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ARTS IN SCIENCES

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Dr. Juan Noe Crevani Artistic

Bicentennial Lyceum

Arica-Chile

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According to the text “Educational Innovation, beyond action...” on page 28, it indicates that *innovation is any introduction that produces improvements...* from that premise, the issue of achieving improvements is always latent in the activities, but it must not be something improvised, but rather it must involve an organized process.

On page 38 of the same text, it is noted that the theme of this innovation must be based on three areas:

a) *That the improvement being undertaken really achieves an improvement,* therefore this must be well structured, not random.

b) *That the changes introduced are in accordance with the purpose...* it is not about innovating for the sake of following a fashion or complying with some precepts, innovation must be directed to an educational reality of its own.

c) *That the activities carried out are consistent with the development of knowledge in our field...* in simple terms, to make innovation, desire is not enough, but there must be preparation in the field to innovate.

What is happening with artistic education? How can we ensure that art is not just a subject of repetition, but rather a subject of creation, in which the individual difference of each person is considered, since today we talk about different forms of intelligence, therefore we must keep this in mind, and thus be able to affirm that a quality and truly inclusive education is being delivered, since there are also students in high school with Special Educational Needs, who are very good in the artistic area, but who sometimes find it difficult to perform well in the most complex and structured subjects.

In Arica, in the far north of Chile, is the Liceo Bicentenario Artístico Dr Juan Noe Crevanni, the only one of its kind in the city.

Today there is one course per level, with a maximum of 35 students and an enrollment of 400. Students have different artistic subjects, which are considered in the course plan, that is, they are evaluated. Among the different areas are theater, folklore, dance, instruments, choir, painting, ceramics. Each student specializes in one of them, considering their aptitudes and also that neuroscience speaks of the types of Multiple Intelligences.

In Students with the Artistic Seal, there are four aspects to consider in the Teaching Learning process.

a) Contents: a selection must be made of the contents that will be useful and appropriate for the student, that is, not to go through the entire program.

b) Process: How the process of presenting content is carried out and how it is internalized by the person.

c) Product: this is an important point, since the concept of evaluation appears in this aspect, the important thing is to define what you want to evaluate and what the method will be, so as not to fall into a simple theoretical transfer.

d) Learning Environment: A topic that is sometimes not considered, since it is true that we talk about a classroom, but this classroom has to break the canons of the room with desks, that is, change that position, considering that the fact of this pattern of uniformity does not fit well. With an education, where work is done in workshops, where the artistic is enhanced, in some cases as a work of artistic creation. With the issue of the Pandemic, this concept became more relevant, since we must achieve the motivation, first to connect, then participate and finally to be able to create something.

I have been a teacher for 35 years, many years working at the University where I taught the subject of methodology and was also a supervisor of professional practice for future Biology teachers, and one of the premises that I stressed was the fact of being able to engage students, considering their own realities. I have also been dedicated to theatre for 29 years and since 2016, when I began working at the Artistic High School, I have motivated students to do different works, in which they put their artistic skills into play, in addition to there being permanent communication with the teachers in the area, to achieve an interdisciplinary nature in the activities. In 2017 I already had a first draft of results, which was presented at the National Congress of Science Teachers. At this congress, based on the concept of biochemical cycles, the topic of the Nitrogen cycle was analyzed, and it was linked to the historical part related to the saltpeter mines and complemented by a student of the course who, while he was speaking, from time to time played a melody, typical of the time and of the saltpeter mines.

Since 2020, in the third and fourth year of high school, the subject of Citizenship Sciences has been used, which is designed in modules, which can be rotated in those two years. Most of the proposed activities work with the PBL model, that is, generating projects to understand the topics. The modules consider the following aspects: Well-being and Health; Environment and Sustainability; Safety, Prevention and Self-Care; Technology and Society. As they are such varied topics

and so that the student feels comfortable carrying out the projects they choose, the opportunity is given to present the work in a format more related to art: such as a story, a song, photography, video, posters, cardboard, even a choreography.

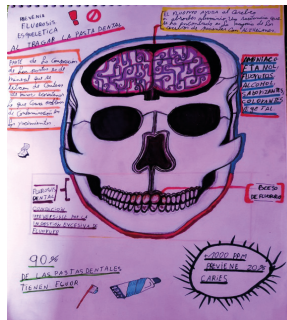


Photo 1. Poster related to Fluor damage.

Sebastián Contreras
IV Medium

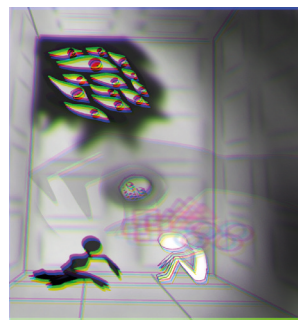


Photo 2. Image alluding to Depression.

Sofia Rojas III Medium

Nowadays, with the current issue of the Pandemic, an important challenge for today's school is to educate students both academically and emotionally. This challenge is justified by the growing number of situations, which are presented as bullying, cyber-bullying. So when referring to the types of multiple intelligences, it must be clear that some processes, which may seem simple, in general, for some students, are more complex, and if not handled in time can lead to disappointment.

Which affects their emotional area. Allowing them to express the content in a different way, respecting and valuing their individualities, makes teaching exact sciences not something far from them.

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