

The Representation of Movement in Different Cultural Contexts and Its Didactic Application

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Abstract

The objective of this paper will be to examine the existence of common elements, in different cultural contexts, when representing the movement of objects on a two-dimensional surface. To meet this end we propose, on the one hand, a historical-visual path through the graphic solutions that have been devised for the representation of said movement and, on the other hand, experiences of creation through activities undertaken with children of different ages. These images have not only an aesthetic or formal character but an epistemic one too, since they illustrate the cognitive strategies and methods of translation of a multidimensional, dynamic and complex reality to a plane. In work and classroom activities, we have focused on the representation of the movement of an object, both moving and without displacement (movement in situ). The analysis of these images will allow us to offer examples of the possibilities that its didactic application generates.

Keywords

Art education, Cognitive strategies, Didactic methodologies, Representation movement.