



HERitage, cultural ROots and innovative peer Education Strategies HEROES

Project HEROES: local tests Málaga, june 2021



Partners Country
Faculty of Sciences Education
University of Malaga (Spain)

1. Schools and museums involved in the activities



1.1. Museum Jorge Rando Education Department



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1. Schools and museums involved in the activities



1.2. High School Santa Rosa de Lima: Fundación Victoria



1. Schools and museums involved in the activities

1.3. High School San José, Fundación Loyola



2. Number of teachers/cultural educators and students involved in the activities

<i>Institution</i>	<i>Teachers/ cultural educators</i>	<i>Students</i>
Museum Jorge Rando Education Department	1	
High School Santa Rosa de Lima Fundación Victoria	1	120 1º y 2º ESO
High School San José, Fundación Loyola	2	50 2º A y B, y 4ºD ESO

3. Specific actions carried out and results

Cultural heritage of study: **Virgen de la Victoria de Málaga**



Jorge Rando Museum, together with the High School Santa Rosa de Lima and High School San José, have worked on the sculpture of the Virgen de la Victoria (XV century) and the sculpture created by the artist Jorge Rando.

The local activity has had **three phases**:

1. Approach, research and study of Malaga's heritage linked to the heritage object
2. Creative activities of the students
3. Visual presentation of the creative process (*in progress*)



3. Specific actions carried out and results / Phase 1

Approach, research and study of
Malaga's cultural heritage
related to the heritage object:

- a. Sanctuary of the Virgen de la Victoria*
- b. Malaga Cathedral*
- c. Museum Jorge Rando*

**a) VISITED TO THE
SANCTUARY OF
THE VIRGIN**



3. Specific actions carried out and results / Phase 1

a) VISITED TO THE SANCTUARY OF THE VIRGIN

Chapel of the Virgin



3. Specific actions carried out and results / Phase 1

a) VISITED TO THE SANCTUARY OF THE VIRGIN

Crypt of the Sanctuary



*Pantheon of the Counts of Buenavista,
jewel of the baroque, declared BIC*

3. Specific actions carried out and results / Phase 1

b) VISIT TO THE MALAGA CATHEDRAL

*Binding with the
Virgin of Victory*



3. Specific actions carried out and results / Phase 1

c) VISIT TO THE MUSEUM

Focusing of the interpretation of the patron saint of Málaga by the artist Jorge Rando

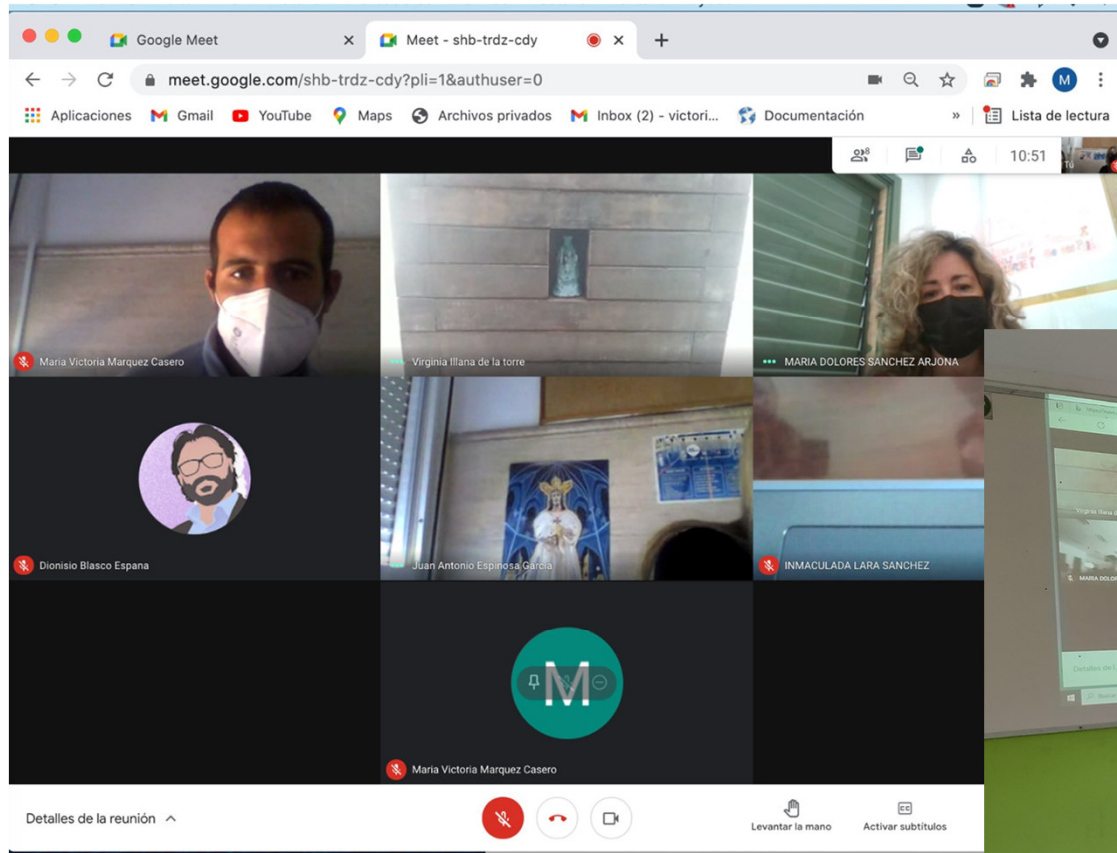
THE VIRGIN DE LA VICTORIA FROM A CONTEMPORARY PERSPECTIVE

- Due to the COVID-19. the visits were conducted online
- The visit to the Museum Jorge Rando was led by one of the educators who introduced in the history of the Virgin, relating in to the one made by the artist Jorge Rando

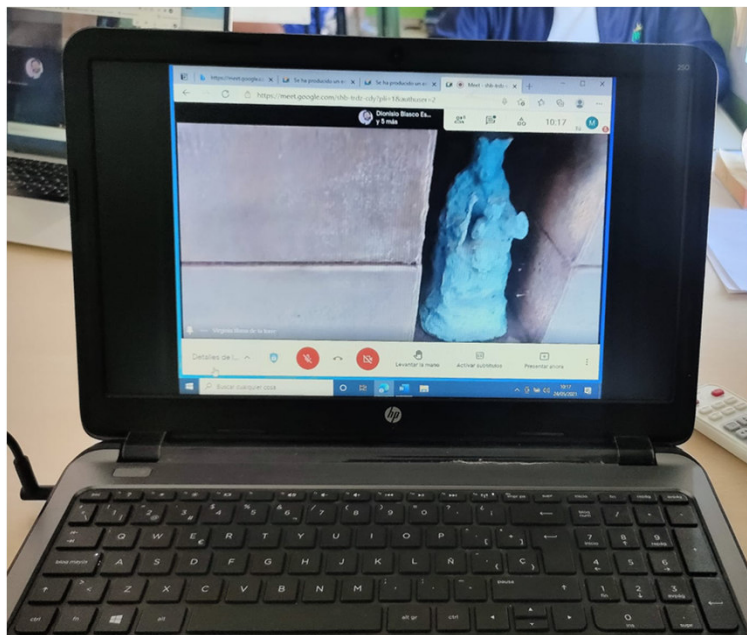


3. Specific actions carried out and results / Phase 1

Approach, research and study of Malaga's heritage linked to the heritage object



3. Specific actions carried out and results / Phase 1



The visits in this 1st phase of research and knowledge of Cultural Heritage will involve students from Florence and Malaga, as mediator in the process

3. Specific actions carried out and results / Phase 2

2nd Phase: Creative process

Installations, performances, video, 3D drawings

High School San José de Fundación Loyola

Teachers: M^a Dolores Sánchez / Inmaculada Lara

- complete the research of the 1st phase, studying the concepts of installation and performance.
- **they develop the 2nd creative phase** using both concepts in their creations
 - the installations play with the similarity between the geometric figures and the different religions integrating them in a structure (made in subject technology) that symbolizes interculturality
 - the performance in progress
- **the work of this creative phase** will be collected in a video produced by students, where they explain the realization of the performance and the installation.

3. Specific actions carried out and results / Phase 2



Installation
Bearing progressive weight



3. Specific actions carried out and results / Phase 2

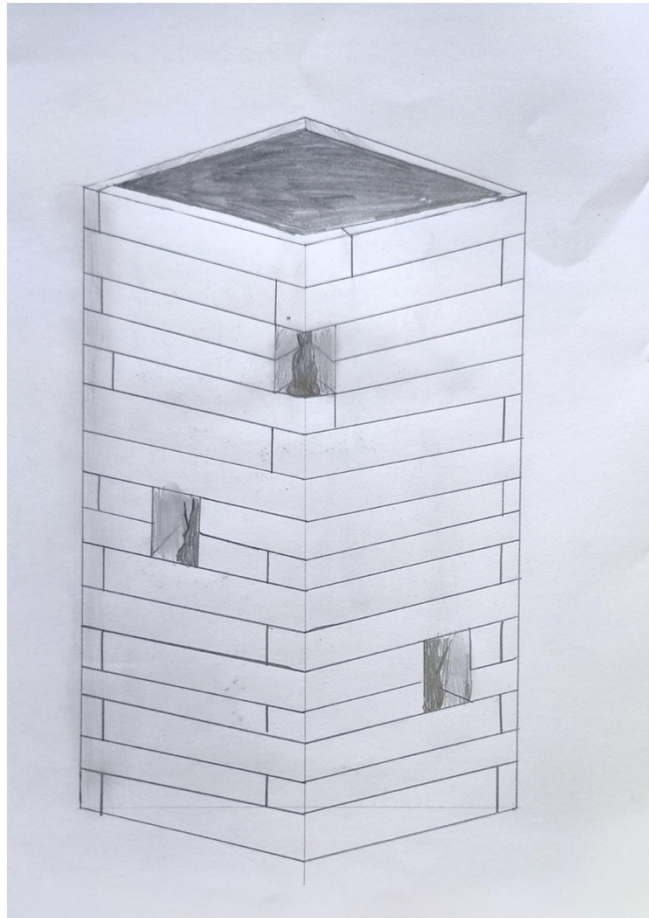
2nd Phase: Creative process

Installations, performances, video, 3D drawings

High School Santa Rosa de Lima (Fundación Victoria)

Teacher: Victoria Márquez

- development of the 2nd creative phase:
 - pencil and color sketches with the features that identify the madonna of victory, addition of interpretative elements free by the students
 - modelling in clay to reconstruct the sketches in 3d



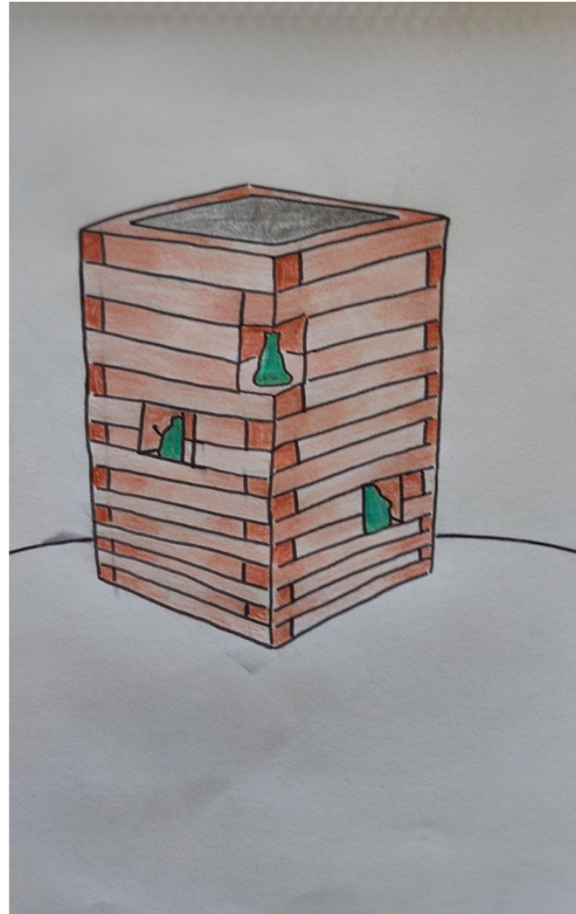






Photo: Victoria Márquez



3. Specific actions carried out and results / Phase 3

3rd Phase: Presentation

AT THE END OF THE CREATION PHASE, A PRESENTATION (VIDEO) WILL BE MADE TO EXPLAIN TO THE PEERS THE CREATIVE PROCESS OF BOTH GROUPS AND THE RESULTS OBTAINED.

4. Impacts both on students and educational professionals

- The collaborative museum-school project on cultural heritage has been a challenge both for the pupils and the teachers and museum educator.
- Although the pupils have not been able to experience peer learning due to mobility limitations, the project carried out has been a source of personal satisfaction since all the information obtained has been the result of group research, something that has allowed them to understand the scope of what they were being asked to do.

4. Impacts both on students and educational professionals

- The museum educator is not used to students coming to the classroom-museum prepared. This preparation has allowed her to delve deeper into the meaning of Jorge Rando's work.
- However, the teachers, who work with the project-based learning methodology in their teaching, consider this experience highly satisfactory, as they have found in the attitude of the pupils the motivation to extend their research into peer-to-peer learning.

4. Impacts both on students and educational professionals

- The fact of working on the interpretation of Jorge Rando's work on the Virgin of Victory, first with sketches and then with 3D sculpture with one of the teachers, makes it possible to understand content that is not usually worked on in the Visual and Plastic Education classroom.
- On the other hand, the work proposed by another teacher and agreed with the pupils -which looks at interpreting Rando's work in relation to the meaning of the cube as an integrating element- opens the spectrum towards understanding not only the subject of Plastic Arts or cultural heritage, but also works transversally on interculturality and, with this, establishing contents and objectives of the culture of peace.

6. Suggestions and feedback useful to refine the Model's contents

6.1 Expand collaboration on the cultural heritage project with other schools and museums.

6.2 Complete the creative work that has been done with written language activities. E.g., making textual and/or visual narratives.

6.3. Corroborate what has been learned in this proposal with the interaction with other heritage objects.

PLANNED ACTIVITIES FOR FLORENTINE STUDENTS

(OCTOBER, 2021)

1. VISIT SANCTUARY OF VICTORY
2. VISIT MALAGA CATHEDRAL
3. VISIT MUSEUM JORGE RANDO
4. VIEWING OF THE VIDEO SUMMARY OF THE ACTIVITY CARRIED OUT BY THE STUDENTS OF MALAGA
5. CREATIVE ACTIVITY FOR STUDENTS IN FLORENCE:
 - CREATIONS AT THE MUSEUM ATELIER
 - PERFORMANCE IN THE MUSEUM COURTYARD