

UNIVERSITY OF NAVARRA MUSEUM

—
TEACHERS' BOOK

—
PROGRAM 1

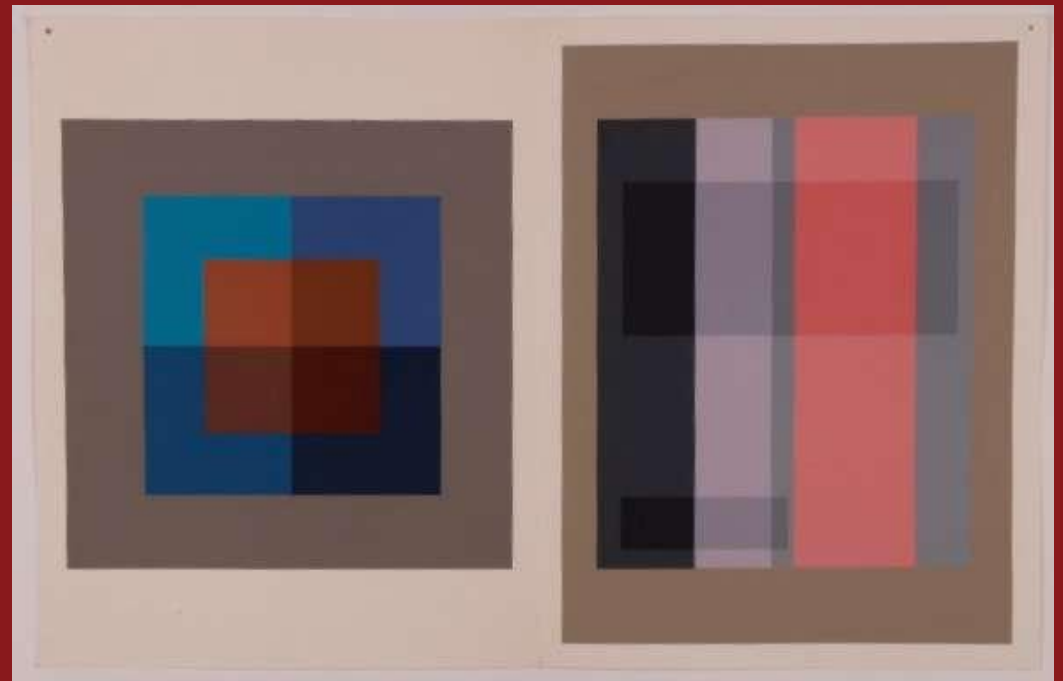
THE COLORS OF MIGRATION

PROGRAM 2

THE COLORS OF FEAR

PROGRAM FOR
SECONDARY

—
1ST YEAR



GOALS

Although many of the objectives formulated for this stage are worked on in a transversal way, the following are specifically addressed, present in DF 71/2022.

1. Appreciate artistic creation and understand the language of different artistic manifestations, using various means of expression and representation.
2. Develop and consolidate habits of discipline, study and individual and team work as a necessary condition for the effective performance of learning tasks and as a means of personal development.
3. Recognize the value of migration as a personal and social contribution and encourage its acceptance

AND OTHERS SUCH AS:

- » To maintain and transmit to students a tolerant attitude of respect and trust, affectionate and non-discriminatory
- » To help in the socialization of students.
- » Encourage observation, attention, perception, memory, imagination,
- » Promote care, order and cleanliness.
- » Develop creativity.
- » Develop discovery and critical reasoning
- » Develop emotional intelligence and proper management of fears.

COMPETENCIES

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

SPECIFIC COMPETENCIES

- » To understand the importance that selected examples of the different cultural and artistic manifestations have had in the development of the human being, showing interest in heritage as part of one's own culture, to understand how they become the witness to the values and convictions of each person and of society as a whole, and to recognize the need for their protection and conservation
- » Analyse artistic manifestations, contextualising them, describing their essential aspects and assessing the process of creation and the final result, in order to educate the gaze, feed the imagination, strengthen confidence and expand the possibilities of enjoying cultural and artistic heritage.
- » Inquire and investigate everything that refers to human identity and ethical issues related to one's own life project, critically analyzing reliable information and generating a reflective attitude in this regard, in order to promote self-knowledge and the elaboration of moral approaches and judgments in an autonomous and reasoned manner.
- » To analyse different plastic, visual and audiovisual proposals, showing respect and developing the capacity for observation and internalisation of the experience and aesthetic enjoyment, in order to enrich individual artistic culture and feed the imaginary.

BASIC KNOWLE DGES

LOCAL AND GLOBAL CIVIC ENGAGEMENT

- » Human dignity and universal rights. Convention on the Rights of the Child.
- » Otherness: respect and acceptance of the other. Behaviors non-discriminatory and contrary to any segregating attitude.
- » Gender equality. Non-sexist manifestations and behaviors.
- » Conservation and defence of historical, artistic and cultural heritage.

COMPANIES AND TERRITORIES

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

TROUBLESHOOTING

- » Strategies and problem-solving techniques and frameworks in different contexts and their phases.

COMMUNICATION

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

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.

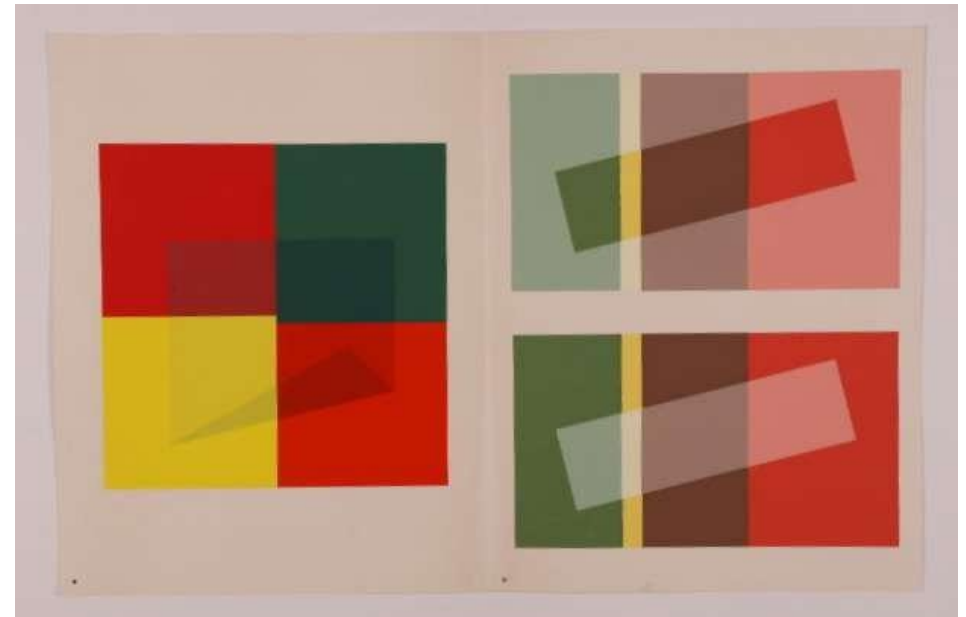
Visit: visit to the exhibition

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.

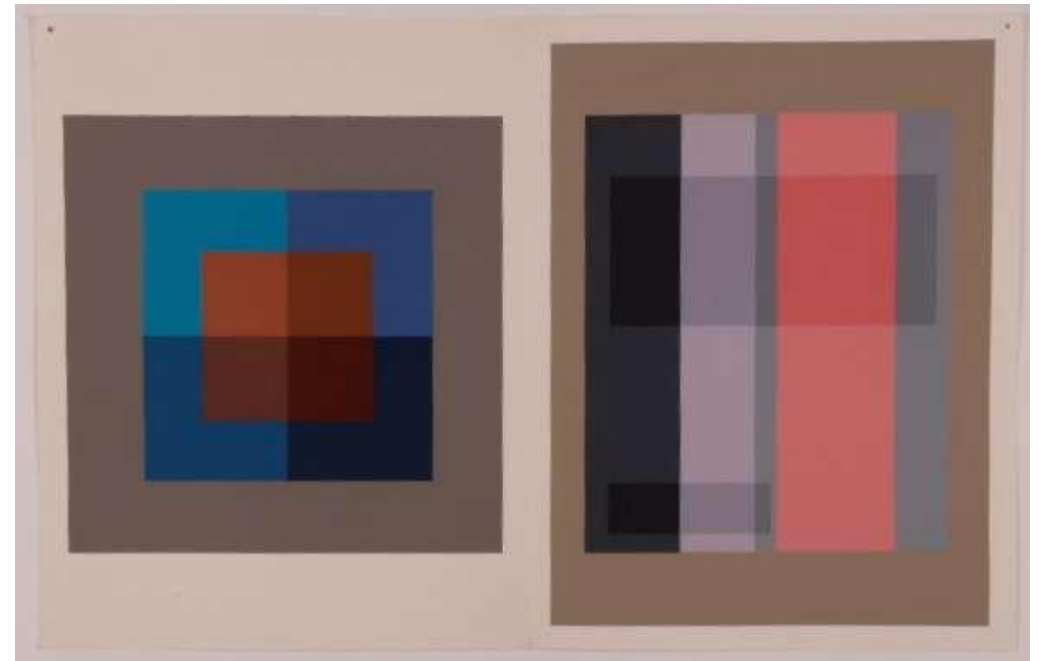
2nd Visit to the exhibitions. Duration 30 minutes. The Museum's exhibition is visited . Open-ended questions are asked to encourage learning to think and thus discover the works

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 build one's own identity and enrich the common heritage in the context of today's world, its challenges and conflicts, and from a systemic and global perspective and respect for the opinions of other people.
- » Perform simple narrations and oral presentations with different degrees of planning on topics of personal, social and educational interest, adjusting to the conventions of the various discursive genres, with fluidity, 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 situations of a dialogued nature in an active and appropriate way, with attitudes of active listening and making use of conversational cooperation strategies and linguistic courtesy.
- » To develop and demonstrate moral autonomy through the practice of rational deliberation, the use of ethical concepts, and respectful dialogue with other people around different values and ways of life, as well as problems related to the exercise of individual rights, the responsible and safe use of networks, addictive behaviors and bullying.

METHODOLOGY

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

Experiential
Playful, active
and
cooperative.

LANGUAGES

Spanish, Basque, English,
French and German.

DURATION

2-2.5 hours

OPENING HOURS

10 a.m. to 2 p.m.

REGISTRATION

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 Museo Universidad de Navarra

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