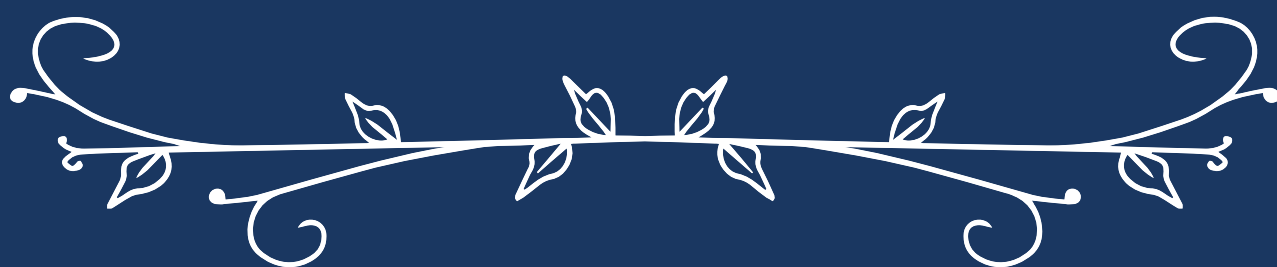


ROUTES



This project was funded under the National Recovery and Resilience Plan (PNRR) – Mission 1: Digitalisation, Innovation, Competitiveness and Culture, Measure 1 “Cultural Heritage for the Next Generation”, Component 3 – Culture 4.0 (M1C3-3), Investment 1.2 “Removal of physical and cognitive barriers in museums, libraries and archives to enable broader access to and participation in culture”, funded by the European Union – NextGenerationEU.”



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MINISTERO
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Italiadomani

PIANO NAZIONALE DI RIPRESA E RESILIENZA





0 & 1 Floor



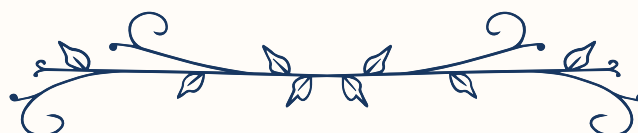
ACTIVITY 1

“Contemporary Art Detectives”

In the museum, some artworks are not immediately understandable. You will work as a team of detectives: your task is to observe, interpret, and construct meaning.

Objectives:

- train observational skills and the ability to interpret art.
- guide students, through reflection and discussion, toward understanding the artworks and the creative processes behind them.



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.

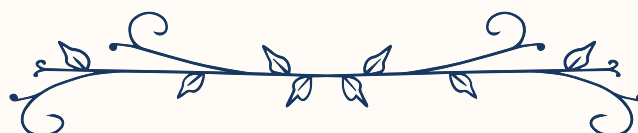
The artist, in front of a canvas, block of stone, or material, has made a choice: not to explain everything, but to leave space for you to contribute a piece of your imagination to the artwork.

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.

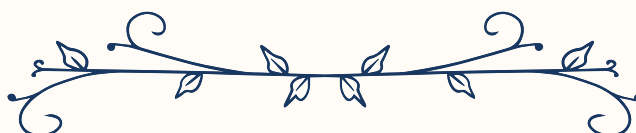
Today, you will not just be visitors you will be investigators.

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.

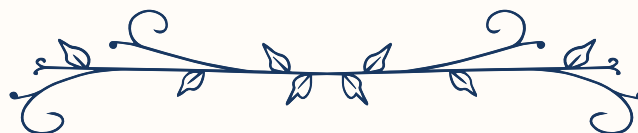
PHASE 1 – OBSERVATION

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

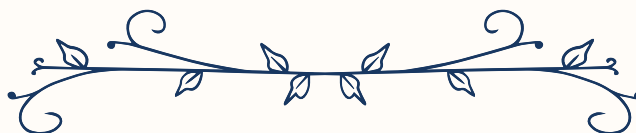
Each group presents: “According to us, this artwork means...”

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.





2 Floor



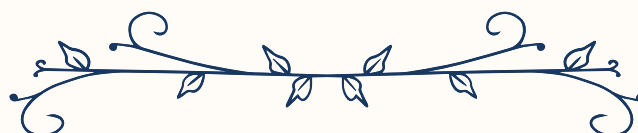
ACTIVITY 1 - Palatine Chapel

“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!

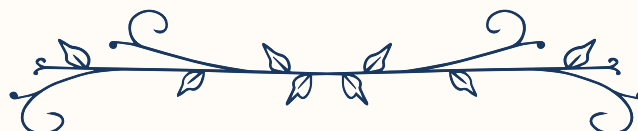
A long time ago, when this chapel was created, not everyone could read or write.
So the artists did something extraordinary: they turned the walls into a story.
A story that speaks about humanity, the world... and something greater.

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.

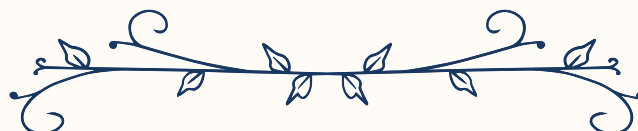
But it is here to tell us something essential: the greatest love is the one that gives itself.

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.

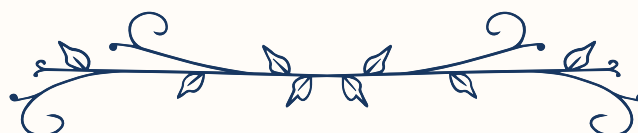
They left a hidden mark. Two small animals, almost invisible.

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

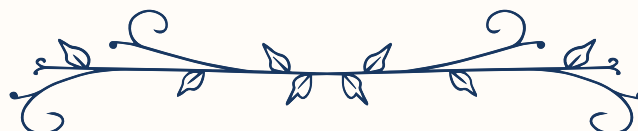
Clue: “Find creatures in symmetrical pairs”

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

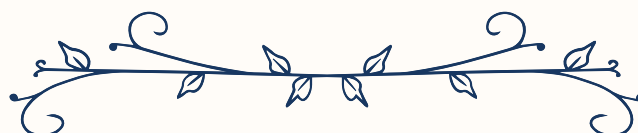
Clue: “Who flies among the clouds?”

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

8 - Male figure

Clue: "A serious figure that seems to speak to us"

Meaning: the adult man waits for the word, listens to the putto and guides us

PHASE 3 – THE HEART OF THE CHAPEL

9 - Pelican

Clue: "An animal that feeds its young with itself"

Meaning: a reference to Christ and the Eucharist

10 - Medallions (2 scenes)

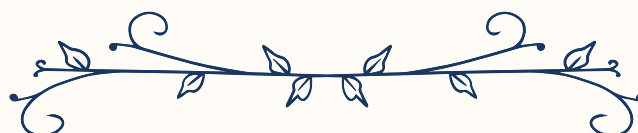
Clue: "Two moments from Mary's life"

Meaning: passage from the Old to the New Testament

11 - Saint Anne's niche

Clue: "Who is the most important figure here?"

Meaning: origin of salvation



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

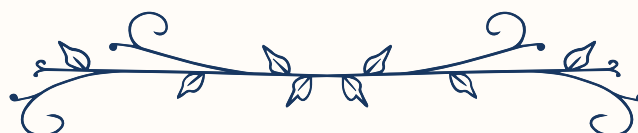
FINAL

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 mystery of the relic”

Investigative treasure hunt – Sacred Art

Objectives:

- to discover the value and importance of symbols and the function of sacred objects;
- to learn about the historical and cultural heritage of the Museum.



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).

