

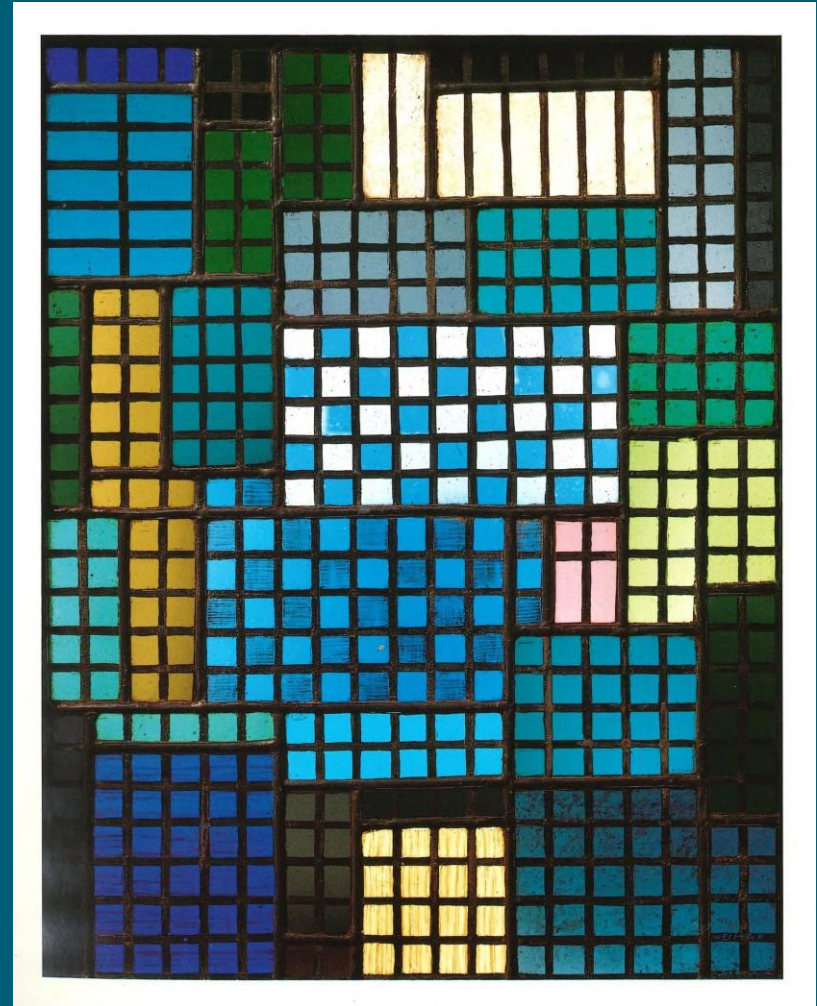
# UNIVERSITY OF NAVARRA MUSEUM

# COLLABORATIVE PROGRAM

SPECIAL EDUCATION,  
SECONDARY AND HIGH SCHOOL

—  
TEACHERS' BOOK

—  
THE COEXISTENCE OF  
COLORS



# OBJECTIVES

1. Value and respect the importance of peace and coexistence in people's lives.
2. Understand the importance of preventing aggressive or violent risk behaviors towards others
3. people. Contribute through active behaviours to promote a positive climate of coexistence, helping to prevent *bullying* behaviour or to act appropriately when it occurs.
4. Appreciate artistic creation and understand the language of different artistic manifestations, using various means of expression and representation.
5. To value and respect the difference between the sexes and the equality of rights and opportunities between them. Reject stereotypes that discriminate between women and men.

AND OTHERS SUCH AS:

- » 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, creativity, the ability to surprise, discovery, critical reasoning and emotional intelligence, etc.
- » Promote care, order and cleanliness.
- » Develop creativity.

Cover  
*Park*, 1924.  
Joseph Albers

# KEY 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, especially for the value of peace and coexistence, showing interest in heritage as part of one's own culture, to understand how they become the testimony of the values of peace and convictions of each person and of society as a whole, and to recognize the need for their protection and conservation.
- » To analyse artistic manifestations, contextualising them, describing their essential aspects and assessing the process of creation and the final result, in order to educate in the value of peace and coexistence through the gaze, feed the imagination, strengthen confidence and expand the possibilities of enjoying cultural and artistic heritage.
- » To inquire and investigate everything that refers to human identity and ethical issues related to one's own life project, critically analysing 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, techniques and frameworks for problem solving 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.



## COLLABORATIVE PROGRAM

# THE COEXISTENCE OF COLORS

The program has the possibility of requesting a pre-visit and a post-visit at the educational center itself.

**Pre-visit:** the educational centre is attended to focus on several works of the Museum on coexistence and diversity. The rules are explained to the students and they are invited to come to the



## ACTIVITIES

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

1st Presentation. They are introduced to the activity highlighting the importance of peaceful coexistence of all men and women, taking into account our diversity.

2nd Visit to the exhibitions. The Museum's exhibitions are visited, highlighting the diversity that exists in the artistic world through different authors and styles. Through the works of the Museum, the value of peace is worked on. The *visual thinking methodology is used* and open-ended questions are formulated to encourage "learning to think".

3rd Artistic expression: In this activity, students face the challenge of building peace and coexistence. This is artistically captured in an individual creation. This will be followed by a second activity, with a collaborative methodology, where a part of the collaborative mural "**The coexistence of colors**" will be created.

4th Sharing: There will be a dialogue sharing in which proposals to improve peace and coexistence will be collected, as conclusions.

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

# EVALUATION

IT WILL BE CARRIED OUT BY DIRECT OBSERVATION, ESPECIALLY OF:

- » Participation in activities.
- » Expression and communication through different artistic languages.
- » Works created by students, in accordance with the evaluation criteria of the different areas of the curriculum.
- » Interdisciplinary vision through its integration into the works created by the students.
- » Teamwork.



**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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