

# MUSEUM UNIVERSITY OF NAVARRA

---

## TEACHER'S BOOK

---

### PROGRAM 1

## MIGRANT STORIES, AFTER CECILIA PAREDES AND VIK MUNIZ

### PROGRAM 2

## OTHER FEARS

### PROGRAM 3

## WOMEN IN THE ARTS

PROGRAM FOR  
**SECONDARY**

---

1st year



# GOALS

Although many of the objectives formulated for this stage are addressed transversally, the following are specifically addressed, as presented in DF 71/2022.

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

AND OTHERS LIKE:

- » Maintain and transmit to the students a tolerant attitude of respect and trust, affectionate and non-discriminatory
  - » Recognize the value of migration as a personal and social contribution and promote their acceptance.
- » Help in the socialization of students.
- » Promote observation, attention, perception, memory, imagination, » Promote care, order and cleanliness.
- » Develop creativity.
- » Develop discovery and critical reasoning
- » Develop emotional intelligence and proper fear management.

# COMPETENCES

- » Competence in linguistic communication.
- » Multilingual competence.
- » Citizen competence.
- » Competence in cultural awareness and expressions.
- » Personal, social and learning-to-learn competence.
- » Learn to think.

## COMPETENCES SPECIFIC

- » Understand the importance of some  
Selected examples of the different cultural and  
artistic manifestations that have had an impact on  
human development, showing interest in heritage

as part of one's own culture, to understand how they  
become the testimony

of the values and convictions of each person and of society as a  
whole, and to recognize the need for their protection and  
conservation

- » Analyze artistic manifestations,  
Contextualizing them, describing their  
essential aspects and assessing the creative process  
and the final result, to educate the eye, nourish the  
imagination, strengthen confidence and expand the  
possibilities of enjoying cultural and artistic  
heritage.

- » Inquire and investigate everything related to the  
human identity and ethical issues related to  
one's own life project, critically analyzing  
reliable information and generating a reflective attitude  
in this regard, to promote self-knowledge and the  
development of moral approaches and  
judgments in an autonomous and reasoned  
manner.

- » Analyze different plastic proposals,  
visual and audiovisual, showing respect and developing  
  
the capacity for observation and internalization of  
experience and aesthetic enjoyment,  
for  
enrich individual artistic culture and nourish the  
imagination.

# BASIC KNOWLEDGES

## CIVIC ENGAGEMENT

### LOCAL AND GLOBAL

- » Human dignity and rights universal. Convention on Children's Rights.
- » Otherness: respect and acceptance of others. Non-discriminatory behaviors that oppose any segregationist attitude.
- » Gender equality.  
Non-sexist demonstrations and behaviors.
- » Conservation and defense of the historical, artistic and cultural heritage.

## SOCIETIES AND TERRITORIES

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

## PROBLEM SOLVING

- » Strategies and techniques and resolution frameworks  
problems in different contexts and their phases.

## COMMUNICATION

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

## PROGRAM 1

# 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.



## PROGRAM 2

## ACTIVITIES

### OTHERS 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  
—  
THE WOMEN  
IN THE ARTS

Costa Rica. 2007  
Cecilia Paredes



# GOALS

Although many of the objectives formulated for this stage are addressed transversally, the following are specifically addressed, present in DF 71/2022 and 72/2022.

1. Appreciate artistic creation and understand the language of different artistic manifestations, using various means of expression and representation.
2. Value and respect gender differences and equal rights and opportunities between them. Reject stereotypes that discriminate between women and men.

AND OTHERS LIKE:

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

# COMPETENCES CLUE

- » 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

- » Understand the importance that selected examples of different cultural and artistic expressions have had on human development, showing interest in heritage as part of one's own culture, to understand how it becomes a testament to the values and beliefs of each person and of society as a whole, and to recognize the need for its protection and conservation.
- » Carry out individual artistic productions or collective with creativity and imagination, Selecting and applying tools, techniques, and supports based on intention, to express one's worldview, emotions, and feelings, as well as to improve communication skills and develop critical reflection and self-confidence.
- » Analyze different plastic proposals, visual and audiovisual, showing respect and developing the capacity for observation and internalization of experience and aesthetic enjoyment, to enrich individual artistic culture and nourish the imagination.
- » Share artistic productions and manifestations, adapting the project to the intention and characteristics of the target audience, to assess different opportunities for personal development.

# KNOWLEDGE BASICS

## ARTISTIC HERITAGE AND CULTURAL

- » Major 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 THE IMAGE AND VISUAL LANGUAGE

- » Visual language as a form of communication.
- » Visual elements, concepts and expressive possibilities: shape, color and texture.
- » Visual perception.  
Introduction to perceptual principles, elements and factors.
- » Composition. Concepts of balance, proportion and rhythm applied to the organization of forms on the plane and in space.

## EXPRESSION ARTISTIC

- » Factors and stages of the creative process: choice of materials and techniques, sketching.
- » Basic techniques of graphic-plastic expression in two dimensions.
- » Dry and wet techniques.  
Its use in art and its expressive characteristics.

## PROGRAM 3

# THE WOMEN IN THE ARTS

This program takes a look at some of the key moments in the history of art, focusing on the role played by women and their evolution as recognized professionals in the contemporary art world.



## ACTIVITIES

**PRE-VISIT:** attend the educational center with several reproductions of paintings by women artists from the Museum, the rules are explained to the students and they are invited to come.

**POST-VISIT:** The work is explained, questions are answered, and guests are thanked for their visit.

**VISIT:** a visit to the University Museum Collection is made of Navarra, focusing on the works done by women. Already in the workshop space, based on the works of artists from the collection, the students create an individual creative work.

where the role of women in society will be represented. Finally, there is a sharing of the work carried out and their own reflections.

ALEATORIS VULGARIS. 2018  
Christina de Middle

# EVALUATION

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

- » Build one's own identity and enrich the common heritage in the context of today's world, its challenges and conflicts, from a systemic and global perspective and with respect for the opinions of others.
- » Make simple narratives and oral presentations with different levels of planning on topics of personal, social and educational interest, adjusting to the conventions of the various discursive genres, with fluency, coherence, cohesion and the appropriate register, in different media and effectively using verbal and non-verbal resources.
- » Participate in informal oral narratives and presentations, in teamwork, and in formal oral dialogue situations in an active and appropriate manner, with active listening attitudes and making use of conversational cooperation strategies and linguistic courtesy.
- » Develop and demonstrate moral autonomy through practice of rational deliberation, the use of ethical concepts, and respectful dialogue with others regarding different values and lifestyles, as well as issues related to the exercise of individual rights, the responsible and safe use of networks, addictive behaviors, and bullying.

Participatory **METHODOLOGY** ,  
with character

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

Experiential

Playful, active and  
cooperative.

#### **DURATION**

2-2.5 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](http://MUSEUM.UNAV.EDU)