

EXPANDED SUMMARY

Images, the world and the school: cinema-education practices in focus

Andrei Rafael Galkowski

Letícia Francez

Tradução de Janice Matté Francez



Introduction

This study discusses the production of moving images and the role of cinema-education practices in basic education, based on literacy and an education focused on sensitivity. It discusses how audiovisual media can stimulate sensitivity and promote student autonomy, especially in the face of the challenges of digital culture. The article is structured in two parts: the first addresses literacy and cinema-education practices in schools; the second presents the methodological path developed by Escola Semente Educação Audiovisual, based on the work “Entre palavras, imagens e sons”, by Felipe Leal Barquete (2022). Five methodological stages are explored that articulate looking, feeling and student protagonism. Escola Semente's practices are analyzed as a pedagogical proposal capable of promoting an aesthetic, critical and sensitive education, which integrates the production of images as a formative strategy in the development of a more reflective vision in the school context.

Development

In the work “Entre palavras, imagens e sons: *Educação audiovisual, alfabetização e letramento*”, Felipe Leal Barquete (2022) presents a methodological proposal that integrates audiovisual media into literacy and literacy processes in basic education. The methodology is developed based on the experiences of Escola Semente – Alfabetização Audiovisual, and articulates pedagogical practices that promote the development of reading, writing and creating audiovisual works in a sensitive, participatory and collaborative way.

The methodological path consists of five stages. The first, “Raising awareness”, aims to collectively build a playful and open environment, stimulating students' curiosity and interest in both written and audiovisual language. At this time, activities are carried out to present the proposal, the stages of the work and dynamics that expand the cultural repertoire and develop students' listening, seeing and their imagination. The second stage, “Mapping the vocabulary universe”, aims to organize and activate the students' lexical field, taking into account their experiences, feelings and relationships with the territory in which they live. This stage is essential, as it

supports the following stages, enabling students to work more consciously and in a way that is connected to their reality, creating narratives and content that reflect their sociocultural contexts.

In the “Inventing in the community” stage, students carry out research, observation and creation practices in the territory where they live. Using audiovisual creation devices — which may or may not involve technological equipment — they are invited to interact with the community, dialoguing with family members, neighbors and local memories. This process values the protagonism of students, who stop being mere recipients of knowledge and become authors and active subjects in the construction of meanings and narratives.

In “Finalizing the work”, the process is consolidated, gathering and organizing the materials produced, such as texts, images, sounds and videos. This stage is not limited to the simple production of content, but aims to reflect on the choices made, the creative processes and the learning acquired. Although the focus is on audiovisual content, this practice integrates multiple languages, strengthening both the students' communication skills and aesthetic expression.

Finally, the “Share and celebrate” stage is very important, as it offers a moment to share the results with the school and local community. A public presentation of the work is held, creating a space for recognition, appreciation and collective celebration. This feedback reaffirms the role of students as protagonists and reinforces the emotional and cultural bonds between school, community and territory.

The methodology presented by Barquete (2022) contributes significantly to the aesthetic and linguistic education of students. By integrating audiovisual language into literacy and literacy processes, it promotes not only the development of technical and communication skills, but also the expansion of perspective, sensitivity and critical understanding of the world.

Conclusion

By integrating students' experiences, audiovisual media promotes sensitive learning, which combines doing and feeling, developing more attentive and reflective perspectives. The methodology of Escola Semente Educação Audiovisual stands out for encouraging critical perception of images, schools and the world, in addition to being flexible, allowing adaptations to different theoretical approaches and educational contexts.

Despite challenges such as curriculum fragmentation, lack of dialogue between disciplines and the devaluation of teachers, audiovisual education practices emerge as an alternative to strengthen students' bonds with themselves, with others and with the school¹.

References

BARQUETE, F, L. **Entre palavras, imagens e sons: educação audiovisual, alfabetização e letramento.** João Pessoa: Edições Florescer, 2022.

BRASIL. Lei nº 13.006, de 26 de junho de 2014. Acrescenta § 8º ao art. 26 da Lei nº 9.394, de 20 de dezembro de 1996, que estabelece as diretrizes e bases da educação nacional, para obrigar a exibição de filmes de produção nacional nas escolas de educação básica. *Diário Oficial da União: seção 1*, Brasília, DF, ano 151, n. 121, p. 1, 27 jun. 2014. Disponível em: http://www.planalto.gov.br/ccivil_03/_ato2011-2014/2014/lei/l13006.htm. Acesso em: 21 maio 2025

RAMOS, Ana Bárbara; BARQUETE, Felipe Leal. Educação audiovisual na infância: percursos criativo-pedagógicos entre escola e comunidade. In: CAMPOS, Kátia Patrício Benevides; OLIVEIRA, Maria das Graças; BOITO, Crisliane (org.). **Infância,**

¹ Revisado por Janice Matté Francez, Licenciada em Letras pela Fundação de Ensino do Pólo Geo-Educacional do Vale do Itajaí - FEPEVI (1984). jmfrancez@gmail.com

arte e produção cultural. Estância Velha: Z Multi Editora, 2021. p. 121-143. ISBN 978-65-87449-38-8

SEMENTE – Escola de Educação Audiovisual. Disponível em: <<http://educacaoaudiovisual.com.br>>. Acesso em: 01 mar. 2025.