

DANCE AS A THEME OF KNOWLEDGE PRODUCTION IN PHYSICAL EDUCATION: A BIBLIOMETRIC ANALYSIS IN BRAZILIAN JOURNALS

*A DANÇA COMO TEMA DA PRODUÇÃO DO CONHECIMENTO EM
EDUCAÇÃO FÍSICA: UMA ANÁLISE BIBLIOMÉTRICA EM PERIÓDICOS
NACIONAIS* 

*LA DANZA COMO TEMA DE PRODUCCIÓN DE CONOCIMIENTO EN
EDUCACIÓN FÍSICA: UN ANÁLISIS BIBLIOMETRICO EN EL PERIÓDICO
NACIONAL* 

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 **Allana Alencar*** <allanaa.alencar@gmail.com>

 **Ana Flávia Backes**** <anafbackes@hotmail.com>

 **Jaqueline da Silva**** <jaqueline_s91@yahoo.com>

 **Gelcemar Oliveira Farias*** <fariasgel@hotmail.com>

 **Rui Resende***** <resende65@gmail.com>

 **Juarez Vieira do Nascimento**** <juarez.nascimento@ufsc.br>

*Universidade do Estado de Santa Catarina (UDESC). Florianópolis, SC, Brasil.

**Universidade Federal de Santa Catarina (UFSC). Florianópolis, SC, Brasil.

***Universidade da Maia (UMAIA). Castêlo da Maia, Maia, Portugal

Abstract: This review study aimed to identify and analyze the publications of Brazilian journals, in the format of scientific articles, on dance as a theme of knowledge production in Physical Education. For such, a search was carried out for the studies published in each volume and issue of the journals from 2010 to 2021. Among the 200 studies investigated, most belonged to the Sociocultural subfield, in which the south-southeast axis stood out in terms of the institutional link of the main authors identified. In the international collaborations, publications with researchers from European Community countries predominated. It was concluded that, although dance is widely rich and there has been an increase in studies relative to the previous decade, it is necessary to add its ballast in the production of knowledge of the field, aiming at even more research that deepens its theoretical framework so as to contribute to its valorization as a legitimate field of knowledge in Physical Education.

Keywords: Dancing. Physical Education. Scientific publication indicators.

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1 INTRODUÇÃO

The review of collective production comprises an important strategy indispensable to the scientific progress and consolidation of a given field of knowledge. Thus, the critical, compilatory, and synthesizing appreciation of the data has proved more feasible through carefully examining the knowledge produced and conveyed, allowing the identification of trends and characteristics of a given field (JOB, 2018; GOMES *et al.*, 2018).

Although the production of knowledge in dance in Physical Education has advanced much relative to publications in Brazilian journals (TREVISAN; SCHWARTZ, 2011; MUGLIA-RODRIGUES; CORREIA, 2013; FERREIRA *et al.*, 2016; FRAGOSO; BRASILEIRO; GEHRES, 2020), its analysis reveals a scenario that insists on neglecting the epistemological and professional potential dance has to offer. Thus, a more legitimate and in-depth appropriation of dance as a field of knowledge and as classical knowledge of Physical Education is necessary (MARQUES, 2003; BRASILEIRO; NASCIMENTO, 2017; FRAGOSO; BRASILEIRO; GEHRES, 2020), namely within the scopes of the training, work, and knowledge production by teachers, researchers, and other professionals of the field.

The emergency of its debate and problematization is also justified by the reduced number and workload of dance courses offered in the curricula of Licentiate and Bachelor's programs in Physical Education (ALENCAR *et al.*, 2022). In addition to the lack of recognition of its numerous dimensions and critical, historical, educational, aesthetic, cultural, and creative possibilities, low percentages are found in the academic-scientific productions of the field, considering the other themes explored by Physical Education (MIRANDA; EHRENBERG, 2017; UGAYA; GALLARDO, 2019; FRAGOSO; BRASILEIRO; GEHRES, 2020).

One aspect to highlight is that efforts have been made to reveal some structuring elements regarding the production of scientific knowledge in dance, specifically in Physical Education. Due to its complexity and comprehensiveness, the field of study about dance presents gaps that still need new directions and discussions by academia (TREVISAN; SCHWARTZ, 2011; FERREIRA *et al.*, 2016). Therefore, the need to elaborate a scientific production that explores the multidimensionality of the dance phenomenon in inter- and multidisciplinary spheres is reinforced, leading to a more significant academic and professional approximation between the protagonists of Dance and Physical Education (MUGLIA-RODRIGUES; CORREIA, 2013; FRAGOSO; BRASILEIRO; GEHRES, 2020). In addition to these, other contributions have presented in their argumentative bulge the discussion about the interactions between scientific production, initial training, teaching knowledge, and Physical Education (SILVA; SCHWARTZ, 2000; BRASILEIRO, 2013; MIRANDA; EHRENBERG, 2017; UGAYA; GALLARDO, 2018).

Despite the importance of the debate about the scientific field, there is a flagrant gap in studies that point to the actual and current panorama of the theme in the field of Physical Education. In this movement of analyzing, reflecting, and problematizing, this article sought to answer the following question: How has the scientific production

in Physical Education in Brazilian journals been thematizing Dance? For such, we opted for the application of quantitative methods in the search for an evaluation of the production of scientific articles, which expresses the central focus of bibliometric analyses and proves to be an excellent tool to get to know the state of the art of a given field of knowledge, in addition to assisting in the verification of aspects related to scientific and technological communication in specific clippings (VANZ; STUMPF, 2010; JOB, 2018). Thus, the present study aimed to identify and analyze the publications of Brazilian journals, in the format of scientific articles, on dance as a theme of knowledge production in Physical Education, published from 2010 to 2021.

2 MÉTODO

This is a systematic review study of a quantitative and exploratory nature, conducted from systematic procedures for searching and selecting studies (VAN TULDER *et al.*, 2003; JOB, 2018), in addition to employing bibliometric indicators, specifically the frequencies and number of publications per year and trends in the field (VANZ; STUMPF, 2010; ANDRADE *et al.*, 2013).

The data on the production of knowledge about dance in Physical Education were extracted from journals edited in Brazil with an open access policy and that were indexed, at least, in the databases Scientific Electronic Library Online (SciELO Brazil) and Latin American and the Caribbean Literature on Health Sciences (LILACS). Hence, the journals consulted for the construction of the database were the following: *Journal of Physical Education (JPhysEduc)*; *Movimento*; *Motrivivência*; *Motriz: Revista de Educação Física*; *Revista Brasileira de Atividade Física e Saúde (RBAFS)*; *Revista Brasileira de Ciências do Esporte (RBCE)*; *Revista Brasileira de Ciência e Movimento (RBCM)*; *Revista Brasileira de Cineantropometria e Desempenho Humano (RBCDH)*; *Revista Brasileira de Educação Física e Esporte (RBEFE)*; *Revista Brasileira de Medicina do Esporte (RBME)*; *Pensar a Prática*.

The search for articles was carried out in each volume and issue of the journals selected and available from 2010 to 2021. In the selection of articles, we sought to identify one or more terms related to the theme in the titles, abstracts, or keywords, namely: *Dança*; *Dançarinos*; *Bailarinos*; *Dança Escolar*; *Dança de Salão*; *Dança Social*; *Dança Clássica*; *Dança Contemporânea*; *Dança Moderna*; *Dança de Rua*; *Danças Urbanas*; *Dança do Ventre*; *Dança Tribal*; *Danças Populares*; *Danças Folclóricas*; *Dança Livre*; *Danças Circulares*; *Forró*; *Samba*; *Bolero*; *Salsa*; *Tango*; *Zouk*; *Zouk Brasileiro*; *Bachata*; *Kizomba*; *Rock*; *West Coast Swing*; *Ballet*; *Jazz*; *Hip-hop*; *Street Dance*; *Stiletto*; or their correspondents in English: *Dance*; *Dancers*; *School Dance*; *Ballroom Dance*; *Social Dance*; *Classical Dance*; *Contemporary Dance*; *Modern Dance*; *Street Dance*; *Urban Dances*; *Belly Dance*; *Tribal Dance*; *Popular Dances*; *Folk Dances*; *Free Dance*; *Circle Dances*; *Forró*; *Samba*; *Bolero*; *Salsa*; *Tango*; *Zouk*; *Brazilian Zouk*; *Bachata*; *Kizomba*; *Rock*; *West Coast Swing*; *Ballet*; *Jazz*; *Hip Hop*; *Street Dance*; *Stiletto*.

As inclusion criteria, all empirical studies/original articles available in full and that thematized, in some way, dance in the field of Physical Education were considered.

Opinion articles and open letters were excluded from the analyses. The initial search resulted in 259 articles, which had their information organized in a Microsoft Excel spreadsheet identifying the journal, year of publication, article title, study objective, subfield of knowledge, primary authors and their respective institutional links, and the regions in Brazil of the institutions. Although the order of authors of a scientific article does not follow a unique rule in Brazil, the *Conselho Nacional de Desenvolvimento Científico e Tecnológico* (CNPq, National Council for Scientific and Technological Development) has considered in the evaluations of bibliographic production the first, second, and last authors. Thus, considering that none of the investigated journals presented editorial requirements dictating the authorship as listed alphabetically, we chose to identify only the first, second, penultimate, and last authors and the corresponding author in the analyses.

The article search and selection procedures were conducted independently by three investigators, and the information was later cross-linked to ensure the data eligibility criteria. Reading the articles in full allowed the researchers to identify that, although one or more terms related to dance were mentioned, there was no consistency with the general objective or specific objectives of the selected articles. In some cases, the term initially identified evaded the discussion, not going into the central debate with the desired depth in the objective of this review. To obtain the necessary consensus in the analyses resulting from this process (GOMES; CAMINHA, 2014), a meeting was held with the three investigators to analyze the discrepancies, which resulted in the exclusion of 59 articles.

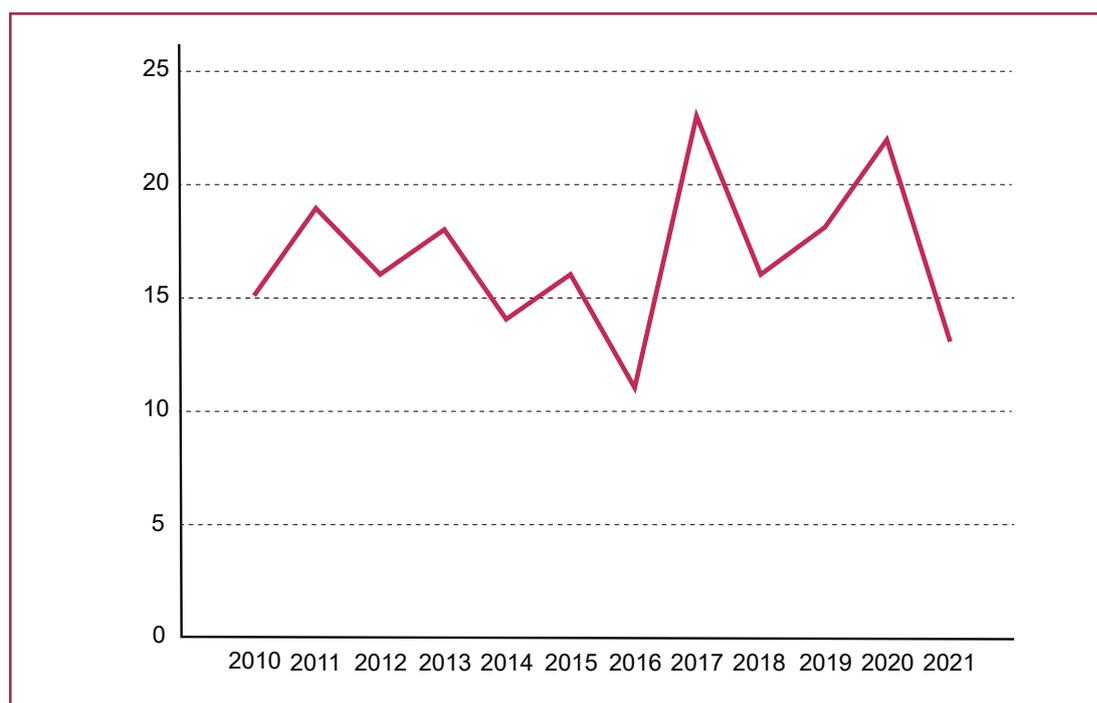
Regarding the classification of the subfields of knowledge in Physical Education, the articles were divided considering the following categories: 1) Pedagogical – characterized by studies focusing on Pedagogy, School Physical Education, Initial or Continuous Training, Professional Development, Cycles, Career or Teaching Identity, Teaching and Learning Process in the different contexts of activity of Physical Education professionals, Curriculum, Content, and Evaluation; 2) Sociocultural – composed of studies focusing on the History, Sociology, Anthropology, Philosophy, Ethics, and Aesthetics of Human Movement, Physical Education, Sport, and Body Practices; 3) Motor Behavior – gathering studies on Motor Control, Motor Learning, Motor Development, and Sports Psychology in Human Movement, Physical Education, Sport, and Body Practices; 4) Physical Activity and Health – encompassing studies focused on the Style or Quality of life, Physical Activity, and Physical Exercise for the general population or groups with special clinical conditions; 5) Biodynamics – marked by studies on Biomechanics, Kinanthropometry, Exercise Biochemistry, and Exercise Physiology. It should be noted that although the respective classification allows locating the preponderant and updated fields and territories in the academic and professional field of Physical Education (LAZZAROTTI FILHO *et al.*, 2012; MUGLIA-RODRIGUES; CORREIA, 2013; CORRÊA *et al.*, 2017), the use of this structure is not consensual, but the result of different epistemological clashes.

3 ANALYSIS AND DISCUSSION OF RESULTS

Consulting the eleven selected journals resulted in 200 articles that thematized Dance in Physical Education and were published from 2010 to 2021. An average of 18 articles per year was observed in the investigated period, ranging from 11 (2016) to 23 (2017) articles (Chart 1). It is possible to observe a significant increase relative to the previous decade, in which Muglia-Rodrigues and Correia (2013) identified the production of 67 (2.84%) articles related to the dance phenomenon/theme.

Although it was not possible to identify factors or studies that could clarify the higher frequency observed in 2017, a second peak with a higher frequency of publications was identified in 2020, reinforcing that scientific dissemination, as a field of knowledge and strategy of action, has been gaining increasing importance in the world. This occurs partly as an intuitive response of scientists to the movements of contemporary society and the need to render scientific knowledge more accessible, but also and mainly due to the understanding of political and economic interests related to scientific evidence, especially in the post-pandemic period (MANSUR *et al.*, 2021).

Chart 1 – Quantitative evolution of dance publications in Physical Education according to the year.



Source: research data (2022).

The results revealed that the journal *Movimento* concentrated the most significant number of articles (23%) published from 2010 to 2021 (Table 1), followed by *Pensar a Prática* (22.5%) and *Motrivivência* (8.5%).

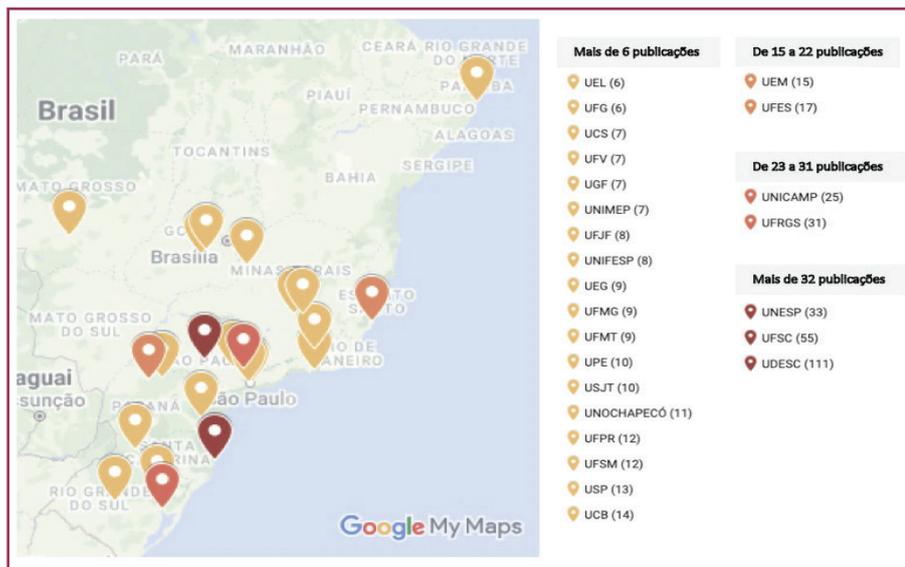
Table 1 – Number of articles published on dance in the investigated journals over the years.

Journals	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	Total	%
Movimento	5	3	3	7	1	4	4	8	2	3	4	2	46	23,0
Pensar a Prática	-	1	5	3	4	6	2	4	5	6	5	4	45	22,5
Motrivivência	-	-	-	1	1	1	-	2	2	3	6	1	17	8,5
Motriz	4	3	3	1	-	-	-	1	2	-	2	-	16	8,5
RBME	2	1	-	1	2	1	1	2	-	1	2	3	16	8,0
RBCM	2	2	1	1	1	1	-	2	2	1	1	-	14	7,0
RBEFE	-	2	-	1	1	1	2	1	2	2	1	-	13	6,5
RBCE	-	3	2	-	1	-	2	1	-	1	-	2	12	6,0
JPhysEduc	-	2	-	2	2	1	-	-	-	1	1	-	9	4,5
RBAFS	1	1	2	-	1	1	-	1	-	-	-	1	8	4,0
RBCDH	1	1	-	1	-	-	-	1	-	-	-	-	4	2,0
Total	15	19	16	18	14	16	11	23	15	18	22	13	200	100

Source: research data (2022).

In this historical series, the journals *Movimento* and *Pensar a Prática* presented close percentages, which may be associated with the invitation formulated for plural and interdisciplinary debate in the production of knowledge pertinent to the academic-scientific field of Physical Education concerning the pedagogical, historical, political, cultural, and philosophical aspects promoted by the journals. However, the prominence of the journal *Movimento* seems to be associated with its recognition in the scientific community, corroborated by the indices related to the impact factor in international reference bases (JCR: 0.523; SJR: 0.264; H5-index: 18). Among the other factors that seem to have favored the more significant demand for publications on the investigated theme in this journal are the open access, the indexing in international reference bases, the possibility of publication in four languages (Portuguese, Spanish, English, and French), and the quarterly periodicity from 2009 to 2018.

Regarding the investigated context, the south and southeast regions of Brazil presented themselves as central axes for the development of research related to the dance theme in the field of Physical Education in the national territory. The predominance of the regions corresponds to the scenario presented regarding the higher education institutions to which the identified authors were linked, considering that, of the three institutions that published more than 32 articles on dance in the investigated period, two are located in the state of Santa Catarina (UDESC and UFSC) and one in the state of São Paulo (UNESP) (Figure 1).

Figure 1 – Main Brazilian institutions in the scenario of scientific publications on the dance theme.

Source: research data (2022). Developed using Google My Maps®

Similar results have been found in review studies with different investigative themes regarding the production of knowledge on dance (MUGLIA-RODRIGUES; CORREIA, 2013; FERREIRA *et al.*, 2016), the body (GOMES *et al.*, 2018), and Physical Education in general (WIGGERS *et al.*, 2015; CORRÊA *et al.*, 2017). This panorama may be associated with the high number of research groups in the sociocultural subfield identified in the south-southeast axis (SCHMITT; BATAGLION; MAZO, 2020), as well as the more significant offer of undergraduate and stricto sensu graduate programs in Physical Education (MANTA *et al.*, 2020). In addition, the literature points to the high number of higher education institutions registered in the southeast region, representing more than half of the share of the Brazilian gross domestic product, which impacts the concentration of research groups in the regions of the country with the highest socioeconomic indices (OLIVEIRA *et al.*, 2015).

In this sense, a total of 112 higher education institutions (81 Brazilian and 31 international) were identified in the publications. The leading Brazilian Higher Education Institutions (HEIs) that have published on the dance theme are shown in Figure 2. When considering the academic organization, it stands out that 25 of the 81 Brazilian HEIs were universities and, as for their administrative nature, 23 were public (92%) and two were private (8%). Of the total, seven Brazilian HEIs presented more than 15 publications, two of them being from the state of Santa Catarina (University of the State of Santa Catarina – UDESC – and Federal University of Santa Catarina – UFSC), two from São Paulo (State University of Campinas – Unicamp – and São Paulo State University – UNESP), one from Paraná (State University of Maringá – UEM), one from Espírito Santo (Federal University of Espírito Santo – UFES), and one from Rio Grande do Sul (Federal University of Rio Grande do Sul – UFRGS). Of the remaining 56 HEIs identified in the studies that composed the sample, 26 (46.4%) published only one study, 16 (28.7%) published two studies, seven (12.5%) published three studies, four (7.1%) published four studies, and three (5.3%) published five studies. Another 15 institutional links were identified involving City Halls (20%),

Departments of Education (26.6%), and public (13.3%) and private (40%) education networks.

Regarding the 31 international HEIs identified, 22 (70.9%) were linked to the publication of only one study, five (16.1%) to two studies, and four (12.9%) to the publication of more than three studies. The University of Porto and the University of Lisbon, both located in Portugal, totaled ten publications, followed by the National Autonomous University of Mexico with five studies and the University of Malaga, in Spain, with three studies, with these being among the leading international higher education institutions involved in the publications on the investigated theme in Brazilian journals (Figure 2).

Figure 2 – Main international institutions in the scenario of scientific publications on the dance theme.



*Universities with only one publication are highlighted in light blue.

Source: research data (2022). Developed using Google My Maps®

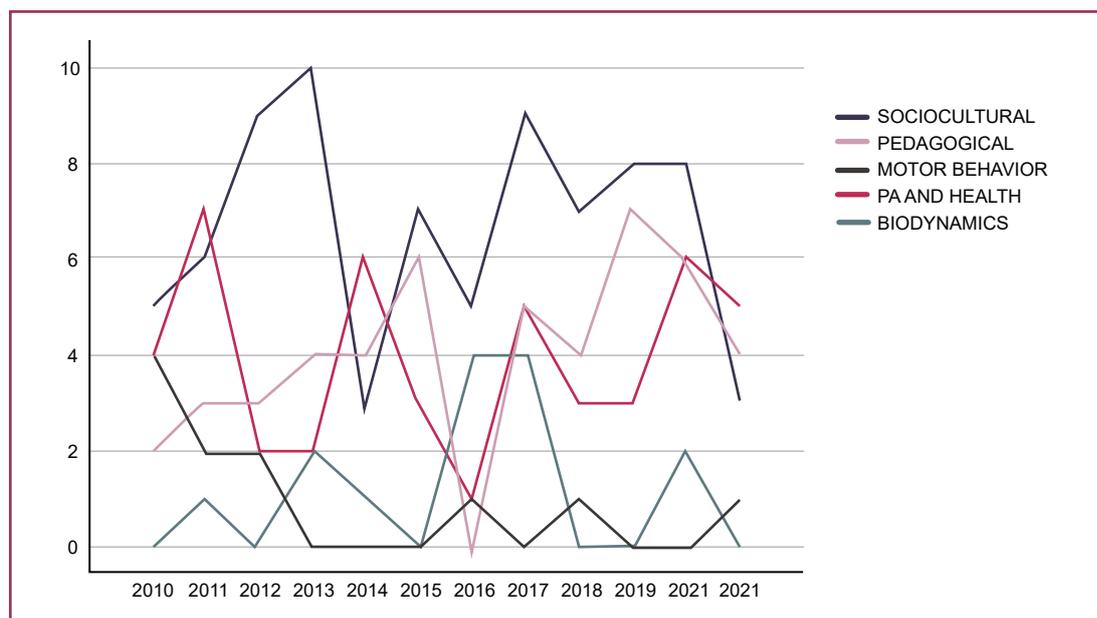
Upon identifying three higher education institutions belonging to the European Community, two in Portugal and one in Spain, it is believed that the reform caused by the Bologna Process may have stimulated the internationalization of educational and research institutions beyond European borders, extending and deepening the relations of their universities with Latin American institutions and systems (SOBRINHO, 2007). In this sense, it should be noted that the prominence of Portugal within the Brazilian scientific context may also occur due to the congruence of the Portuguese language, a fact that enables the connection and development of research and projects with Brazilian dance researchers, teachers, and professionals, as well as the production, submission, and publication of studies in Brazilian journals.

Considering the other review studies in dance (TREVISAN; SCHWARTZ, 2011; MUGLIA-RODRIGUES; CORREIA, 2013; FERREIRA *et al.*, 2016; FRAGOSO; BRASILEIRO; GEHRES, 2020), only that by Ferreira *et al.* (2016) mentioned the participation of foreign researchers in scientific productions in the Brazilian context. Its analysis also revealed an institutional link from Portugal, yet considering only the data on the first authors, unlike the present study, which investigated the institutional link of the primary authors of a publication. Knowing that cooperation in scientific production between Brazilian and international institutions favors the expansion of different reflexive fields, enables new dialogues, considers new ways to solve problems, and assists in the sharing of knowledge, solutions, and experiences, we emphasize

that the effort to develop studies between research groups of different nationalities enriches and strengthens internationalization in scientific production in dance.

Regarding the frequency of production on dance according to the year and its subfields, most of the studies belonged to the Sociocultural subfield (40%), followed by the Pedagogical (24%), Physical Activity and Health (23.5%), Biodynamics (7%), and Motor Behavior (5.5%) subfields. When considering the frequency of publications over the years (Chart 2), one may observe that the Sociocultural subfield obtained the highest number of publications in 2013 (12.5%) with ten studies, the Pedagogical subfield in 2019 (14.5%) with seven studies, and the Physical Activity and Health subfield in 2011(23.4%) with seven studies.

Chart 2 – Quantitative evolution of dance publications in Physical Education according to the subfields.



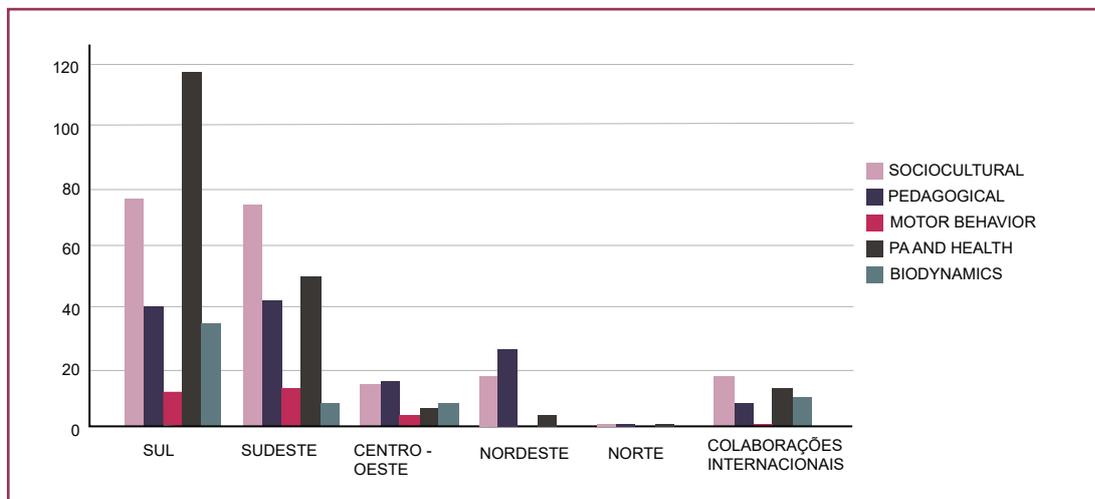
Source: research data (2022).

The high concentration of studies on dance in the Sociocultural and Pedagogical subfields was also verified in a previous study (MUGLIA-RODRIGUES; CORREIA, 2013) and is justified by the multidimensionality of the phenomenon, which raises an expanded look from the historical, sociological, anthropological, aesthetic, economic, and semiotic dimensions, among others. The curricular changes resulting from the regulatory mark of 1987, in which the socio-philosophical aspects gained notoriety in the field of Physical Education (CORRÊA *et al.*, 2017), seem to reflect on the panorama of research on dance in the Brazilian context, leading to an increase in publications in the Sociocultural and Pedagogical subfields and a decrease or stability of studies in the subfields of Physical Activity and Health, Motor Behavior, and Biodynamics.

Regarding the distribution of these productions relative to the regional link of the researchers and the subfields of knowledge (Chart 3), it was possible to observe that the south-southeast axis presented the highest number of publications, with prominence in the south region for the Physical Activity and Health subfield (19.2%), followed by the Sociocultural subfield (12.4%). The opposite occurred in the southeast

region, with the highest concentration of studies in the Sociocultural subfield (37.2%), followed by the Physical Activity and Health subfield (8.1%).

Chart 3 – Distribution of publications on dance from 2010 to 2021 according to the regional link of researchers related to the subfield of knowledge.



Source: research data (2022).

The considerable production of knowledge in dance from the Sociocultural subfield follows the paradigmatic transformations in the field of Physical Education with the expansion of research lines and groups in the field of Human and Social Sciences in Graduate Programs, recorded primarily in the south-southeast regions, as well as the migration movement of Physical Education researchers to other fields of knowledge (HALLAL; MELO, 2017). In the case of dance, this panorama is expanded by its connection with the themes pertinent to Education and Art (FRAGOSO; BRASILEIRO; GEHRES, 2020). In turn, the predominance of studies in the southern region related to the subfield of Physical Activity and Health may be justified by the number of groups and lines of research linked to Graduate Programs in Physical Education with emphasis on Health Sciences (MANTA *et al.*, 2020). In addition, these results may be related to the authors who presented the most significant number of articles identified in this review and investigated dance from health indicators.

Regarding the 716 keywords presented in the scientific publications of the investigated theme (Figure 3), it was found that the most mentioned in the studies were “*Dança*” (Dance, 19.9%), “*Educação Física*” (Physical Education, 4.8%), “*Cultura*” (Culture, 1.9%), “*Pessoas com deficiência*” (People with disability, 1.6%), “*Corpo*” (Body, 1.5%), and “*Saúde*” (Health, 1.3%). Other keywords such as “*Imagem Corporal*” (Body Image) and “*Transtornos Alimentares*” (Eating Disorders) appear in the sequence (1.2%), followed by the words “*Movimento*” (Movement), “*Ensino*” (Teaching), “*Educação*” (Education), “*Ballet Clássico*” (Classical Ballet), and “*Exercício Físico*” (Physical Exercise) (1.1%).

Figure 3 – Keywords presented in scientific publications on the dance theme.



Source: research data (2022).

Although not statistically analyzed from the subfields of knowledge, when considered from this logic, it was observed that the keywords identified most frequently seem to approach the subfield of Physical Activity and Health, especially if we consider that, of the 12 words evidenced, six push us to this association [*corpo* (body); *saúde* (health); *imagem corporal* (body image); *transtornos alimentares* (eating disorders); *movimento* (movement); *exercício físico* (physical exercise)]. However, it is also important to highlight that, regarding the keywords presented in scientific publications on the dance theme, the words “*ensino*” (teaching) and “*educação*” (education) appeared with a lower percentage compared to the others, just as the words “*escola*” (school), “*educação física escolar*” (school physical education), and “*currículo*” (curriculum), among others that could corroborate the Sociocultural and Pedagogical subfields. Despite the efforts made regarding the debate on dance as a legitimate field of knowledge in Physical Education, the low concern regarding the understanding of its structure, significance, value, and importance in general educational terms contribute to it being an emerging problem concerning teaching and understanding (BRASILEIRO; NASCIMENTO FILHO, 2017; ALENCAR *et al.*, 2022).

4 FINAL CONSIDERATIONS

The analysis of the scientific production on dance in Brazilian journals allowed us to verify that, although the production frequency fluctuated over the years from 2010 to 2021, there was an increase compared to the previous decade, considering the 200 articles identified in the eleven journals selected for this review.

Concerning its subfields, most of the studies belonged to the Sociocultural subfield, and, regarding the journal, the journal *Movimento* predominated in publications on the theme. As for the investigated context, the south and southeast regions of Brazil were presented as central axes for the development of the scientific publications. In addition, there was a more significant number of international publications coming from Portugal within the Brazilian scientific context in the scientific production of dance.

From the present work, a diagnostic panorama was obtained of the scenario of publications on dance in the journals edited in Brazil in the field of Physical Education, having thus achieved the proposed objective of the study. However, in addition to the diagnostic profile, this study allowed the identification of the needs of the field for a redirection of new scientific paths.

In this sense, it is suggested that future studies seek to contribute to investigative themes of dance in educational terms, especially related to aspects of teaching and understanding, considering the low percentage of keywords of this nature identified in this review. The continuation of this study is necessary to deepen from a qualitative analysis, in which case it is proposed, assuming the same documentary corpus, to bet on a more interpretative analysis of this production.

Although this study focused exclusively on journals in Physical Education, it also highlights the importance of studies produced and published in specific journals in Dance, Art, and education. The production of knowledge of this theme in different fields expands its possibilities and reaffirms its significance, contributing to the reflection, problematization, and qualification of the training in the different fields concerning the development and teaching of dance in Brazil.

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Resumo: O objetivo deste estudo de revisão foi identificar e analisar as publicações de periódicos nacionais, no formato de artigos científicos, sobre a dança enquanto tema da produção do conhecimento em Educação Física. Para tanto, realizou-se uma busca dos estudos publicados em cada volume e número dos periódicos no período de 2010 a 2021. Dentre os 200 estudos investigados, a maior parte pertencia à subárea Sociocultural, na qual o eixo sul-sudeste obteve destaque quanto ao vínculo institucional dos principais autores identificados. Nas colaborações internacionais predominaram as publicações com pesquisadores de países da Comunidade Europeia. Conclui-se que, embora a dança seja amplamente rica e haja um aumento de estudos em relação ao decênio anterior, é necessário acrescer seu lastro na produção de conhecimento da área, visando ainda mais pesquisas que aprofundem seu arcabouço teórico, a fim de contribuir para a valorização desta enquanto área de conhecimento legítimo da Educação Física.

Palavras-chave: Dança. Educação Física. Indicadores de produção científica.

Resumen: Este estudio de revisión tuvo como objetivo identificar y analizar las publicaciones de revistas nacionales, en forma de artículos científicos, sobre la danza como tema de producción de conocimiento en Educación Física. Para ello, se realizó una búsqueda de estudios publicados en cada volumen y número de revistas en el período de 2010 a 2021. Entre los 200 estudios investigados, la mayoría pertenecía a la subárea Sociocultural, en la que se destacó el eje sur-sureste en términos de vinculación institucional de los principales autores identificados. También se identificó la cooperación internacional con los países de la Comunidad Europea. Concluimos que, si bien la danza es inmensamente rica y hay un aumento de estudios en relación a la década anterior, es necesario incrementar su lastre en la producción de conocimiento en el área, apuntando aún más a investigaciones que profundicen su marco teórico, con el fin de contribuir a la valorización de esta como área legítima del conocimiento de la Educación Física.

Palabras clave: Baile. Educación Física. Indicadores de producción científica.

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CONFLICT OF INTERESTS

The authors declared that there is no conflict of interest in this work.

AUTHORAL CONTRIBUTIONS

Allana Alencar: Responsible for contributing substantially to the conception and design of the study, analysis, interpretation, and discussion of data, writing, formatting the article, and approving the submitted version.

Ana Flávia Backes: Responsible for contributing to the analysis, interpretation, discussion of data, formatting of the article, and approval of the proposed version.

Jaqueline da Silva: Responsible for contributing to the analysis, interpretation, and discussion of data.

Rui Resende: Responsible for contributing to the conception and design of the study, interpretation, and approval of the sent version.

Gelcemar Oliveira Farias: Responsible for contributing to the conception and design of the study, analysis, interpretation, publication, and approval of the proposed version.

Juarez Vieira do Nascimento: Responsible for contributing to the conception and design of the study, interpretation, publication, and approval of the submitted version.

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RESPONSABILIDADE EDITORIAL

Alex Branco Fraga*, Elisandro Schultz Wittizorecki*, Mauro Myskiw*, Raquel da Silveira*

*Universidade Federal do Rio Grande do Sul, Escola de Educação Física, Fisioterapia e Dança, Porto Alegre, RS, Brazil.