



PROFESSORSHIP  
WORKBOOK

# EDUCATIONAL PROGRAM

YEAR 2015-2016

FIRST YEAR OF HIGH SCHOOL PROGRAM

‘The black forest’

*(From the Tapies’s cube to the Manglano-Ovalle’s)*

‘From Altamira to Rothko’

●●● Museo Universidad de Navarra



# PURPOSES

In accordance with Decreto Foral 49/2008, the 12th of May, this educative program intends to help:

- To provide apprenticeship, intellectual and human maturity, expertise and abilities to students that permits them to enhance their social function and join the active life with responsibility and skills.
- To develop the student's personality by encouraging the comprehension capacity of the context and the apprenticeship of the expertise that are needed for the expertise of materials, methods and techniques essential to guarantee the correct expression of the visual mind and his own sensitivity.
- To foster the development of the student's artistic sensitivity and creativity, by joining in the artwork expressive intentions of subjective notions and providing procedural resources that contributes not only to a special formation but also to the general improving of the individual.
- To create their own assessment standards in the area of art.
- To boost the development of critical reasoning in front of artistic, visual and social reality. This program aids to know how to see in order to understand and how to create in order to express oneself, together with the purpose of communicating, producing, creating, and better-knowing the reality and oneself.

# OBJECTIVES

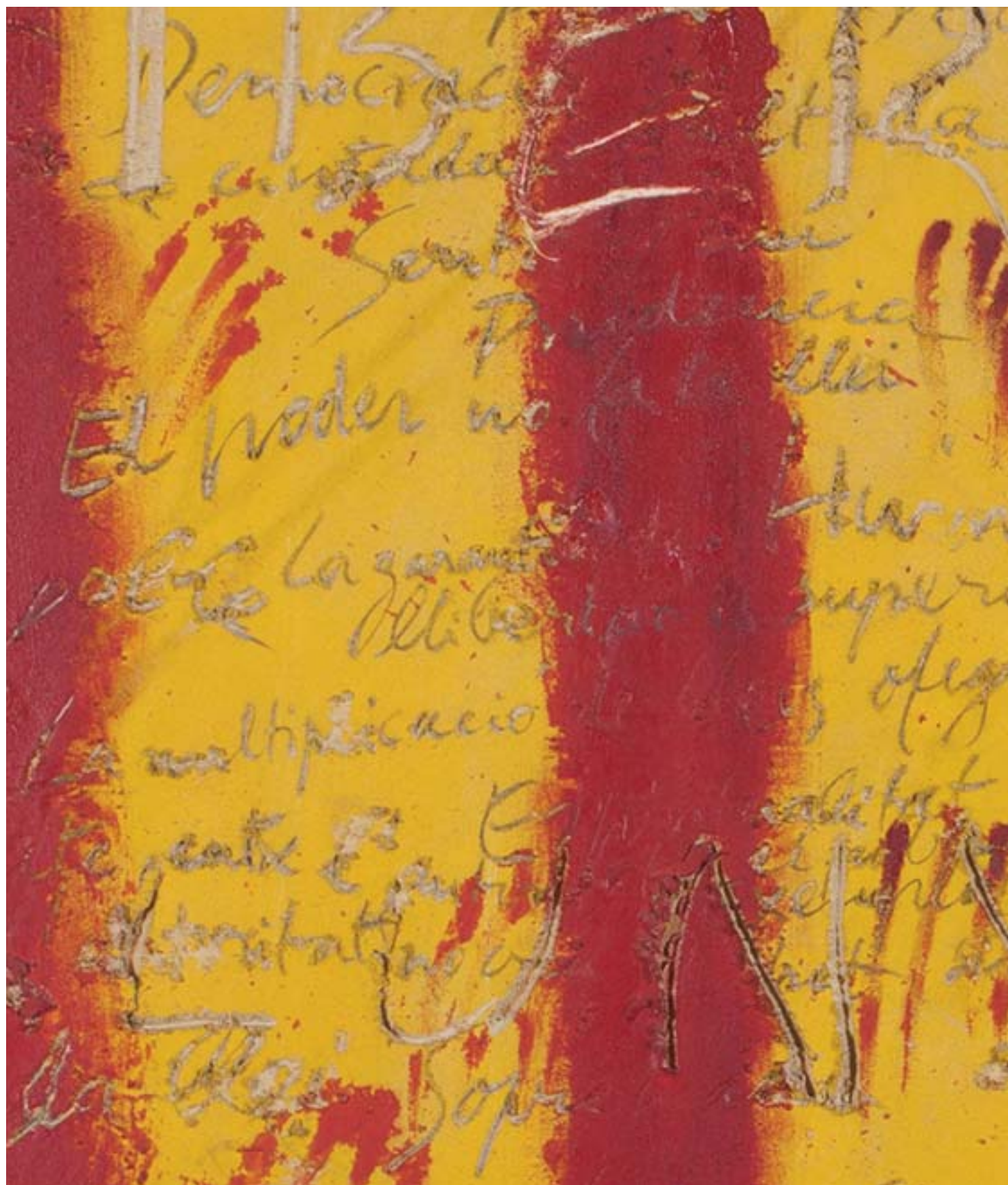
## Artistic Drawing course I

The following will work in the above-mentioned Decreto Foral 49/2008, the 12th of May:

- 1) To know and distinguish the basic configuration elements of the shape, using it in the right way, in accordance with analytics standards in the expressive representation of real objects of the context and of symbolical elements.
- 2) To understand the the shape of the objects that are represented as consequence of its intern structure and to know how to graphically represent it.
- 3) To understand the different visual figures that include the shapes as associated parts of a whole, serving especially the proportions that are given between them and representing them first and foremost in accordance with the importance of the whole and ignoring the superficial details.
- 4) To use in an efficient way the mechanics of perception connected with the artistic pictures developing the visual memory and memory to communicate with pictures coming as well as from the outside as from the inside of oneself.

- 5] To value the importance of observation and the study of organics shapes of nature as source of thinking for representation of subjective types.
- 6] To acknowledge the basic rules of the perceptive association and to interpret a shape or a group of shapes with different communicative and expressive intentions.
- 7] To acknowledge the basic terminology and also the adequate materials, techniques and procedures to come to their end, justify its use and proceed to a logical and organized way of work.
- 8] To acknowledge the theoretical and practical bases of the color and its use, for an artistic use in a reasoned and expressive way.
- 9] To value the realization of combinatorial modifications and the contribution of expressive intentions to the drawings, as a means to develop the aesthetic sensitivity, creativity and divergent thinking.
- 10] To use material's specific vocabulary so its incorporation to the habitual vocabulary can augment the accuracy in the language use and improve the communication.
- 11] To search, to select, to understand and connect the obtained information from multiples sources, including the one that provides physical and social environment, school library, the means of communication and technologies of information, treat it in accordance with the wanted end communicate it to the others, in a written and spoken form, and









# OBJECTIVES

## Technical drawing course I

- 1) Making appropriate use of the tools and the specific terminology of the technical drawing with a certain degree of proficiency.
- 2) Assessing the importance of an adequate finishing touch and the presentation of the drawing in what concerns the differentiation of lines, their accuracy, the neatness and the care taken to the support.
- 3) Considering the technical drawing as an objective and universal language, assessing the need to assimilate its syntax in order to express and understand the information.
- 4) Knowing and understanding the main basis of applied metric geometry in order to solve any problem of form setting on the plan.
- 5) Understanding and using systems of representation in order to solve geometrical problems in space and representing three-dimensional figures on the plan.
- 6) Using sketches and perspective by show of hands as a means of graphic expression and gaining the required skill and speed.
- 7) Planning and thinking, in an individual and collective way, about the process of realization of any geometrical composition, and organizing oneself with flexibility and responsibility during collective activities.
- 8) Having basic knowledge about news technologies and design/drawing software, enjoying its use and assessing its possibilities in realizing technical plans.



## Volume I

- 1) To know and understand the tridimensional language, assimilating the basic artistic applied to the creation of artwork and objects of volumetric nature.
- 2) To reach an essential control and a adequate agility and abilities in the handling of the expressive means of the tridimensional language, knowing the techniques and the most common material, in order to discover their expressive and technical potentials.
- 3) To apply in a efficient way the mechanics of perception, relation with the tridimensional manifestation, whether they are expression of natural means or product of human activity, artistic or industrial.
- 4) To harmonies the cognitive and sensorial experiences that give the capacity of issuing constructive values and the self-critical capacity in order to develop the aesthetic ability.
- 5) To apply the analytic and synthetic vision when faced with the study of tridimensional objects and artworks and to learn how to see and feel, deepening the object structure and its intern logic and through a process of synthesis and abstraction, to arrive to its representation.
- 6) To maintain an active posture of exploring the environment, looking for every manifestation that possibly could be treated or understood as a message of tridimensional nature in the iconic sister of the cultural, natural, industrial and technologic means.
- 7) To develop a reflexive attitude in accordance with the formal and conceptual questions about the visual culture in which the subject is developing.
- 8) To analyze and interpret the visual information for its future artistic version as communication means along its life.

And others objectives:

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



# COMPETENCIES

- Communication
- Knowledge and interaction with physical
- process of the information and digital abilities
- Citizen and social
- artistic and cultural
- personal initiative and autonomy
- to learn how to think

# CONTENTS

## **Artistic drawing I**

1. The shape
2. Associated shapes. The Composition
3. The chiaroscuro
4. The color

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## **Technical drawing I**

1. Technical art and drawing
2. Geometric tracings
3. Representation systems
4. Sketching

## **Volume I**

1. Volume genesis from a two-dimensional structure
2. Shape and tridimensional language
3. Equipments and essential techniques of tridimensional configuration
4. In-space composition
5. Expressive and creative valuing of tridimensional shape
6. Design principles and tridimensional elements project

# PROGRAMS

## THE BLACK FOREST

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

(septiembre-octubre 2015)

### Activities

**Pre-Visit:** in the educative centre: will be exhibited: Tapiés's cube and the Manglano-Ovalle's. They 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 (Tapiés and Manglano-Ovalle)  
Artistic personal creation about what the cubes suggest to them, Japan, architecture, house, deforestation, and the Carbon Footprint.

Construction of a volumetric layout, in team, with the example of the cube.

**Post-visit:** The cubes' artworks are valued, and there will be a debate about what intended the exhibition. Questions will be answered. There are no solutions, but the artist will respond in his own way or will talk with them.

**Schedule:** De 10 a 17 h

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

**Minimum group size:** The minimum group size will be 20 persons

### 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.





# FROM ALTAMIRA TO ROTHKO

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

Septiembre 2015-junio 2016

### Activities

**Pre-visit:** The pupils are welcomed to go to the Museum. They watch the video and are told about the intention of the program.

**Visit:** 30 minutes. Guided tour of the main collection.

**Workshops:** 1 hour. They split into teams in the workshops and are given sheets about 10 paintings. They have to work together in order to produce a creation about them. They have to explain their intention and develop a collaborative piece of art. In 1 hour they have to realize a sketch of their production.

**Post-visit:** The pupils go back to the educational center to see all of their works. There is a shared exhibition of the 10 pieces of art.

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**Schedule:** • From 10 a.m. to 5 p.m.

**Methodology:** Interdisciplinary work project. Existential education: playful, active, participative and cooperative.

**Group:** The minimum will be 20 people

### 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







**Inscripciones:**  
T. 948 42 57 00  
[educacionmuseo@unav.es](mailto:educacionmuseo@unav.es)

CAMPUS UNIVERSITARIO. 31009. PAMPLONA  
TEL. +34 948 42 56 00  
GPS: 42°-48'-4" N Y 1°-39'-38" W  
<http://museo.unav.edu>

