



A BREATH OF FREEDOM

**Artistic education program dedicated
to young people under the internment
socio-educational measure**

2014



Expedient

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A Breath of Freedom is a folder of educational nature, as a result of the
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The background image shows a group of children sitting on a grey concrete floor. They are engaged in a craft activity. In the foreground, there are several colorful paper flowers in shades of blue, green, and pink. A child's hands are visible, working with a sand tray. The floor is marked with orange and yellow paint. The overall scene is bright and colorful, suggesting a creative and educational environment.

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Foreword

The publication *A Breath of Freedom* is one of the goals of the “Location and Confinement” project, selected by the Ministry of Culture of Brazil. The name of the project gives clues of how we recognize the museum, i.e., as a place of confinement where objects that characterize the individual and humanity are retained. The interior of the cultural institution is organized by micro systems, which are responsible for propagating discipline, for example the educational service and its educational discipline.

However, according to the new social order, the disciplines do not necessarily remain cloistered in the environment. Rather, they are malleable, changeable and create unimaginable linkages and influences. This is what explains that the educational discipline of an institution – such as the Berardo Collection Museum (Lisbon, Portugal) – proposes to connect itself to another location, in this case a Brazilian socio-educational center that could be based in any other part of the globe.

The Art Education Program, which is presented below, was developed in a socio-educational center. The activities are continued and are inspired by the heritage of the Belem district of Lisbon. They deal with the art practice based on techniques of the art history present at the Berardo Collection Museum for the heritage and art lead to dream, enable utopia, insinuate the desire to fly, and teach to build an imagined architecture of an “Invisible City”!

Berardo Collection Museum and childcare center

A Breath of Freedom, “Um Sopro de Liberdade”, originates from academic research in the Berardo Collection Museum, “Museu Coleção Berardo”, within the educational service, between 2012 and 2013. The program proposes that the museum afloat and expand the dialogue, stating its mission to democratize culture and disseminate it to the community, being at the service of society. Therefore, I trace here the possibility of the Museum overcoming physical barriers, achieving and acting within unlikely social environments such as the case of youth centers. Dedicating the program to the youth in conflict with the law, sentenced to deprivation of liberty, aged 12 to 21 years.

The harmonization between the museum and the childcare center occurs through their institutional pedagogical areas. Recalling that culture comprises the structure of the established programming by the childcare system, in conformation to the precepts of the legal, national and international corpus.



Contents

The contents streamlined with the youth in the detention socio-educational measure refer to historical and heritage Belem, site of the insertion of the physical Berardo Collection Museum and the Collection of Modern and Contemporary Art from collector José Berardo. Because one understands that equity nurtures individual and collective appropriation of identity and heritage, which are basic human rights; and art praises the reflective, critical, imaginative and creative capacity of the subject.

Strategy

Practical activities are continued and evoke the transversality, ergo, transdisciplinarity, providing a multifaceted view of the world. The artistic teaching used in the program corresponds to the intertwining of the three strategic principles streamlined by the Education Department of the Berardo Collection Museum, which are creative challenges, games and critical reflection. While intersecting the strategic principles of the Educational Service of the Berardo Collection Museum, there is the meeting with the Triangular Approach or the Triangular Proposal from Ana Mae Barbosa. This confirms the constructivist, interactionist, dialogical, multicultural and postmodern character of this Artistic Education Program.



Resources

In order to practice the program it is critical to a team to: recognize the target audience and the context to which it belongs; develop humanistic action, therefore, dialogue and approximation of the target audience are essential; conduct ongoing research; plan the practical activities; recycle the boosting of the activities strategies; program evaluations which demonstrate the positive and negative balances of the significance of the actions to young people; and substantially analyze the results of the work as a whole.

The program forecasts a continuous action, for a minimum period of one year. And so it has guarantee of working, financial resources are needed in order to cover all the needs, such as: human resources (payment compatible to the training, experience, degree of difficulty of the work, transportation, food and necessary additions to perform their functions); materials; transport of materials; means of communication; marketing and related.

A Breath of Freedom

The vocation of Artistic Education Program is to enhance the capacity of youth in conflict with the law to value and recognize their own identity. While understanding, reflecting and criticizing the environment and context of the universe around him, the young can become the protagonist and be the holder of heritage and human rights - which is the mission here.

The program aims to work the skills and competencies of the individual, psychological and cognitive flexibility, the ability of abstraction and the transcendence of thought marked by the committing of a delinquent act. Practical activities develop the liberation of expression, creativity and imagination. They also support new ways of thinking and the emergence of new paradigms.

A Breath of Freedom inspires the audience to: imagination; creativity; toning the breaking of crystallized behaviors; knowledge and self-understanding; recognition of their identity; understanding of the everyday world; raising self-esteem; among other important characteristics, to the overall development of individual, as well as in the rehabilitation and social reintegration process

Proposals for practical activities

With the intention of demonstrating the possibilities for implementing the Artistic Education Program, we announce eight proposals for practical activities, which are: Landscapes of Belem; The Great Portuguese Navigations; The Ajuda Botanical Garden (Jardim Botânico da Ajuda) and The Salty Ground; Cordage; The Ajuda Palace (Palácio da Ajuda); The Belenenses Club; Portuguese World Exhibition; Gulbenkian Planetarium. The practical activities are developed within the childcare center, ie, in rooms, in the collective living room (where young people sunbathe) and in specific rooms.



Landscapes of Belem

The territory of Belem, in its primordial times, was populated by a dispersed community that practiced subsistence farming. The existing population occupied the hills, the slopes along the course of the water and the banks of the Tagus river, where the land was fertile. Thus, Belem was marked by vast natural landscape, such as mills, orchards, gardens, fields of grain, fields of meadows, woods and forests.

Here we remember and cherish the ancestral Belem from the natural landscape, which encouraged the settlement and economic activities. Soon, we will create a landscape, but in this case, contemporary. We will use a technique called Art Land Art for image representation.

The activity includes movies and games whose topics are the history of Belem and agricultural and trade that occurred in the territory. From the movies, young people in a collective work choose scenes and create drawings; this time, activities are carried out in specific rooms to manufacture art materials such as handmade paper, pencils, charcoal, China ink wash and tempera.

The dialogue between educators and the young opens connections on the natural landscape and Contemporary Art, with specifications and tonic in Land Art. Film and pictures on Land Art present in the Berardo Collection are presented.

For young people to make their own art using as a support the natural/outdoor ground, they create a sentence. The sentence should be a reflection of the reality of these young, therefore, it will have a social character and political vehemence. To perform the Land Art it is worked and exercised growing vegetable garden, orchards and gardens. The Land Art produced will be filmed.

Content such as video art and Fluxus group are exposed and discussed with young people. Pictures and videos of Fluxus group, in particular related to the works present in the Berardo Collection, are presented.

Then workshop on video editing and animation video of Land Art is made and edited, from drawings made at the beginning of the activity, is designed animation. Video of Land Art and animation will be published on the internet and sent to various media. In a partnership with the Berardo Collection Museum, the video and animation are published and disseminated on social networks.

The youth, with the support of the school's childcare center teacher, and using the made art materials, write letters addressed to the presidency, telling their life stories and their aspirations for the future. A copy of the video along with the letters attached to a roll, will be handed the presidency. Submitting material is a

way to draw the Government's attention to the needs of investing in this class.

Duration of activity: four months.

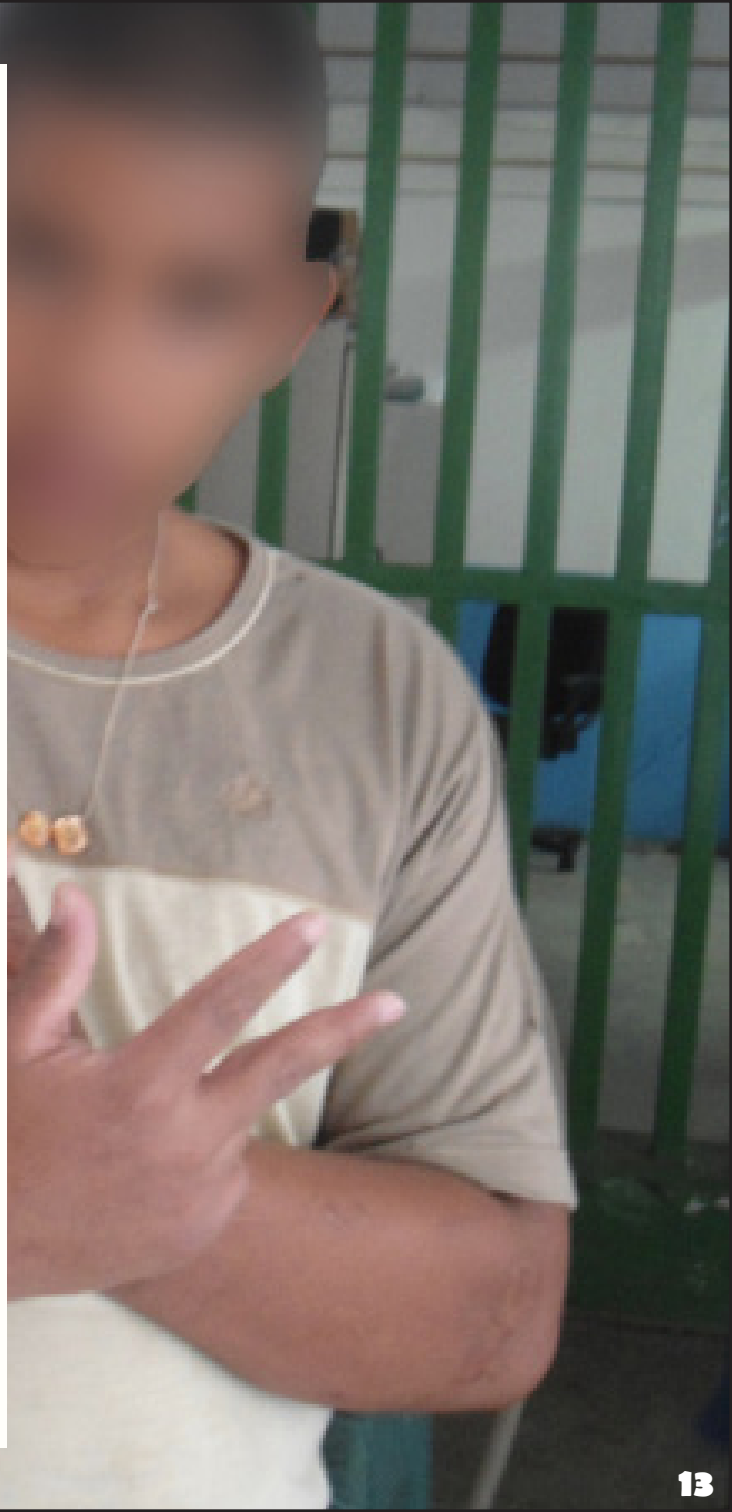


The Great Portuguese Navigations

The maritime relations enacted the shine of Portugal, in the early fifteenth century. The great navigations departing from Belem's beaches. Discoveries echoed by the Atlantic Ocean. Christopher Columbus discovered America. Vasco da Gama pioneered the waters and found the way to India. Pedro Alvares Cabral confirmed the existence of tropical territory, Brazil. Francisco Xavier followed westward. So, to talk about the importance of the Portuguese maritime expansion, we got hold of the techniques and art history, such as Kinetic Art, Ephemeral Art, Performance and Postal Art.

In the activity, movie and game regarding the Portuguese maritime expansion are made available, for here it is proposed to design a mobile, large scale, called Tall Ship of Dreams. The art object is designed with folding colored paper, in case origami tsuru -. Sacred bird in Japan (according to the legend, the bird has the power to grant wishes. To every tsuru done you should make a wish, and when a thousand units are produced, the wishes can be granted).

The produced tsurus are sewn to form a caravel. The mobile is installed in the ceiling of the living room. And around the representation of the caravel, transparent plastic bags



filled with transparent or pigmented tint water fortify the aesthetics of the art object, called the Tall Ship of Dreams. The assembly of the mobile is the responsibility of the educators and the young. The next day the assembly, the vernissage and the gaming occurs. The Tall Ship of Dreams remains mounted for a few days and the young assist in disassembling it.

On the other hand, in Lisbon, in partnership with the Berardo Collection Museum, museum educators carry out performance on site from which the great navigations left and at the Berardo Collection Museum, along with the work of Alexander Calder.

During the performance, the educators, carrying tsurus produced by young people, interact with the space and with the public. The moment is captured with photos. From pictures, postcards and Mail Art are designed, and subsequently sent to each young participant in the activity, the inmates of the childcare center. After receiving the Mail Art, they write letters to educators providing feedback of the activity as a whole.

Duration of the activity: one month.







The Ajuda Botanical Garden (Jardim Botânico da Ajuda) and The Salty Ground

According to the Charter of Florence, a botanical garden is a monument. Thus, the Ajuda Botanical Garden, built in the eighteenth century, has character and historic value to humanity. However, knowing the plants that are safeguarded in the Ajuda Botanical Garden is possible from the odor of each of them. Here we understand that the odor refers to the colors which, in turn, transmit sensations. The colors and sensations can then be bonded to express a historical, as is the case of the Salty Ground.

Activity in games with the theme Ajuda Botanical Garden are offered. Film and dialogue are parts of the presentation of the content. Samples of plants present in the Ajuda Botanical Garden are offered to the young, and also a color wheel, because it is through the odor that here we identify the colors. Colors and music are then related, and soundtracks are delivered to the audience. Young people produce pigmented water, which are saved for the appropriate time.

Young people are invited to develop new readings of works by Harg Edge, which subsequently are exposed in the collective living environment.

The walls of the collective living room are painted white to represent the bottom of the screen to be painted. With the pigmented water, the young express as they do in Action Painting; however, inspired by the assassination attempt suffered by Joseph I and the execution of the Tavora family. After the “war of colored water”, in order to represent the Salty Ground, other materials are inserted as salt and liquid white glue, so the feeling to save the time is transmitted.

Duration of the activity: two months.

Cordage

The region Restelo, part of the toponymy of Bethlehem was a small village on the bank is the Tagus River, which empties into the vast Atlantic Ocean. It has been noted that the Restelo is the oldest harbor of Lisbon. At the end of the thirteenth century, navigations departed from there. However, it was in the fifteenth century that the small village left deep marks in world history as the place hosted the shipping company responsible for the Portuguese maritime expansion. Upon the navigations, caravels, boats and services, one of the traditional activities in Restelo was raking flax for making rope. The fiber of high strength and it has great utility in maritime services.

From the tradition of raking flax, it came the name of the village, Restelo, as historians say. The fact is that the exercise of traditional work has become essential for the state. In the eighteenth century, the Marquis of Pombal recognizes the need to design a cordage building in Rua da Junqueira, which is also part of the toponymy of Belem. However, the equity Cordage building came



to be constituted in the next mandate, in the Marquis of Angeja.

Therefore, recognizing the importance of Portuguese tradition in Restelo – raking of flax and cordage – and assetting the building for Cordage, we shall detain this poetic dialogues for that with the technique of Suprematism – the visual arts.

Film and sticker activity relating Suprematism, a Russian art movement, are offered. The dialogue with young people about the basic elements of visual communication is important, and we can do that by using objects. In this practice, the body expression activities are performed and keep the harmony between the elements of visual communication and the body. Activities of narrative prose are developed, following the theme of the traditional work of raking flax and making ropes, in the old village of Restelo, and assetting the building for Cordage at Rua da Junqueira. From the prose, almanacs are conceived with images represented by basic elements of visual communication.

In order to contextualize the content developed during the activity, the young represent an alternative reading of the work Viva La Vulva, by Liubov Popova, in the collective living environment/room. The material needed for the alternative retelling is made by the young themselves. Educators and the target audience are responsible for assembling the artistic object. After the montage, youngsters are allowed to experience the object produced and stimulated to reproduce movements developed in the body expression activity.

Concluding: the material produced during the period of activity should be collected and stored. The intention is to make a temporary exhibition at the Berardo Collection Museum, from the theme developed in the activity. They will be part of the exhibition the collection of the material collected and stored.

Duration of the activity: two months and two weeks.



The Ajuda Palace (Palácio da Ajuda)

On the influence of Adriana Varejao, a Brazilian and contemporary artist who expresses herself with painting on tile it will be worked through the representation of the Ajuda Palace, on rereading tiles through the juxtaposition of concepts and techniques of visual arts such as painting and contemporary.

Just reminding that the poetry of Adriana Varejao is the aggressiveness of cultural encounters, the oppression of native human meat from the tropical country (Brazil) – and suffering till today – with the “discovery” of the colonizers. However, the final work of this activity module aims to demonstrate that oppression not only acted/acts in the colonies, but also in the empires, for all states need to keep differentiation of social classes in order to impose control.

In contemporary times, the wider base of the social pyramid which is found, at most, in young people confined in socio-educatio-

nal centers. They are “scars”, albeit raw, of the social inequality.

The activity starts from the dialogue with young people on the theme of contemporary art crafted by Adriana Varejao and, during the course, images of works of the artist are presented at the Berardo Collection Museum. A film about the art of Adriana Varejao is offered. Games are part of this practice, however, the images that make up the games originates from tiles belonging to the National Tile Museum (MNAz) of Portugal.

That is because the works of the Brazilian artist are an influence for the production and rereading, not to create replicas. Adriana Varejao works with traces of the Baroque style, and here we are going to develop the Neoclassical style... But why? Because, in this activity, our approach, concerning the equity, will be on the Ajuda Palace, which has a Neoclassical design. For this reason, we need to explain to the youngsters the

distinctions between the Baroque and the Classical, the features of one and of another, also through the games.

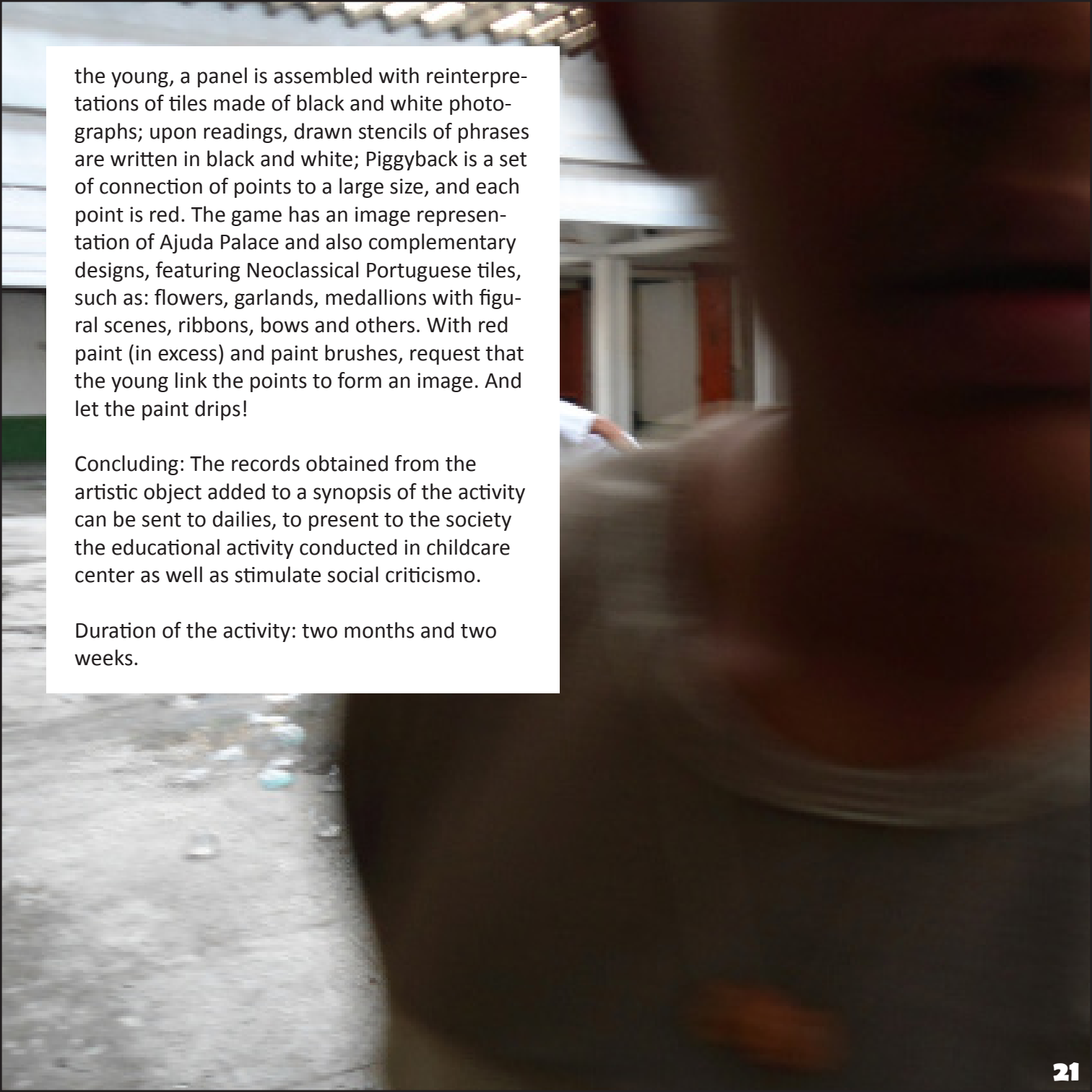
With young people, we must talk, show images and offer video and games on Ajuda Palace.

For the design of the reinterpretations of tiles, it is done a photography workshop, with an emphasis on black and white image, and the body as a theme.

Games for words and phrases are played by stimulating the interaction and self-esteem of young people. In partnership with school teachers from childcare center, the youngsters write sentences about their desires/aspirations. From practice with words and sentence exercises, a stencil workshop takes place.

To assemble the contemporary painting, youngsters use the resources seized in series of practices. In the convivial atmosphere of





the young, a panel is assembled with reinterpretations of tiles made of black and white photographs; upon readings, drawn stencils of phrases are written in black and white; Piggyback is a set of connection of points to a large size, and each point is red. The game has an image representation of Ajuda Palace and also complementary designs, featuring Neoclassical Portuguese tiles, such as: flowers, garlands, medallions with figural scenes, ribbons, bows and others. With red paint (in excess) and paint brushes, request that the young link the points to form an image. And let the paint drips!

Concluding: The records obtained from the artistic object added to a synopsis of the activity can be sent to dailies, to present to the society the educational activity conducted in childcare center as well as stimulate social criticism.

Duration of the activity: two months and two weeks.

The Belenenses Club

The club Os Belenenses is officially open on September 23, 1919. Its creation is the result of the intersection of the passion for football and the pride of the Belem neighborhood. To honor the club on the day of its anniversary, we will present, or rather we will stage a performance via telepresence – equivalent to Teleperformance.

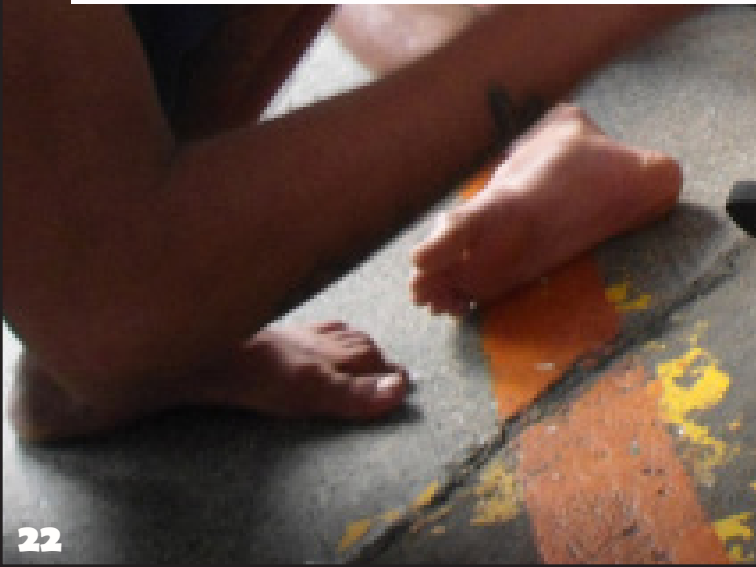
The youngsters are informed about the activity. A film about the history of the club Os Belenenses is presented. Each one receives a sticker album and some stickers that can be exchanged among them in order to complete the album.

The young are invited to a performance, which is a soap football tournament, where there are no winners or losers, but fun and playing. The script of the performance is given to each

youth, who can also provide suggestions and will confection the clothing itself. Therefore, we need to explain to the youngsters what a performance of this technique is and the concept of art as well as what telepresence is. In this course, we advise you to submit still images and moving performances present in the Berardo Collection. Workshops on filming and telepresence are also developed.

The youngsters do the assembling of the soap pitch and rehearse the proposal. In partnership with the Berardo Collection Museum, the performance will be transmitted in real time via the museum's website.

Duration of the activity: two months and two weeks.



Portuguese World Exhibition

When talking about the notorious Portuguese World Exhibition, we will present the remaining monuments like: the Monument to the Discoveries, the Empire Square, the Museum of Popular Art and the Water Mirror. For that, we will translate them into a visual language following the Pop Art style. In partnership with manufacturers of candies, casings contained images of the remaining assets of the Portuguese World Exhibition. The candies are offered to the youngsters and they are asked to keep the packages.

Content on the Portuguese World Exhibition are run with dialogue and movie presentation. Maps and tourist magazines are used in practice interaction to assist the audience in recognition of equity.

The young conceive billboards to publicize the area of Belem, using images of the remaining assets of the Portuguese World Exhibition and following the Pop Art. The presentation of the Pop Art takes place through dialogue, movies, games and images of works present in the Berardo Collection.

An object of art, designed collectively, will be exposed in their living room. The ephemeral sculpture in anchor format, with ample dimensions, corresponds to the sundial, in this garden of Empire Square. In the exhibition, candies packaging are attached to the wall and make up the phrase "SWEET TEAM". The posters are also part of the exhibition. For the opening of the exhibition, in partnership with a food company, offer fast food snacks.

Concluding: With the posters ready, it is interesting to introduce them to air and/or international scale enterprises in order to form a partnership. And use the material of visual communication as advertising and commercials, which can be installed on charts and/or on transport outdoors. The positive part of this activity is that due to its advertising character, it can be exposed and released in several countries.

Duration of the activity: two months and two weeks.




Gulbenkian Planetarium

Surrealism can provide the self-knowledge from the representation of our own dreams. Therefore, this activity will use drawing and painting for recognizing themselves.

It is important to remind that Surrealism goes beyond graphic expressions. As an example, there are the events. Consequently, we will place a surreal planet, while we present and use the equity as representational thematic Gulbenkian Planetarium.

When starting the activity, it is necessary to tell the youngsters to wake up in the morning and take note of the dreams they had during the night. While telling them, you can quote and provide examples of artists who made si-






milar exercises. At this point, the film about dialogue and Surrealism are present. A game with the images of works of surrealist art, present in the Berardo Collection, helps contextualization. From the annotation of dreams, young people produce drawing and painting. Dialoguing with young people that Surrealism is also represented by events.

Explain what a planetarium is and present the Gulbenkian Planetarium can show and develop content, across with some group dynamics, in partnership with the competent school teachers or professional form the childcare center on the subject.

The youngsters conceive, according to the indications of educa-





tors, an event that will be a planetary Surreal in the living room. At this point, it is important to make capturing images in a variety of forms, including illustration.

With drawings and surrealist paintings previously done, perform the exposition vernissage. Concluding: With the records obtained in the activity, with drawings and paintings, schedule a temporary exhibition program, preferably at the Berardo Collection Museum.

Duration of the activity: three months.



