

## SECONDARY EDUCATION

### DREAM THE MUSEUM

*“I think and express what I see”*

#### A. BASIC TRANSVERSAL SKILLS

##### The skill of learning to learn and to think

The aim is to have learning and working habits, strategies to learn and a rigorous thought process, using that which we learn and transferring it to other contexts and other situations, with the aim of organising personal learning with autonomy.

The competence to learn to learn and think groups together the following elements:

- 1) Gathering, selecting, saving and recovering information from diverse sources (printed, oral, audiovisual, digital and other types of information sources), and evaluating the usefulness of those sources.
- 2) To understand the information and learn it by heart (analytic thinking).
- 3) To interpret and evaluate the information (critical thinking).
- 4) To create and select ideas (creative thinking).
- 5) To make strategic use of cognitive resources, using that learned and transferring it to other situations.

#### B. SPECIFIC COMPETENCES INCLUDED IN THE DISCIPLINE

| SPECIFIC COMPETENCES INCLUDED IN THE DISCIPLINE | AREAS OF PRIMARY EDUCATION | COMPULSORY SECONDARY EDUCATION SUBJECTS         |
|---|----------------------------|---|
| A. Social and civic competence                  | A.1. Social Sciences       | A.1. Geography and History                      |
| B. Competence for art                           | B.1. Artistic Education    | B.1. Artistic, Visual and Audiovisual Education |

##### A. Social and civic competence

The idea is that each person understands themselves, their own group and the world in which they live, acquiring social sciences knowledge, interpreting it and using it critically; to use the procedures and methodologies belonging to those sciences, with autonomy and in the usual life situations in which citizens must act responsibly, with the aim of moving forward along the road towards obtaining a totally democratic, caring, inclusive and plural society.

Social and civic competence includes the following elements:

- 1) Understanding that each and every person is an individual and that they live in a society together with other people, and that they collaborate and organise with those persons within groups which have diverse characteristics and objectives, on more than one level (in the family, in school, in their neighbourhood, in their town, in the nation and at all other levels).
- 2) Knowing their own society, and particularly its constitution, organisation and functioning, past and present; knowing in what territory and in what manner society is established, becoming aware of its past, and developing the capacity to act positively faced with the problems posed in society by the actions of human beings.
- 3) Being a citizen who perceives the environment in which he or she lives and accepting that situation, being committed and expressing solidarity; considering the social and cultural pluralism of contemporary societies, and especially in Basque society, and devoting themselves to seeking out new means of having relationships with nature, with themselves and with other people, to improve society and make it sustainable.
- 4) That human rights should be the universal reference point to complement opinions on actions and situations of life and society of each person and a reference point so that each person can use their rights and fulfil their obligations as a citizen, and develop participative, respectful behaviours, of social justice and solidarity, with the aim of creating a democracy based on values.
- 5) Knowing what configuration or structure throughout history social groups have had while interacting with each other, when they have in the past or present lived through tensions or conflicts regarding living together; and developing a critical awareness of the past, with the aim of knowing how to use peaceful and democratic methods in the future to solve these situations.
- 6) Acquiring the necessary knowledge, skills and attitudes to understand that the world in which they live, that is, the physical, social and cultural aspects, collective experiences in the past and present-day experience, and those which are necessary to understand the physical space corresponding to social life, to be an active agent in the world.

##### B. Competence for art

Understanding diverse cultural and artistic expressions and evaluating them critically, in time and usage contexts, with the aim of taking on board the importance of aesthetic factors in the lives of people and societies. Likewise, discovering artistic languages,

and using their codes to produce artistic messages so that each person can express themselves and communicate with initiative, imagination and creativity.

Competence for art includes the following elements:

- Understanding that artistic languages are resources for expression and communication, using them in their own personal artistic production, and identifying those languages in artistic and cultural works.
- Creating artistic productions in a personal and reasoned way in diverse situations and fields of life, with the aim of expressing, representing and communicating emotions, experiences and ideas.
- Interpreting the artistic expressions and productions in the corresponding time and in the corresponding culture, and analysing and distinguishing the functions and uses included within them, with the aim of understanding the meaning and influence they have in the lives of people.
- Evaluating the elements of artistic and cultural heritage by means of reflection and criticism, to the extent in which they are the basis of the personality of peoples, the dialogue between cultures and shared experiences.

## C. SAN TELMO MUSEUM OFFERS SECONDARY EDUCATION STUDENTS...

### ESO 1-2 – Forming Gipuzkoa

**ADDRESSED TO:** Geography and History students of the first cycle of Secondary Education

#### OBJECTIVES:

- To identify the most important historic events and processes for the Basque Country, whether technical or whether they affect a wider field, and to locate them in time and space. Its objective is to have our own perspective and a global perspective on the evolution of humanity and to have a critical awareness regarding the capacity to generate change.
- To collect historic data, using diverse criteria: of orientation in time (past, present, and future); relative temporal positions (consecutive, simultaneous, diachronic and synchronic); duration (real; relating to the moment; structural; short, medium or long duration); temporal measurements (temporal unit, time and historical chronology). Its aim is to order and synthesise the historical evolution of societies.
- To consider and respect the natural, cultural, linguistic, artistic, historic and social heritage, both our own and that of others, and to catalogue it as a right corresponding to both individuals and to nations to safeguard their identity. To accept the responsibility entailed in protecting, conserving and improving it, each person from their own field, to help in the development of humanity, both individually and collectively.
- To know which processes and mechanisms direct social phenomena, and to study the link between social, political, economic and cultural events. That knowledge will serve as a basis to understand the diverse causes which explain the evolution of present-day societies, and to have a reasoned and critical perspective on History. The last aim will be to set in motion actions designed to improve society with regard to citizens.

#### BLOCK OF CONTENTS:

ESO1: Prehistoric societies, earliest civilisations and antiquity // Cultural manifestations.

ESO2 – Historic past. Society in the Middle Ages.

**DURATION:** This is a 2-hour activity.

#### PRESENTATION:

San Telmo Museum is in San Sebastián, Gipuzkoa. Our historical territory has a long history, but what was it like? In this activity, we will teach the students how Gipuzkoa was created. They will see where our current administrative structures come from and how we arose from the conflicts between medieval lords and towns. Later on, we will study the coats of arms we use to identify our towns and we give each student the challenge of creating their own coat of arms.

### ESO 1-2 – Give it your face

**ADDRESSED TO:** Plastic, visual and audiovisual arts students of the first cycle of Secondary Education

#### OBJECTIVES:

- To create artistic-aesthetic works to express emotions, feelings, experiences and ideas as spaces, objects and elements of the

cultural environment, and to thus move forward in communicative capacity, critical thinking and self-confidence.

- To understand the functions and uses aesthetic productions have had and continue to have in the lives of people and societies, and to be aware of the evolution and richness of aesthetic currents, fashions and tastes, to understand what type of influence all those elements have in our values and in our vision of both the world and society.
- To consider that art is part of the heritage and identity of nations and cultures and, taking as our aim the protection and regeneration of that splendid heritage, and being aware of the richness generated by exchange, to show interest in the dialogue between cultures and the numerous contributions made by the artistic experiences shared by nations.
- To respect and take into consideration different artistic expressions to our own and to the majority within our environment, and to thus set in motion reflective and critical processes, with the aim of overcoming stereotypes and conventionalisms, widen registers when making proposals and learning to act flexibly, with solidarity, interest and tolerance.

### BLOCK OF CONTENTS:

- 1) ESO2 – Resources and conventions of artistic languages // Processes, techniques and creative forms // To understand and interpret works which are aesthetic reference points in art and visual culture.

**DURATION:** This is a 2-hour activity.

### PRESENTATION:

Through this activity, the students will study the different styles and means of representing the human being that have existed throughout history. From the schematism of the Middle Ages, to contemporary abstraction and reformist styles. They will see that the image of humans has been represented in different ways with historic philosophy, thought and events. In the workshop hall, we will challenge them to represent a portrait, with the aim of encouraging their personal style and art to bloom.

## ESO 3-4 – Transforming Gipuzkoa

**ADDRESSED TO:** Geography and History students of the second cycle of Secondary Education

### OBJECTIVES:

- To identify the most important historic events and processes for the Basque Country, whether technical or whether they affect a wider field, and to locate them in time and space. Its objective is to have our own perspective and a global perspective on the evolution of humanity and to have a critical awareness regarding the capacity to generate change.
- To collect historic data, using diverse criteria: of orientation in time (past, present, and future); relative temporal positions (consecutive, simultaneous, diachronic, and synchronic); duration (real; relating to the moment; structural; short, medium or long duration); temporal measurements (temporal unit, time and historical chronology). Its aim is to order and synthesise the historical evolution of societies.
- To consider and respect the natural, cultural, linguistic, artistic, historic and social heritage, both our own and that of others, and to catalogue it as a right corresponding to both individuals and to nations to safeguard their identity. To accept the responsibility entailed in protecting, conserving and improving it, each person from their own field, to help in the development of humanity, both individually and collectively.
- To know which processes and mechanisms direct social phenomena, and to study the link between social, political, economic and cultural events. That knowledge will serve as a basis to understand the diverse causes which explain the evolution of present-day societies, and to have a reasoned and critical perspective on History. The last aim will be to set in motion actions designed to improve society with regard to citizens.

### BLOCK OF CONTENTS:

- 1) ESO3 – Historic past. The modern state.
- 2) ESO4 – Historical basis of current society.

**DURATION:** This is a 2-hour activity.

### PRESENTATION:

Since Gipuzkoa was created, we have lived through many events and transformations. By means of conflict, we passed from the Ancien Régime linked to absolutism to the Modern Régime, and in this activity we will look at the nature of these violent and severe transformations during the last two centuries. In the workshop hall, we will ask the students to create their own parliament, and taking into account the different political ideas and characters in history, they will create their own constitution or regulations.

## ESO 3-4 – Sketching ideas

**ADDRESSED TO:** Plastic, visual and audiovisual arts students of the second cycle of Secondary Education

### OBJECTIVES:

- a)** To create artistic-aesthetic works to express emotions, feelings, experiences and ideas as spaces, objects and elements of the cultural environment, and to thus move forward in communicative capacity, critical thinking and self-confidence.
- b)** To understand the functions and uses aesthetic productions have had and continue to have in the lives of people and societies, and to be aware of the evolution and richness of aesthetic currents, fashions and tastes, to understand what type of influence all those elements have in our values and in our vision of both the world and society.
- c)** To consider that art is part of the heritage and identity of nations and cultures and, taking as our aim the protection and regeneration of that splendid heritage, and being aware of the richness generated by exchange, to show interest in the dialogue between cultures and the numerous contributions made by the artistic experiences shared by nations.
- d)** To respect and take into consideration different artistic expressions to our own and to the majority within our environment, and to thus set in motion reflective and critical processes, with the aim of overcoming stereotypes and conventionalisms, widen registers when making proposals and learning to act flexibly, with solidarity, interest and tolerance.

### BLOCK OF CONTENTS:

- ESO3-4 – Resources and conventions of artistic languages // Processes, techniques and creative forms // To understand and interpret works which are aesthetic reference points in art and visual culture.

**DURATION:** This is a 2-hour activity.

### PRESENTATION:

The guiding thread of the visit will be the canvases by Sert in the church of San Telmo. We will look at and study these works from the beginning of the 20<sup>th</sup> century, seeing that they represent the thinking of the era and abstract ideas. By means of these canvases which extol the character and history of Gipuzkoans, we will analyse the means of representing abstract ideas. In the workshop hall, we will show some allegories of abstract ideas to the students, and each student will represent an abstract idea.

## D. AND AS A THEMATIC ROUTE...

- ESO 1-2
  - **Yesterday and today**  
General tour of history, from the perspective of the 21<sup>st</sup> century. The subjects to be analysed are the guiding thread of the museum: the objective is none other than to look at the past to meet the challenges of the future.
  - **Portraits and landscapes**  
In the tour of Fine Arts proposed in this visit the students study the following genres: portraits and landscapes.
  - **Urgull House of History**
- ESO 3-4
  - **Time of silence**  
A journey around Francoism. A journey through almost 40 years with the aim of discovering the society, economy and history of the era.
  - **Badugu, badago**  
By means of this tour to gain a better understanding of the Basque language, its history and that of its speakers, the aim is to show relationships the visitors have with the Basque language.
  - **Kalejiras**  
Activity outside the museum. Thematic routes to get up close and personal with the heritage and history of San Sebastián.
  - **The awakening of modernity**  
General tour to discover the main traces of present-day society.
  - **Urgull House of History**