Abstract

The educative curriculum develops over a non homogenous ground that generates all class of resistance in its implementation. Understanding the basics of this will be the beginning in the path to generate a new curriculum dimension. Educational activity in its particularities and the problems originated in the implementation of a curriculum are discussed from the perspective of a strategy of a curriculum as opposed to a rigid plan. The passing through the classroom will leave its track not only on the students, and this is an important part in the acquisition of culture elements and the formation of the subject in his own singularity. The juncture between masification and formal education: influences on the educational process, the evaluation and the educational function. By observing the correlation between educational and social political policies, art and its advantages in the elaboration of flexible projects that can absorb the constant changes at the social level are discussed. Who would have to be involved in developing a new dimension in educative curriculum is a subject to go over. The necessity to clarify the duty of people involved in the educational function is a priority for they are privileged actors for the concretion of education.

Keywords

Education, Curriculum, Strategy, Art, Masification.