Sculpture, Architecture and Photography are recognized in this group, as well as video, installation and audiovisual production, but plastic arts such as ceramics, drawing and engraving, as well as design and crafts can also be included [9].

The differences between the "Plastic Arts" and the "Visual Arts" are: the Plastic Arts are those manifestations of the human being that reflect, with plastic resources, some product of their imagination or reality. Among his artistic disciplines are painting, sculpture, among others. The visual arts are forms, expressions of art that are focused on the creation of visual works by nature, such as photography, painting, printing, drawing, among others. Now, what would be the difference between the plastic arts and the visual arts? Both include in their curriculum drawing, painting and the other disciplines studied previously. However, there is a big difference. The plastic arts focuses on the artist and the materials he uses to create his works. The visual arts, in

Instead, it focuses on the "observer", the one who makes use of the view to come into contact with the nature, aesthetics and language of a work of art, be it a sculpture, a painting, an engraving, a photograph, among others [10].

The "theoretical-practical" approach is considered a methodological structure that is described from head to toe: from ideas and concepts, observation, to works crystallized accordingly and coherence, always dis of an experimental and central, non-formal and connective spirit of sufficient parts of the context analyzed ad. For this reason, the work of creation is carried out from the inside out, in creative expression through a particularized technological means of scientific contribution, and fed by the historical sediment (background and reinterpretation-contribution). In the comprehension, study, classification, ordering, going through the synthesis, construction and understanding, and the construction of an expressive channel, or language, particular or extension, for expression according to expressive needs (levels intellect-emotional) [11].

The importance of "theoretical/practical research" lies in the fact that it seeks at all times to establish a close union between the theoretical concepts that support the pedagogical and didactic knowledge of future teachers and the practical reality where apply those theoretical concepts; thus, it requires combining the moments of acquisition of theoretical principles with the moments of contact with practice, since each theoretical block must be accompanied by a process of research carried out in real practical contexts in order to establish a union of theory and practice, and from where a true professional practical knowledge can emerge in future teachers [12].

A successful experience speaks of actions that have given good results in relation to the goals pursued, but that are not necessarily systematized, nor do they have systems of recording, monitoring or evaluation of results. In the dictionary of the Royal Spanish Academy, a successful experience is defined as, a || 2. Prolonged practice that provides knowledge or ability to do something. || 3. Knowledge of life acquired by the circumstances or situations lived. || 4. Circumstance or event experienced by a person". Successful means: || 1. That it has popular success. [the term success is defined as]: || 1. Satisfactory result, etc. || 2. Good acceptance that something or someone has [13]. Successful experiences, in the daily lexicon, can be identified through knowledge of life acquired by the circumstances or situations lived on a happy outcome or a good acceptance that something or someone has [13].

Normalism goes beyond the theoretical, disciplinary, pedagogical and didactic training that corresponds to these institutions, in the Normal culture and mysticism are learned of the master who refuses to disappear. To be a teacher is to witness the emotionality of young people who come to a classroom to carry out their professional practice, precisely the practice, the melting pot where it is tempered or untempered



vocation. To be a normalist teacher is to accompany the student in his preparation, in the imaginary of his work plan and the nervousness derived from the commitment to know if it is what is planned. It is the luxury of seeing the creativity in the materials designed to motivate learning in the students, it is the care in its presentation, to distinguish the joy and overflowing pride of the family and the new graduate in the protest taking, to witness the achievement of a new optimistic teacher, with vision of in the future and waiting to begin the exercise of his profession; it is to contribute to the formation of a new professional [13].

### III. CONCLUSIONS

Being able to transform classes from theoretical to practical required decisiveness, instruction, creativity and a lot of perseverance. Knowledge of the aforementioned techniques was acquired, various materials and procedures were used (Figure 1 and Table 1) and a good result was obtained when contemplating each of the products. We can say that there were successful experiences because the actions carried out gave good results in relation to the goals set, the knowledge acquired and the artistic skills developed. At the end of the semester an exhibition of Visual Arts was presented, the Educators in Training showed their work, mentioned the materials used, what each technique consists of and, finally, explained how they contextualized the practices to take them with the children of Preschool. The exhibition was held in the Multipurpose Room of the ENSFEP, here are shared some photographs of the results.



Fig. 5. Acuarela



Fig. 6. Collage



Fig. 7. Pintura vegetal/pasta de dientes



Fig. 8. Carboncillo



Fig. 9. Máscaras de yeso



Fig. 10. Gises pastel



Fig. 11. Mandalas



Fig. 12. Pintura acrílica



Fig. 13. Puntillismo



Fig. 14. Vitral



Fig. 15 y 16 Alebrijes



100% of the students manage to carry out the programmed activities, some with better quality than others, perhaps more or less creativity, but art is so subjective, that it is difficult to qualify, what for some is ugly for another is beautiful, this is art; expression of feelings, emotions or sensations. The evaluation was with a simple checklist, in the end, all the students took the grade of 10 if they delivered their works on time, without a doubt, the students took many ideas to plan Art classes in Preschool. It should be mentioned that 100% of students were also able to perform at least one of the techniques learned in practice days. It was requested that they anonymously reflect on what they learned, the knowledge, skills, feeling, and write what painting techniques they could carry out in their school practices.

Testimonies. Muestra of 5 students (fragment).

*Student 1.* I liked the pointillism technique a lot, I did it with my little ones from the Preschool, only instead of using a down for the points, we used our fingers as if it were the brush, the children liked this activity very much, because they found it fun to paint with the fingers his favorite image, we also reinforce the learning of fine motor skills, primary colors and the knowledge of vinci paintings. At the end of the day we exhibited their works as a kind of museum for parents to see when picking up their children.

*Alumna 2.* I want to share a very satisfactory experience, in the Normal we made a technique with acrylic paint, where we could draw a landscape with various vegetables such as brocoli, a potato, carrot, celery and some branches, I did it with the children and they liked it, they had fun painting trees with the brocoli and flowers with carrots, they used them as seals with acrylic paint.

*Student 3.* I was able to make a collage with images of the supermarket, we used white sheets and glue and also a two-dimensional activity with the third grade children, they had to see on the side the image of a car and a school bus.

*Student 4.* I did the technique of cardboard with a balloon, newspaper, engrudo, vinci paint and as legs and nose we used an egg saucepan, a piglet was made. The kids really liked this project.

*Student 5.* My students decorated a little fish with the technique of toothpaste and vegetable paint, used their fingers and it was a lot of fun.

This research allowed to systematize the experience lived in the Course of Visual Arts worked in the ENSFEP, we are sure that it was more efficient by the practicality and application of activities in daily life, it was given meaning, and the greater the meaning, the more learning. You can work at any educational level with the simple fact of adapting the materials and activities according to the age of the student. Put a lot of love to work and living the experience of making art should be mandatory in schools, to "dust off everyday life and draw what you want to say" (Picasso, 1920). Dear readers of this document, dare to venture into the world of Art or if you already do, to continue working with enthusiasm, creating from emotions and exposing the results.

## RECOGNITIONS

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