

PHYSICAL EDUCATION, CURRICULUM AND SACRISTÁN – STATE OF THE ART IN BRAZILIAN JOURNALS IN THE AREA¹



<https://doi.org/10.56238/arev7n1-198>

Submitted on: 12/24/2024

Publication date: 01/24/2025

Mirelle Cutrim Penha Pestana² and Ari Lazzarotti Filho³.

ABSTRACT

The research aimed to analyze the scientific productions with the theme Physical Education and curriculum that reference José Gimeno Sacristán in Brazilian Physical Education journals, in the period from 2010 to 2022. The methodology of the study was state-of-the-art and the content analysis was the method of data treatment. The mapping was carried out in 38 journals in the field of Physical Education between the months of February and May 2023. 157 original articles were retrieved using the keyword "curriculum" and of these, 33 referenced Sacristán. From the last quantitative, the titles, keywords, abstracts and methodology were analyzed. As a result, the most used work in the field of Physical Education is The curriculum: a reflection on practice, the most studied level of education with reference to Sacristán is basic education (elementary school), and the themes of the articles with the phases of objectification proposed by the author, with emphasis on the curriculum prescribed and the one modeled by the teachers and no studies on the evaluated curriculum were identified. The results point to the privilege of research in some phases of the curriculum and leaves others out. The lack of studies on the curriculum evaluated in this research may demonstrate little action of science in the evaluation of curricula and, of course, in its contribution to, for example, point out problems in their development and contribute to the elaboration of new public policies based on these researches.

Keywords: Physical Education. Curriculum. Sacristán.

¹ The present study was carried out with the support of the Dean of Graduate Studies (DPG) of the University of Brasília.

² Master in Education

University of Brasília (UnB)

Federal Institute of Education, Science and Technology of Maranhão (IFMA)

E-mail: mirelle.penha@ifma.edu.br

ORCID: 0000-0002-7319-0920

LATTES: 1250416153356350

³ Dr. in Physical Education

University of Brasília (UnB)

Federal University of Goiás (UFG)

Email: lazzarotti@ufg.br

ORCID: 0000-0003-0610-2641

LATTES: 2035441455224809

INTRODUCTION

There are countless understandings about the curriculum. This includes everything from the set and selection of content, to be learned in a given grade/cycle/year, to a cultural construction. From the understanding of its importance with the agents (political and social, students and teachers) about its occupation and function, the curriculum gains practical field in a social system. Based on Young (1980), Sacristán (2017, p.19) states that "the curriculum is the mechanism through which knowledge is socially distributed".

For Apple (2005), curriculum is power, ideology and culture. Its objectification is in building knowledge with a focus on learning, as well as situating times and spaces. "In the very territory of curricula, research and theoretical production, we can highlight the critical sociology of the curriculum and the critical-social pedagogy of the contents that pointed in the direction of unveiling the links between curriculum, power, accumulation" (ARROYO, 2013, p. 36).

Sacristán (2013) states that, over time, the curriculum has become a privileged object of study for educational research, as it refers to a plan of intention that offers clues to the understanding of its constructive process and intervention in pedagogical practices.

Critical studies on curriculum coinciding with the strengthening of teacher autonomy, creativity and professionalization, have led networks, schools and collectives to form more autonomous pedagogical political projects, curricular reorientations more adapted to the diversity of childhood and adolescence, young people and adults. (ARROYO, 2013, p.36).

When analyzing the academic-scientific productions published in national journals based on the descriptor "Curriculum and School Physical Education", Boscatto and Darido (2017) found that these publications discuss aspects related to the organization and systematization of curricular knowledge in the area in order to overcome the excessively sporting and procedural treatment granted to teaching practices. In addition, these publications emphasize the importance of a collaborative dialogue among teachers and the need to elucidate this problem in the context of daily educational actions.

In the field of Physical Education, diversified proposals emerged that contributed to rethinking pedagogical practice, considering the importance of educational and curricular theories for this debate, with the aim of grounding and giving meaning to the area. An example of this is the Collective of Authors (2012), which addresses and discusses methodological issues of Physical Education. Studies involving knowledge and curriculum in this area have stood out, as they explore the challenges and possibilities that arise,

leading us to seek an advanced understanding of the underlying process.

Sacristán (2013) compares a pragmatic understanding of the curriculum, not disregarding the cultural context or the school practice to which it is linked. "The culture inserted in the contents of the curricula is a special cultural construction, 'curricularized', because it is selected, ordered, packaged, taught and proven according to south generis molds. School uses delimit the meaning of what becomes a specific culture: school knowledge" (SACRISTÁN, 2013, p.20).

In view of the facts and arguments presented, the research aimed to analyze the scientific productions, consortium with the theme Physical Education and curriculum, which reference José Gimeno Sacristán in Brazilian Physical Education journals, in the period from 2010 to 2022.

SACRISTAN'S THEORETICAL BASIS

José Gimeno Sacristán was born in Spain, in Vilueña, a small village located in the province of Zaragoza. In the 1960s, he began his university career in the Pedagogy Course at the Universidad Complutense de Madrid. Between 1974 and 1975, he became a university professor and doctor in Pedagogy. He is currently a professor of didactics at the University of Valencia.

Specialist in curriculum, he has numerous publications on culture, teaching and education. He is a contributor to several journals in the area of education. His research emphasizes the school and educational problems, more precisely the curriculum. It argues that the curriculum (i) should subsidize means for the positioning of students with regard to their culture and society; and (ii) the teacher must be aware of theories, values and beliefs that strengthen the school's curricular organization.

When discussing and researching the issues involving the curriculum, the author conceives it in two meanings: the first, called culture, curriculum and school practice, and the second entitled curriculum through its praxis. In the first, the curriculum is referred to as a consolidated reality through political, administrative, economic and didactic behaviors that condition the curricular theorization to cultural meaning, since the school practice observed in a historical moment is revealed by such perspectives that dominate it. In the second, the curriculum is revealed through its praxis, pointing out the essence of its curricular theory manifested in six phases: prescribed curriculum, curriculum presented to teachers, curriculum modeled by teachers, curriculum in action, realized curriculum and,

finally, the evaluated curriculum.

CULTURE, CURRICULUM AND SCHOOL PRACTICE

The curriculum, according to Sacristán (2017), is a social process with complexity, with multiple expressions, with a certain movement constructed temporally and in certain conditions that accompany the historical reality. Such a process, engaged by various practices, not reduced only to the pedagogical practice of teaching, but based on actions of a political-administrative nature, production of means, supervision of intellectual creation and evaluation that affect pedagogical action, strengthening a social system.

For the same author, in order to understand the curriculum in an educational system, it is necessary to pay attention to the practices that supply educational development, as these offer the transforming conditions of this system. The curriculum is a crossroads of diverse practices, so that an educational system is influenced by eight subsystems: political-administrative; participation and control; ordering of the educational system; media production system; cultural and scientific areas of creation; technical-pedagogical; innovation and, finally, the practical-pedagogical subsystem.

These subsystems make up the composition of the curriculum, which, in turn, results from various operations, decisions and influences. Such subsystems maintain interrelations and constitute what is meant by the curricular system. "Therefore, the understanding of the reality of the curriculum must be placed as the result of diverse interactions" (SACRISTÁN, 2017, p.26).

In this characterization, references to the school contents of the areas of knowledge are integrated into the curriculum, as well as the bases of political restructuring that permeate education.

The curriculum is also a social and cultural device that involves power relations, building specific visions and social identities, committed to an end. Curricula are the expression of the balance of interests and forces that gravitate over the educational system, at a given moment, while through them the purposes of education in school education are realized. (SACRISTÁN, 2017, p. 17).

The curriculum maintains external relations (domain of culture) and internal relations (responsible for the regulation of school institutions). Once integrated, these relationships determine, through experience, the necessary knowledge and learning. Sacristán (2017, p. 71) states that:

Perhaps one of the most decisive peculiarities of today's culture and society, which has serious projections in the content and methods of culture distributed in school curricula, lies in the fact that the very evolution of the means of transmitting it increases the possibilities for citizens to come into contact with it through the most diverse channels outside of schoolchildren. Alongside culture and the means to get in touch with it, made possible by school curricula, there are many other possibilities for cultural communication. Today, the average citizen certainly has more information about the universe, science and technology, the cultures of other peoples, literature, music, languages, etc., thanks to scientific magazines, fascicles, the media, visits to museums, extracurricular experiences and education, travel, etc., than through school learning.

Today it is more than necessary to have an experiential association in the school. In the school universe, there is a distancing between what is taught to students, what we can call the ritualization of school contents and procedures, directly linked to the selection of contents internal to the curriculum, with the students' cultural experiences outside this universe.

School culture and the outdoor curriculum need to be integrated and the relevance of a cultural selection of the curriculum becomes increasingly crucial, aiming at the insertion of cultural characteristics that add to the then traditional curriculum, enabling student experiences to be better used not only in the school environment, but also outside it, in addition to cultural experiences being seen as references in the construction of knowledge in a critical way and with the transformative to the student.

The pre-school and for-school cultural experience is very important and will be more and more, especially as the school maintains its forms of transmission obsolete. The contradiction between these worlds is contrary to the need for individuals to achieve a coherent development and to acquire perspectives that integrate very diverse stimuli. Extracurricular channels are attractive and undoubtedly necessary, but it is necessary to see when they serve to liberate individuals and give them critical awareness and when they are elements of alienation and consumption. (SACRISTÁN, 2017, p. 71)

With this, the excellence of the school is scored in terms of its cultural and social role. By analyzing Dewey (1967), Sacristán (2017) presents us with the mission of the school institution some important characteristics, namely: simplified environment that enables the understanding of external complexity; progressively ordered, in order to help in the understanding of the more complex external environment; neutralizing the limitations that each student may have in the social group in which they work and, finally, coordinating the dissipated influences that individuals capture from the vital contexts to which they belong.

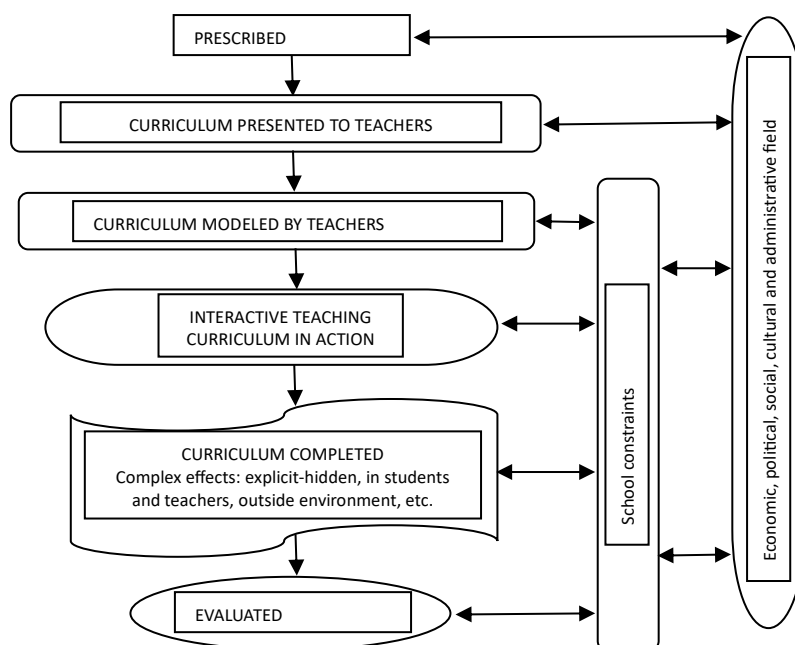
THE CURRICULUM THROUGH ITS PRAXIS

Conceived as a process, the curriculum is manifest in the educational sphere. It has its concreteness through a pedagogical practice that takes shape through configuration, implementation, concretion, expression and evaluation, given the complexity of construction and transformation while forming an object of this process. This makes it, due to its dynamics, an object of study with various epistemological characterizations and theorizing.

Sacristán (2017) states that, historically, school practice evidenced in perspectives and techniques has brought to the curriculum a labeling associated with a limited reality, that is, the curriculum is understood as an organizational process of educational practices, such as: class context, planning, methodologies, fed by pedagogical codes, not restricted only to these elements.

The curriculum enables access to knowledge through cultural construction. For Sacristán (2017), inspecting concrete curricula means understanding them contextually as educational practices and results. This can be understood as an equivalence between interests and forces that act on the educational system at a given moment, and through these, educational purposes are achieved. Therefore, aiming at the objectification of the curriculum and its praxis, the author proposes phases of objectification (see Figure 1).

FIGURE 1: The objectification of the curriculum in the process of its development



Source: Adapted from Sacristán (2017, p.103)

The curricular issue is intertwined with economic, political, social, cultural and administrative field practices, which end up intervening in the construction of the curriculum. The curriculum is such that it encompasses numerous agents. "The field of curriculum is only a body of knowledge, but a dispersed and at the same time chained social organization" (SCHULBERT, 1986, p. 3 apud SACRISTÁN, 2017, p. 99).

Sacristán (2017) presents 6 phases of objectification and curriculum development: the prescribed curriculum (guidance on what its content should be, especially about compulsory education, that is, the documents required from the bodies responsible for education); the curriculum presented to teachers (various means developed by different sectors, which usually explain the meaning and contents brought by the prescribed curriculum); the curriculum modeled by the teachers (involves the process of planning the practice, with the role of "translator" of the meanings of the curricular proposals); the curriculum in action (it is real practice, directed by the theoretical and practical schemes of the teacher, that is, the practice, the knowledge taught, the academic tasks and pedagogical action); the curriculum carried out (production of complex effects: cognitive, affective, social, moral, etc., which are reflected in students' learning and affect teachers. Transformations that can occur immediately, in the medium and long term, in the school environment and outside it); and evaluated curriculum (control of knowledge through activities and valued results, that is, verification of learning).

METHODOLOGY

According to Romanowski and Ens (2006, p. 39), state-of-the-art research can mean an important contribution to the constitution of the theoretical field of an area of knowledge, as it seeks to identify the significant contributions between the constitution of pedagogical theory and practice, to point out the restrictions on the field of movement of research, its dissemination gaps, to identify innovative experiences investigated that point to solvable alternatives to the problems that involve the practice and recognize the contributions of research as constituent proposals in the area studied.

The empirical material for analysis were original scientific articles and the selection of journals was initially based on the research carried out by Nascimento (2022), who mapped 39 journals on Physical Education in Brazil. As it is no longer active, one journal was excluded, leaving 38 journals.

The *corpus* was demarcated based on the following inclusion criteria:

- a) Original articles published between the years 2010 and 2022;
- b) Articles that presented "curriculum" in their keywords;
- c) Articles that reference Sacristán.

The recovery of the articles took place from February to May 2023. The period from January 1, 2010 to December 31, 2022 was used as a time frame, using the keyword "curriculum". The time frame is justified by the changes that have occurred in the Brazilian educational system with regard to the curriculum and Physical Education. In relation to Sacristán, it is also considered the verification of the densification of his works in the country, in this period, through the translated works and access to them.

The information was retrieved in two stages: 1) Search with the keyword "curriculum" on the official website of the 38 journals; 2) Internal search in each recovered text to identify the use of the Sacristán reference. After the manual search, the entire process was tabulated in spreadsheets in the Excel software, with cataloguing of the quantitative publications of the 38 journals, in the period from 2010 to 2022 (year by year); tabulation of the original articles of each journal that contemplated the desired keyword and of those that referenced the author.

The inputs used for the tabulation were ISSN, journal name, number of articles from each journal, article title, keywords, article abstract, results and access link, which resulted in a total of 157 articles.

Adopting a last inclusion criterion in the selection of articles in the search for those that referenced Sacristán, the nominal search for the author, "Sacristán", was used at this stage via the location of the name in the article (by means of citation) with confirmation in the references using the magnifying glass tool and/or the shortcut Ctrl + f in the 157 selected articles. In this sample, 33 articles were located with reference to the author. The number of original articles on the curriculum and that reference the author in each journal are shown in Chart 1.

CHART 1: Brazilian Physical Education journals and the number of articles retrieved with the keyword "curriculum" and that reference Sacristán.

MAGAZINES	RECOVERED ARTICLES WITH THE KEYWORD 'CURRICULUM'	RECOVERED ARTICLES WHAT A SACRISTAN REFERENCE
RBCE Training Notebooks	6	1
Journal of Physical Education (Online)	8	2
Motriz Magazine	7	2
Movimento Magazine	32	7

Brazilian Journal of Sports Sciences	21	4
Research Collection in Physical Education	4	0
Connections Magazine	14	1
Licere Magazine	9	3
Motrivivência Magazine	9	2
Thinking Practice Magazine	15	4
Record: sports history magazine	1	0
Brazilian Journal of Physical Activity and Health	1	0
Brazilian Journal of Science and Movement	2	0
Brazilian Journal of Physical Education and Sport	8	3
Corpoconsciência Magazine	4	2
CPAQV Magazine	1	0
Archives in Motion Magazine	8	1
Kinesis Magazine	5	1
Brazilian Journal of Leisure Studies	1	0
Praxia: UEG's online journal of Physical Education	1	0
TOTAL	157	33

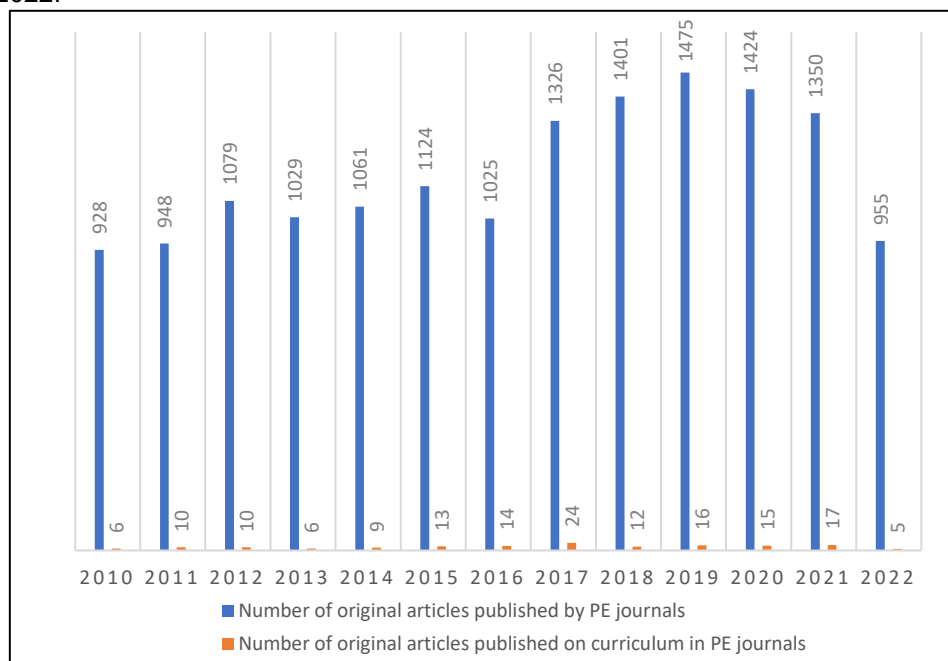
SOURCE: Survey data

The results (33 articles) were analyzed, also adapting to the technique of thematic Content Analysis, suggested by Gomes (2016), which proposes: 1) Comprehensive reading of the set of selected material, in an exhaustive way; 2) Exploration of the material – analysis itself; 3) Interpretative Synthesis.

RESULTS AND DISCUSSION

A characterization of the scientific production involving Physical Education and curriculum is explained here. The study shows the works and references about Sacristán and data that involve the levels of objectification of the development of the curriculum as proposed by the author. Figure 2 presents a comparison between the articles published in Physical Education and the number of articles published about the curriculum by the journals in the period from 2010 to 2022.

FIGURE 2: Comparison between original articles published in journals and publications about the curriculum, from 2010 to 2022.

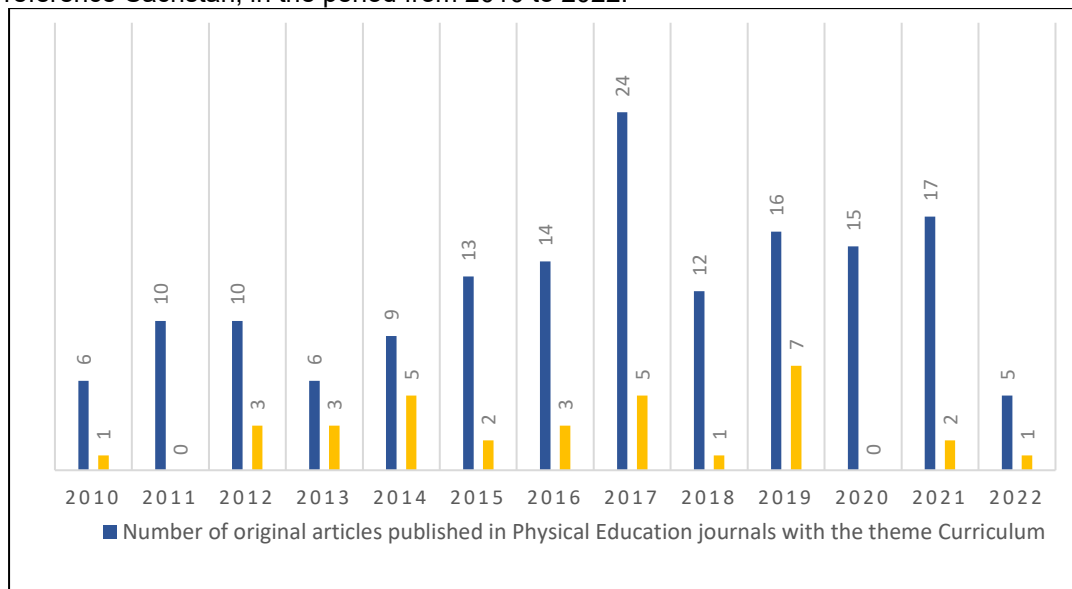


SOURCE: Survey data

As shown in Figure 2, there was an increase in the publication of articles in the period from 2010 to 2019. From the latter to the year 2022, a decrease in the number of publications was noticed. Perhaps this is due to the atypicality that occurred due to the COVID-19 pandemic, limiting the field of research in Physical Education, due to the recommendations regarding social distancing and the reduction in investments for the scientific field.

Figure 3 shows a characterization, considered low, of the publication of original articles with the theme curriculum that reference Sacristán, compared to publications in the period. In the time frame from 2010 to 2022, a total of 15,335 publications of original articles were counted, including in these numbers only 157 articles related to the theme of the curriculum, totaling 1.02%. Figure 3 presents, in detail, the number of original articles published with the theme curriculum and that reference Sacristán in each period analyzed.

FIGURE 3: Quantity of original articles published in Physical Education journals with the theme Curriculum and that reference Sacristán, in the period from 2010 to 2022.



SOURCE: Survey data

An increase in publications with the theme curriculum is noticed from 2014 to 2017, highlighting the last mentioned year, with the record of 24 articles published. There was a significant drop in publications in 2018 and an irregular growth in the years 2019 to 2021. In fact, it could be said that there has been a dissemination on the subject, but not in an expressive way, considering the number of publications.

Also according to figure 3, in the years 2014, 2017 and 2019, the registration of publications with reference to the author was verified, accounted for in 5, 5 and 7, respectively, and the records on references are directly proportional to the increase in publications on the topic of curriculum. In the years 2011 and 2020, no article referencing the author was counted.

The articles were categorized considering the journal of publication, the title, the year, the levels of objectification of the development of the curriculum proposed by Sacristán⁴, including the mapping of works used, number of citations and levels of education, as shown in Chart 2.

⁴ The levels of objectification according to the author are: prescribed curriculum, curriculum presented to teachers, curriculum modeled by teachers, curriculum in action, curriculum accomplished and curriculum evaluated.

TABLE 2: Categorization of articles that reference Sacristán based on journals, year, work and quantity of citation, phase of objectification and development of the curriculum and level of education.

MAGAZINE	AUTHOR	SEXTON			EDUCATION LEVEL
		WORK	QUOTES	OBJECTIFICATION PHASE AND CURRICULUM DEVELOPMENT	
Brazilian Journal of Physical Education and Sport	OLIVEIRA, GUIRADO AND CORREIA (2022)	The Curriculum: A Reflection on Practice (2000)	2	Curriculum in action	Basic Education
	PIZANI et al. (2019)	Knowledge and uncertainties about the curriculum (2013)	2	Curriculum Completed	Higher Education
	CASELLI AND FERRAZ (2017)	The Curriculum: A Reflection on Practice (2008)	3	Curriculum modeled by teachers	Basic Education
Brazilian Journal of Sports Sciences (RBCE)	GENÚ, ABREU E MONTE (2019)	Profession teacher (1995)	1	Prescribed curriculum	Higher Education
	ROCHA E NASCIMENTO (2014)	The Curriculum: A Reflection on Practice (1998)	1	Curriculum Completed	Higher Education
	SOUSA, MOURA AND ANTUNES (2014)	The Curriculum: A Reflection on Practice (1998)	2	Curriculum modeled by teachers	Basic Education
	FRANÇO SO E NEIRA (2014)	Understanding and transforming teaching (2000)	1	Curriculum Completed	Basic Education
Thinking about practice	ALVES AND FIGUEIREDO (2016)	The Curriculum: A Reflection on Practice (1998)	1	Prescribed curriculum Curriculum modeled by teachers	Higher Education
	JARDIM et al. (2014)	Knowledge and uncertainties about the curriculum (2013)	3	Prescribed curriculum Curriculum modeled by teachers	Basic Education
	FIGUEIREDO AND MORAIS (2013)	The Curriculum: A Reflection on Practice (2000)	3	Curriculum Completed	Higher Education

	- CUNHA AND SOUZA JUNIOR (2013)	The Curriculum: A Reflection on Practice (2000)	1	Prescribed curriculum	Basic Education
Movement	CAVALCANTE AND LAZZAROTTI FILHO (2021)	The Curriculum: A Reflection on Practice (2017) Knowledge and uncertainties about the curriculum (2013)	12	Prescribed curriculum	Higher Education
	RESENDE AND LAZZAROTTI FILHO (2019)	The Curriculum: A Reflection on Practice (2000) Understanding and transforming teaching (1998)	14	Prescribed curriculum	Higher Education
	MARANI, SANCHES NETO AND FREIRE (2017)	Knowledge and uncertainties about the curriculum (2013) The Curriculum: A Reflection on Practice (2000)	10	Prescribed curriculum Curriculum modeled by teachers	Basic Education
	RUFINO (2017)	The Curriculum: A Reflection on Practice (2000)	1	Curriculum modeled by teachers Curriculum Completed	Basic Education
	DINIZ AND DARIDO (2015)	The Curriculum: A Reflection on Practice (2000)	2	Curriculum presented to teachers	Basic Education
	SOARES AND BORGES (2012)	The Curriculum: A Reflection on Practice (2000)	5	Prescribed curriculum Curriculum Completed	Higher Education
	QUESTION et.al (2010)	The Curriculum: A Reflection on Practice (1998)	4	Prescribed curriculum	Higher Education

Driving	NUNES, YOUR E SANTOS (2012)	Unstable Powers in Education (1999)	2	Prescribed curriculum Curriculum Completed	Higher Education
	TENÓRIO et.al (2012)	Understanding and transforming teaching (1998)	2	Prescribed curriculum	Basic Education
Driving	ELESBÃO AND CAMARGO (2021)	Knowledge and uncertainties about the curriculum (2013) The Curriculum: A Reflection on Practice (2000)	3	Prescribed curriculum Curriculum modeled by teachers	Basic Education
	MESQUITA JÚNIOR AND THIESEN (2016)	The Curriculum: A Reflection on Practice (2000)	1	Prescribed curriculum Curriculum in action Curriculum Completed	Basic Education
Licere	SANTOS AND RODRIGUES (2019)	The Curriculum: A Reflection on Practice (2000)	3	Prescribed curriculum	Higher Education
	NASCIMENTO, INÁCIO AND LAZZAROTTI FILHO (2019)	The Curriculum: A Reflection on Practice (2000)	7	Prescribed curriculum Curriculum modeled by teachers	Higher Education
	MALDONADO et.al. (2017)	Knowledge and uncertainties about the curriculum (2013) The Curriculum: A Reflection on Practice (2000)	6	Prescribed curriculum	Basic Education
Kinesis	CORRÊA (2013)	The Curriculum: A Reflection on Practice (1998)	1	Prescribed curriculum Curriculum modeled by teachers	Basic Education
Journal of Physical Education (UEM)	Santos at Boljan (2015)	The Curriculum: A Reflection on Practice (2000)	2	Prescribed curriculum Curriculum presented to teachers Curriculum modeled by teachers	Basic Education
		Knowledge and uncertainty	2		

	PIZANI AND BARBOSA-RINALDI (2014)	s about the curriculum (2013) The Curriculum: A Reflection on Practice (2000)		Prescribed curriculum	Higher Education
Body-consciousness	MEDEIROS et.al. (2018)	The Curriculum: A Reflection on Practice (2000) Curriculum and cultural diversity. In Contested Territories (1995)	5	Prescribed curriculum	Basic Education
	MENDES AND GODÓI (2017)	The Curriculum: A Reflection on Practice (2000)	5	Prescribed curriculum Curriculum modeled by teachers	Basic Education
Connections	CALLAI, M.A. and M. E. (2019)	Knowledge and uncertainties about the curriculum (2013)	1	Prescribed curriculum	Basic Education
RBCE Training Notebooks	THE BRACHT (2016)	The Curriculum: A Reflection on Practice (2000)	3	Curriculum in action Curriculum Completed	Basic Education
Moving Files	REIS et. al. (2019)	Awareness and action on practice as professional liberation of teachers. In Profession teacher (1995)	1	Curriculum in action	Basic Education

SOURCE: Survey data

With respect to the phases proposed by the author, the prescribed Curriculum stands out, related to 22 articles. This can be explained by the fact that the Brazilian curriculum policy established in recent years has awakened the importance of studies inherent to the curriculum of the area, on the positioning of Physical Education through issues involving curricular policies and the field of knowledge, as well as the process about the curricular reform that has occurred. Also in the methodological scope, the research in

this curricular phase is based on official documents, which facilitates in a way the operationalization of research with this empirical basis of analysis.

Sacristán (2017) positions the prescribed curriculum as an instrument of curriculum policy, with politics as a conditioning of the educational practical reality that ends up being added to the curricular discourse, that is, it is a decisive ordering field with extremely direct repercussions on the practice, roles and actions of teachers and students. And he complements by stating that:

The curriculum prescribed for the educational system and for teachers, most evident in compulsory education, is its own definition, its contents and other orientations related to the codes that organize it, which obey the determinations that proceed from the fact that it is an object regulated by political and administrative instances [...] In general terms, we could say that curriculum policy is all that decision or conditioning of the contents and practice of curriculum development from the political and administrative decision-making instances, establishing the rules of the game of the curriculum system" (SACRISTÁN, 2017, p. 109).

The Curriculum modeled by the teachers phase had a significant number, related to 11 articles. Such incidence may be related to the role played by the teacher in the area of knowledge. By positioning the curriculum as a practice developed through multiple processes that are intersected with different subsystems or practices, Sacristán (2017) is clear that the teacher is a first-order agent in the consolidation of the process.

The teacher becomes an active agent in the realization of the practice to be developed. Sacristán (2017) states that this idea of mediation, transposed to the analysis of curriculum development in practice, means conceiving the teacher as an effective mediator between the established curriculum and the student, an active agent in curriculum development, a modeler of the contents that are distributed and the codes that structure such contents, thus conditioning all the students' learning. Schulle et. al., (1982) point out that the teacher is the one who, ultimately, decides the aspects to be developed in the class.

The articles reinforce the relevance and role of the teacher in the curriculum modeled by the teachers, since the teacher, in this curricular phase, is the central subject, as he becomes responsible for the translation of this curriculum and this movement goes further. "That is, it is not just a matter of seeing how teachers see and transfer the curriculum to practice, but whether they have the right and obligation to contribute with their own meanings" (GRUNDY, 1987 apud SACRISTÁN, 2017, p.165).

Sacristán (2017) relates curriculum development to the organization of the

educational system by levels and modalities, the control, training, selection and appointment of teachers, as well as social selectivity through the system, equal opportunities, school evaluation, its renewal and pedagogical methods, professional performance and professionalization of teachers, among so many statements that fit in relation to objectification.

For Sacristán (2017), through its praxis, the curriculum is guided by the confluence of practices, which, in order to be developed, are signified in six levels of objectification (already mentioned) and that demarcate and construct the curriculum as a process and a practice carried out in a cultural environment.

The school curriculum does not only involve contents, competencies and skills to be performed, but through these elements it is possible to have the materialization of deep knowledge, experiences, experiences and representations that involve the school community. Finally, Sacristán (2017) understands that the curriculum is deeply linked to cultural and real practices, strongly influencing the processes that involve subjectivities and the construction of identity.

Advancing in the analysis, considering Chart 2, it was noticed that no article investigates the curriculum phase evaluated. This result is similar to those found by Santos and Maximiano (2013), who demonstrated a reduced number of studies related to evaluation in School Physical Education.

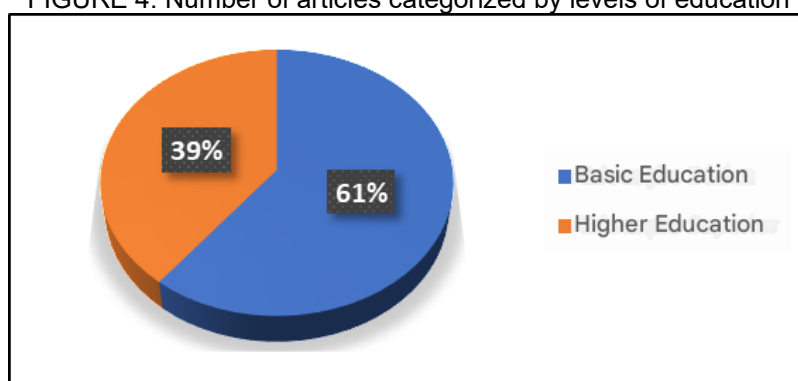
Santos et.al (2018) position the debates that took place in the field of Education regarding the production on evaluation in School Physical Education, with attention to the demands presented by this area, verified by the existing dialogue between Physical Education and scholars in evaluation in general. According to the authors, since the first studies, a concern about the discussion in evaluation in Physical Education has been evidenced, thinking about the specificities of the teaching of this curricular component, but which come up against the difficulty about what is the object of teaching Physical Education.

This indicative of this phase of the curriculum reveals the difficulty of the curricular evaluation that involves the area, considering major curricular changes that have already occurred, with little or no change in the treatment of the meaning of evaluation. Attention is deserved for this context, so that in the future there will be curricular changes. This makes us question how curricular changes in the sense of evaluation have been sustained, if they have been anchored only in the political-administrative subsystem, disregarding the other

subsystems, such as the scientific-cultural creation system.

The work *The Curriculum: A Reflection on Practice* was the most referenced (in 25 of the 33 articles), considering that it is in this work that the author develops his theoretical basis. By the way, it was possible to verify that 3 articles referenced the author in more than 10 citations linked to the mentioned work. In 10 articles, only 1 citation was used, in the conceptual aspect of curriculum. Figure 4 shows the percentage of articles categorized with reference to education levels.

FIGURE 4: Number of articles categorized by levels of education



SOURCE: Survey data

From the figure above, the most investigated level of education concerns Basic Education, with 82% of the total (20 articles). This level comprised Early Childhood Education (3 articles), Elementary Education (5 articles) and High School (2 articles). When Early Childhood Education and Elementary Education were grouped, 4 articles were counted, while 6 articles covered the 3 levels of Basic Education.

It is possible to perceive a greater reference to the author in Basic Education, due to how this movement happens in the school, by understanding the importance of the curriculum, the involvement of the complexity of school learning, since the curriculum is built in a concrete school system and the way it is organized becomes crucial in the educational process.

"From a procedural or practical perspective, the curriculum is an object that is built in the process of configuration, implementation, concretization and expression of certain pedagogical practices and in its own evaluation, as a result of the various interventions that operate in it" (SACRISTÁN, 2017, p.99).

The curriculum is formed by experiences organized and executed in the school environment, which is strengthened around knowledge, supported by social relations and

resulting from the articulation between student experiences and knowledge with historically accumulated knowledge. In addition, it is characterized by a contemplative set in knowledge, school contents, political and social structures that contemplate education.

FINAL CONSIDERATIONS

Based on the study, the issues involving curriculum and Physical Education deserve attention, as it is understood, according to the theoretical basis of Sacristán (2017), that educational systems have been increasingly associated with social and cultural reality. Seeking, understanding, relating mechanisms, implementing possibilities about the curriculum reveals, following the example of the curricular structuring proposed by Sacristán (2017), how curricula have been organized, how teachers have directed their practices and how they have reflected on their professionalization, and also how schools present their organizational capacity. In particular, how Physical Education is inserted in this construction.

When contemplating the curricular elements based on the guiding author of this research, it is noted that the curriculum has a breadth and complexity that involves several contexts, since culture and the social bring meanings, visions, identities in the construction of knowledge and supply the curriculum. The intersection of various practices that dynamize the curriculum, the pedagogical practices that gravitate on it, the theories, conceptions and epistemological perspectives converge to a cultural selection of the curriculum and foster the relationship between culture, curriculum and school practice.

The research pointed out that the number of original articles, using the theoretical basis in Sacristán (2017), is of low reference, considering the publications in Brazilian Physical Education journals. Also as results, the research revealed that the curricula prescribed and modeled by the teachers were the most evidenced in these studies, being linked, for the most part, to Basic Education. There was no research on the curriculum evaluated.

It is important to point out that new studies on evaluation in the curriculum, with projection for Physical Education, need to have a greater density, since educational evaluation (which is a difficulty in the area) is seen as the main regular model, limiting the context of evaluation. We must think about evaluation as a whole, weighing successes and deficiencies, in order to establish improvements in the curriculum and Physical Education. Therefore, the discussion needs to be deepened in future studies.

Finally, the analyses projected in this research reinforce the need to deepen the studies involving Physical Education and the curriculum, due to its importance, as a field of power, theoretical and practical, which involves numerous processes in the educational sphere, expanding the discussions, analyzing the school reality as well as the practices that take place in it. The proposal presented by Sacristán (2017) can be a contributor to the process of transformation and curricular implementation, especially as an intervention in pedagogical practices in Physical Education.

REFERENCES

1. Alves, C. A., & Campos Figueiredo, Z. C. (2016). Repercussões dos discursos dos docentes em um currículo de licenciatura em educação física. *Pensar a Prática*, 19(2), 350-360. Available at: <https://revistas.ufg.br/fef/article/view/37208>. Accessed on May 3, 2023.
2. Apple, M. W. (2005). Repensando ideologia e currículo. In A. F. Moreira & T. T. da Silva (Eds.), *Currículo, cultura e sociedade* (8th ed.). São Paulo: Cortez.
3. Arroyo, M. G. (2013). *Currículo, território em disputa* (5th ed.). Petrópolis, RJ: Vozes.
4. Bolzan, É., & Santos, W. dos. (2015). Proposições didático-pedagógicas e suas projeções para o ensino de educação física. *Revista de Educação Física*, 26(1), 43-57. Available at: <https://periodicos.uem.br/ojs/index.php/RevEducFis/article/view/22741>. Accessed on April 20, 2023.
5. Boscato, J. D., & Darido, S. C. (2017). Currículo e educação física escolar: Análise do estado da arte em periódicos nacionais. *Journal of Physical Education*, 28(1), 1-16. Available at: <https://periodicos.uem.br/ojs/index.php/RevEducFis/article/view/33067>. Accessed on August 22, 2023.
6. Callai, A. N. A., Becker, E. P., & Sawitzki, R. L. (2019). Considerações acerca da Educação Física escolar a partir da BNCC. *Conexões*, 17, 1-16. Available at: <https://periodicos.sbu.unicamp.br/ojs/index.php/conexoes/article/view/8654739>. Accessed on February 17, 2023.
7. Caselli, Á. J., & Ferraz, O. L. (2017). A educação física articulada ao currículo transdisciplinar: Limites e possibilidades. *Revista Brasileira de Educação Física e Esporte*, 31(3), 583-600. Available at: <http://dx.doi.org/10.11606/1807-5509201700030583>. Accessed on May 11, 2023.
8. Cavalcante, F. R., & Lazzarotti Filho, A. (2021). O lazer nos currículos dos cursos de educação física: Diversidades e tendências. *Movimento*, 27, 1-24. Available at: <https://seer.ufrgs.br/index.php/Movimento/article/view/114216>. Accessed on May 12, 2023.
9. Coletivo de Autores. (2012). *Metodologia do ensino de educação física*. São Paulo: Cortez.
10. Corrêa, I. L. de S. (2013). Educação física e currículo: O planejamento curricular nas escolas públicas municipais do bairro Camobi, Santa Maria-RS. *Kinesis*, 9-26. <https://doi.org/10.5902/2316546410368>. Accessed on March 17, 2023.
11. Dewey, J. (1967). *Democracia y educación*. Buenos Aires: Losada.
12. Diniz, I. K. dos S., & Darido, S. C. (2015). Blog educacional e o ensino das danças folclóricas nas aulas de educação física: Aproximações a partir do currículo do estado de São Paulo. *Movimento*, 21(3), 701-716. Available at: <https://seer.ufrgs.br/index.php/Movimento/article/view/53073>. Accessed on April 8, 2023.
13. Elesbão, H., & Camargo, M. C. da S. (2021). Corpo e movimento e o projeto político-pedagógico na educação infantil: Tensões na relação com a BNCC e o RCG. *Motrivivência*, 33(64), 1-21. Available at: <https://periodicos.ufsc.br/index.php/motrivivencia/article/view/79720>. Accessed on March 30, 2023.
14. Figueiredo, Z. C., & Moraes, E. A. L. (2013). Histórias de vida e de aprendizagem da docência de professores de um curso de licenciatura em educação física. *Pensar a Prática*, 16(1), 54-68. Available at: <https://revistas.ufg.br/fef/article/view/15852>. Accessed on February 20, 2023.
15. Fraga, A. B., et al. (2011). Alterações curriculares de uma escola septuagenária: Um estudo sobre as grades dos cursos de formação superior em educação física da ESEF/UFRGS. *Movimento*, 16(5), 61-95. Available at: <https://seer.ufrgs.br/index.php/Movimento/article/view/18232>. Accessed on May 3, 2023.
16. Françoso, S., & Neira, M. G. (2014). Contribuições do legado freireano para o currículo da educação física. *Revista Brasileira de Ciências do Esporte*, 36(2), 531-546. Available at: <https://doi.org/10.1590/S0101-32892014000200017>. Accessed on March 15, 2023.
17. Gomes, R. (2016). Análise e interpretação dos dados de pesquisa qualitativa. In M. C. de S. Minayo, S. F. Deslandes, & R. Gomes (Eds.), *Pesquisa social: Teoria, método e criatividade* (p. 95). Petrópolis, RJ: Vozes.

18. Jardim, N. F. P., et al. (2014). Educação física como componente curricular na educação infantil e nas séries iniciais do ensino fundamental. *Pensar a Prática*, 17(4), 1-14. Available at: <https://revistas.ufg.br/fef/article/view/31250>. Accessed on February 25, 2023.
19. Maldonado, D. T., et al. (2017). A brincadeira e o jogo no currículo da educação física: A concepção apresentada na versão preliminar da base nacional comum curricular. *LICERE – Revista do Programa de Pós-graduação Interdisciplinar em Estudos do Lazer*, 20(4), 152–185. <https://doi.org/10.35699/1981-3171.2017.1730>. Accessed on April 17, 2023.
20. Marani, L., Sanches Neto, L., & Freire, E. dos S. (2017). O currículo da educação física na rede municipal de Barueri: As percepções dos professores. *Movimento*, 23(1), 249–264. Available at: <https://seer.ufrgs.br/index.php/Movimento/article/view/65265>. Accessed on March 23, 2023.
21. Medeiros, T. N., et al. (2018). O esporte no currículo da educação física escolar: Um estudo de revisão bibliográfica nos periódicos da CAPES. *Corpoconsciência*, 22(2), 73–84. Available at: <https://periodicoscientificos.ufmt.br/ojs/index.php/corpoconsciencia/article/view/6377>. Accessed on April 7, 2023.
22. Mendes, D. A., & Godoi, M. R. (2017). A elaboração do currículo da educação física para as escolas municipais de 1997 em Cuiabá: Um estudo exploratório. *Corpoconsciência*, 21(1), 1-11. Available at: <https://periodicoscientificos.ufmt.br/ojs/index.php/corpoconsciencia/article/view/4618>. Accessed on March 29, 2023.
23. Mesquita Júnior, P. F., & Thiesen, J. da S. (2016). Identidade pedagógica e curricular da educação física escolar: Territórios de reconhecimento e legitimidade no Instituto Federal Catarinense. *Motrivivência*, 28(48), 241-264. Available at: <https://periodicos.ufsc.br/index.php/motrivivencia/article/view/2175-8042.2016v28n48p241>. Accessed on May 13, 2023.
24. Nascimento, O. A. dos S., Inácio, H. L. de D., & Lazzarotti Filho, A. (2019). O lazer nos projetos pedagógicos de cursos de licenciatura em educação física no estado de Goiás. *LICERE - Revista do Programa de Pós-graduação Interdisciplinar em Estudos do Lazer*, 22(4), 392–414. Available at: <https://doi.org/10.35699/1981-3171.2019.16275>. Accessed on April 19, 2023.
25. Nascimento, O. A. dos S. (2022). O periodismo científico da educação física brasileira: Agentes, estruturas e disputas no processo de legitimação de um campo [Tese de Doutorado em Educação Física]. Universidade de Brasília, Brasília.
26. Nunes, M. P., Votre, S. J., & Santos, W. dos. (2012). O profissional em educação física no Brasil: Desafios e perspectivas no mundo do trabalho. *Motriz*, 18(2), 280-290. Available at: <https://doi.org/10.1590/S1980-65742012000200008>. Accessed on April 15, 2023.
27. Oliveira, L. R., Guirado, M., & Correia, W. R. (2022). As artes marciais no discurso de professores de educação física escolar: “Nem sempre o currículo dá certo”. *Revista Brasileira de Educação Física e Esporte*, 36, 1-11. Available at: <https://doi.org/10.11606/issn.1981-4690.2022e36185601>. Accessed on March 20, 2023.
28. Perini, R., & Bracht, V. (2016). A prática pedagógica e o currículo praticado pelos professores de educação física na educação infantil de Serra/ES. *Cadernos de Formação RBCE*, 7(2), 31-42. Available at: <http://revista.cbce.org.br/index.php/cadernos>. Accessed on May 11, 2023.
29. Pizani, J., & Barbosa-Rinaldi, I. P. (2014). Organização curricular dos cursos de educação física no Paraná: Características da licenciatura e do bacharelado. *Journal of Physical Education*, 25(1), 95-108. Available at: <https://periodicos.uem.br/ojs/index.php/RevEducFis/article/view/21634>. Accessed on April 16, 2023.
30. Pizani, J., et al. (2019). A produção de conhecimento sobre formação inicial e currículo em educação física no Brasil. *Revista Brasileira de Educação Física e Esporte*, 33(2), 241-254. Available at: <http://dx.doi.org/10.11606/1807-5509201900020241>. Accessed on May 2, 2023.
31. Reis, F. P. G., et al. (2019). Corpo, gênero e sexualidade nas narrativas cotidianas de professoras da educação infantil: Conjecturas sobre currículo, saberes e formação. *Arquivos em Movimento*, 15(1), 6-24. Available at: <https://revistas.uerj.br/index.php/am/article/view/21965/pdf>. Accessed on March 6, 2023.
32. Resende, M. S., & Lazzarotti Filho, A. (2019). O currículo de formação em educação física: Análise das produções científicas. *Movimento*, 25, 1-15. Available at: <https://seer.ufrgs.br/index.php/Movimento/article/view/90369>. Accessed on May 19, 2023.

33. Rocha, J. C. S., & Nascimento, J. V. do. (2014). (Re)investimento na integralidade da formação do licenciado em educação física. *Revista Brasileira de Ciências do Esporte*, 39, 53-62. Available at: <https://doi.org/10.1016/j.rbce.2015.12.010>. Accessed on April 29, 2023.
34. Romanowski, J. P., & Ens, R. T. (2006). As pesquisas denominadas do tipo “estado da arte” em educação. *Revista Diálogo Educacional*, 6(19), 37-50. Available at: http://educa.fcc.org.br/scielo.php?script=sci_issuetoc&pid=1981-416X20060003&lng=en&nrm=iso. Accessed on May 12, 2023.
35. Rufino, L. G. B. (2017). O trabalho docente na perspectiva de professores de educação física: Análise de alguns fatores condicionantes e suas restrições para o desenvolvimento da prática pedagógica. *Movimento*, 23(4), 1257-1270. Available at: <https://seer.ufrgs.br/index.php/Movimento/article/view/66771>. Accessed on March 5, 2023.
36. Sacristán, J. G. (2017). *O currículo* (3rd ed.). Porto Alegre: Penso.
37. Sacristán, J. G. (1998). *Compreender para transformar o ensino* (4th ed.). Porto Alegre: Artmed.
38. Sacristán, J. G. (2013). O que significa o currículo? In J. G. Sacristán (Ed.), *Saberes e incertezas sobre o currículo*. Porto Alegre: Penso.
39. Santos, J. dos, & Rodrigues, C. (2019). O lazer como componente curricular no ensino superior: Uma análise a partir da educação física. *LICERE - Revista do Programa de Pós-graduação Interdisciplinar em Estudos do Lazer*, 22(3), 283-320. <https://doi.org/10.35699/1981-3171.2019.15313>. Accessed on April 21, 2023.
40. Santos, W. dos, et al. (2018). Avaliação em educação física escolar: Trajetória da produção acadêmica em periódicos (1932-2014). *Movimento*, 24(1), 9-22. Available at: <https://seer.ufrgs.br/index.php/Movimento/article/view/63067>. Accessed on August 29, 2023.
41. Santos, W. dos, & Maximiano, F. de L. (2013). Avaliação na educação física escolar: Singularidades e diferenciações de um componente curricular. *Revista Brasileira de Ciências do Esporte*, 35(4), 883-896. Available at: <https://www.scielo.br/j/rbce/a/jxf3jFJ64xbmMwtgQcKZqFn/?format=pdf&lang=pt>. Accessed on April 7, 2023.
42. Schulle, J., et al. (1982). *Teachers as policy brokers in the content of elementary school mathematics*. Michigan: Institute for Research on Teaching.
43. Soares, M. G., Abreu, M., Paiva, C., & Monte, E. D. (2019). Formação de professores e as normativas curriculares em educação física. *Revista Brasileira de Ciências do Esporte*, 42, 1-10. Available at: <https://doi.org/10.1590/rbce.42.2019.140>. Accessed on May 4, 2023.
44. Soares, N. E., & Borges, L. F. F. (2012). A pesquisa na formação inicial dos professores de educação física. *Movimento*, 18(2), 169-186. Available at: <https://seer.ufrgs.br/index.php/Movimento/article/view/23916>. Accessed on May 21, 2023.
45. Sousa, F. C., & Sousa Júnior, M. (2013). O currículo e a educação física na rede estadual de Pernambuco. *Pensar a Prática*, 17(4), 1-19. Available at: <https://revistas.ufg.br/fef/article/view/13003/13756>. Accessed on May 29, 2023.
46. Sousa, C. B. de, Moura, D. L., & Antunes, M. M. (2014). A percepção de professores polivalentes regentes do ensino fundamental sobre a educação física. *Revista Brasileira de Ciências do Esporte*, 38(4), 376-383. Available at: <http://dx.doi.org/10.1016/j.rbce.2016.02.001>. Accessed on May 9, 2023.
47. Tenório, K. M. R., et al. (2012). Propostas curriculares estaduais para educação física: Uma análise do binômio intencionalidade-avaliação. *Motriz*, 18(3), 542-556. Available at: <https://doi.org/10.1590/S1980-65742012000300015>. Accessed on February 20, 2023.