



Realização:



MINISTÉRIO DA EDUCAÇÃO
UNIVERSIDADE FEDERAL DO PIAUÍ – EDITAL 20/2017

EXAME DE PROFICIÊNCIA DE LEITURA EM LÍNGUA ESTRANGEIRA

DATA: 14/01/2018

HORÁRIO: das 8 às 11 horas

CADERNO DE PROVA

Idioma:

INGLÊS

Área de Pesquisa:

(4) LINGUÍSTICA, LETRAS E ARTES

LEIA ATENTAMENTE AS INSTRUÇÕES

- Esta prova é constituída de um texto técnico-científico em língua estrangeira, seguido de 5 (cinco) questões abertas relativas ao texto apresentado.
- É permitido o uso de dicionário impresso, sendo vedados trocas ou empréstimos de materiais durante a realização do Exame.
- As respostas deverão ser redigidas em português e transcritas para a **Folha de Respostas**, utilizando caneta esferográfica com **tinta preta** ou **azul, escrita grossa**.
- A Folha de Respostas** será o único documento válido para correção, não devendo, portanto, conter rasuras.
- Será eliminado o candidato que se identificar em outro espaço além daquele reservado na capa da **Folha de Respostas** e/ou redigir as respostas com lápis grafite (ou lapiseira).
- Nenhum candidato poderá entregar o Caderno de Prova e a Folha de Respostas antes de transcorridos 60 minutos do início do Exame.
- Em nenhuma hipótese haverá substituição da **Folha de Respostas**.
- Ao encerrar a prova, o candidato entregará, obrigatoriamente, ao fiscal da sala, o Caderno de Prova e a Folha de Respostas devidamente assinada no espaço reservado para esse fim.

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"Music is more primal, more specific than ... day-to-day [happenings]. Music is not about what happens to people but about their states of mind and heart when it is happening."

Bernard Holland
New York Times
May 14, 2000

The Impact of the Arts on Learning

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"The ultimate challenge for American education is to place all children on pathways toward success in school and in life. Through engagement with the arts, young people can better begin lifelong journeys of developing their capabilities and contributing to the world around them. 'Champions of Change: The Impact of the Arts on Learning' also shows that the arts can play a vital role in learning how to learn, an essential ability for fostering achievement and growth throughout their lives".

— Richard Riley, Secretary of Education

Introduction

These quotations from Dr. Riley, Secretary of Education, are taken from the introduction to a remarkable report that was issued in October of 1999. This "Champions of Change" document ["COC"] was funded by The GE Fund and The John D. and Catherine T. MacArthur Foundation under the auspices of The Arts Education Partnership and The President's Committee on the Arts and the Humanities.

The COC report is not restricted to music or any single subject within arts education. However, music education forms a major part of arts programs included in this document. It contains the reports of seven major projects in arts education. The present article will first list some of the major findings. After this, we will discuss the results of some of the studies in greater detail.

Overview: The Arts Change the Learning Experience in Special Ways —

- The arts reach students who are not otherwise being reached.
- The arts reach students in ways that they are not otherwise being reached.
- The arts connect students to themselves and each other.
- The arts transform the environment for learning.
- The arts provide learning opportunities for the adults in the lives of young people.
- The arts provide new challenges for those students already considered successful.
- The arts connect learning experiences to the world of real work.
- Enable young people to have direct involvement with the arts and artists.
- Support extended engagement in the artistic process.
- Encourage self-directed learning
- Engage community leaders and resources.

General Competencies — Students in the schools with high arts involvement were superior to students in low arts schools in other important areas.

- Expression: better able to express their thoughts and ideas to teachers and peers and to do so in different ways.
- Risk-taking: they were more willing to take a risk, showing an increased willingness to try new things, use new materials and approaches, even at the risk of failing; more willing to risk expressing their own novel ideas to peers and parents
- Cooperation: they worked better with peers and with teachers
- Synthesis: better at unifying divergent thoughts, feeling and facts

General Conclusivos

We have covered a lot of information, so let's see what conclusions can be drawn. There are several "take home messages" about specific academic performance.

- Students involved in arts education achieve higher levels of performance in "standard" subjects, at all levels — grade school, middle school, high school.
- The positive effects of arts education occurs across many "standard" academic subjects.
- The greater the involvement in the arts, the greater the positive effects.
- Benefits develop across socio-economic levels.

These are impressive findings. They are highly valuable. However, they tell only parts of the story. They tell about final outcomes, as measured by performance on tests of achievement in reading, math and similar subjects. But they do not explain why arts education is beneficial. Nor do they speak to the larger world within which students live on a daily basis, and which they will enter full time after completing their formal education.

Adaptado de: <http://www.musica.uci.edu/mrn/V7I2S00.html>

EM HIPÓTESE ALGUMA, SERÁ CONSIDERADA A RESPOSTA NESTE CADERNO.

Depois de ler o texto, responda as questões a seguir em português.

QUESTÃO 01 - De acordo com o texto e com as palavras do Secretário de Educação, o senhor Richard Riley, qual é um desafio para a educação na América? Em adição, o que é mostrado pelo documento COC?

QUESTÃO 02 - Com base no texto, o relatório em questão, mencionado na Introdução deste estudo, foi emitido em semestre par ou ímpar e quais observações são feitas com relação a esse relatório?

QUESTÃO 03 - De acordo com o texto, na seção sobre as "Visões Gerais", quais são as 4, dentre as 11 apresentadas, que denotam ordem ao comentar como as artes podem mudar as experiências de aprendizado de forma especial?
