

# UNIVERSITY OF NAVARRA MUSEUM

TEACHERS' BOOK

PROGRAM 1

THE COLORS OF  
MIGRATION

PROGRAM 2

THE COLORS OF  
FEAR

PROGRAM FOR  
HIGH SCHOOL

1-ST COURSE



# GOALS

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

1. To exercise democratic citizenship, from a global perspective, and to acquire a responsible civic conscience that fosters co-responsibility in the construction of a just and equitable society.
2. Anticipate, detect and peacefully resolve personal, family and social conflicts, as well as possible situations of violence.
3. To develop artistic and literary sensitivity, as well as aesthetic criteria , as sources of training and cultural enrichment.
4. To promote effective equality of rights and opportunities for women and men, as well as the recognition and teaching of the role of women in history.

AND OTHERS SUCH AS:

- » To maintain and transmit to students a tolerant attitude of respect and trust, affectionate and non-discriminatory.
- » Encourage observation, attention, perception, memory, imagination, creativity, the ability to surprise, discovery, critical reasoning and emotional intelligence, etc.
- » Develop emotional intelligence and proper fear management

# KEY COMPETENCIES

- » 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.
- » Learning to think.

# SPECIFIC COMPETENCIES

- » To consolidate a framework of shared references based on knowledge of the features of the main aesthetic movements of the universal heritage, in order to form a cultural map in which to inscribe personal literary and cultural experiences.
- » Observe, analyse and assess 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 media.
- » To understand the importance of collective identities 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, to elaborate their own arguments with which to contribute to a constructive dialogue, to respect the feelings of belonging and to value the wealth of heritage and the historical and cultural legacy that they have produced.
- » Identify problems and formulate 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, in order to recognize the radicality and transcendence of such questions, as well as the need to face them in order to develop a reflective and self-aware life .

# BASIC KNOWLEDGES

## THE FUNDAMENTALS OF ART WORLD

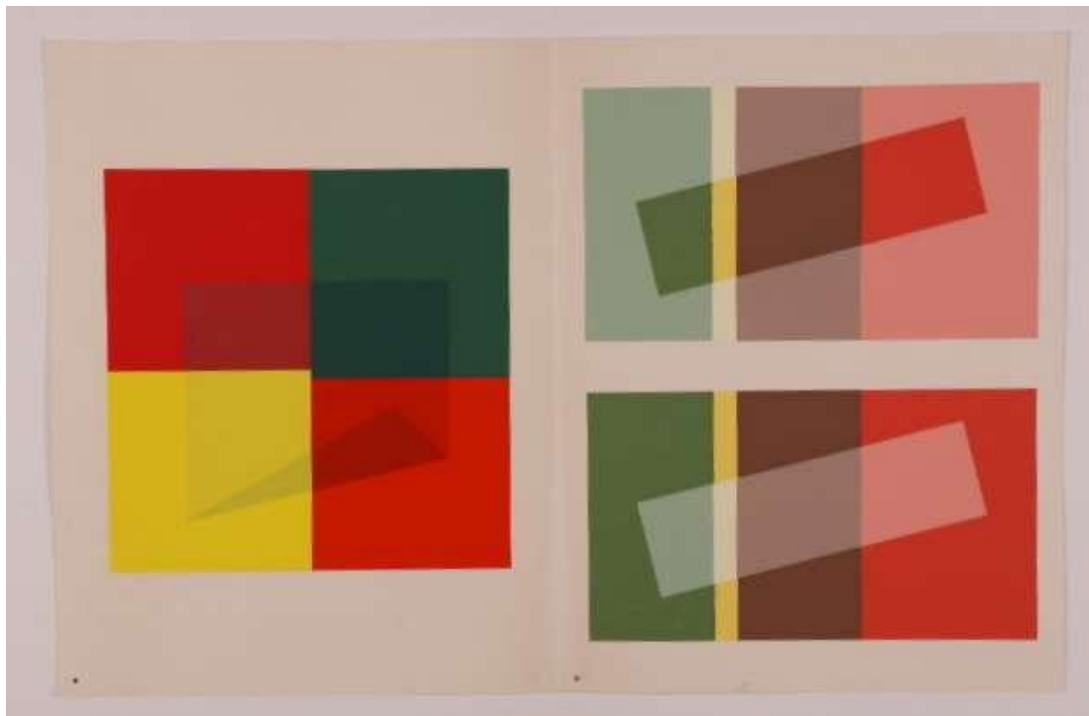
- » The debate on the definition of art. The concept of art throughout history.
- » Main artistic movements.
- » Art as an instrument for the transformation of society. From artistic individualisms to collaborative art.
- » Conceptual art and object art.

## CHALLENGES OF TODAY'S

- » 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 for 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 manifestations and recognition and defence of heritage wealth.
- » Appreciation and respect for social, ethnic and cultural diversity: tolerance and intolerance in the history of the contemporary world. Defense of the rights of minorities .
- » Conservation and dissemination of historical heritage: the heritage, social and cultural value of collective memory. Archives, museums and centres for dissemination and historical interpretation.



## PROGRAM 1

# THE COLORS OF MIGRATION

### ACTIVITIES

**Pre-visit:** in the school, it focuses on the activity and the Museum. The rules are explained to them and they are invited to come.

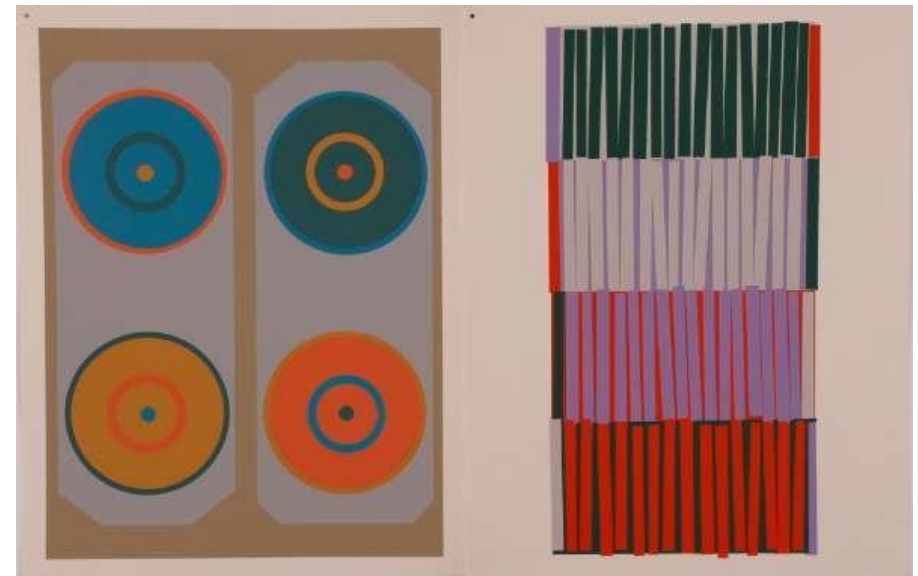
**Visit:** visit to the exhibition

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

We return to the Workshops space and an activity on migration stories is carried out. The concept of "life travel", multiculturalism and the complex world will be reflected. There will also be an activity on color reinterpreting the work "Homage to the square" by Joseph Albers.

Finally, a reflection will be made on the works carried out, focusing on empathy towards migrants.

**Post-visit:** they are given the individual works, the activity carried out in the Museum is recapitulated and they are thanked for their visit.



## PROGRAM 2

## ACTIVITIES

# THE COLORS OF FEAR

**Pre-visit:** in the school, it focuses on the activity that will be carried out in the Museum. The rules of the visit are discussed 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 facet. Today they are artists. They focus on emotional intelligence, recognition and fear management.

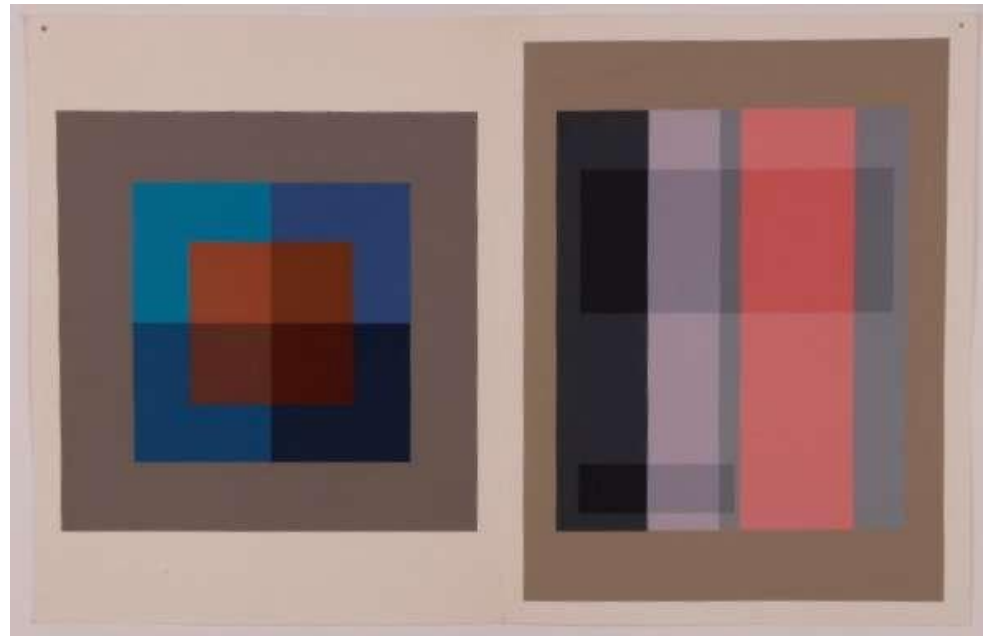
2nd Visit to the exhibitions. Duration 30 minutes. The Museum's exhibition is visited . Open-ended questions are asked to encourage learning to think and thus discover the works

of the Museum and associate them with basic knowledge.  
3rd Artistic expression. 50 minutes.

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

4th Sharing. 20 minutes. Finally, there will be a dialogue sharing of both the result obtained and the creation process.

**Post-visit:** It is carried out in the educational center to recapitulate how the activity has gone and deliver the works created by students. Your participation and intervention are appreciated.



# EVALUATION

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

- » To act appropriately, empathetically and respectfully 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 hinder communication.
- » Critically assess the linguistic, cultural and artistic diversity of countries where the foreign language is spoken, taking into account human rights and adapt to it, favoring the development of a shared and a citizenry committed to sustainability and democratic values.
- » Identify the artistic references of a given work, describing the influence they exert and the connections that are made.
- » Expressing 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 to the students.

### **METHODOLOGY**

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

Experiential  
education Playful,  
active and  
cooperative.

### **LANGUAGES**

Spanish, Basque, English,  
French and German.

### **DURATION**

2.5 hours

### **OPENING HOURS**

10 a.m. to 2 p.m.

### **REGISTRATION**

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 Museo Universidad de Navarra

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