

# ROUTES



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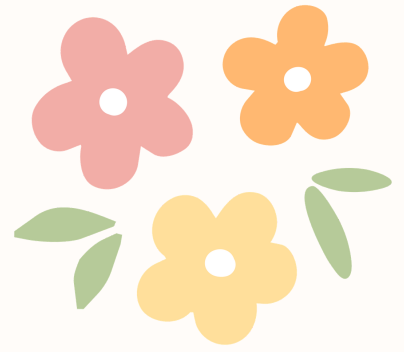


**Italiadomani**

PIANO NAZIONALE DI RIPRESA E RESILIENZA



**0 & 1 FLOOR**



# ACTIVITY 1

## **“Contemporary Art Detectives”**

In the museum there are artworks that do not reveal themselves immediately. You are a team of detectives: you must observe, interpret, and construct meaning.

### **Objectives:**

- train observation skills and the ability to interpret;
- guide students, through reflection and the sharing of ideas and perspectives, toward understanding the artworks and the generative processes from which they emerge.

# GUIDE STORY



"The Museum of Unanswered Questions"

(to be read at the entrance of the Contemporary Art section)

"Welcome.

But be careful: this is not a museum like any other! Here, you will not only find artworks to look at, you will find... questions!

Contemporary art, the art of today's artists, works in a unique way: it does not tell ready-made stories, it does not simply answer a question with a painting or sculpture, and it rarely represents reality realistically.

Contemporary art asks something of you!

Imagine entering a space where each artwork is a puzzle.

The artist, in front of a canvas, block of stone, or material, has made a choice: not to explain everything, but to leave space for you to contribute a piece of your imagination to the artwork.

Look around.

There are forms that do not resemble objects, colors that do not imitate reality, materials that you might not expect to find in a museum.

The key question is not: "What is it?" but rather: "What does it make me think of? How does it make me feel? What emotions does it stir in me?"



# GUIDE STORY



Each artwork is like a mirror: it reflects not only what the artist created but also what you bring ideas, dreams, desires, fears, and imagination.

Something interesting happens: two people can look at the same artwork and see different things and both are correct.

Each artwork generates questions, and each viewer provides a unique response.

Today, you will not just be visitors you will be investigators.

Your special mission: before answering the question, you must first formulate it yourself.

Observe an artwork carefully, discuss it among your group, and share the feelings, memories, or ideas it evokes.

Observing, discussing, and sharing are all part of “interpreting” the artwork. To interpret an artwork means to give it meaning: by finding common ground among your impressions, you may approach the artist's intention.



# ACTIVITY STRUCTURE

## **FIRST STEPS:**

- Divide students into groups of 3–4.
- Provide each group with the activity worksheet.

## **PHASE 1 – OBSERVATION**

Each group observes their assigned artwork and discusses impressions, feelings, and memories it evokes.

## **PHASE 2 – HYPOTHESIS**

Each group develops a theory: “This artwork is about...”

If necessary, suggested themes can be offered, such as nature, city, body, memory, chaos/order.

# ACTIVITY STRUCTURE

## **PHASE 3 – PRESENTATION AND REFLECTION**

Each group presents: “According to us, this artwork means...”

The educator may provide additional context about the artwork or the artist.

This step highlights that interpretations vary and that artworks allow multiple readings.

### **Output:**

- Primary school: a drawing representing elements of the artwork, with a title created by each participant.
- Middle school (lower secondary): a short review or audio guide based on the analysis of the artwork.



# ACTIVITY 2

## Design the City: Castelbuono 2050

### Objective:

- connect the museum, contemporary art collections, and local territory to develop a vision for the future of Castelbuono.

# GUIDE STORY



The future of Castelbuono needs new ideas. Today, the Civic Museum provides you with the tools to imagine it!

Take a moment to think about the city you know - the streets, squares, and buildings. It seems fixed and unchanging, doesn't it? The Ventimiglia Castle, for example, has occupied the same place for over 700 years.

Yet cities are the result of choices.

Streets, squares, and buildings were designed for specific needs, and residents have gradually transformed these spaces over time.

The city is an ongoing project.

Who decides the future of a city? The mayor? Teachers? Architects?

Adults?

Yes, but also those who live there every day - children, teenagers, or adults.

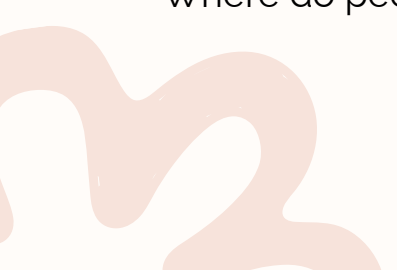
Today, it's your turn.

The Civic Museum is not only a place preserving the past- it is a place to imagine the future of the city.

The artworks and spaces around you will help you view Castelbuono with fresh eyes.

Close your eyes and look at the city from above. What is missing? What works well? What would you change?

Where do people feel happy, and where could improvements be made?"



# ACTIVITY STRUCTURE

## **FIRST STEPS:**

- Divide students into groups of 4–5.
- Distribute the activity worksheets.

## **PHASE 1 - EXPLORATION**

During the museum visit (ground and first floor), observe the artworks and consider what they communicate about city life, community, and the environment.

## **PHASE 2 – ANALYSIS**

Groups answer the questions: What works in the city today? What is missing? What would you change?

Suggestions to guide reflection:

- Could this artwork inspire a building, fountain, or monument?
- Could the colors be used in public spaces?
- Are there structures you would transform?
- Are there places where people feel good or not, and would you create more spaces like these?

# ACTIVITY STRUCTURE

## **PHASE 3 – DESIGN**

Groups choose a theme (public spaces, environment, art in the city, mobility) and imagine the new city adding spaces, transforming areas and creating solutions.

## **PHASE 4 – WORKSHOP AND PRESENTATION**

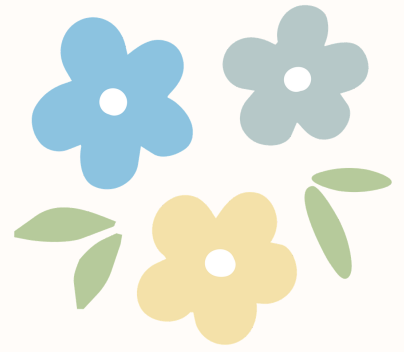
Groups create a drawing, map, or simple model. They present their project to the class, explaining the starting idea, the artworks that inspired it, and ideas developed through discussion.

## **OUTPUT**

Primary school: a drawing of the future city.

Middle school (lower secondary): a group project supported by additional materials.





# ACTIVITY 1

## PALATINE CHAPEL

### **“The Chapel Code”**

Narrative Treasure Hunt – Palatine Chapel

#### **Objectives:**

- to interpret the chapel as a symbolic narrative: from chaos to salvation;
- to guide students, through play, to understand in particular the artistic and technical work of the Serpotta family and, more broadly, to discover typical elements and stylistic features of Sicilian Baroque.

# GUIDE STORY



The artists of the Palatine Chapel have hidden a secret message.  
To understand it, you must find 12 signs and reconstruct the story of  
salvation.

Enter in silence.  
This is not just a chapel.  
It is a story.

An ancient story, carved in white stone, where every figure, every animal,  
every gesture... has been placed here to tell us something.  
But be careful: this is not a story you read like a book... it is a story you  
discover!

A long time ago, when this chapel was created, not everyone could read  
or write.

So the artists did something extraordinary: they turned the walls into a  
story.

A story that speaks about humanity, the world... and something greater.

If you look closely, you will notice that this place is not all the same.  
There are areas where the figures are strange, confused, even a little  
unsettling: animals that do not exist, mixed forms, hybrid creatures. It is as  
if the world were still under construction.  
A world full of energy... but without order.

Then, as you move forward, something changes.



# GUIDE STORY



The struggle appears: two men are fighting! But it is not just a physical struggle: it is something deeper - it is the struggle that every person experiences within themselves.

Between what is right and what is not, between chaos and the search for meaning.

And just when everything seems uncertain... they appear.

Small, light figures, in motion, almost suspended in the air.

The putti. They are not simple decorations, they are messengers: they bring something from another level, something that connects heaven and earth.

And then, at the center of this story, we find a powerful gesture.

An animal that feeds its young with itself: a strong image, almost difficult to look at.

But it is here to tell us something essential: the greatest love is the one that gives itself.

And finally, we reach the heart of the chapel.

Here everything becomes clear - there is no more chaos.

Here there is a precise story: that of a family, of a mother, of a promise - Saint Anne, Mary.

And what is about to happen.



# GUIDE STORY



This chapel tells exactly this: the passage from disorder to light, from confusion to understanding, from waiting to fulfillment.

But there is one last detail.

The artists who created all of this... did not sign with a written name.

They left a hidden mark. Two small animals, almost invisible.

As if to say: "If you have understood the story... then you will also find us."

And now it's your turn.

Because this story is not finished.

It is hidden in the walls, among the figures, in the details.



# ACTIVITY STRUCTURE

## **First of all:**

- divide the students into groups (preferably units of 4-5 students each)
- give each group the worksheet you will find at the end of this document

## **PHASE 1 – CHAOS, THE CONFUSED WORLD**

(More visual cues – recommended for primary school students)

1 - Pilaster with grotesques

*Clue:* "Look for strange creatures, half animals and half plants"

*Meaning:* chaotic world

2 - Phyto-zoomorphic figures

*Clue:* "Find creatures in symmetrical pairs"

*Meaning:* ambiguity of nature

3 - Seahorses

*Clue:* "An impossible animal: horse + serpent"

*Meaning:* chaos also in the animal realm

# ACTIVITY STRUCTURE

4 - Animated shield

*Clue:* A wall that seems alive and a bit monstrous

*Meaning:* Nothing is what it seems

## PHASE 2 – WARRIORS AND MESSENGERS

5 - Pair of fighters

*Clue:* "Two men fighting: what do they represent?"

*Meaning:* paganism vs Christianity / inner struggle

6 - Flying putto

*Clue:* "Who flies among the clouds?"

*Meaning:* children, innocent beings halfway between God and humans

7 - Putto with drapery

*Clue:* "What does the drapery cover and reveal?"

*Meaning:* drapery as mystery/riddle: who is the putto, what does he carry?

# ACTIVITY STRUCTURE

## PHASE 4 – THE SIGNATURE OF THE MYSTERY

12 - Small serpents (signature)

*Clue:* “Find the hidden signature of the artists”

*Meaning:* the artists are “sculptors”, not craftsmen

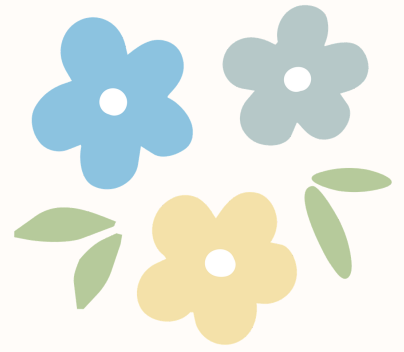
## FINAL

The groups reconstruct the story, following the structure given by the phases:

- 1 - Chaos
- 2 - Warriors and messengers
- 3 - The heart of the Chapel

Each group produces its own participatory output:

- for primary school, for example, a drawing of the “story of the chapel”;
- for lower secondary school, a short text or concept map.



# ACTIVITY 2

## SACRED ART

### **“The Chapel Code”**

Narrative Treasure Hunt – Palatine Chapel

#### **Objectives:**

- to interpret the chapel as a symbolic narrative: from chaos to salvation;
- to guide students, through play, to understand in particular the artistic and technical work of the Serpotta family and, more broadly, to discover typical elements and stylistic features of Sicilian Baroque.

# GUIDE STORY



The mystery of the relic.

Enter this space calmly.

Here there are not only objects – there are stories. Stories of people, gestures, faith... and of something that cannot be seen, but can be felt.

A long time ago, in this place, something precious arrived, and it was not gold, it was not a jewel. It was a relic, a small object... but full of meaning, a sign of memory and of a connection.

But over time, something happened. People continued to preserve it, to carry it in processions, to surround it with beautiful objects...

But its deeper meaning became hidden, as if it had been locked inside a chest. And today... that chest must be opened, not with a key, but with your senses.

To succeed, you must follow five clues, five objects that, together, tell what is invisible.



# ACTIVITY STRUCTURE

## **First of all:**

- divide the students into groups (preferably 5 small groups);
- give each group the sheet that you find at the end of this document.

This path, thanks to more visual clues and the support of tactile panels, is particularly suitable for primary school students.

## **CLUE 1 – RELIQUARY OF SAINT ANNE**

*Clue:* "Look for a precious object that holds something sacred"

*Questions:*

- a.who is Saint Anne?
- b.what does "Mater Matris Dei" mean?

## **CLUE 2 – BOAT-SHAPED EARRING**

*Clue:* "A jewel with a mythological figure"

*Questions:*

- a.what is it?
- b.what does it represent?

# ACTIVITY STRUCTURE

*Answers:*

- a. ex voto
- b. two-tailed mermaid = fertility

## **CLUE 3 – IMMACULATE IN ALABASTER**

*Clue:* "A pure figure that crushes evil"

*Questions:*

- a. what does the dragon represent?
- b. why alabaster?

*Answers:*

- a. at the time it was a symbol of evil
- b. the translucency of the material symbolizes the purity of the Virgin

## **CLUE 4 – ANTEPENDIUM**

*Clue:* "A precious fabric full of flowers and light"

*Questions:*

- a. what materials are used?
- b. what does the knot symbolize?

# ACTIVITY STRUCTURE

*Answers:*

- a. coral, garnets, river pearls and gold and silver threads
- b. the connection between Earth and Heaven, between material and spiritual

## **CLUE 5 – MONSTRANCE**

*Clue:* "An object that looks like a sun"

*Questions:*

- a. what did it contain?
- b. why are there rays?

*Answers:*

- a. it contained the hosts for Mass: they are so important that it was necessary to create a special container - like the monstrance
- b. because the hosts contained in it during Mass become the "Body of Christ", and therefore a divine element - thus associated with sunlight and the Sun

## **FINAL**

The groups come together; each of them tries to answer the question:

"What unites all these objects?"

# ACTIVITY STRUCTURE

*Possible answers:*

- a. they tell the relationship between people and Saint Anne;
- b. they make the sacred visible;
- c. they express devotion;
- d. they tell faith.

Each group produces its own participatory output:

- for primary school, for example, a drawing of the preferred object;
- for lower secondary school, for example, a mini-guide (each group produces the description of one object).