



élan intercultural



Erasmus+



**DiverCity**

## Workshop description Sheet (To fill in while delivering the workshop)

### Title of the Workshop

Tu museo interno. "Inside Museum"

### Field Theme

Ethnicity (Roma community) and gender equality. Social exclusion and integration.

### Date Place & Time, Frequency of Session (24 hs in Total)

**Place:** The workshop took place at Fundación Secretariado Gitano (FSG) (Calle Ahijones s/n. Vallecas) and The Thyssen-Bornemisza Museum. (Paseo del Prado, 8. Madrid).

#### Date and time:

- Monday 1<sup>st</sup> June 2015 from 10:00 am to 14:00 pm.
- Monday 8<sup>th</sup> June 2015 from 10:30 pm to 14:30 pm.
- Monday 15<sup>th</sup> June 2015 from 10:30 pm to 14:30 pm.
- Thursday 18<sup>th</sup> June 2015 from 2:30 pm to 19:30 pm.
- Monday 22<sup>nd</sup> June 2015 from 10:30 pm to 14:30 pm.
- Monday 29<sup>th</sup> June 2015 from 10:30 pm to 14:30 pm.

**Hours:** 25 hours.

### Number of participants (12-15 participants) and constitution of the group (Boy-Girls-age- edu level etc...)

16 participants. 9 boys and 7 girls. Between 18 and 30 years old.

### Concrete objectives of the Workshop

#### Main objective:

- Create a symbolic Museum Life Stories to address the issue of Cultural Diversity and gender in a group of Roma community from Vallecas.

#### Specific objective

- Provide an experience in the Thyssen - Bornemisza in order to bring participants to the narratives that can be found in museums.
- Exhibit the works of artists that link between different narratives museums with the life story of participants.



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During the training weeks we achieve the following **goals**:

- Promoting tolerance for uncertainty and frustration
- Increase self-confidence, sense of control over their lives
- Stimulate new points of view about themselves, their context and culture through the reflection from divergent thinking.
- Ownership / integration / interaction of new identities / contexts
- Reconstruction of relational networks

Ex- Team work / Raise awareness of cultural differences in gender / Show the districts from their perspective /

### Program per Day

- Monday 1st June 2015 from 10:00 am to 14:00 pm.
- Monday 8th June 2015 from 10:30 pm to 14:30 pm.
- Monday 15th June 2015 from 10:30 pm to 14:30 pm.
- Thursday 18th June 2015 from 14:30 pm to 19:30 pm.
- Monday 22nd June 2015 from 10:30 pm to 14:30 pm.
- Monday 29th June 2015 from 10:30 pm to 14:30 pm.

### Day 1: Monday 1st June 2015. In three parts.



#### Part one: Presentation, dynamic presentation, relaxed chat

- 10:00- 10:15- Meeting point at The Thyssen-Bornemisza Museum. Team, which will conduct all the workshops, presentations to the group of participants.

- 10:15- 11:00- Group presentations to the team, guiding by Alberto Gamoneda, getting to know each other through open questions game and to know their ideas about What is a museum? What things are in a museum? Working on expectations and presentation of the program for the following days.

#### Part two: Visit to the permanent collection: Paradoxes of vision:

Artworks: The Swing by Jean – Honoré Fragonard, Materials for a Leisure Hour by William Michael Harnett, New York City, 3 (unfinished) by Piet Mondrian and Untitled (Green on Maroon) by Mark Rothko.

- 11:00- 11:30- Through painting: “The Swing”: get to know the museum. What’s to see and how we see?. Method of questions and answers, creating visions of the actions and a story, created by the entire group.

- 11:30-12:00- We continue on the path to the second painting: Materials for a Leisure Hour. What we see? Ideas, prejudices and labels and its relation to vision. Time, transience and enjoyment. It creates a clear distinction between actions that claim to be man and wife, and the temporal changes of these actions today. The prohibitions of women in actions that were considered to be men.



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- 12:00- 12:30- We continue on the path to the third painting: New York City, 3 (unfinished). Change your point of view. Music, architecture, geography and painting. What sense is there for us?. Attachment points and connection of ideas: Color-forms, line-meaning. When you change the view, reality changes

- 12:30-13:00- We continue on the path to the last painting: Untitled (Green on Maroon). Ensure the look. Introspection. See, look and admire; regimes of vision. All or nothing. The power of the spectator. Hear the painting: sounds that would put it.

### Part three: Workshop

13:00- 14:30- Workshop: Self-portrait in the mirror. The point of view Draw with my eyes / draw with my mind The spectator as co-creator of reality. Team building, meeting each other with a group art dynamic exercises. Evaluation of the day.

### Day 2: Monday 8th June 2015.

#### Workshop "Containers of memories I".



- What artists have wanted to leave for the story of our history? And workshop with the chosen artwork. Crop and create the game "story circles " oral narratives. (Educathyssen). Working with the poetic words on the reserve side of the artwork to create stories through their experiences and the image.

- 10:30- 11:15- Presentation of some artists from Thyssen Museum (Sonia y Robert Delaunay, Gabrielle Munter, Georgia O Keefe, Stepsnova y de Chagall) by Marián López Fernández-Cao, with projected images and history of life and work.

- 11:15- 11:45- Workshops: All arranged in a circle position are asked to choose the image they like and think of two words that represent it , then that write on the back of the image. Once it has done this part, they pass the image to the partner and repeat the action again with another image, until the image return to them, then the exercise began.

- 11:45- 12:00- With the image in their hands (their words and peer words), we push them to ask themselves. What do these words have to do with me? What relationship do these words with me and my story?, Then we will reflect on what worked in the previous workshop: What is a museum ?, the stories that museums tells and the relationship between this story. They will think on aspects such as: to whom I want to leave my story and what will be.

- 12:00- 13:45- Creating space for work. To start the artwork, we will base on the activity called: "Container memories" they propose to do with clay put a box in different memories raised by the work, memories that form a story and will be placed inside the box. The idea is to redo the selected work through your being.

- 13:45- 14:15- Time to present voluntarily the artwork counting the words used.



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- 14:15- 14:30- The last part was the closure, it take place through the implementation of an informal written questionnaire consisting of 4 questions. The questions are directed to inquire: as they felt, remembered what they thought, ideas that emerged from the creation and to identify the relationship established with the work, history and the museum concept.

### **Day 3: Monday 15th June 2015.**

#### **Workshop: "Containers of memories II".**



Workshop creating their own works inspired by the chosen works at the museum.

- 10:30-11:00- The session begins with a meditation exercise that allows participants to connect emotions and body with the activity they will perform in the session. We asked all participants located in a circle, began to breathe slowly, then we asked to think of a color and imagine that color enveloped, once they had the color in your imagination, we asked to feel that emotion came, then feel that color as was wrapping them. Later, we asked to remember a moment in their life where have felt that emotion and located the emotion in a part of their bodies. This part ended with a brief socialization experience.

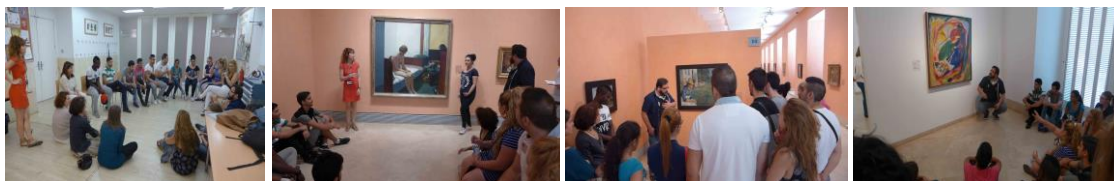
- 11:00- 12:00- We present to the participants different images of artworks that are in the Thyssen - Bornemisza Museum and then, we asked them that: when you felt that connected to a memory, they will keep and stay with that image. Then, they reflected a little about the relationship of history that the picture tells with their own history. After selecting the image or images they were asked to recreate that artwork, also adapting its own memory.

- 12:00-14:00- Freely, participants chose different materials to rework the play, clay works, painting, colored pencils and began to take shape during this time. Participants connected through the materials with two moments of his life, childhood and adolescence.

- 14:00-14:30- At the end of the session, each one showed heir artwork to the others. Three premises concluded the session: a) how the images express feelings and how allow the feelings can be expressed with images, b ) how we perceive others and how we really are, and c ) The experiences are part of who we are today.

### **Day 4: Thursday 18th June 2015.**

#### **Workshop: Feel the painting I.**



Workshop at The Thyssen-Bornemisza Museum with Alberto Gamoneda.



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- 12:30- 13:00: Meeting point at The Thyssen-Bornemisza Museum.

Group presentations, guiding by Alberto, participants presented to the museum some of the works selected in the previous sessions. Dialogue about experience, fears and difficulties

- 13:00- 15:00- Visit the permanent collection and the artworks of their choice:

1- Hotel Room by Edward Hopper: Combined experience flamenco in front of the artwork and its translation into LSE (Spanish Sign Language). Educator Intervention by Area LSE singing.

2- Picture with three spots, No 196 by Wassily Kandinsky: Creating sound table with palms and singing on the analogies of Music and color of the work of Kandinsky.

3- Thirty-three Little Girls Set out for the White Butterfly Hunt by Max Ernst: Dialogue group in front of the artwork.

At the end of the session, each one chose their artwork to represent in the next to sessions. Three premises concluded the session. In this section each participant show the chosen artwork that they will represent in the last session, with three premises: it can be individually, in pairs or in groups. In which, they use their potential to express the works. This is very powerful connection to the next two sessions.

### **Day 5: Monday 22nd June 2015.**

#### **Workshop: Feel the painting II.**



Workshop creating their own works inspired by their own music.

10:30-11:00- we bring the catalogs from the museum with the chosen images made by participants at the last session. The chose artworks that they would present to his fellow workers.

11:00- 11:15- They formed groups and couples, as some felt more comfortable performing the exercise in the company, so they were elected: Hotel Room by Edward Hopper, Picture with three spots, No 196 by Wassily Kandinsky and Thirty-three Little Girls Set out for the White Butterfly Hunt by Max Ernst.

11:15- 11:45- Participants read about the artworks, the history and the context surrounding the establishment chosen one.

11:45- 13:00 We propose and activity to warm up. The group is divided into two; one chose the painting and played through the voice, guitar and percussion, while the other group played music with color in a group mural. This was essential to the next session, they felt prepared to present these artwork through his music at the museum itself.

13:00-14:00- In groups, they began to pass in front of their peers to present the artworks in





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the same way as they would in the Thyssen – Bornemisza Museum . Once a group presentation ended his colleagues conducted feedback on the observed presentation, this way each group permanently offered and received information.

14:00-14:30- Finally, participants decided the fate of the artworks carried out by them in the previous workshops and a brief reflection on lessons learned during the process was conducted, where communication skills, teamwork , art, emotions, culture and experiences, in relation to the construction of themselves and others, they were the protagonists of the stories.

### **Day 6: Monday 29th June 2015.**

#### **Express and present the painting through music.**



- 10:00-10:30- Arrival at the museum and presentations. Team representatives of the university, museum and the foundation, participants and visitors.

- 10:30-13:30- Presentation in the museum of their works visiting the paintings that gave inspiration for their musical creations. Itineraries created by them at the museum and take a tour in the museum for their coworkers.

Selected artworks and shown: (Video Results)

- Hotel Room by Edward Hopper.
- Picture with three spots, No 196 by Wassily Kandinsky.
- Thirty-three Little Girls Set out for the White Butterfly Hunt by Max Ernst.
- Untitled (Green on Maroon) by Mark Rothko.
- Portrait of a Woman by Alberto Giacometti.

- 13:30- 14:00- Conclusions: experience reinforced, containment and close.

### **1<sup>st</sup> Module Content (Museum Team Building- known each other in different way)**

#### **- Activities:**

- First encounter and impressions about and with the museum.
- Relaxed talk together.
- Knowledge, exploration and link building

The first module aims to encourage a rapprochement between two spaces, the subjectivity of the young and the museum as a container for stories; encouraging divergent thinking through a reflective exercise of open questions about the works of the museum was able to find the intersection between personal realities and stories told by the artworks. The artwork “The swing” by Jean-Honore Fragonard and New York City by Piet Mondrian were some of the artworks that inspired young people in this session.

The session ends with an exercise that allowed the young people to open a new look about the museum, with a pen in hand each participant of space drew on a piece of mirror what she



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saw when she looked, exercise that demonstrated the link between art, museums and personal and social reality of people

- **Pictures:** See above (Day 1) and at the “video process”.

- **Feedback/testimonies from the group showing their subjective experience:**

It was evident the perceptual change, the participants went to perceive the museum as an external, alien and passive position, to perceive it as a place where they themselves can be actors, subjects with active roles that interact with information that moves there, where you can experiment and discover information about themselves through the information provided by the site. The participants were all motivated during the exercises and very engaged.

- **Methods:** Methods of group formation

Art and reflection. Floating attention. Active listening. Silence intrapsychic.

### 2<sup>nd</sup> Module Content: Containers of memories I and II (First encounter with Art Materials and Memories through them)

- **Activities:**

- First encounter with art materials.
- Relaxed meditation talk together.
- Art Flow. “Stories circles”
- Presentations of artworks: knowledge and exploration of themselves.

In this second module, container of memories I and II was the metaphor used through art to promote participants new insights, new perspectives about themselves (from a gender perspective), their context and their culture from reflections based on an divergent thinking. Allow the participants to experiment with different materials; clay, paint and waxes were preferred. After a brief discussion of some representative works and artists from the museum, were given to young ones circles containing images of different works of the Thyssen-Bornemisza Museum, each chose a picture and wrote on the back of a picture 2 or 3 words that came to mind regarding what they conveyed the artwork, then the images were passed by each of the group members so that each image was associated with variety of words, until it was the image who originally he had chosen. Everyone built a story with words considered relevant according to their level of identification with them, so that the initial work turned to the new story, story that was represented through a plastic action in mud, painting or with waxes. After the session every participant had the original version of the artwork and its own version of this same story.

In next session, free creation remained the chosen methodology. After a brief period of attention and connection between emotions and the body, he led the group various images of works from the museum, including those who had watched the previous session, each chose two images that look the referred to a moment its past and its present, to convey them some kind of relationship with these two times, then, reflected a little about the relationship of history that had the painting with their own history.

- **Pictures:** See above (Day 2 and 3) and at the “video process”.

- **Feedback/testimonies from the group showing their subjective experience:**

The results obtained show the different associations made by participants through the metaphor of containers memories. While all categories have an affective component,



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especially when dealing with memories, it notes that they were able to identify some very clear and specific emotions evoked the image chosen themselves, moments of their life stories that had a high level of significance and that they relate to the narrative of the image expressed in the artwork.

It is also possible to observe how the artistic activity itself is a medium to changes in the state of being, participants show from his answers as before the session their moods prevailed in tired and bored, at the end of the session were satisfied and happy, after going through a process of immersion in the creative process.

Finally, the change is evident in the significant associated with the concept of the museum, participants show through their responses as the museum has come to establish as a place where it is expressed, it is made and speaks through art, on life stories.

### - **Methods:**

Art materials and feelings. Meditation. Art and reflection. Floating attention. Active listening.

### **3<sup>rd</sup> Module Content: Feel the painting I and II, Express and present the painting through music (Entrepreneurship and empowerment through the potentialities)**

#### - **Activities:**

- Plastic creations through music.
- Our own music to represent artworks
- Read the pictures through my experience.
- Who we are? What do we have to provide?
- Presentations of artworks: knowledge and exploration of themselves.

In this third module, it was evaluated through a field observation conducted about what happened during the sessions and taking pictures and videos that reflect the development of the actions carried out.

- **Pictures:** See above (Day 4, 5 and 6) and at the videos.

#### - **Feedback/testimonies from the group showing their subjective experience:**

It was possible to identify:

- They decided to form groups and couples to expose so that they felt safer from the activities.
- They chose paintings that were related to these four important concepts: diversity, love, family and culture.
- They are not used to perform processes feedback, or self-reflection of their activities.
- They have important communication skills.
- They were allowed to tell their emotions and experiences through painting and music.

From the above, and observation of the images and videos made, we concluded:

- The group work contributes positively in the sense of security against an activity.
- Art allowed the participants externalize emotions and experiences, facilitating awareness of themselves and others.
- The artworks and paintings show allowed the most important concepts associated with Roma Community culture.
- The processes of feedback and self-reflection through art not only led to evaluate their role in the activity but also its role in the context of his life.

#### - **Methods:**

Music. Art and reflection. Floating attention. Active listening.





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<b>Most precious moment: what moment did you enjoy the most?</b>
The last session, the representations were super-exciting for them and for the people who were making the visit to his interpretations.
<b>What surprised you?</b>
We were surprised by strong insight for the participants, and the connections made
<b>What would you do differently?</b>
If the group had more time to do a more thorough follow-up of participants to propose more activities as already made.
<b>Which were the 2 activities which made you the most proud to describe in detail in a further step?</b>
Containers of memories I. Stories Circle
Plastic creations through music.