

# UNIVERSITY MUSEUM OF NAVARRE

PROGRAM FOR  
PRIMARY

5TH GRADE —

—  
TEACHER'S BOOK

—  
PROGRAM 1  
IF I WERE  
PICASSO TODAY

—  
PROGRAM 2  
THE INVISIBLE  
ARTIST



# PURPOSES

In accordance with Provincial Decree 67/2022, of June 22, 2022, which develops the LOMLOE, this educational program aims to help the development of the expression of the artistic sense and creativity, thus favoring the comprehensive education of students.

# OBJECTIVES

Although many of the objectives formulated for this stage are addressed in a cross-cutting manner, the following are specifically worked on:

1. Use different representations and artistic expressions and start building visual and audiovisual proposals.
2. Acquire in at least one foreign language the basic communicative competence that allows them to express and understand simple messages and to function in everyday situations.

AND OTHERS AS SUCH AS:

- : » Develop the creative sensibility of the students.
- » Maintain and transmit to students a tolerant, respectful and trusting, affectionate and non-discriminatory attitude.
- » Help in the socialization of the students.
- » Encourage observation, attention, perception, memory, imagination and creativity.
- » Provide human and artistic values.
- » Help develop emotional intelligence.
- » Encourage care, order and cleanliness

COVER

**MOUSQUETAIRE TÊTE (1967)**

PABLO PICASSO

**COSTA RICA (2007)**

CECILIA PAREDES

# COMPETENCES

- » Recognising and valuing diversity and gender equality, showing empathy and respect for other cultures and reflecting on ethical issues, in order 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 causal relationships, simultaneity and succession, in order to explain and assess the relationships between different elements and events.
- » Learn to think.
- » Participate in the environment and social life in an effective and constructive way with respect for 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 dialogued resolution of conflicts.
- » Discover artistic proposals from different genres, styles, periods and cultures, through active reception, to develop curiosity and respect for diversity.
- » Research on cultural and artistic manifestations and their contexts, using various channels, media and techniques, in order to enjoy them, understand their value and begin to develop their own artistic sensitivity.

# BASIC KNOWLEDGE

- » Configurative elements of visual language and its 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.
- » Norms of behavior and positive attitude in the reception of artistic proposals in different spaces. Silence as an essential element and condition for the maintenance of attention during reception.
- » Specific vocabulary of the plastic and visual arts, audiovisual arts, music and the performing arts.
- » Specific strategies for analyzing artistic proposals from a gender perspective.
- » Artistic proposals of different aesthetic currents, origins and periods produced by local, regional, national and international creators.
- » Active reception strategies: searching, active listening, observation, viewing, and critical reflection.
- » Norms of behavior and positive attitude in the reception of artistic proposals in different spaces. Silence as an essential element and condition for the maintenance of attention during reception.

# PROGRAM 1

## IF I WERE PICASSO TODAY

### ACTIVITIES

**Pre-visit:** At the school, you go with the picture of the musketeer and you explain the rules to them and invite them to come.

**Visit:** Visit to the exhibition A video on Picasso. Then you go to the rooms and explain the exhibition.

We return to the Workshops space and carry out an activity of individual artistic creativity. In addition, a reproduction will be mounted a collaboratively life-size version of Picasso's "Guernica". Finally, there will be a reflection on the works carried out, contemporary art and Picasso.

**Post-visit:** they are given the individual works, questions are answered and they are thanked for the visit.

*MOUSQUETAIRE*  
*TÊTE* (1967)  
PABLO PICASSO



# PROGRAM 2

## THE INVISIBLE ARTIST

### ACTIVITIES

**Pre-visit:** At 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 phases

#### 1st Presentation

They are introduced to the activity by motivating their artistic side. Today they are artists. Then, the invisibility of women throughout the history of art is discussed.

#### 2nd Visit the exhibitions

The Museum's exhibitions are visited, highlighting the role that women have played in the art world. Open-ended questions are asked to encourage learning to think and discover the works of the Museum.

#### 3rd Artistic expression

Once in the workshop space, the students carry out a creative activity in which they use a photograph of themselves on which to carry out an artistic intervention, inspired by the style of the artist Cecilia Paredes.

#### 4th Sharing

Finally, there will be a dialogue sharing both the result obtained and the creation process.

**Post-visit:** It takes place in the school to recapitulate how the activity has gone and deliver the works created by the students. Your participation and intervention are appreciated.



**COSTA RICA**  
**[2007]** CECILIA  
PAREDES

# METHODOLOGY

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

Experiential education through play, integrating action with emotions and thought. Teamwork. The pace of activity/learning and interests of each person will be respected.

The aim is to accompany them in their learning process, without conditioning their decision-making and respecting their initiative and creativity.



# EVALUATION

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

- » Recognize artistic proposals of different genres, styles, periods and cultures through active reception and showing curiosity and respect for them.
- » Describe cultural and artistic , manifestations 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 heritage, indicating the channels, means 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 languages and artistic 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 hours

### REGISTRATION

T 686 23 99 87

[educacionmuseo@unav.es](mailto:educacionmuseo@unav.es)

### SCHEDULE

10 a.m. to 2 p.m.

### LANGUAGES

Spanish, Basque,  
English, French and  
German.



●●● Museo Universidad de Navarra

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