

UNIVERSITY OF  
NAVARRA  
MUSEUM

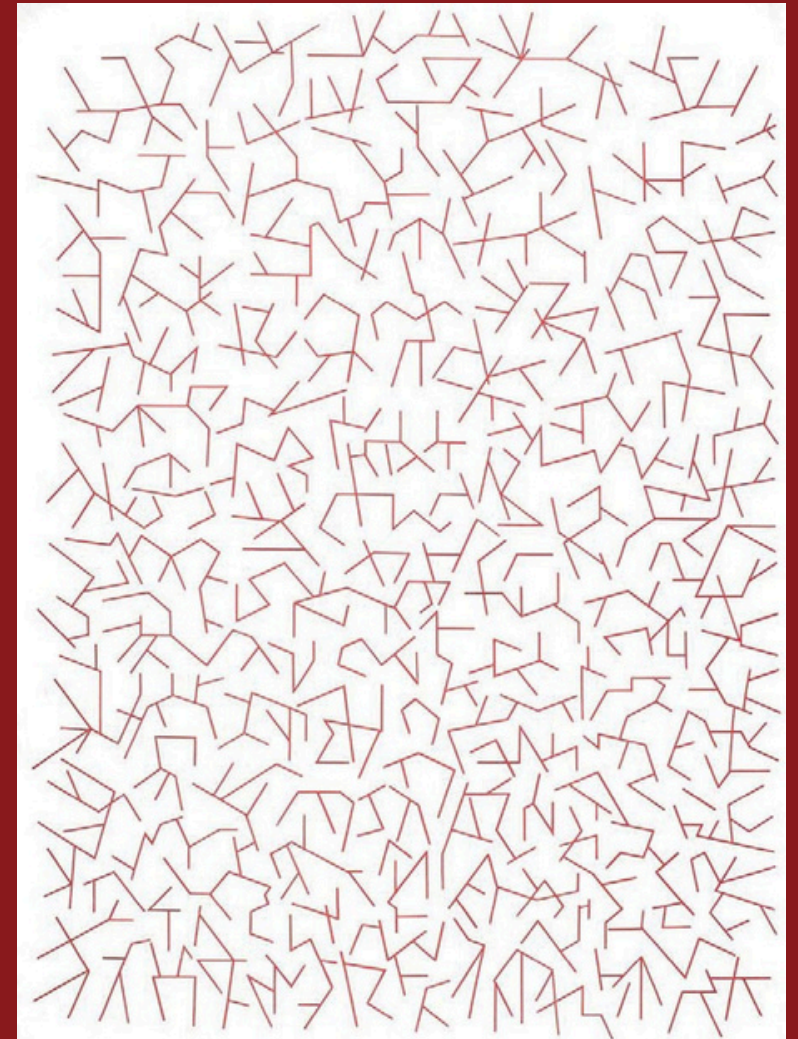
—  
TEACHER'S  
BOOK

—  
PROGRAM 1  
DIVERSITY AND  
COEXISTENCE  
BULLYING PREVENTION

PROGRAM 2  
BOX PROJECT  
FROM TÀPIES' CUBE TO  
OTEIZA'S METAPHYSICAL  
BOX

PROGRAM FOR  
SECONDARY  
EDUCATION

—  
3rd ESO [9th grade]



# OBJECTIVES

Although many of the objectives formulated for this stage are addressed in a transversal way, specifically the following are addressed, present in DF 71/2022.

1. Appreciate artistic creation and understand the language of different artistic expressions, using various means of expression and representation.
2. Develop and consolidate habits of discipline, study, and individual and teamwork as necessary conditions for effective learning tasks and as a means of personal development.
3. Value and respect gender differences and equality of rights and opportunities between them. Reject stereotypes that imply discrimination between women and men.

AND OTHERS SUCH AS:

- » Maintain and transmit to students a tolerant attitude of respect and trust, affectionate and non-discriminatory.
- » Help in the socialization of students.
- » Encourage observation, attention, perception, memory, imagination, creativity, capacity for surprise, discovery, critical reasoning, and emotional intelligence, etc.
- » Promote care, order, and cleanliness.
- » Develop creativity.

# KEY COMPETENCES

- » Competence in linguistic communication.
- » Plurilingual competence.
- » Citizenship competence.
- » Competence in awareness and cultural expressions.
- » Personal, social, and learning-to-learn competence.
- » Learning to think.

# SPECIFIC COMPETENCIES

- » Understand the importance that selected examples of different cultural and artistic manifestations have had in the development of human beings, showing interest in heritage as part of one's own culture, to understand how they become testimony to the values and convictions of each person and society as a whole, and to recognize the need for their protection and conservation.
- » Analyze artistic manifestations, contextualizing them, describing their essential aspects and valuing the process of creation and the final result, to educate the gaze, nourish the imagination, reinforce confidence, and expand the possibilities of enjoying cultural and artistic heritage.
- » Inquire and investigate everything related to human identity and ethical issues related to one's own life project, critically analyzing reliable information and generating a reflective attitude towards it, to promote self-knowledge and the elaboration of moral approaches and judgments autonomously and rationally.
- » Analyze different plastic, visual, and audiovisual proposals, showing respect and developing the capacity for observation and internalization of experience and aesthetic enjoyment, to enrich individual artistic culture and nourish the imagination.

# BASIC KNOWLEDGE

## **CIVIC COMMITMENT LOCAL AND GLOBAL**

- » Human dignity and universal rights. Convention on the Rights of the Child.
- » Otherness: respect and acceptance of others. Non-discriminatory behaviors and attitudes contrary to any segregating behavior.
- » Gender equality. Non-sexist manifestations and behaviors.
- » Conservation and defense of historical, artistic, and cultural heritage.

## **PROBLEM SOLVING**

- » Strategies, techniques, and frameworks for problem-solving in different contexts and their phases.

## **SOCIETIES AND TERRITORIES**

- » Meaning and function of artistic and cultural expressions in different civilizations.
- » Diversity and cultural richness. Respect and conservation of material and intangible heritage.

## **ARTISTIC AND CULTURAL HERITAGE**

- » The most important cultural and artistic manifestations, including contemporary ones and those belonging to local heritage: their formal aspects and their relationship with the historical context.

## **FORMAL ELEMENTS OF IMAGE AND VISUAL LANGUAGE**

- » Visual perception.  
Introduction to perceptual principles, elements, and factors.

- » Factors and stages of the creative process: selection of materials and techniques, creation of sketches.

## **COMMUNICATION**

- » Components of the communicative act: degree of formality of the situation and public or private nature; social distance between interlocutors; communicative purposes and interpretation of intentions; communication channel and non-verbal elements of communication. Active listening.

# PROGRAM 1

## DIVERSITY AND COEXISTENCE

### BULLYING PREVENTION

**Pre-visit:** The school visits the educational center with several reproductions of paintings from the Museum, the rules are explained to the students, and they are invited to come.



## ACTIVITIES

**Visit:** It is structured in 4 phases:

### 1st Presentation.

Duration: 15 minutes. Students are introduced to the activity, emphasizing the importance of peaceful coexistence for everyone, taking into account our diversity. In addition, the problem of bullying and cyberbullying is highlighted, emphasizing the different roles involved.

### 2nd Visit to the exhibitions.

Duration: 45 minutes. The museum's exhibitions are visited, highlighting the existing diversity in the artistic world through different authors and styles. The value of peace is worked through the museum's works. Visual thinking methodology is used, and open-ended questions are formulated to encourage "learning to think."

### 3rd Artistic expression:

60 minutes. In this activity, students face the challenge of finding possible solutions to the problem of bullying or cyberbullying, thus working on decision-making, conflict transformation, and personal commitment to this problem with the aim of peaceful coexistence. This is artistically expressed in an individual creation.

### 4th Sharing:

15 minutes. A dialogued sharing session takes place in which proposals to improve coexistence are collected as conclusions.

**Post-visit:** 15 minutes. It takes place at the educational center to recap how the activity went and deliver the works created to the students. The person in charge emphasizes that their participation and intervention are appreciated.

## PROGRAM 2

# BOX PROJECT

## FROM TÀPIES' CUBE TO OTEIZA'S METAPHYSICAL BOX

### ACTIVITIES

**Pre-visit:** At the school, in 15 minutes, reproductions of works by Museum artists are shown to students. The visit rules are explained to them, and they are invited to participate.

**Visit:** Duration: 2 hours. Students are introduced to the activity, motivating them towards their artistic side. The museum's exhibitions

are visited, focusing on the boxes of artists Jorge Oteiza and Antoni Tàpies. Open-ended questions are asked to encourage "learning to think." In the workshop, they are asked to create a plastic work in which they construct a box and creatively represent the emotions and ideas that their visit to the Museum has provoked.

Then they have to explain what they have included in that box and the meaning they have given it.

**Post-visit:** The artworks are explained, questions are answered, and to conclude, the staff thanks the school for their visit.



# EVALUATION

IT WILL BE CARRIED OUT BY DIRECT OBSERVATION, ESPECIALLY OF THE FOLLOWING EVALUATION CRITERIA:

» Building one's own identity and enriching the common heritage in the context of the current world, its challenges, and conflicts, and from a systemic and global perspective and respect for the opinions of others.

» Making simple oral narratives and presentations with different degrees of planning on topics of personal, social, and educational interest, adhering to the conventions of various discursive genres, with fluency, coherence, cohesion, and appropriate register, on different media, and effectively using verbal and non-verbal resources.

» Making informal oral narratives and presentations, in teamwork and in formal oral situations of a dialogic nature in an active and appropriate way, with attitudes of active listening and using conversational cooperation strategies and linguistic courtesy.

» Developing and demonstrating moral autonomy through the practice of rational deliberation, the use of ethical concepts, and respectful dialogue with other people about different values and ways of life, as well as problems related to the exercise of individual rights, the responsible and safe use of networks, addictive behaviors, and school bullying.

» Explain in a simple way the processes of elaboration and the final result of visual or audiovisual artistic projects, carried out individually or collectively, establishing aspects for improvement, guidedly seeking solutions and the most appropriate strategies to enhance the product.

### **METHODOLOGY**

Participatory,  
interdisciplinary,  
visual thinking, open-  
ended questions,  
learning by doing.  
Experiential, playful,  
active, and cooperative  
education.

### **LANGUAGES**

Spanish, Basque,  
English, French, and  
German.

### **DURATION**

2.5 hours

### **SCHEDULE**

10 am to 2 pm

### **REGISTRATION**

T. 686 23 99 87  
[educacionmuseo@unav.es](mailto:educacionmuseo@unav.es)





●●● Museo Universidad de Navarra

MUSEO.UNAV.EDU