

secundaria

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PROFESSORSHIP
WORKBOOK

EDUCATIONAL PROGRAM

YEAR 2015-2016

PROGRAM FOR 11TH GRADE

‘The black forest’

‘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.

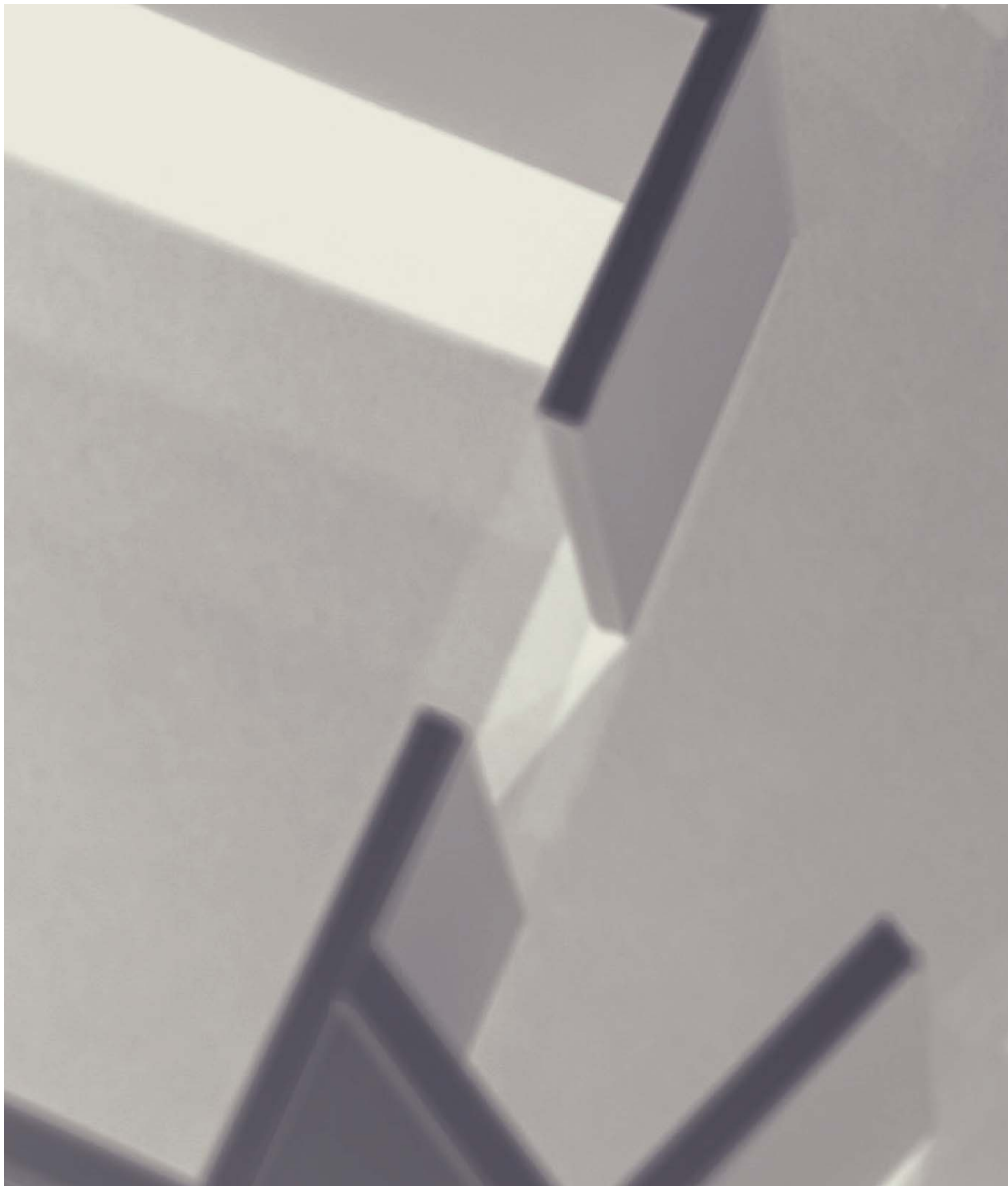
- 1] To analyze, sense, understand and interpret in a critical way the images of the natural and cultural environment and to be sensitive to their artistic, aesthetic and functional characteristics.
- 2] To enjoy cultural and aesthetic values, by identifying, interpreting and assessing its contents; 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.

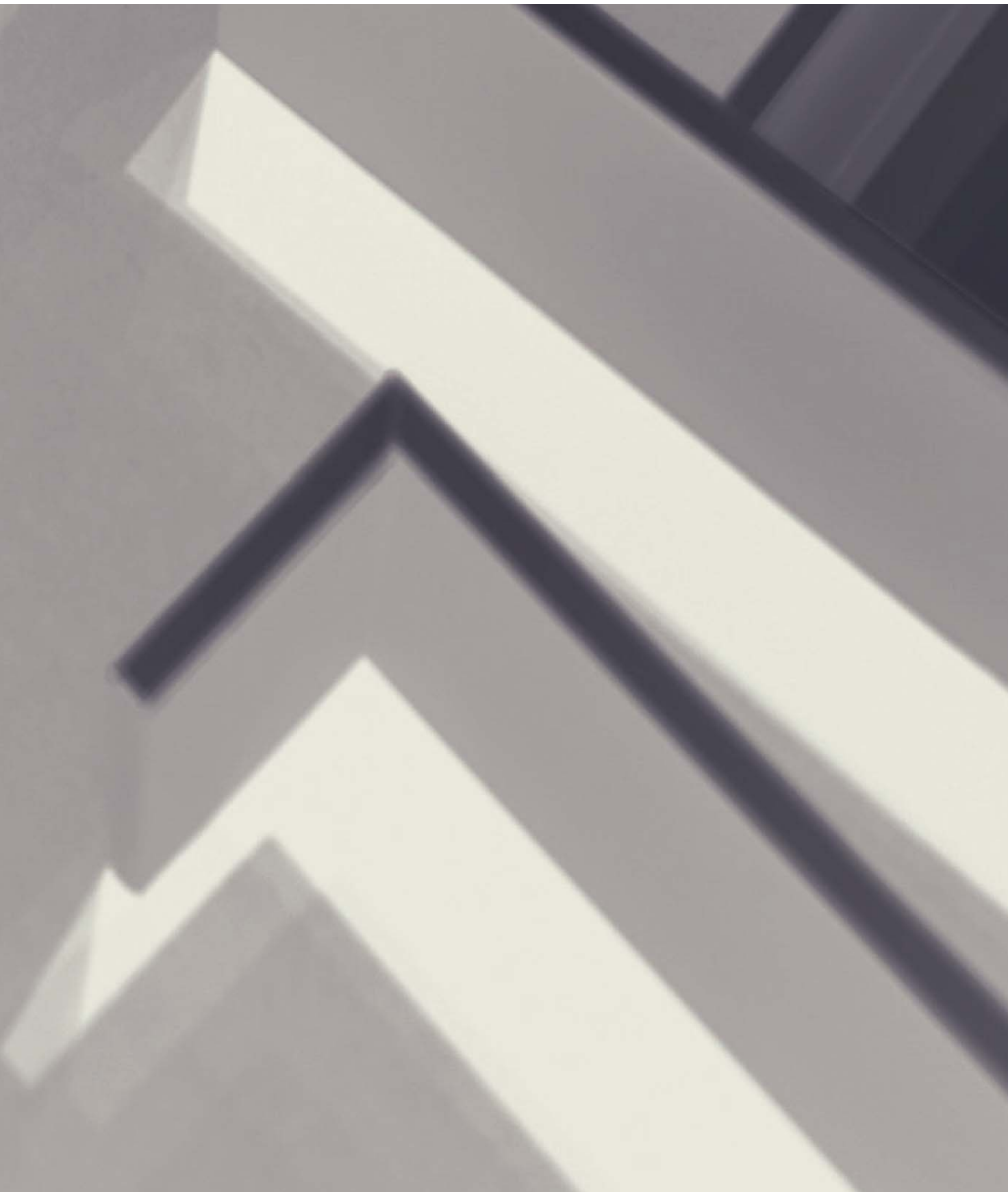
And other objectives :

- 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 information 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._ Artistic creation: common processes

- Realizing and following the different phases of creation: sketch, outline (project), final presentation (miniature) and evaluation (auto-reflection, auto-evaluation and collective evaluation of the process and the final result).
- Using information and communication technologies in personal productions.
- Elaborating artistic project in groups.
- Having their own representation of ideas (according to some objectives), using the visual and artistic language and showing initiative, creativity and imagination.
- Showing interest in investigating and being determinate in the work.
- Showing self-motivation to surpassing oneself in their own creations.
- Acquiring the required linguistic skills in order to control the area: comprehension of written and oral texts, knowledge of the specific vocabulary, correct use of oral and written expression, etc.

2ng block._ Visual and artistic expression

- Techniques of graphic and artistic expression: artistic drawing, volume and painting.
- Engraving and reprography: techniques
- Realization of experiences and experiments with diverse materials.
- Acknowledgement and reading of images from different artistic periods.
- Interest in looking for materials, supports, techniques and tools to achieve a concrete result.

3rd block._ Graphic art and design

- Functional and aesthetic values of applied arts: basic knowledge of design.
- Techniques of graphic and artistic expression applied to design.
- Syntax of the visual languages of design (graphic, interior design, styles...) and advertising.
- Acknowledge and reading of images of design and advertising.

4rd block._ Sound and image.

- Techniques of graphic and artistic expression applied to animation and interactivity.
- Acknowledge and reading of images, videos and multimedia.
- Syntax of cinema and video languages.
- Application of animated images, multimedia.

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5th block._ Shapes: objective description

- Techniques of graphic and artistic expression: objective description of shapes.
- Representational systems: application environments.
- Normalization.
- Acknowledge and reading of two-dimensional architectural works, city planning, objects and technical devices.



1st PROGRAM

THE BLACK FOREST

(FROM THE TAPIES'S CUBE TO THE MANGLANO-OVALLE'S)

Timing: September - October, 2015

Activities

Pre-visit: in the educative centre: will be exhibited: Tapies's cube and the Manglano-Ovalle's. The pupils will be told about the Cube, the wood, the deforestation, outside-inside, to look, to imagine, etc. Open questions will be asked so they can keep being interrogatives.

Visit: Visit to the exhibition (Tapies and Manglano-Ovalle)

The pupils have to write down what cubes, Japan, architecture, home and deforestation suggest to them.

Construction of a miniature, a cube or any art work.

Post-visit: The cubes' artworks are valued, and there will be a debate about what intended the exhibition.

Methodology: Interdisciplinary working draft. Experiential education: playful, active, participative and cooperative.

Evaluation

The evaluation will be done by direct observation, especially about:

- The involvement in the activities
- The communication and expression through the different artistic languages
- The products generated by the pupil, in accordance with the evaluation standards of the different areas of the program.
- Interdisciplinary vision, through its integration in the products generated by the student.
- Team-work.

2nd 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.

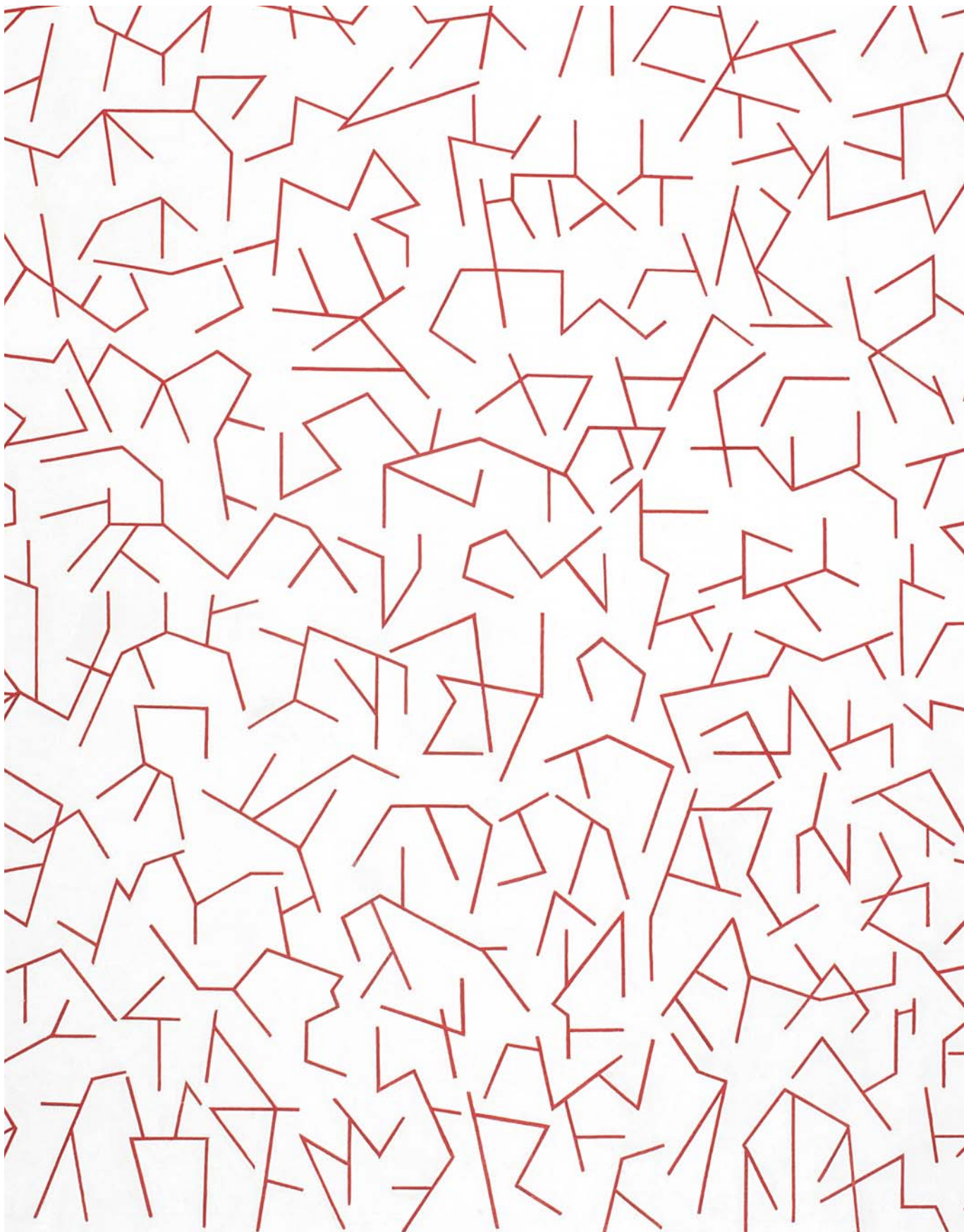
Evaluation:

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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