

# UNIVERSITY MUSEUM OF NAVARRA

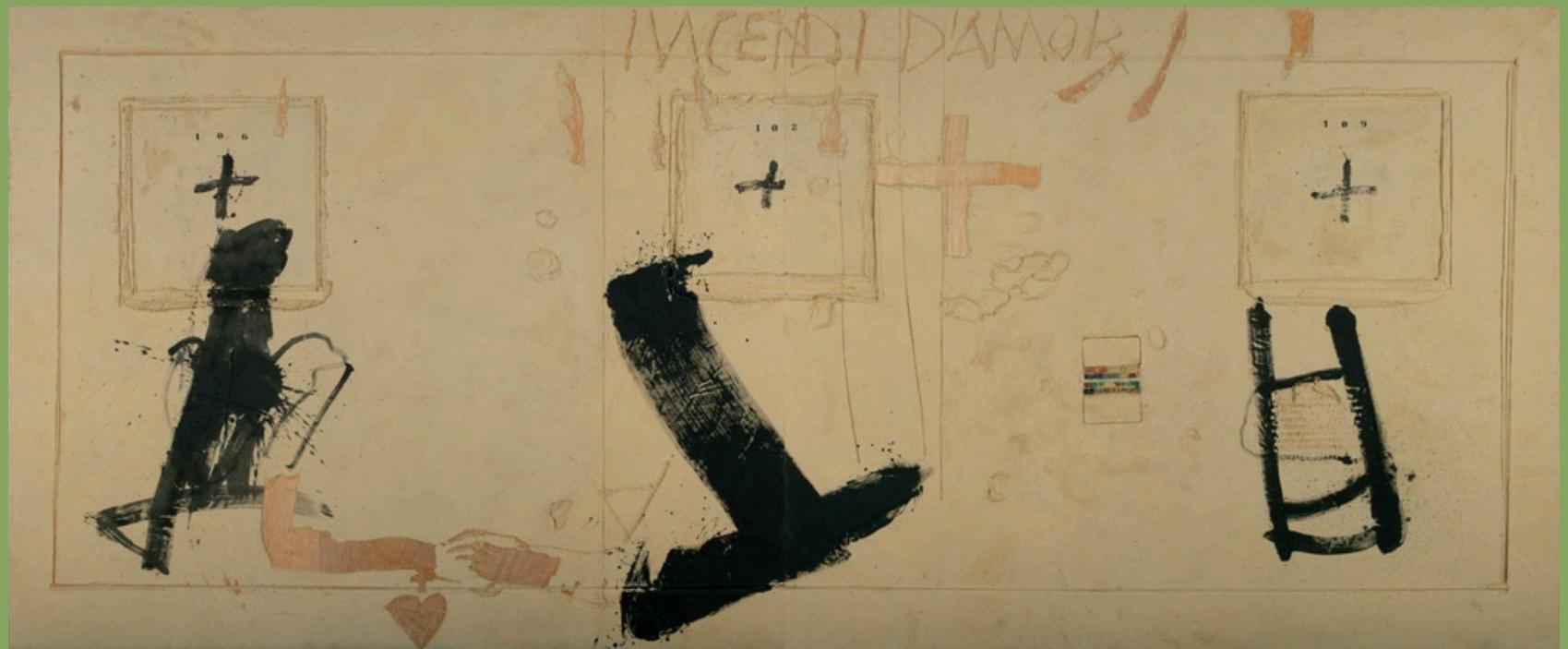
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TEACHER'S  
BOOK  
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PROGRAM  
THE UGLY  
LITTLE  
PICTURE  
AFTER  
CECILIA  
PAREDES AND  
ANTONI  
TÀPIES



PROGRAM FOR  
PRIMARY  
—  
3RD YEAR

●●● Museo Universidad de Navarra



# PURPOSES

In accordance with Provincial Decree 67/2022, of June 22, 2022, which develops the LOMLOE, this educational program aims to help the development of the expression of the artistic sense and creativity, thus favoring the comprehensive education of students.

# OBJECTIVES

Although many of the objectives formulated for this stage are addressed in a cross-cutting manner, the following are specifically worked on:

1. Use different representations and artistic expressions and start building visual and audiovisual proposals.
2. Acquire in at least one foreign language the basic communicative competence that allows them to express and understand simple messages and to function in everyday situations.

AND OTHERS SUCH AS:

- » Develop the creative sensibility of the students.
- » Maintain and transmit to students a tolerant, respectful and trusting, affectionate and non-discriminatory attitude.
- » Help in the socialization of the students.
- » Encourage observation, attention, perception, memory, imagination and creativity.
- » Provide human and artistic values.
- » Help develop emotional intelligence.
- » Encourage care, order and cleanliness.

COVER

COSTA RICA. 2007  
CECILIA PAREDES

INCENDI. 1991  
ANTONI TÀPIES

# COMPETENCES

These include:

- » Multilingual.
- » Personal, social and learning to learn.
- » Learn to think.
- » Linguistic communication.
- » Cultural awareness and expressions.
- » Citizen.

# BASIC KNOWLEDGE

- » Artistic proposals of different aesthetic currents, origins and periods produced by local, regional, national and international creators.
- » Basic configurative elements of visual language and its expressive possibilities: point, line, plane, volume, shape, texture and color.
- » Visual culture. The Image in Today's World: Basic Reading and Interpretation Techniques and Strategies.
- » Materials, instruments, supports and techniques of common use used in plastic and visual expression.
- » Media, supports and materials of plastic and visual expression. Two-dimensional and three-dimensional techniques in simple drawings and modeling.
- » Commonly used strategies and techniques for composing audiovisual stories.
- » Specific vocabulary commonly used in the plastic and visual arts, audiovisual arts, music, and performing arts.
- » Commonly used strategies for active reception: searching, active listening, observation, viewing and reflection.
- » Common strategies for analyzing artistic proposals from a gender perspective.

# PROGRAM

## The ugly little picture, after Cecilia Paredes and Antoni Tàpies



### ACTIVITIES

The activity consists of a pre-visit to the educational center, a visit to the Museum and a post-visit to the educational center.

**Pre-visit:** in the school, in 15 minutes they will be shown works by the artists of the Museum. They are told the rules of the visit and are invited to come. In addition, they are told that there is an "ugly picture" in the Museum and that they will have to help it.

**Visit:** It is structured in 3 phases:

#### 1st Presentation

DURATION: 15 MINUTES.  
They are introduced to the activity, motivating them towards their artistic side. Today they are artists.

#### 2nd Visit to the exhibitions

DURATION: 45 MINUTES.  
The Museum's exhibitions are visited. They are asked open-ended questions about the works to encourage "learning to think". It also focuses on the emotions that each work suggests to them. Finally, they will each have to choose a painting that will be "The Ugly Square", which they will have to help.

### 3<sup>rd</sup> Artistic expression

DURATION: 1 HOUR.

The idea is for them to create a creative plastic work on the works of Cecilia Paredes and Antoni Tàpies, transforming them into unique works made in their own personal style.

**Post-visit:** The visit is made to the educational center to tell them how the activity has gone and the works carried out, review what they did and thank them for their participation and intervention.

# METHODOLOGY

Participatory, interdisciplinary, visual thinking, open-ended questions and learning by doing.

Experiential education through play, integrating action with emotions and thought. Teamwork. The pace of activity/learning and interests of each person will be respected.

The aim is to accompany people in their learning process, without conditioning their decision-making and respecting their initiative and creativity.



# ASSESSMENT

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

- » Recognize artistic proposals of different genres, styles, periods and cultures close to their environment through active reception and showing curiosity and respect for them.
- » Describe cultural and artistic manifestations, exploring their characteristics with an open attitude and interest and establishing relationships between them.
- » Identify basic characteristic elements of different cultural and artistic manifestations that are part of heritage, indicating the channels, means and techniques used, analyzing their differences and similarities in a simple way and reflecting on the sensations produced, with an attitude of interest and respect.
- » Actively participate in the cooperative process of creating cultural and artistic productions, in a creative and respectful way, using basic elements of different languages and artistic techniques.
- » Analyze creative projects, using basic communication strategies, explaining the process and the final result obtained, and respecting and valuing one's own experiences and those of others.

**DURATION**

2 hours

**SCHEDULE**

10 a.m. to 2 p.m.

**LANGUAGES**

Spanish, Basque,  
English, French and  
German.

**INSCRIPTIONS**

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