

How and what
instructors teach
circus at school and
social circus
programs: a cross-
cultural perspective.



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BORTOLETO, Marco Antonio Coelho – PhD



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FACULTY OF PHYSICAL EDUCATION

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South America

BRAZIL:
202 millions
inhabitants

UNICAMP

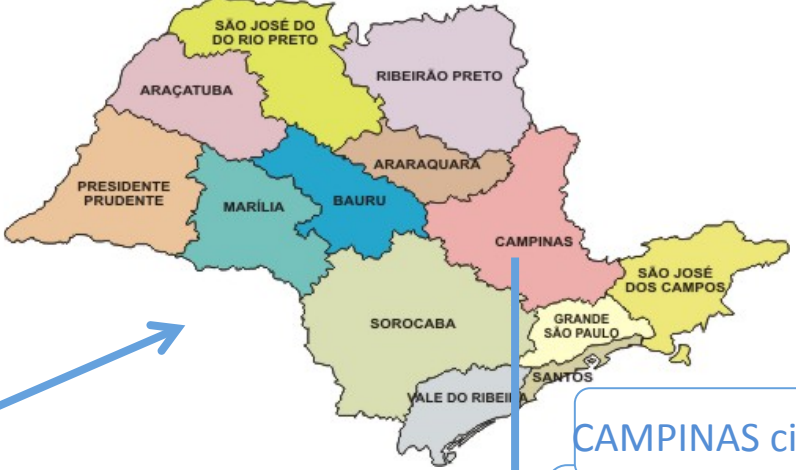
46.000 students
8.000 employers

22 researches
(8 PhD; and 5 PhD, 2 MSc and
4 Undergrad students



Sao Paulo State

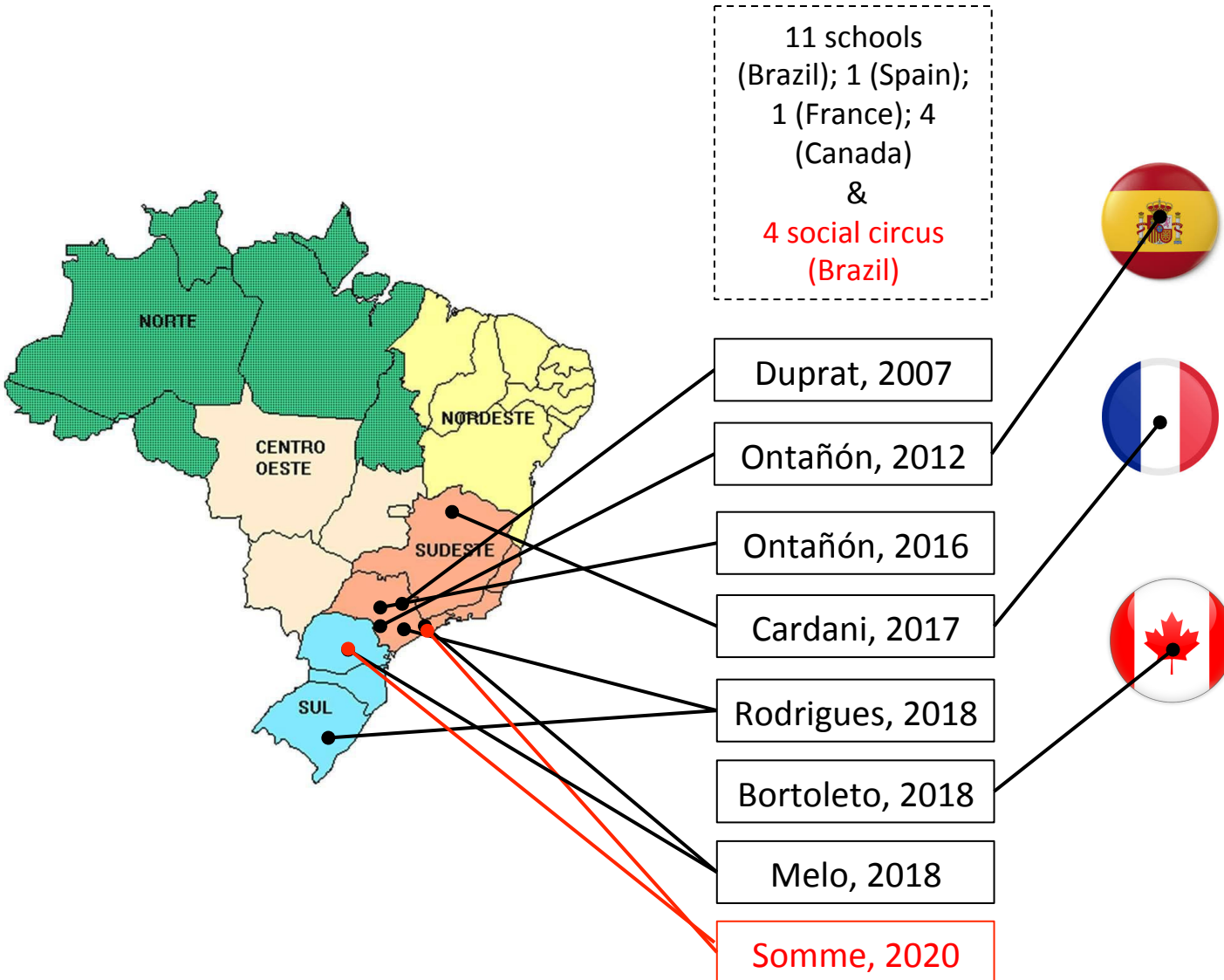
44 millions
inhabitants



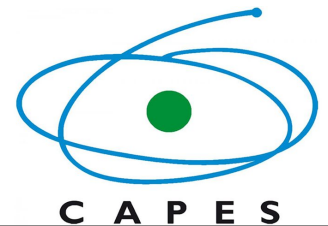
CAMPINAS city
1,2 millions
inhabitants



RESEARCHING CIRCUS INSTRUCTION ON EDUCATIONAL CONTEXT

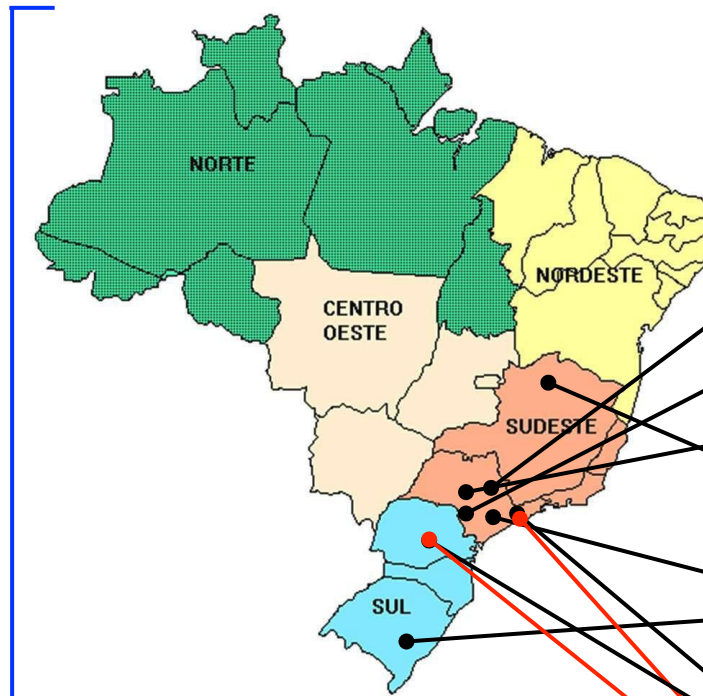


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TEAMWORK: RESEARCHING OTHER CIRCUS PEDAGOGICAL CONTEXTS

- Ferreira, 2013
- Duprat, 2014
- Miranda, 2014
- Tucunduva, 2017
- Duprat, 2020
- Bracciali, 2020
- Rodrigues, 2020
- Barreto, 2020



11 schools
(Brazil); 1 (Spain);
1 (France); 4
(Canada)
&
4 social circus
(Brazil)

- Duprat, 2007
- Ontañón, 2012
- Ontañón, 2016
- Cardani, 2017
- Rodrigues, 2018
- Bortoleto, 2018
- Melo, 2018



Ribeiro, 2020

Somme, 2020



... a cross-cultural perspective.

Enriching diversity in scientific research considering:

- Educational level – group age (kindergarten; grade 3 to 12; undergrad – college students)
- Educational system (private and public)
- Geographic location (Brazilians regions / states / cities)
- Programs (curricular and extra-curricular)
- Educational context (formal/non-formal; professional circus arts program; continuing education; ...)
- Socioeconomic situation (major cities vs. small villages; rich vs. poor neighborhoods; adequate vs. limited facilities, ...)
- Well trained vs. self-taught teachers



< Previous Article

The Impact of Circus Arts Instruction in Physical Education on the Physical Literacy of Children in Grades 4 and 5

In Journal of Teaching in Physical Education

Dean J. Kriellaars^{*,1}, John Cairney^{*,2}, Marco A.C. Bortoleto^{*,3}, Tia K.M. Kiez^{*,1}, Dean Dudley^{*,4} and Patrice Aubertin^{*,5}

¹ University of Manitoba ² University of Toronto ³ University of Campinas ⁴ Macquarie University ⁵ Ecole National de Cirque

DOI: <https://doi.org/10.1123/jtpe.2018-0269>

Keywords: confidence; elementary school; gender; motor competence

In Print: Volume 38: Issue 2

Pages: 162-170

Abstract Author Notes

Objective: To examine the impact of circus arts instruction in physical education 4 and 5. **Methods:** A clustered, quasi-experimental design was used comparing physical education ($n = 101$) with children in socioeconomic status-matched schools. Physical literacy assessments performed at the beginning and end of one semester. Youth tools. **Results:** Significant improvements in motor competence for both groups in physical education schools for 15 of 18 movement skills for Grade 5.

Ht Apunts. Educación Física y Deportes
2014, n.º 115, 1.º trimestre (enero-marzo), pp. 37-45
ISSN-1577-4015

DOI: <http://dx.doi.org/10.5672/apunts.2014>

Todos a la pista: el circo en las clases de educación física*

Everyone in the Ring: the Circus in Physical Education Classes

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Ex-docente do Programa de Pós-graduação em Artes Cênicas da UNESP - SP; Ex-docente de "História do Circo" da Escola Nacional de Circo (RJ). Co-coordenadora do Grupo de Estudo e Pesquisa das Artes Circenses (CIRCUS) - FEF-UNICAMP.

DOI: <https://doi.org/10.14393/issn2358-3703.v4n2a2017-07>

Resumo

Pesquisadores, artistas e críticos coincidem ao apontar as escolas de circo como um "novo" elemento na complexa dinâmica constitutiva do circo contemporâneo, fato que provocou significativas mudanças na sua secular relação com a sociedade. Entre créditos e descréditos, homens e mulheres artistas circenses se mostram potentes para se reinventar, encontrando fendas, brechas, gretas. Assim a formação artística circense, bem como seu reconhecimento e trato nos espaços educativos revelam uma capacidade rizomática ímpar, com soluções profícuas até mesmo nas situações mais estreitas e críticas. Essa conjuntura apertada, não impediu sua expansão, sua presença na educação básica, reverberando inclusive na formação acadêmica. De fato, são os profissionais circenses em todas as origens e espaços que ocupam, que possibilitam uma vibrante e prometedora presença do circo no âmbito educativo. No entanto, a interação das políticas educacionais com o circo revela-se incipiente, insuficiente e, por vezes, contraditória.

Resumen

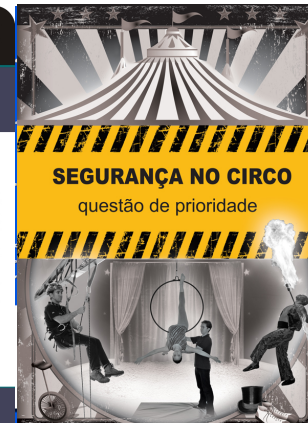
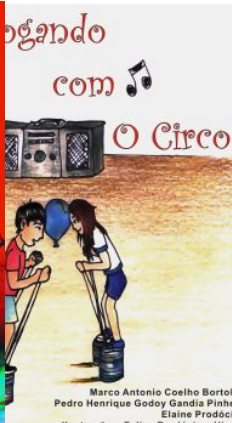
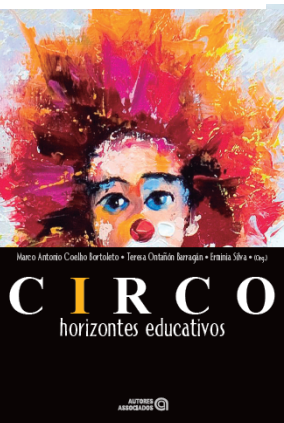
Considerando la significativa introducción del circo en el espacio escolar y extraescolar en los últimos años como objetivo presentar dos experiencias pedagógicas en las que las actividades circenses ganaron protagonismo en el contenido curricular de la educación física. Para ello, visitamos las clases de un colegio de educación primaria y de educación secundaria en España, instituciones en donde este contenido forma parte del proyecto pedagógico de 5 años. Los hechos observados revelan que el circo se presenta como un contenido innovador y motivador con la participación del alumnado. Por otra parte, los docentes responsables apuntan que el circo, y el arte en un momento importante de los componentes pedagógicos, en virtud de su potencial creativo y expresivo. Por último, la descripción de las cosas nos permite debatir sobre las modalidades circenses desarrolladas, así como las dificultades afrontadas por la puesta en marcha de este contenido.

Palabras clave: actividades circenses, educación física, circo, currículum escolar

Abstract

Everyone in the Ring: the Circus in Physical Education Classes

Bearing in mind the significant introduction of the circus into school and extracurricular activities our study aims to present two educational programmes in which circus activities have gained prominence as part of the physical education curriculum. To that end we visited classes in a primary school in Brazil and a secondary school in Spain. The facts observed reveal presented as innovative and motivating discipline with excellent student acceptance and participation. More in charge notice that the circus and art in a wider sense are important educational components by virtue of their expressive potential. Finally, the description of these experiences enables us to discuss the circus modalities developed by teachers during the implementation of this discipline.



Gender participation and preference: a multiple-case study on teaching circus at PE in Brazilian schools.

Marco Antonio Coelho Bortoleto, Teresa Barragán Ontañón, Leonora Tanasovici Cardani, Alisan Funk, Caroline Capellato Melo and Gilson Santos Rodrigues (in press)



- A **multiple-cases** study was conducted with **49 PE groups** (grade 1 to 12) in 2 public and 6 private Brazilian elementary schools (820 participants);
- Seventeen **semi-structured interviews** with PE teachers and school administrators;
- More than **130 hours** of in situ **observations** comprised the field study.

RESULTS

- Boys and girls showed high participation levels in both PE curricular and extracurricular circus activities;
- Better physical engagement with no gender preference towards activities by students in grades 1-5 was noted in both program;
- Gender preferences between activities were identified in grades 6-12: girls for aerials (trapeze, silks) and boys for juggling;
- PE teachers indicated a personal motivation that influenced their desire to integrate PE and Performing Arts into the school context;
- Public Schools does not have specific circus equipment and therefore depends on the creativity and effort of the teachers;
- Gender of circus teachers was balanced (7 men and 6 women)
- In general the teachers do not have adequate training for teaching the circus although the majority reported having attended courses and workshops due to personal interest.



CONCLUSIONS

Circus instruction engages children of **all genders** and is thereby an effective activity to counter low participation in PE for boys and, especially, girls. Although circus activities are not inherently gendered, student preferences were divided by gender and influenced by the background and **preferences of the teachers**, showing a similar trend as those observed in other traditional PE school activities and sports.

RECOMMENDATIONS

Well trained teachers are crucial to the quality of teaching and are more able to offer a diversity of pedagogical strategies to maintain participation and gender equality, as well as being familiar with a broader diversity of circus disciplines;

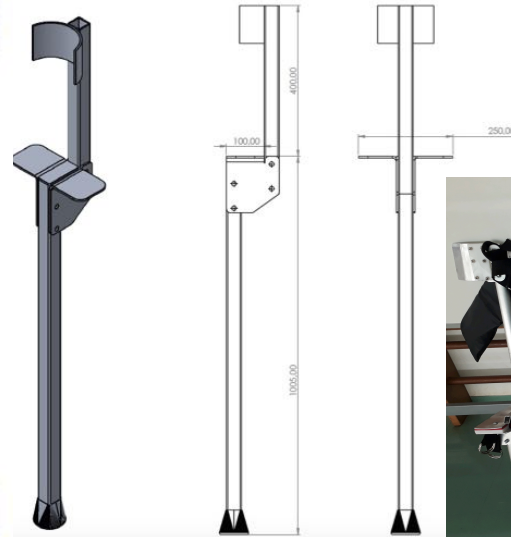
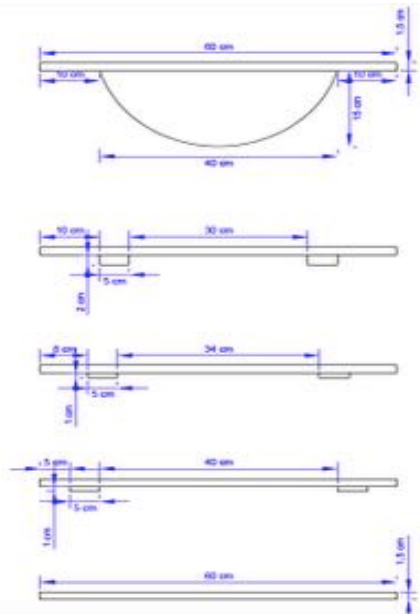
The **development of adequate equipment** seems to be an important factor to increase the quality of the circus teaching process.

Developing pedagogical technology (equipment) to optimize circus instruction on schools, social circus and recreational projects.



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ROLA BOLA



STILT



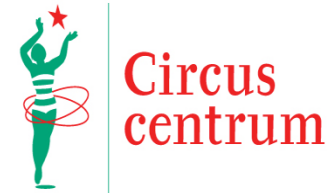
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- ★ Inventory resources centers, libraries, archives, museums and privates collections open to researchers
- ★ Share the most recent activities in circus arts research (*conferences, lectures and open calls for papers publications, ...*)

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- ★ a multilingual and international academic bibliography including today **2300 references**: more than 800 academic books, 635 academic articles, 575 dissertations and theses and 42 thematic bibliographies (*such as «Circus arts recreational and preparatory education”, “Circus arts higher education and professionalization” or “Social circus”*)
- ★ an interactive map referencing resource centres, libraries, archives, museums and private collections with significant collections and offering residencies to scholars
- ★ "Circus research news" which lists information, to an international level, on calls for papers or contributions, conferences, ...



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Helder Vilela - Aerial Straps
(EMOTIONS)

International Circus Seminar 2018
Circus FEF / UNICAMP- Brazil

https://www.youtube.com/watch?v=bxXX_54-pdk

THANK YOU!

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