



PROFESSORSHIP  
WORKBOOK

# EDUCATIONAL PROGRAM

YEAR 2015-2016

PROGRAM FOR 8<sup>TH</sup> GRADE

‘The mountain’s eyes’

‘10 arts movements you should know’



## PURPOSES

In accordance with Decreto Foral 25/2007, 19th of March, this educational program intends to improve the development of the learner's perceptive, expressive and aesthetic abilities of the theoretical and practical knowledge of visual languages, in order to understand the reality, increasingly set as a world of pictures and objects that are perceptible through sensorial stimuli of touch-sensitive and visual character. At the same time, this program aims to boost the development of imagination, creativity, and emotional intelligence, to encourage critical reasoning before the artistic reality, whether visual or social, to give the skills necessary for using expressive means, and to predispose the pupils to enjoy the natural, social and cultural environment.

The program also aims to knowing how to see in order to understand, and knowing how to do in order to express oneself, together with the finality of communicating, producing, creating and knowing better the reality and oneself to change it and change oneself; in the end, to humanize the reality.

# OBJECTIVES

Although many of the goals drawn up for this step are worked in a transversal way, we specifically focus on the following ones, which figure in the above-mentioned Decreto Foral 25/2007.

- 1) To analyze, sense, understand and interpret in a critical way the images of the natural and cultural environment and to be sensitive to their artistic, aesthetic and functional characteristics.
- 2) To enjoy cultural and aesthetic values, by identifying, interpreting and assessing its contents; understanding it as part of the cultural diversity, aiding its respect, conservation and enhancement.
- 3) To understand the relationships between artistic and visual language and others languages, and to choose the more adequate way of expression, depending the needs of the communication.
- 4) To express themselves in a creative way thanks to the tools of artistic and visual language and to know how to relate them with other area of knowledge.
- 5) To use the artistic language in order to represent emotions and feelings, experiences and ideas, which help communication, critical reflection and respect between people.
- 6) To use various artistic and visual techniques together with information technologies and communication in order to use it in their own creations.
- 7) To represent bodies and simple spaces through the use of perspective, proportions, qualities of surface's representation and detail so they can be efficient for communication.
- 8) To plan and think (in an individual and cooperative way) about the process of realization of an object with previously set objectives and review and assess after each phase the state of one's achievement.
- 9) To relate to other people by participating in activities in groups with flexibility and responsibility and encouraging dialogue, collaboration and communication.

And other objectives:

- To maintain and convey to the pupils a behavior of respect and trust in a tolerant welcoming and non-discriminatory way
- To help the pupils socializing
- To foster their observation, focus, perception, intelligence, memory, imagination, creativity, capacity of surprise, discovery, ingenuity, etc.
- To provide human and artistic values
- To foster care, order, and cleanliness

## SKILLS

- Linguistic communication
- Mathematical competence
- Competence in the knowledge and interaction with the physical world
- Be able to process informations and digital skills
- Social competence and citizenship
- Cultural and artistic competence
- Be able to learn how to learn
- Autonomy and personal initiative
- Learn how to think





# CONTENTS

## **1st block. Common content.**

- Acquisition of the linguistic skills that are necessary to : understand oral and written texts, to know a specific vocabulary and to use oral and written expression properly, etc.

## **2nd block. Observation.**

- Visual perception.
- Visual language and communication. Purpose: informative, communicative, expressive and aesthetic.
- Representative picture and symbolic picture.
- Exploitation of the possible meanings of a picture, depending on its expressive and referential context and description of the ways of expression.
- Valuation of the picture as a means of expression.
- Interest in systematic observation.

## **3rd block. Experimentation and discovery.**

- Composing with the conceptual elements of visual language as means of description and expression, keeping in mind at the same time concepts as balance, proportion and rhythm.
- Experimenting and exploring elements that compose shapes and images (shape, color, texture, dimension, etc.)
- Discovering and representing both objectively and subjectively the shapes (location, situation, rhythms, chiaroscuros, imagination, fantasy, etc.)
- Using basic geometrical knowledge as systems of representation for descriptive purposes.
- Increasing awareness of visual variations resulting from changes of light.
- Building of three-dimensional shapes according to an idea or an objective with a variety of materials.
- Interest in looking for new solutions.



#### **4th block. Audiovisual environment and multimedia.**

- Identifying artistic and visual languages in press, advertisements and television.
- Studying and experimenting, thanks to the specific methods of photography, video, cinema, in order to produce visual messages.
- Experimenting and using information resources and new technologies for the search and creation of artistic pictures.
- Having a critical attitude towards the consumption needs created by advertisements and rejecting the elements that imply sexual, social or racial discrimination.
- Appreciating and assessing the role of image in our times.

#### **5th block. Expression and creation**

- Experimenting and using techniques depending on the expressive and descriptive intention.
- Writing down notes, drawing sketches and layouts during all the stages of creation (from the initial idea to the elaboration of shapes and images) that will make the auto-reflection, the auto-assessing and the assessing easier.
- Create collectively some artistic productions.
- Representing individually some ideas (according to some objectives), using artistic and visual language and showing initiative, creativity and imagination.
- Being responsible in the development of the art work or of the activity itself (individual or collective).

#### **6th block. Readability and valuation of artistic influences.**

- Reading images thanks to visual, conceptual and relational elements. Establishing the messages and functions of the specific cultural heritage and being able to detect the similarities and differences with other societies and cultures.
- Determining the artistic and aesthetic values that are emphasized in a particular work (personal, social, artistic or symbolic factors)
- Differentiating the variability of styles and tendencies of visual arts by valuing, respecting and enjoy the historic and cultural heritage.
- Realizing sketches and summarizing some art works in order to highlight the outstanding values.
- Having a tolerant and respectful attitude toward other art works.



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Cofre de Perote, Sierra de la Malinche, Pánuco

## 1<sup>st</sup> PROGRAM

# THE MOUNTAIN'S EYES

**Timing:** September - October, 2015

### Activities:

**Pre-visit** in the educational center: explanation of the Museum, its rules, and introduction to mountain pictures.

**Visit:** Visit of the exhibition.

Creative activity about what was experimented during the exhibition: the mountain, the geographic issues, the sport, the mountain's natural environment. The mountain's values.

Artistic and collective production about the mountain.

**Post-visit:** The productions are assessed; there is a debate about what was said during the exhibition, questions-answers.

### Languages:

Spanish and Basque.

## 2<sup>nd</sup> PROGRAM

# 10 ARTS MOVEMENTS YOU SHOULD KNOW

**Timing:** September – June, 2015

### Activities:

**Pre-visit** in the educational center: introduction of the painting El mosquetero, the pupils are also told about the rules of the Museum and invited to visit it.

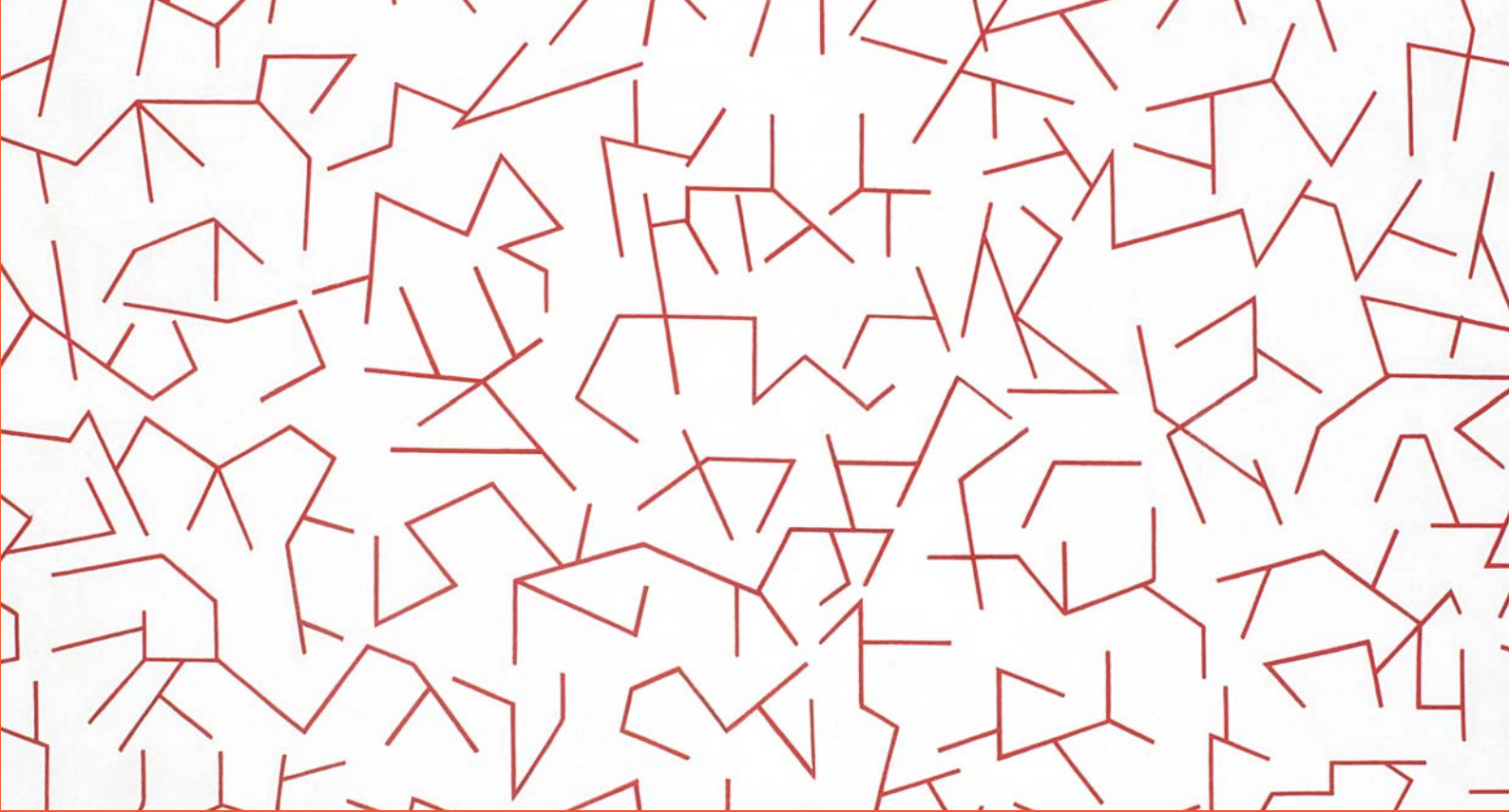
**Visit:** exhibition

They are given the sheets of the magnetic paintings-puzzles and are told about some artistic movements. They go to the different rooms of the exhibition and we explain what the exhibition is about and some of the artistic styles it implies.

The pupils go back to the workshop and do the magnetic puzzles. They gather on groups of 2 or 3 and explain to one another. There is also an artistic activity about everyone's sheet.

They have to write a history about what the painting they did suggests them. They will hand it over during the post-visit.

**Post-visit** They hand their stories and work over, they read the stories, we answer their questions and thank them for coming.



## Evaluation:

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It will be conducted by direct observation, in accordance with the following criteria:

- Taking part in the activities.
- Expressing and being able to communicate through various artistic languages.
- The pupils' productions, according to the criteria of evaluation of the syllabus.
- Interdisciplinary vision, through the involvement of the pupils in their productions.
- Teamwork.

## Languages:

Spanish, English and Basque.



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