

International Journal of Human Sciences Research

THE TEACHING OF ``CHORO EM CASA`` PROJECT (UFERSA- MOSSORÓ-RN) IN THE CONTEXT OF THE COVID-19 PANDEMIC

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Abstract: The present work deals with the teaching of Choro from an abnormal focus that was the COVID-19 Pandemic: A study on Choro and its various historical contexts and origins in all possible places where Choro made history(s) All this is linked to the epidemiological period. It aims to understand how some historical events of ``choro`` occurred with the arrival of the virus. As well as carrying out a brief study on the history of ``choro``, Covid-19 and digital technologies in today's world, verifying how digital technologies served as mediators in the teaching of ``choro`` in this specific context of the pandemic. Discuss the relationship between digital tools in the teaching process and analyze the main concepts and definitions about teaching choro mediated by digital technologies. The data for this work were collected through a survey of data and interviews mostly via Whatsapp. The semi-structured questionnaires were developed and applied with some chorões, researchers and lovers of this musical genre "Choro" containing questions related to the theme and we sought to obtain 100% of the answers by the end of this work.

Keywords: Pandemic, Covid-19. ``choro`` and digital technologies. TICS. Music teaching.

INTRODUCTION

During the pandemic period (2020 to 2022), 2020 and 2021 being the most frantic years with high peaks of the disease, worldwide contamination to the point of national paralysis in relation to our country, we had crucial moments of crisis in educational teaching that affected us a lot.

In order to better understand this virus, it is necessary to appropriate scientific work related to health, as these professionals was involved totally directed to the cases, therefore the emergence of COVID-19 is well explained

by Brito, Braga, Cunha, et. al. by claiming that:

COVID-19 is an infectious disease caused by the severe acute respiratory syndrome corona virus 2 (SARs-COV-2), from the English severe acut respiratory syndrome-associated coronavirus-2. According to the World Health Association () MS, on January 31, 2019, in Wuhan, China, the first cases of pneumonia caused by an unknown agent were described and reported to the health authorities (BRITO; BRUNO, et. Al, 2020, p. 55).

The authors leave a clarification of great value for the course of our work, in view of the information of paramount importance for its development. Based on the information explained here, we can have an idea of the uproar in social media, means of communication, radio, TVs, and the impact on our daily lives that has been completely modified.

The disease of COVID-19, the Corona Virus was so impactful that the world paralyzed, football, supermarkets, clubs, etc everything started to work with limitations from then on, about such a virus the authors also state that:

The disease pandemic caused by the new Corona Virus 2019 (COVID-19) has become one of the great challenges of the 21st century. Currently, it affects more than 100 countries and territories on five continents. Its impacts are still invaluable, but directly and/or indirectly affect the health and economy of the world's population (BRITO; BRUNO, et. Al, 2020, p. 55).

Corroborating with the authors in stating that this virus was one of the greatest challenges of the 21st century, we experience this fact in locus in several sectors, whether logistical, economic, financial, health and logically in the educational environment, teaching and learning.

With the fateful arrival of COVI-19, as previously mentioned, in the case of the

educational environment, it was a voracious mutation, since neither students nor teachers were prepared for such a situation, as the authors Sunaga and Carvalho explain when they state that:

Of the many technologies used in school, few have become as traditional as the blackboard and chalk. Lately, in the classrooms, we can already find multimedia projectors and digital televisions, but few are used due to possible resistance on the part of teachers and school managers, who often did not have the initial training for this or do not have the necessary knowledge to do so. promote quality use, as they are digital immigrants (SUNAGA; CARVALHO, 2019, p. 141).

The authors bring the true reality faced with regard to the teaching and learning process, even before the peak of COVID-19 and that, by the way, with the arrival in Brazil, the disease spread voraciously and in the educational environment it was kind of chaos.

Cases were spreading in mid-2020 in Brazil and especially in the state of Rio Grande do Norte, which is the main landmark of our research, more precisely in the city of Mossoró-RN. And as already explained in this work, the teaching and learning process also logically suffered this impact.

Therefore, it is worth mentioning that the teaching of choro, meetings and face-to-face classes also underwent changes and had to be readapted to hybrid classes, online using a lot of digital technologies for the new teaching-learning process, especially in the NAC-UFERSA Mossoró- RN.

With all these sudden changes in the midst of the epidemiological crisis, there was the much-questioned “LOKDOWN”, an English term used for closure measures, isolation of regions during the COVID-19 pandemic to force social isolation.

Faced with all these problems, we already have an idea of the turmoil and uncertainties

in relation to the educational environment in Brazil, since until then classes were paralyzed with no return forecast, teaching was compromised and for now the only certainty was a national stoppage without prior truce. In view of all this madness, a task force was urgently needed in all areas of work, especially in the health area, as stated by the authors Brito, Braga and Cunha.

The disease pandemic caused by the new Corona Virus 2019 has greatly impacted the world stage, aggravating morbidity and mortality rates. In view of this scenario, there is an urgent need to train and qualify health professionals in coping with this disease (BRITO; BRUNO, et. Al, 2020, p. 54).

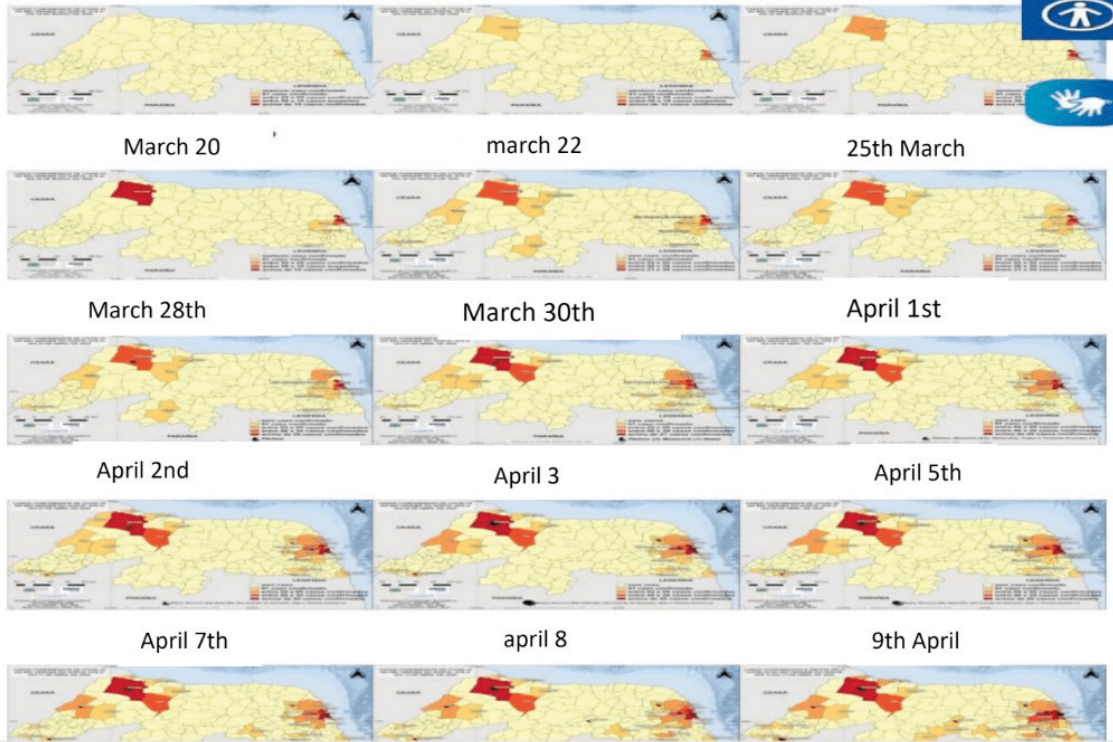
In relation to teaching and learning and/or school space as a whole, there was already a struggle, criticism in search of a renewal in the aforementioned context, as the author Glauco de Souza Santos explains in his article “Learning spaces” when he states that:

In the last 30 years, the world has undergone profound transformations, as well as the forms of production and human relations; however, the school space continues to be formed to meet the demands of a society that no longer exists (SANTOS, 2006, p.105).

ICT AND EDUCATION IN THE MIDDLE OF THE COVID-19 PANDEMIC.

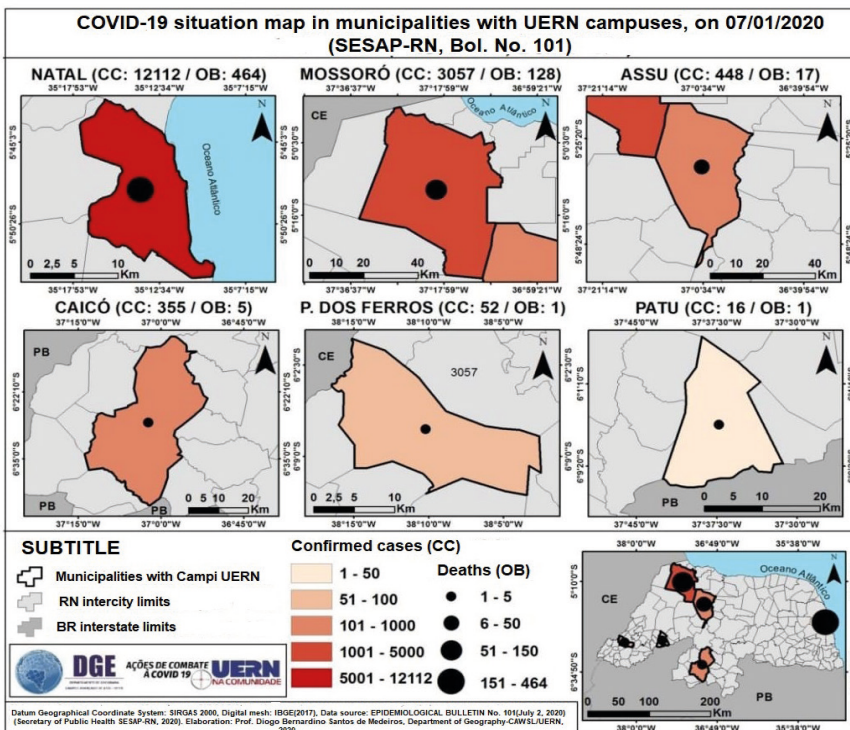
Hence, we note that the educational environment, that is, the concern with teaching and learning methods, needed and needs to go against the technological devices so that we can reconnect with the “world of technologies”, because this alert has already been screaming even before the infamous COVID-19 pandemic as we saw in the quote above.

The author Pedro Ferreira de Andrade in the book “Innovation Scenarios for Education in the Digital Society”, also makes explanations



Source: <https://www.google.com/search?q=hist%C3%B3rico+de+casos+confirmados+da+covid+no+rio+grande+do+norte>

MAPPING OF MUNICIPALITIES WITH UERN CAMPUS



Source: <https://www.google.com/search?q=hist%C3%B3rico+de+casos+confirmados+da+covid+no+rio+grande+do+norte>

about the educational area and the interaction with digital technologies, where the author reports on the difficulties and challenges in this fusion towards the process of teaching and learning, Andrade states that:

Providing the best strategies for information and communication technologies – ICT – in public schools as innovative resources in Brazilian education has been a task that is not only exciting but arduous (ANDRADE, 2013, p.163).

Here we see yet another author who, even before the epidemiological period, had already raised the alarm for the merger between ICT and the educational environment in relation to teacher training towards teaching and learning in the information age.

As these are issues that cross the history of information technology in education in the country and are insistently repeated, they end up influencing the disorientation of methodological innovation in education with ICT and facilitating the dismantling of initiatives or the less constructive and creative side of the application of technology in education (ANDRADE, 2013, p.163).

Returning to the context of the COVID-19 pandemic, but not avoiding the importance of technologies and education, it is important to draw attention to the epidemiological situation in which, for example, the ``Universidade do Estado do Rio Grande do Norte`` – UERN.

This figure from the mapping of municipalities with UERN campuses gives us guidance for the perception of the severity of the pandemic at the time, including cases with medium and high levels of the disease and even deaths, as illustrated in the figure above.

We have a very delicate environment in relation to the disease, not to mention the uncertainties so far about the end of the stoppages, back to school, distance learning, online, hybrid teaching, that is, as already mentioned here, uncertainties about the course of education in Brazil.

This way, teaching urgently needed trained teachers and students with “AUTONOMY” to walk in the uncertain educational context that, among the various technological aspects towards the educational apparatus, it became necessary to gradually implement a form of “hybrid teaching” seeking a different way and the teacher assuming a new role and the student assuming a leading role, as explained by the authors Bacich, Tanzi Neto and Trevisani when they state that:

In the first place, it is necessary that the teacher understands the importance of training students to be protagonists, as the planning of classes must be designed based on this objective. Above all, it is necessary to understand that in the hybrid teaching model, there must be a change in the attitude of the professor in the classes, no longer being responsible for the students’ learning, adopting a less active practice, acting more punctually in the doubts, in short, becoming become a tutor in class (BACICH; NETO; TREVISANI 2015, p.254).

BRIEF REPORT ON THE TEACHING OF CHORO IN THIS CONTEXT

In relation to the teaching of choro in this period it was very complicated, as well as in all areas and categories and in the city of Mossoró-RN it was no different, because in the musical and cultural projects carried out by the Núcleo de Arte e Cultura (NAC) of UFERSA and the Extension Program (PROEX) of the Pro - Dean of Extension and Culture - UFERSA with works carrying out workshops in the areas of dance, theater and music.

Starting with the focus of this work, we will focus on the music workshop project, which is precisely where our research object is located, the Chorinho Group; Choro em Casa da UFERSA Mossoró-RN who, in one of our conversations via Whatsapp in the form of an interview, when asked about whether

the name of the group was reformulated to ``Choro em casa`` only due to the pandemic.

Hi Erisvaldo, how are you? Erisvaldo wasn't actually a group, right! The name ``Choro em Casa`` was created by the project we carried out during the pandemic, right! Which involved recording videos, right! We did some Lives with the teachers, right! We did it with Marcos Flávio, we did it with Silvério Pontes, in short, some Lives that we did and then this whole project was called ``Choro em Casa`` Project, you know? (FARIAS, 2023, VERBAL INFORMATION).

According to professor Bruno Farias, the name was not created exclusively for the choro group, but for a project that would require more coverage in the cultural and musical context to which the group was inserted.

This image exemplifies what Professor Bruno described in the quote above, as the project has expanded to meet with presentations, musical attractions with personalities of choro as previously mentioned and most importantly through technologies and even everyone at home due to the worrying situation from the disease, the work in relation to ``choro`` was flowing.

Returning to the period of the pandemic, it is worth noting that in 2020 the increase in relation to confirmed cases of Covid-19 in Brazil was very voracious. There were still doubts about the cure, vaccines, treatment, etc., i.e. social isolation on the rise.

In the midst of all this epidemiological consequence, this disease was not new, as outbreaks of it had already been registered previously, as explained by the authors Brito and Bruno.

The Corona Virus (COVID), initially isolated in 1937, became known in 2002 and 2003 for causing a severe acute respiratory syndrome in humans called SARS. At the time, the epidemic was responsible for many cases of severe infections in the lower respiratory system, accompanied by fever

and often respiratory failure. However, it was quickly brought under control and only a few countries like China, Canada and the US were affected by the virus. The exhaustive work of researchers, health professionals, among others, led to the containment of the "giant" (BRITO; BRUNO, et. Al, 2020, p. 55).

The quote makes us reflect and realize that the new Corona Virus, COVID-19, was not so quickly contained, in view of the uncertainties that until then were brought to us by TV media, social media, among other means of communication.

This way, we will go against the authors of the quotation above when they affirm that

Although the first VOC isolation was performed in 1937, little is known about this new strain and its consequences for humans. Considering the current global classification of COVID-19 as a pandemic and the need to train and qualify health professionals in coping with this disease [...] (BRITO; BRUNO, et. Al, 2020, p. 55).

Even in the face of these uncertainties in relation to the virus, the movement involving the ``Choro em Casa`` Project of UFERSA Mossoró-RN was continuing work as previously explained by Bruno Farias, project coordinator in his previous citation.

The presentations were always carried out so that the project remained in connection with the public, chorões musicians, participating musicians or supporters of choro, bearing in mind that everything was happening virtually, that is, at home through transmissions via the internet.

With the peak of the pandemic in 2020, it became very complicated in relation to teaching and learning here in Brazil, especially with regard to the state of Rio Grande do Norte, specifically in the city of Mossoró-RN.

Based on this premise that the Covid-19 virus was completely dominating our country, it was necessary for educational means to turn to didactic, pedagogical reformulations so that



Source: Instagram NAC/UFERSA April 2023



Source: Instagram NAC/UFERSA April 2023

teaching was not harmed as voraciously as the virus, which until then had been the only way out. at the time it was social isolation, so how would Brazilian education look?

The authors Antônia Érica Rodrigues Costa and Antônio Wesley Rodrigues do Nascimento in their work entitled: THE CHALLENGES OF REMOTE EDUCATION IN PANDEMIC TIMES IN BRAZIL, 2020 is of paramount importance when they state that:

In early 2020, the world was paralyzed by a pandemic. The high degree of contagion of the COVID-19 virus has made social isolation the most powerful weapon to combat the virus. Educational institutions had to close their doors and most of these institutions continued their activities through remote teaching (COSTA; NASCIMENTO, 2020, p.01).

Corroborating with the authors, this was the reality at the time with regard to Brazilian education, in view of the anguish of teachers and students with an uncertain future in relation to the cure of the virus and the fate of the educational area in the epidemiological environment in which we were inserted.

And in the state of Rio Grande do Norte, logically it could not be different, as the cases increased and with it the uncertainties and consequences in relation to the chaos, as shown in the figure below

UNCERTAINTIES ABOUT THE CURRENT SITUATION AND DIRECTION OF CHORO CLASSES

With the regions affected by the COVID-19 virus even around the Potiguar state, such as Paraíba, Ceará, for example, living together in the educational environment in Brazil, let alone in the state of Rio Grande do Norte, has become extremely complicated.

It is worth highlighting the assertion of the authors Costa and Nascimento when they affirm that:

With Ordinance No. 343 of March 17, 2020, the MEC provided for the replacement of face-to-face classes with classes in digital media during the pandemic period. The National Council of Education (CNE), in order to support and legalize the use of remote teaching, on April 28, 2020, issued an opinion favoring the reorganization of the school calendar and the possibility of calculating non-contact activities for the purpose of length of term. minimum annual workload, due to the COVID-19 pandemic (COSTA; NASCIMENTO, 2020, p.01).

From there, rumors began to emerge of a possible release from social isolation, the possible start of classes, albeit through ICT (information and communication technologies), online classes, hybrid teaching, and even a vaccine to try to solve the case at the time by giving thus a response to Brazilian society.

In relation to the ``Choro em Casa`` Project of UFERSA Mossoró-RN, rehearsals and meetings, presentations took place in the same way, that is, online.

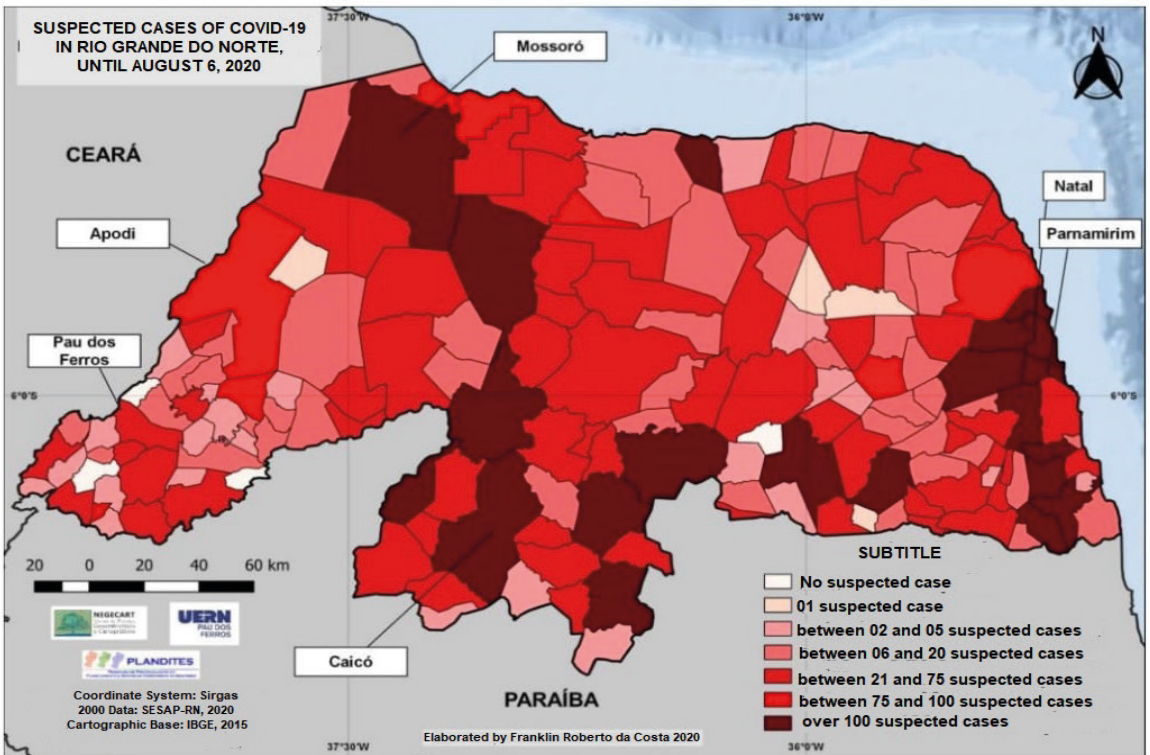
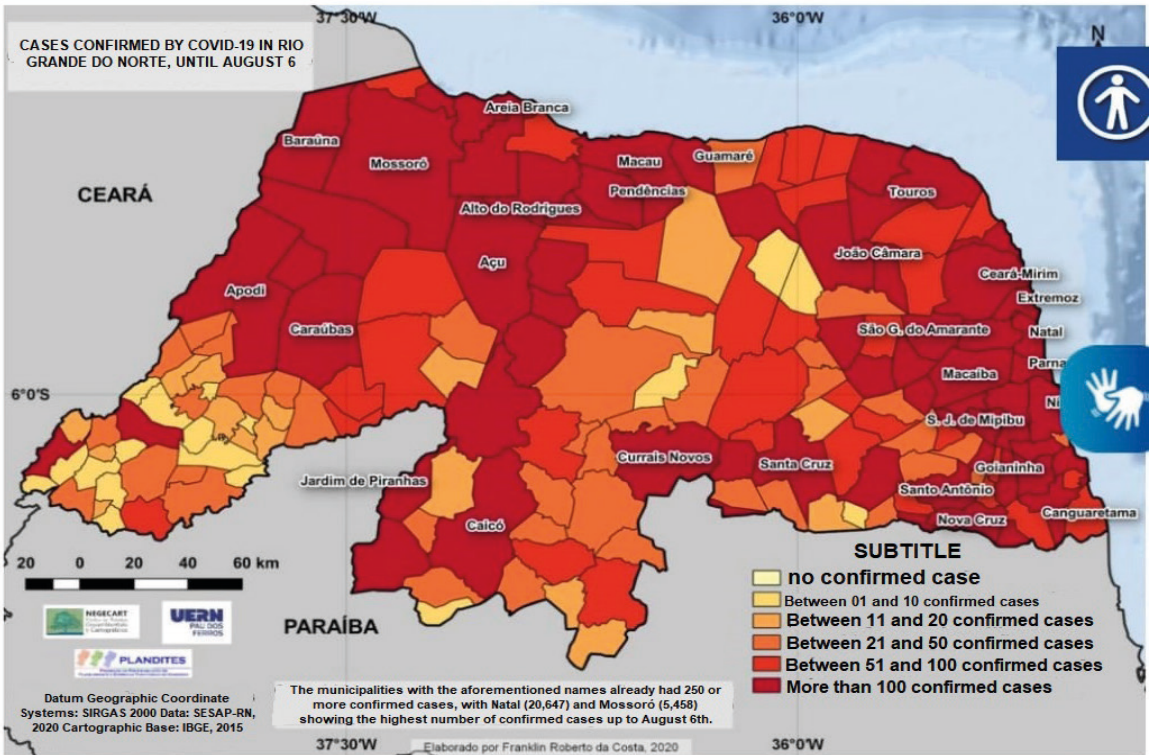
As shown in the figure above, activities have been trying to remain firm in relation to ``choro`` in the city of Mossoró-RN, as the ``Choro em Casa`` Project by UFERSA has shown itself to be very committed to not letting students, musicians, chorões and sympathizers of this musical genre without the apparatus for the propagation and learning of choro, albeit by digital means.

One of our interviewees, collaborator of this work, when asked about which technologies were used in that period, musician Will, cavaquinho player of ``Choro em Casa`` project, since 2019, stated via Whatsapp that:

The weekly meetings took place on Google Meet, where the repertoire was discussed, the guests were decided and, after planning, each one sent a video playing while the maestro put together and edited the videos (WILL, 2023, WRITTEN INFORMATION).

Hence, we testified the commitment of those

CURRENT MAPS



Source: <https://www.google.com/search?q=hist%C3%B3rico+de+casos+confirmados+da+covid+no+rio+grande+do+norte>

Choro em casa 158 sem **CHORO IEM CASA**

Guests

Silvério Pontes
Gian Corfeá
Carlos Zens
Carlos Batista
Lima Neto
Família Pádua
Choro do Caçua

20 a 24 ABRIL - 2020
nac.ufersa

APRIL 20 TO 24 -2020

Source: Instagram NAC/UFERSA April 2023

Choro em casa 158 sem **CHORO IEM CASA**

Prática em Choro NAC-UFERSA

Bruno Farias
Trombone
Coord. Choro Group
Hallyson Dantas
Transverse flute
Halissa Hussemânia
Acoustic guitar and voice
Geilson Freitas
Accordion
Felipe Monteiro
Pandeiro
Joelson Silva
Guitar
Ramisés Otto
Guitar
Átila Soneca
7 string guitar
Wyderlan Santos
Cavaquinho
Jackson Angel
Cavaquinho

APRIL 20 TO 24-2020
nac.ufersa

Source: Instagram NAC/UFERSA April 2023

involved in the ``Choro em Casa`` Project so that it would flow, when the cavaquinho player talks about the “maestro”, the same refers to the teacher and, coordinator of the project, Bruno Farias who complemented by stating that:

During the project right! In the pandemic, it was basically these technologies, the cell phone, the Not Book, the camera, well, basically the recordings were made by cell phone, so the project was basically that, also using some platforms like Google Meet, right, and I think we We don't use Zomm, Google Meet is always there and because of that in the moments of the chats that were the master classes and such were through Google Meet, right live where the teachers presented a theme chosen by them to be presented or discussed with the students from the core right and then the issue of recording was basically each student recorded it, we defined a song each student recorded at home, right, we defined how it would be if there was an arrangement or not and then each student recorded it and I put it together and finished the video to present (FARIAS, 2023, VERBAL INFORMATION).

The Professor's speech complements the subject reported by Will, where we see and verify the introduction of ICT (information and information technologies) being introduced in the teaching model in the ``Choro em Casa`` Project of UFRS Mossoró-RN.

And even with all these storms of “dis” information amid the uncertainties about COVI-19 and/or about the educational future in Brazil, the ``Choro em Casa`` Project of UFRS Mossoró-RN was trying to follow its course, organizing and carrying out its meetings, presentations, meetings always keeping in touch with their students, teachers, musicians and fans of the choro musical genre as shown in the figure below.

In 2020, although with a very high peak of the COVID-19 disease, the activities of this

project as shown in the figures presented and in the testimonies of students interviewed during this work, we can gradually testify to the use of ICT as a mediator of events towards the activities carried out online, in view of the emphasis on social isolation during the pandemic period.

In the state of Rio Grande do Norte, these uncertainties were terrifying in relation to education and especially to musicians due to social isolation and having to suddenly migrate to remote activities, classes, presentations, etc., as explained by Júnior.

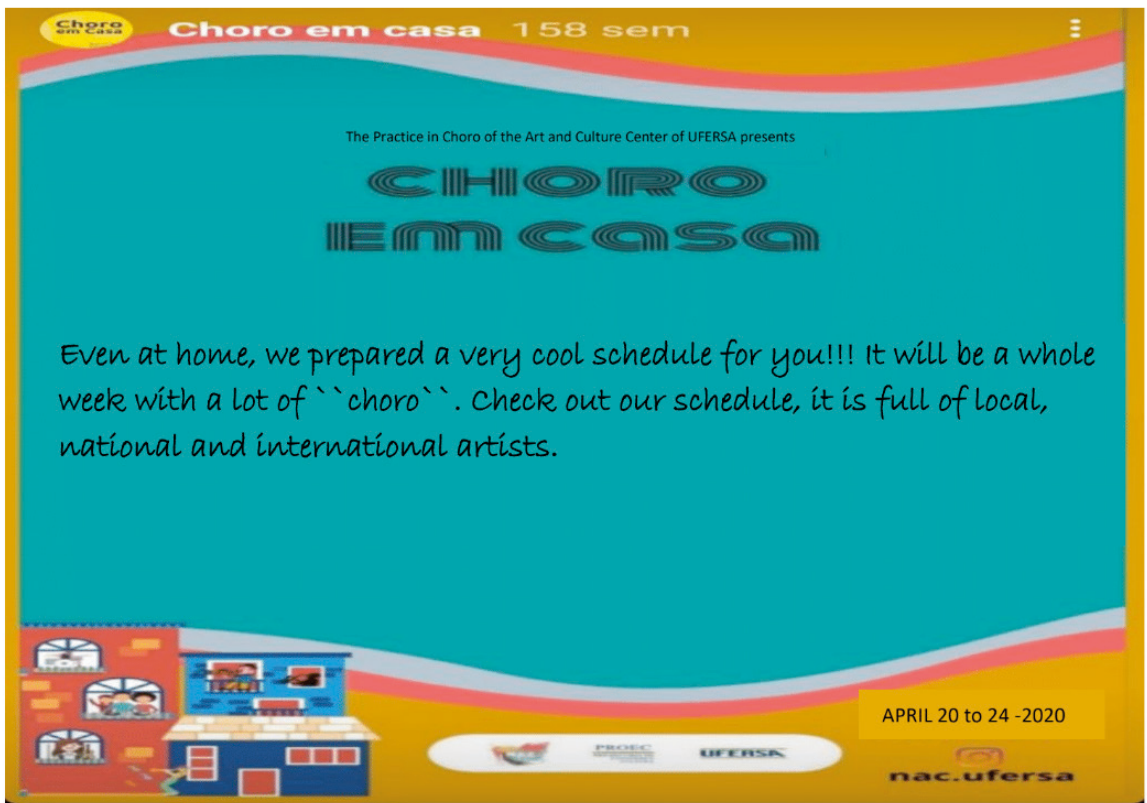
In the state of Rio Grande do Norte it was no different, in the midst of the pandemic and the chaos that spread across the planet, several musicians, music students and teachers carried out their activities in person and migrated to a remote one, where we met until the present moment (JÚNIOR, 2021, p. 23).

This report by the author in his work “CHORO DA QUARANTENA”, makes us reflect on the frantic change having to voraciously migrate from teaching and/or face-to-face meetings to teaching and/or remote meetings.

Meanwhile, the ``Choro em Casa`` Project continued its work in an attempt to ensure that teaching, culture, music, in particular, choro, remain in evidence with a flow of constant presentations and meetings, albeit through technologies, virtual communication channels, networks social media as shown in the next figure.

About these online meetings of ``Choro em Casa`` project, Bruno Farias, project coordinator, when asked about how the meetings and rehearsals were held, replied the following issues:

The meetings, they were held virtually, right through Google Meet, where in Google Meet we held the chats, right, the name given was this, the ``Choro em Casa`` chat, okay? And some meetings too, right for



Source: Instagram NAC/UFERSA April 2023

definition, where we defined who we were going to invite or the music we were picking up to play with someone, so we heard the student play from home and we exchanged a little information regarding the music, the form, how to play, anyway, but this in a virtual way and definition really, right, how they would be recorded if the song that we were going to record with guest X would have an arrangement or not, so we decided a few things who would do what, the guitar X it's going to make the X beat, right, and then we define the beat for example, finally characteristic and specific details, right for assembling the music and consequent recording (FARIAS, 2023, VERBAL INFORMATION).

With the explanation of Professor Bruno Farias, we are faced with an explicit involvement of ICT in this teaching process and/or remote, virtual, online meetings to follow up on the work in the project.

In the midst of all this madness of the

epidemiological period and the uncertainties of teaching and learning in the educational field in Brazil and logically not leaving out the cultural and/or musical milieu, we asked the cavaquinho player Will if learning flowed with this sudden change from face-to-face to remote and the same stated that:

Yes, in addition to learning, the opportunity to meet, even if remotely, with names from national choro like Fernando César 7 strings guitar, and Marco César mandolim (WILL, 2023, WRITTEN INFORMATION).

Regarding the rehearsals and meetings Will stated that “they were via Google Meet and through the recordings”, as previously explained here in this work, he also stated that he “has participated in the project since 2019 until the present day”, and on the importance of technologies Will assigned a score of ten.

Regarding the importance of technologies and their contributions, Professor Bruno

Farias stated that:

The importance of technology at that moment was a thousand, right, it wasn't a hundred or ten, it was a thousand because without it we really might have been stagnant at home for those two years, that is, in a very, perhaps, precarious way, exchanging letters, let's say, but it was fundamental for us to be able to establish the maintenance of the activities, the works even if in a limited way, we know that there are also difficulties, we had the difficulties and precariousness that the distance allows us, in the end, the difficulties which are imposed, right, because we are talking about learning the instrumental practice or the way to play, so this goes beyond the virtual issues a lot, right, we have a whole condition of the student being at home, right, and not being able to play because there is the rest the family usually had some of these difficulties, you know, we couldn't always be in the class playing, right, so many times we made the classes more than theoretical, just in discussions, analyzes and directions so that at another time the student could study, right, because he was at home and there was a baby, there was, finally, a person who wanted to sleep, you know, and sometimes people were coming home from work, so it wasn't always possible to play and that's part of the process, as well as the internet difficulty is the technological difficulty. not everyone had such a good device with a microphone that you could hear well with a good internet connection that you could have a good connection. importance that the internet had in this process, okay? (FARIAS, 2023, VERBAL INFORMATION).

ICTs were certainly, so to speak, inevitable for the functioning of various areas around the world during the period of the COVID-19 pandemic, and in relation to the educational environment, especially in Brazil in terms of teaching and learning, these technologies were very participatory and contributory even with so many uncertainties and perhaps some "DES" preparation, lack of training for some professionals in specific areas such as

education.

ICT requires special attention in relation to education, as it is a struggle that has been trying to be introduced even before the epidemiological period, as stated by the author, Pedro Ferreira de Andrade in one of his scientific works called; ICT INNOVATION IN EDUCATION IN BRAZIL: SUSTAINABILITY AND PEDAGOGICAL CHANGE published in the book "Innovation Scenarios for Education in the Digital Society by LOYOLA, 2013 stating that:

At this initial moment, attention to ICT in education is not reduced to simple technological training; there is attention to more relevant aspects in investing in broader skills that allow citizens to build knowledge and learn to learn with new means, surely from a rethinking and redoing educational practices (ANDRADE, 2013, p. 164).

Based on this premise of ICT and education in Brazil, especially in the midst of the infamous COVID-19 pandemic, this occurred in the functioning of the "Choro em Casa" Project of UFERSA Mossoró-RN, where he lived in the midst of all this frenetic fusion and "CON"fusion at the same time. time as explained by the musician, saxophonist of the Gilvan Gonçalves project in Santiago, when asked if learning flowed even without face-to-face teaching at the time, he stated that:

Learning was somewhat compromised, due to the limitations of the technology used (it was not possible for all the members of the group to play the songs simultaneously, and this made some elements of musical perception difficult, such as tuning and sonority). Therefore, in carrying out any musical activity, the traditional method of learning is essential, as the meeting of the group members is essential for a better use (SANTIAGO, 2023, WRITTEN INFORMATION VIA WHATSAPP).

As the pandemic was very frantic and in a certain way voracious, opinions may differ in

relation to ICT, so we will highlight here the speech of the guitarist Hussemânia, a member of the Project since the pandemic period, where the same question is the same says:

Yes, it was wonderful. The teacher always made the content available in Class, with a slide and video to help the classes. When there was a workshop with guest teachers, it was fantastic, we had the opportunity to take classes with great regional and national choro artists. We made several videos and mosaics with these artists... it was enchanting (HUSSEMANIA, 2023, WRITTEN INFORMATION VIA WHATSAPP).

According to Husseânia, the learning flowed even with all the obstacles imposed by the epidemiological period, the ``Choro em Casa`` Project tried to follow its path with the use of ICT, because at the time with several blockades of campaigns for everyone to stay at home, it was somehow profitable the use of technologies to flow learning in the mind.

In relation to teaching and learning in the midst of the COVID-19 pandemic, as we have already spoken and will speak in the course of this work and alluding to the quotes by Santiago and Hussemânia, both from the ``Choro em Casa`` Project, the speech of the authors Costa and Nascimento is valid when they state that

The removal of students from the classroom, during the pandemic period, did not mean their removal from school. Teaching, in most institutions, has become remote. It needed to be remodeled and the conception of education was expanded by the use of technologies. Schools, teachers, students and family members had to adapt to a new teaching model amid the uncertainties and weaknesses caused by the pandemic (COSTA; NASCIMENTO, 2020, p.01/02).

According to the quote above, we can see and/or analyze the degree of difficulties that some musicians from ``Choro em casa`` Project went through at times during the epidemiological period, as Santiago explained

above in his response via Whatsapp.

Corroborating with Santiago, the authors Costa and Nascimento also state that:

These major transformations brought about in education by remote teaching highlighted inequalities that until then seemed camouflaged by access to face-to-face teaching in classrooms. Some aspects have become even more visible, such as social, technological and economic inequality (COSTA; NASCIMENTO, 2020, p. 02).

These and other more problematic consequences are sometimes faced by some students of the ``Choro em Casa`` project by UFERSA Mossoró-RN during the period of the COVID-19 pandemic, according to Santiago, saxophonist musician of the project.

In mid-2020, the disease popularly known as "PANDEMIA", COVID-19, was very voracious in Brazil, consequently because it was still evolving after the first confirmed cases in China, where the virus emerged, as Brito says.

China was the first country to report the disease and, as of April 21, 2020, 213 countries, territories or areas have reported cases of COVID-19, corresponding to a total of 2,397,216 confirmed cases. In Brazil, the first case was registered on February 26, 2020 in the state of São Paulo [...] (BRITO; BRUNO, et. Al, 2020, p. 55).

Hence, we noticed the chaos before the confrontation in several areas in the daily world and logically Brazilian, however in the state of Rio Grande do Norte, specifically in Mossoró-RN which is the focus of our work ``Choro em Casa`` project was trying to keep its meetings, although distance learning, online, through remorse, hybrid teaching, among others.

With the very rapid arrival and spread of the virus, the world was surprised and had to immediately take readaptation measures to resume trade and rethink educational means, especially here in our country, where

several students and / or teachers were not adapted to technological means by various factors, whether social, educational structure, physical spaces, etc., as stated by authors Silva and Camargo.

However, the current crisis of the educational model adopted in practically the entire national territory is aggravated by the rigid and unchallenging structure of the schools, whether in the format of the classroom, the classroom itself, or even the physical spaces in the units. schoolchildren (SILVA, CAMARGO, 2015, p.171).

After the emergence of the virus, changes related to educational means became very frantic and with that, perhaps some processes will have been corrupted, such as technological devices to speed up teaching and learning and other means to follow up educational processes in Brazil, such as the intensification and a more focused look at means such as mobile technologies with wireless connection – TMSF – as stated by Almeida.

In education, there is a growing movement towards the introduction of portable computers with internet connections in schools, but by itself the use of wireless mobile technologies – TMSF – does not bring substantive changes to educational processes, even though these technologies can function as catalysts to leverage changes with the intention of creating conditions for educational innovation (ALMEIDA, 2013, p.21).

This quote from Almeida makes us reflect on the quote from Santiago, saxophonist of ``Choro em Casa`` project, during the pandemic period in mid-2020, where he states about some problems related to teaching and learning at the time due to the technological consequences and/or who social and economic knowledge of some project students in relation to online classes.

In one of our conversations via WhatsApp about ``Choro em Casa`` Project during the

pandemic and about the contributions of ICT in this process, Santiago stated that:

I started at the UFERSA/NAC Choro Project in April 2020, therefore, at the beginning of the pandemic. During the pandemic period, classes were taught by the Google Meet app, transmitted by not book. Due to social distancing, classes were taught remotely, via not book (SANTIAGO, 2023, WRITTEN INFORMATION VIA WHATSAPP).

As for the guitarist from ``Choro em Casa`` project, Hussemânia also in conversation via Whatsapp contributes and/or corroborates with Santiago by stating that:

I participated in the project during the pandemic period. The most used technologies in this period were the cell phone, not book, audio and video recording. The meetings took place every Wednesday through the Google Meeting Classroom platform. Technology was of fundamental importance during this period as it was the best way to not stop activities and also provided us with unique moments with great artists (HUSSEMÂNIA, 2023, WRITTEN INFORMATION VIA WHATSAPP).

The reports of the members of the group and of ``Choro em Casa`` Project at UFERSA Mossoró-RN are of paramount importance for the present scientific work, as they were difficult times, but the technologies seem to have contributed in some way to this teaching and learning process, as Santiago further states.

Even with the limitations, I consider that the use of technology in this period was important, so I assign a 08 to this alternative means of learning (SANTIAGO, 2023, WRITTEN INFORMATION VIA WHATSAPP).

FINAL CONSIDERATIONS

According to the information collected here, we hope to contribute in some way to the progress of teaching and learning in our educational environment, bearing in mind that distance education has already been or has been attempted for some time, but in

the period of the COVID-19 pandemic, it is a fact that all of us students, educators were kind of caught by surprise and in relation to the musical genre Choro it was no different as explained in reports from teachers and students who went through this fateful experience.

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