

MUSEUM UNIVERSITY OF NAVARRA

TEACHER'S BOOK

PROGRAM 1

MIGRANT STORIES

AFTER CECILIA PAREDES AND VIK MUNIZ

PROGRAM 2

THE INVISIBLE ARTIST

PROGRAM 3

OTHER FEARS

PROGRAM FOR PRIMARY

6th YEAR



FINNISH

In accordance with Regional Decree 67/2022, of June 22, which implements the LOMLOE (Legal Education Law), this educational program aims to foster the development of artistic expression and creativity, thus promoting the comprehensive education of students.

GOALS

Although many of the objectives formulated for this stage are addressed transversally, the following are specifically worked on:

1. Use different artistic representations and expressions and get started in the construction of visual and audiovisual proposals.
2. Acquire communicative competence in at least one foreign language basic that allows them to express and understand simple messages and cope with everyday situations.

AND OTHERS LIKE:

- » Develop the creative sensitivity of students.
- » Maintain and transmit to the students a tolerant attitude respect and trust, affectionate and non-discriminatory.
- » Help in the socialization of students.
- » Promote observation, attention, perception, memory, imagination and creativity.
- » Provide human and artistic values.
- » Help develop emotional intelligence, including fear management.
- » Promote care, order and cleanliness.

COMPETENCES

» Recognize and value diversity and gender equality, showing empathy and respect for other cultures and reflecting on ethical issues, to contribute to the individual and collective well-being of a society in continuous transformation and to the achievement of the values of European integration.

» Observe, understand, and interpret continuities and changes in the social and cultural environment, analyzing relationships of causality, simultaneity, and succession to explain and assess the relationships between different elements and events.

» Learn to think.

» Participate effectively and constructively in the environment and social life, respecting democratic values, human rights, and children's rights, valuing the maintenance of peace and comprehensive citizen security, to generate respectful and equitable interactions and promote the peaceful and negotiated resolution of conflicts.

» Discover artistic proposals from different genres, styles, eras, and cultures through active reception, to develop curiosity and respect for diversity.

» Research cultural and artistic expressions and their contexts, using a variety of channels, media, and techniques, to enjoy them, understand their value, and begin to develop one's own artistic sensibility.

BASIC KNOWLEDGES

- » Configurative elements of visual language and their expressive possibilities: point, line, plane, volume, shape, texture and color.
- » Materials, instruments, supports and techniques in plastic and visual expression.
- » Active reception strategies: searching, active listening, observation, viewing and critical reflection.
- » Standards of behavior and positive attitude in the reception of Artistic proposals in different spaces. Silence as an essential element and condition for maintaining attention during the reception.
- » Specific vocabulary for the visual and plastic arts, audiovisual arts, music, and performing arts.
- » Specific strategies for analyzing artistic proposals from a gender perspective.
- » Artistic proposals from different aesthetic currents, origins and eras produced by local, regional, national and international creators.
- » Active reception strategies: searching, active listening, observation, viewing, and critical reflection.

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

THE INVISIBLE ARTIST

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 15 minutes.
They are introduced to
the activity motivating their artistic
side. Today, they are artists. Next,
content is discussed about the invisibility
of women throughout art history.

2nd Visit to the exhibitions.
Duration: 45 minutes. The
museum's exhibitions are visited,
highlighting the role women have
played in the artistic world.

Open questions are formulated to encourage
learning to think and thus discover the
Museum's works.

3rd Artistic Expression. 45 minutes.
Once in the workshop space, the
students carry out a creative activity in the

who will use a photograph of himself to
carry out an intervention

artistic, inspired by the style of the artist
Cecilia
Walls.

4th Common Meeting. 15
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.



COSTA RIC A. 2007
CECILIA PAREDES

PROGRAM 3

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 to the activity with a video

about fear, motivating their artistic side.

Today they are artists. Their focus is on emotional intelligence, recognition, and management of fear.

2nd Visit to the exhibitions.

Duration: 30 minutes. The group

visits the Museum's "Other Fears" exhibition. Open-ended questions

are asked to encourage learning to think and thus to discover the Museum's works and associate them with basic knowledge.

3rd Artistic Expression. 50 minutes.

Once in the workshop space, students carry out a creative activity to represent their fears and propose ways to manage them appropriately.

4th Common Meeting. 20

minutes. Finally, a shared discussion will take place on both the results 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

METHODOLOGY

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

Experiential education through play, integrating action with emotions and thought. Teamwork. Each individual's pace of activity/learning and interests will be respected.

The goal is to support them in their learning process, without influencing their decision-making and respecting their initiative and creativity.



EVALUATION

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

- » Recognize artistic proposals from different genres, styles, eras and cultures through active reception and showing curiosity and respect for them.
- » Describe cultural manifestations and artistic, 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 the heritage, indicating the channels, media and techniques used, analyzing in a simple way their differences and similarities 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 artistic languages and 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

2-2.5 Hours

SCHEDULES

10 a.m. to 2 p.m.

LANGUAGES

Spanish, Basque, English,
French and German.

REGISTRATIONS

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●●● Museo Universidad de Navarra