

Work Unit: Mural Painting of Alarcón Teaching Guide

AGE: 10 to 14 years old.

INTRODUCTION

In 1994, in the old and desacralized Church of Alarcón, Jesús Mateo (1971) developed the first sketches that would shape the Murals of Alarcón. With absolute freedom and an unusual creative power, he was shaping a project with a unique plastic identity, based on Nature and Man as pretexts to configure a personal and committed universe. On December 3, 1997, the United Nations Educational, Scientific and Cultural Organization (UNESCO) granted official sponsorship of Alarcón's wall paintings, declaring them of world artistic interest. According to the author, his work, completed in 2002, expresses worlds prior to the presence of man on Earth, the origins of life, dreams, the illuminated cavern, the celestial vault, anguish, life and its finitude, with an expressive contemporary formal language of great drama.

In this Work Unit, students will be able to navigate through Virtual Reality through a 360º visit, increase their knowledge through texts or videos about the author's work, or develop a series of qualitative evaluation activities.

OBJECTIVES

- Increase knowledge about the Cultural Heritage of Castilla-La Mancha.
- Familiarize students with works of art by natural artists from Castilla-La Mancha.

PROFICIENCIES

- Awareness and cultural expressions.
- Digital competence.
- Learn to learn.
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TIMING

This Work Unit is initially scheduled to be developed in two sessions of 50-60 minutes, both in the Ordinary Classroom and through Virtual Distance Learning.

MATERIALS

- Computer, Tablet or Smartphone.
- Internet connection.
- Interactive Projector / Screen (Optional).
- Virtual Reality Glasses (Optional).

RECOMMENDATIONS

The Work Unit is based on an interactive virtual visit, on which the student will be able to progress in the contents to work in an autonomous way.

It is suggested that this experience be structured in the following order:

- Free navigation through the learning scene: Students will be able to navigate freely through the artistic space, paying special attention to the work and its details.
- In this part of the presentation, the student immerses himself in real space, but does not access the support materials, located on the interactive labels with icons of numbers or musical notes.
- Acquisition of theoretical content through interactive labels: In this part of the Unit, students access a series of labels with text about the artistic space and its author, as well as videos and related musical experiences.
- Strengthening content through self-evaluation: Finally, in this third and last part, the teacher offers the student some or all of the following evaluation / reflection proposals:
 1. Pre-work interactive activities:
 - Assembly on art: we talk about artists we know, the support of their creations, their style or aspects that characterize them, time in which they lived / live, etc.
 - Assembly on artists and creators of Castilla-La Mancha: artists we know and who are natives of our region (for example: Rozalén, José Luis Perales, Pedro Almodovar, Pedro Mercedes, Gustavo Torner, Cruz Novillo, Rafael Canogar, Jesús Mateo, etc .)
 - We elaborate, by groups or individually, the biography of an artist born in Castilla-La Mancha, for this we can use the Internet, photographs, postcards, art prints, etc.
 - Visit an art museum in your province.

2. Activities during interactive work:

- Guided introduction by the teacher about what is represented in works of art: colors, shapes, figures, space, etc.
- Each student, or group of students, will choose one of the motifs for the Mural Paintings of Alarcón, analyze it and present it orally to the rest of their classmates, transmitting what it suggests, what it transmits, what they see in it, what feelings it approximates, what other well-known artists it reminds them of, etc.

With the same structuring of the previous activity, the students, in a complementary way, will make a document with the word processor, in which they insert as an image the “corner” or motif of the Mural Paintings of Alarcón to which they refer to their comments.

To do this, first of all, you will obtain a “flat” image, by right-clicking on it and clicking on “Save image as...” to edit it with an image processing program, and paste it into a text document.

The objective of the activity is for the student to compose a text document with an image in it, accompanied by the text of comments.

3. Interactive post-work activities:

- Reproduction of the works: The students must extract the flat image that interests them, remove the color with an image editing software, and exchange it with their classmates, to color them by hand.
- Exhibition in the educational center: With the works generated in the previous activity, an exhibition can be made through the rooms or corridors of the educational center.
- Murals in the educational center or in the environment: With the help of a projector, the teacher can project images on the walls of the educational center, so that students can reproduce the murals, even color them with different colors or textures.
- Making a bookmark.
- Making a personal summary/statement.
- Making a Tweet about the Mural Painting of Alarcón.
- Carrying out a tourist campaign to promote the "emptied Spain".



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ESTÁ EN TUS MANOS