



PROFESSORSHIP
WORKBOOK

EDUCATIONAL PROGRAM

YEAR 2015-2016

SECOND YEAR OF HIGH SCHOOL PROGRAM

'The black forest'

(From Tapies' cube to 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

Subject Art History

- 1) Understanding and assessing the differences in the conception of art and the evolution of its social functions through History.
- 2) Understanding art works as examples of human creativity, susceptible of being enjoyed on their own and of being assessed as testimony of an era and its culture.
- 3) Using analyzing methods to examine the work of art, which allows knowledge, understanding of the artistic language of the different visual arts, acquisition of a specific terminology and development of sensitivity and creativity.
- 4) Appreciating and typifying the most relevant artistic manifestations of the main styles and artists of occidental art, assessing their influence or continuity, and placing them in time and space.
- 5) Knowing, enjoying and assessing the artistic heritage by actively contributing to its preservation as a source of wealth and a legacy that must be carried to future generations, and by rejecting behaviors that can damage it.
- 6) Contributing to the constitution of a personal taste, developing the ability to enjoy aesthetics, developing a critical way of thinking, learning how to express feelings and one's own ideas before the contemplation of artistic productions, expressing respect towards the diversity of perceptions of art works and overcoming stereotypes and prejudices.
- 7) Using a specific vocabulary and incorporating it to the usual vocabulary in order to increase the accuracy of the language and to improve communication.
- 8) Investigating, selecting, understanding and relating the information obtained from a variety of sources, including the one that supplies physical and social environments, the school library, communication means and technologies. Dealing with this information according to the goal in view and communicating it with other people, either orally or in writing in an organized and intelligible way.

Subject Technical drawing II

- 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.

And others like:

- 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, etc.
- To provide human and artistic values.
- To foster care, order, and cleanliness.



Techniques of graphic and artistic expression

- Knowing and assessing communicative and expressive resources that supply the variety of techniques of expression.
- Knowing the basic terminology of artistic and graphic techniques, such as materials, supports, tools and processes that are adequate to the global purpose; critically assessing their use and process in an appropriate and organized way during the work.
- Using in an adequate way the materials and techniques during the elaboration process of a work in order to develop the skills level required.
- Using the variety of means to express artistic and graphic languages, experimenting different possibilities and combinations as a way of helping to develop the creative and personal ability of expression.
- Appreciating, by the observation of art works, the influence of techniques and ways of expression used and relating them to their historical and cultural background.
- Developing creative and communicative abilities thanks to the exploration and the analysis of the environment and the selection and the combination of techniques and processes.
- Knowing and appreciating the value of the traditional techniques of expression and of the most innovative and technologic ones.

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SKILLS

- Communication
- Knowledge and interaction with physical
- Process of the information and digital abilities
- Citizen and social
- Artistic and cultural
- Personal initiative and autonomy
- Learn how to think

CONTENTS

History of art

- Art as a means of expression in time and space: meaning of the piece of art.
- The piece of art in its historical context. Social function of art in different ages: artists, patrons and clients.
- Application of a method of analysis and interpretation of significant pieces of art and relation with styles and the outstanding artists.
- Break with tradition: art during the first half of the XX century.
- Contemporary art: artistic universality.

Techniques of graphic and artistic expression

1. Graphic and artistic language. Determining factors
2. Drawing techniques
3. Painting techniques
4. Influence of the techniques in the artistic and cultural environment

Technical drawing II

1. Geometrical outlines

- Outlines in plans: angles, circumference, isoptic.
- Proportionality and similarity: normalized scales, contraction of graphic scales.
- Equivalence of plane figures.
- Polygons: construction of triangles and quadrilaterals, isoptic. Construction of steady polygons from sides and the radius.
- Power. Radical axis, radical center. Golden section. Circumference correction.
- Geometrical transformations: homology and similarity.
- Tangents: application of the concepts of power and reversal.
- Technical curves and conics. Straight lines tangent to conics. Intersection with straight lines.

2. Systems of representation

- Sistema dedico: Methods of descriptive Geometry (dejection, turnaround, changes of plans). Real magnitudes and intersections. Representation of polyhedron shapes and revolution. Representation of steady polyhedrons. Obtaining intersection with straight lines and plans.
- Econometric system, orthogonality and obliquity: basis, projection, reduction factor. Obtaining intersections and real magnitudes. Representation of polyhedron figures and revolution. Representation of solids.
- Conic system: basis, elements of the system. Central and oblique perspectives. Representation of the dot, the straight line and the plan. Analysis of the choice of point of view in the conic perspective. Representation of solids.

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: 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)
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.

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



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