

# MUSEUM UNIVERSITY OF NAVARRA

---

## TEACHER'S BOOK

---

PROGRAM 1

10 ART MOVEMENTS  
YOU SHOULD KNOW

PROGRAM 2

OTHER FEARS

PROGRAM 3

MIGRANT STORIES

AFTER CECILIA PAREDES AND  
VIK MUNIZ

PROGRAM FOR  
HIGH SCHOOL

---

1ST - COURSE



# GOALS

Although many of the objectives formulated for this stage are addressed transversally, the following are specifically addressed, as presented in DF 72/2022.

1. Exercise democratic citizenship, from a global perspective, and acquire a responsible civic conscience that fosters co-responsibility in the building a just and equitable society.
2. Foresee, detect and peacefully resolve personal, family and community conflicts. social, as well as possible situations of violence.
3. Develop artistic and literary sensitivity, as well as judgment aesthetic, as sources of cultural formation and enrichment.
4. Promote effective equality of rights and opportunities women and men as well as the recognition and teaching of the role of women in history.

AND OTHERS LIKE:

- » Maintain and transmit to the students a tolerant attitude of respect and trust, affectionate and non-discriminatory.
- » Promote observation, attention, perception, memory, imagination, creativity, capacity for surprise, discovery, critical reasoning, and emotional intelligence, etc.
- » Develop emotional intelligence and proper management of fears

# COMPETENCES

- » Promote care, order and cleanliness.
- » Develop creativity.
- » Competence in linguistic communication.
- » Multilingual competence.
- » Competence in knowledge and interaction with the physical world.
- » Citizen competence.
- » Personal, social and learning-to-learn competence.
- » Learn to think.

## COMPETENCES SPECIFIC

- » Consolidate a framework of references  
shared from the knowledge of the features of the main  
aesthetic movements of universal heritage, to  
form a cultural map in which  
  
to record literary experiences and  
personal cultural.
- » Observe, analyze and evaluate  
the presence of geometry in nature, the  
built environment  
and art, identifying its geometric structures,  
elements and codes, with a proactive attitude of  
appreciation and enjoyment, to explain its origin,  
function and intentionality in different  
contexts and  
means.
- » Understanding the importance of identities  
collective in the social, political and cultural  
configuration of the contemporary world, using  
historical thought, its concepts and methods, to  
critically analyze how they have been constructed  
and shaped over time, develop their own arguments  
with which to contribute to a constructive dialogue,  
respect feelings of belonging and value the heritage  
wealth and the historical and cultural legacy they  
have produced.
- » Identify problems and ask questions  
about the foundation, value and meaning of reality  
and human existence, based on the analysis and  
interpretation of texts and other forms of philosophical  
and cultural expression, to recognize the radical  
nature and transcendence of such issues, as well as the  
need to confront them in order to develop a reflective  
and self-aware life.

# BASIC KNOWLEDGES

## THE FUNDAMENTALS OF ART

- » The debate on the definition of art. The concept of art throughout history.
- » Main artistic movements.
- » Gender perspective in the art: representations and creations of women.
- » Art as an instrument of transformation of the society. Of the artistic individualisms to collaborative art.
- » Conceptual art and object art.

## CHALLENGES OF TODAY'S WORLD

- » The process of globalization in the contemporary world and its implications in today's society.
- » Meaning and function of artistic and cultural expressions in different civilizations.
- » Diversity and cultural richness. Respect and conservation of tangible and intangible heritage.

## CIVIC ENGAGEMENT

- » Identity and feelings of belonging: recognition of identity diversity, tolerance and respect for ideological and cultural expressions, and recognition and defense of cultural heritage.
- » Valuation and respect for social, ethnic, and cultural diversity: tolerance and intolerance in contemporary world history.
- Defense of the rights of minorities.
- » Conservation and dissemination of historical heritage: the patrimonial, social and cultural value of collective memory.
- Archives, museums, and historical dissemination and interpretation centers.

## PROGRAM 1

# 10 ART MOVEMENTS YOU SHOULD KNOW

This program explores the history of art, focusing on 10 key works.



## ACTIVITIES

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

**Visit:** a visit to the Museum Collection is made

University of Navarra, using the visual thinking methodology and open-ended questions to encourage learning to think.

The keys to the exhibition and some of the artistic styles that can be seen.

We return to the Workshops and, in teams, we compose the magnetic puzzles of the Museum, with the help of the cards that explain some of the main artistic movements of the

History of Art.

Each team then explains their work to the rest of the students, so that all teams give an oral presentation.

This activity can be accompanied by another creative activity, in which the assigned artistic movement is explored in depth.

**Post-visit:** The work is explained, questions are answered, and visitors are thanked for their visit.



## PROGRAM 2

## ACTIVITIES

### OTHER FEARS

**Pre-visit:** at the school center, it focuses on the activity that will take place in the Museum.

comment on the rules of the visit and they are invited to come.

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

1st Presentation. Duration 20 minutes. They are introduced into the activity with a video about fear, motivating their artistic side. Today they are artists. Their focus is on emotional intelligence, recognizing and managing fear.

2nd Visit to the exhibitions. Duration: 30 minutes. Participants will visit the Museum's "Other Fears" exhibition. Open-ended questions will be asked to encourage learning to think and discover the Museum's works and associate them with basic knowledge.

3rd Artistic Expression. 50 minutes. Once in the workshop space, the students engage in a creative activity to represent their fears and propose ways to manage them appropriately.

4th Common Meeting. 20 minutes. Finally, you will have a place for a dialogued sharing of both the result obtained and the creation process.

**Post-visit:** This event is held at the school to review the activity and submit the student artwork. We appreciate their participation and input.



OTHER FEARS, 2022  
ANTONI MUNTADAS

## PROGRAM 3

# MIGRANT STORIES, AFTER CECILIA PAREDES AND VIK MUNIZ

## ACTIVITIES

**Pre-visit:** At the school, the focus is on the activity and the Museum. The rules are explained and they are invited to come.

**Visit:** visit to the exhibition

After an introduction about the contemporary art, are visited the rooms and the exhibition is explained.

We return to the Workshops space and carry out an activity on

Migration stories. The concept of "life journey," multiculturalism, and the complex world will be discussed.

Finally, a

reflection on the work carried out, focusing on empathy towards migrants.

**Post-visit:** Individual works are presented to the participants, the activities carried out at the Museum are recapitulated, and they are thanked for their visit.



# EVALUATION

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

- » Act in an appropriate, empathetic and respectful in intercultural situations building links between different languages and cultures, analyzing and rejecting any type of discrimination, prejudice and stereotype, and solving those sociocultural factors that make communication difficult.
- » Critically assess diversity linguistic, cultural and artistic characteristics of countries where the foreign language is spoken taking into account human rights and adapt to it, promoting the development of a shared culture and a citizenry committed to sustainability and democratic values.
- » Identify the artistic references of of a particular work, describing the influence they exert and the connections they establish.
- » Express ideas, opinions, feelings and emotions through creations own graphics and drawings, incorporating, in a guided way, procedures or techniques used in artistic references of interest for students.



### METHODOLOGY

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

Experiential education:

Playful, active and cooperative.

### DURATION

2.5 hours

### SCHEDULES

10 a.m. to 2 p.m.

### REGISTRATIONS

T. 686 23 99 87

[educacionmuseo@unav.es](mailto:educacionmuseo@unav.es)

**LANGUAGES** Spanish,  
Basque, English, French and German.



●●● Museo Universidad de Navarra

MUSEUM.UNAV.EDU