

UNIVERSITY OF NAVARRA MUSEUM

—

CUADERNTEACHER'S
NOTEBOOKO DEL

—

PROGRAM 1

10 ART

MOVEMENTS YOU
SHOULD KNOW

PROGRAM 2

DIVERSITY AND
COEXISTENCE

BULLYING PREVENTION

HIGH SCHOOL PROGRAM

1ST YEAR (11th grade)



OBJECTIVES

Although many of the objectives formulated for this stage are worked on in a transversal manner, specifically the following ones, present in DF 72/2022, are addressed:

1. Exercise democratic citizenship from a global perspective and acquire a responsible civic awareness that promotes 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 potential situations of violence.
3. Develop artistic and literary sensitivity, as well as aesthetic judgment, as sources of education and cultural enrichment.
4. 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:

- » Maintain and transmit to students a tolerant attitude of respect and trust, affectionate and non-discriminatory.
- » Develop artistic and literary sensitivity, as well as aesthetic judgment, as sources of education and cultural enrichment.
- » Foster observation, attention, perception, memory, imagination, creativity, capacity for surprise, discovery, critical reasoning, and emotional intelligence, etc.

KEY COMPETENCIES

- » Promote care, order, and cleanliness.
- » Develop creativity.
- » Competence in linguistic communication.
- » Multilingual competence.
- » Competence in knowledge and interaction with the physical world.
- » Citizenship competence.
- » Personal, social, and learning-to-learn competence.
- » Learning to think.

SPECIFIC COMPETENCIES

- » Consolidate a framework of shared references based on knowledge of the characteristics of the main aesthetic movements of universal heritage, to shape a cultural map in which to inscribe personal literary and cultural experiences.
- » Observe, analyze, and value 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.
- » Understand the importance of collective identities in the social, political, and cultural configuration of the contemporary world, using historical thinking, its concepts, and methods, to critically analyze how they have been constructed and shaped over time, develop one's own arguments to contribute to constructive dialogue, respect feelings of belonging, and value the heritage richness and historical and cultural legacy 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, to recognize the radicality and transcendence of such questions, as well as the need to address them to develop a reflective and self-aware life.

BASIC KNOWLEDGE

THE FUNDAMENTALS OF ART

- » The debate on the definition of art. The concept of art throughout history.
- » Main artistic movements.
- » Gender perspective in art: representations and creations of women.
- » Art as an instrument of societal transformation. From artistic individualisms to collaborative art
- » Conceptual art and object art

CHALLENGES OF THE MODERN WORLD

- » The process of globalization in the contemporary world and its implications for current society.
- » Meaning and function of artistic and cultural expressions in different civilizations.
- » Diversity and cultural richness.
- » Respect and conservation of material and immaterial heritage.

CIVIC COMMITMENT

- » Identity and feelings of belonging: recognition of identity diversity, tolerance and respect for ideological and cultural manifestations, and recognition and defense of heritage richness.
- » Valuation and respect for social, ethnic, and cultural diversity: tolerance and intolerance in the history of the contemporary world.
- » Defense of minority rights.
- » Conservation and dissemination of historical heritage: the heritage, social, and cultural value of collective memory.
- » Archives, museums, and centers for historical dissemination and interpretation.

PROGRAM 1

10 ART MOVEMENTS YOU SHOULD KNOW

This program makes the students learn about art history focusing on 10 different reference works.



ACTIVITIES

Pre-visit: Attend the educational center with several reproductions of paintings from the Museum, explain the rules to the students, and invite them to come.

Visit: A visit to the Collection of the University of Navarra Museum is conducted, using the visual thinking methodology and open-ended questions to encourage learning to think. The key artworks of the exhibition and its artistic styles are shown.

Then the students go to the museum's Workshop and, in teams, the students then complete different magnetic puzzles of paintings that are representative of the ten art movements shown. These puzzles come with cards that explain the puzzles and the art movements they represent.

Then each team explains their work to the rest of the students, so that all teams give an oral presentation. This activity can be accompanied by another one of a creative nature, in which the assigned artistic movement is further explored.

Post-visit: The works are explained, questions are answered, and the staff thanks the school for their visit.

PROGRAM 2
**DIVERSITY AND
COEXISTENCE**
BULLYING PREVENTION

ACTIVITIES

Pre-visit: Staff attends to the educational center with several reproductions of works from the Museum, explain the rules of the Museum to the students, and invite them to come.

Visit: A visit to the exhibition is conducted, using the visual thinking methodology and open-ended questions to encourage learning to think.

Then, In the workshop, a problematic situation is presented to them that they have to solve.

This works on problem-solving and decision-making and a creative plastic activity is carried out on the solution they have come up with.

Post-visit: The works are handed over, questions are answered, and the staff thanks the school for their visit.



ASSESSMENT

IT WILL BE DONE THROUGH DIRECT OBSERVATION,
ESPECIALLY OF THE FOLLOWING ASSESSMENT CRITERIA:

- » Act appropriately, empathetically, and respectfully in intercultural situations by building links between different languages and cultures, rejecting and evaluating any type of discrimination, prejudice, and stereotype and solving sociocultural factors that hinder communication.
- » Critically assess the linguistic, cultural, and artistic diversity specific to countries where the foreign language is spoken, considering human rights and adapting to it, promoting and justifying the development of a shared culture and citizenship committed to sustainability and democratic values.
- » Identify the artistic references of a given work, describing the influence they exert and the connections established.
- » Express ideas, opinions, feelings, and emotions through graphic creations and drawings, incorporating, in a guided manner, procedures or techniques used in artistic references of interest to students.

METHODOLOGY

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

Experiential, playful, active, and cooperative education.

LANGUAGES

Spanish, Basque, English, French, and German.

DURATION

2,5 hours

SCHEDULE

10 am to 2 pm

REGISTRATIONS

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●●● Museo Universidad de Navarra

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