



## **Terra e Arte Project: Soils connecting Art and Education**

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The “Terra e Arte” project was designed to combine science and art by approaching soil contents in basic education schools in Viçosa, Minas Gerais, Brazil. The project was developed to awake, sensitize and create awareness about soils and their importance to life and environment within school communities. It was proposed and realized by the Earth Sciences Museum Alexis Dorofeef (MCTAD) of the Federal University of Viçosa (UFV), as part of the celebrations of its 20th anniversary. Since all the schools of the town visit the museum at least once a year and most of them have received and carried out pedagogic projects on soil themes in the last 20 years, it was proposed to them to develop a soil subject with any of their groups and combine it with painting using soil materials. Each group interested in joining the project received a basic set of material to produce soil paints. They were expected to develop a soil theme and its contents for a few weeks and to finalize it with a figurative and textual collective creation that synthetized their learning. 16 of the 24 visited schools joined the project and realized it for an average of two months. During this time, the school groups visited the museum and/or borrowed the itinerant exposition on soils from the museum to work with in in the school community. At the end of the projects, the productions were presented at the Knowledge Market (Feira do Conhecimento) that happens every year in the central square of the town, as part of the National Week of Science and Technology. At the event, 58 works were presented by 14 schools, involving directly 700 pupils and their teachers. They approached themes from soil formation and properties to agroecology and urban occupation and impacts on the soils. 30 of the works were selected for a commemorative exposition and 12 were chosen for a table calendar 2014. The movement created around the project mobilized many people and had strong impact on the school communities, especially after the distribution of the calendar to all schools. The result stimulated the museum to propose another project for the 21st anniversary that was intensely sought after by all schools of the town. The mobilization that has been created by those projects contributes to expand and to strengthen the word about soils within the schools and to increase the perception of soils in the town community.