



PROFESSORSHIP
WORKBOOK

EDUCATIONAL PROGRAM

YEAR 2015-2016

SECOND CYCLE OF PRE-SCHOOL
EDUCATION PROGRAM (3-6 YEARS OLD)

Sing, dance, tell, paint!

Objectives:

Many of the goals drawn up for this step are worked in a transversal way, it specially aims to fulfil the fowling, presents in Decreto Foral 23/2007.

- 1) To know his own body and the other's one, its possibilities of action and learn to respect the differences.
- 2) To progressively acquire autonomy in day to day activities.
- 3) To develop his emotional capacities.
- 4) To interact with others, and progressively obtain elementary guidelines of sociability and social relationship, as well as exercising a pacific way of resolving issues.
- 5) To develop communicative skills and expressions in different languages.
- 6) To be introduced in the mathematical logic, reading and writing capacities and in the movement, the gesture and the rhythm.

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And other objectives:

- To maintain and convey to the learners a behavior of respect and trust in a tolerant welcoming and non-discriminatory way.
- To facilitate the socialization of the pupils.
- To foster their observation, focus, perception, intelligence, memory, imagination, creativity, capacity of surprise, discovery, ingenuity.
- To learn, through art, how to represent the emotional awareness of the individual : anger, peace of mind, empathy, love, fear, frustration, etc
- To develop autonomy and personal initiative.
- To foster care, order, and cleanliness.
- To participate in the enhancing of the aesthetic sensitivity.
- To carry values that favors the apprenticeship of equality and respect.

Objectives by themes:

Knowledge of themselves and personal autonomy

- 1) To build a revised and positive opinion of themselves, by interacting with the others and the gradual identification of their own characteristics, possibilities and boundaries, developing self-estimating and personal autonomy feelings.
- 2) To know their own bodies, its components and some of their functions, discovering the possibilities of action and expression, coordinating and controlling with a greater accuracy the gestures and movements.
- 3) To pinpoint their own feelings, emotions, needs or preferences and be able to express and communicate them to the others, identifying and respecting the other's one feelings.

Languages: communication and representation

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- 4) To approach the art-work knowledge in different languages and perform representation activities and artistic expression through the use of various techniques.
- 5) To be introduced in the oral use of others languages of the syllabus to communicate during activities in the classroom, showing interest and enjoying by participating in these communicative exchanges.

Skills

Among others

- Learn how to be myself
- Learn how to create
- Learn how to think
- Communicative skills
- Artistic skills





CONTENTS

Self-knowledge and personal autonomy

- The human body, identification and progressive acceptance of its own characteristics.
- Use of the senses: sensations and perceptions.
- Identifications and expressions of feelings, emotions, experiences, preferences, personal and others interests. Progressive control feelings and emotions.
- Positive assessment and respect for the differences, acceptance of other's identity and characteristics by avoiding any discriminatory behavior.
- Challenge-liking. Confidence in actions possibilities, involvement and personal effort in the activities and in the physical exercise.
- Posture control : the body and the movement. Progressive control of the tone, the balance and the breath. Satisfaction for the recent body enhancement.
- Exploration and assessment of the possibilities and perceptive, motor, expressive limits and also the other's limits. Initiative to learn new abilities.
- Basic orientation notions and gesture coordination.

Languages: Communication and representation

- Listening attentively
- Globally understanding the tale. Expressing it by different ways, for instance:
 - Identifying the characters of the tale, poem or short song. Sequencing the scenes of an elementary oral history thanks to illustrations.
 - Expressing various emotions throughout the listening of a tale (surprise, fear, happiness...).
- Experimenting and discovering the elements that constitute artistic works (lines, shapes, colors, textures, space...).
- Expressing and communication of facts, feelings and emotions, experiences or imagination thanks to drawings and artistic works produced with various materials and techniques.
- Foreign languages.
- Interpreting and progressively assessing the different kinds of artistic works present in the environment.
- Exploring the sonorous possibilities of the voice, the body, of everyday objects and of musical instruments. Use of the sounds discovered for the interpretation and the musical creation.
- Active listening of musical works present in the environment. Active participation in the interpretation of songs, musical games and dances.

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Body language.

- Discovering and experimenting gestures and movements as body resources for expressing themselves and communicating.
- Using, with a communicative and expressive intention, the motor skills of the body in time and space.
- Participation in dramatization activities, symbolic plays, dances and other games of body expression.



ACTIVITIES

Sing, dance, tell, paint!

Visit + singing + dancing + storytelling + painting

Total duration in the Museum : 1'15 h.

The activity is organized into several stages: a pre-visit session in the educational center, a visit of the Museum and a post-visit in the educational center.

Pre-visit: isguised, reading of the tale "La mosquetera solitaria" in the educational center and the painting "Cabeza de Mosquetero" by Picasso is introduced to the children during 15min. They are also told about the rules of the Museum and invited to visit it.

Visit:

The visit is organized into 3 steps:

1st step: sing, dance.

Duration: 30 minutes

The children are taken to the stage. They sit on the floor and the reading of the tale begins. They dance two songs: a ballet song and a modern one, to express fear and peace of mind. Questions are asked. The children have to express feelings with the dances before learning the happy song.

2nd step: visit of the exhibition.

Duration: 15 minutes

The children are given a sheet that describes a painting and they have to find it in the exhibition.

3rd step: tell, paint

Duration: 30 minutes

They have to paint what the painting suggests, including the emotions it conveys.

The post-visit: the children go back to the educational center to pick their paintings up, they are told how the activity ends, they summarize what they did and they are thanked for their involvement and intervention.

METHODOLOGY

Experiential education by playing, thinking and interacting with feelings.

Team-working. Individual interest and activity/learning pace are respected.

This programs aims to accompany the children in the process of learning with respect for their initiative and creativity and without influencing their decisions.

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EVALUATION

It will be conducted by direct observation, in accordance with the following criteria:

- The involvement in activities and games : showing motor and manipulative skills and controlling the expression of feelings and emotions.
- The expression and communication through different artistic languages.
- The taste for trying and exploring the expressive possibilities of gestures, movements, voices, colors, textures or sounds.

Developing aesthetic sensitivity and positive behaviors towards art works and sharing aesthetic experiences will also be an asset.



DYNAMIC OF THE TALE

LA MOSQUETERA SOLITARIA "LONELY"

Narrator: Once upon a time, there was una mosquetera (a musketeer) who could not dare to go out of her house because she was afraid to get hurt but she was sad in her world. As she was at home, she was dancing all the time because she loved it. Usually, she was calm (classical music). Sometimes, she wanted to go out, but she could not because she didn't have any friend to go with. So she got upset and danced the rock. She was dancing and dancing again, thus she become so happy that for one moment she forgot about her fear and decided to go out to see the world.

Lonely talks to the children and asks them to dance calm, happiness, sadness, fear...

Questions: Sometimes, are you happy, sad, or afraid?

Activity 1: dances with the supervisor (15 minutes)

Children sing the happy song:

I was sad and afraid when I was lonely

Now I am happy because you are with me

Come here dance with me because together we can go

If you help me it will be a better day

Lonely says that she is going to look for a musketeer and not be alone any more. Everybody goes to see the exhibitions.

They go to Tapies' room. The children are asked about the colors of the paintings, their shapes, if they can see a silhouette or other things, etc. They see Palazuelo. They see Rothko's painting and eventually...

They discover the painting of the mosquetero and they are happy because they met a new friend.



They are given a sheet that describes a painting and they have to find it in the exhibition. They become friends with it.

They go to the workshops and they are asked to express what they feel about the painting, their friend

They are free to draw anything they want about feelings and emotions

The paintings are exposed

Which color are they? What do they mean? Which one is your favorite? Which one do you enjoy the least?

The mosquetera thanks them very much for their work, their help and their friendship. She tells them that she likes having friends and that now she will go out more often to see the real world and help other people. She changes her name. She won't be Lonely any more. Now, her name is "Friendly". She says that she lost her fear and she realized how great friendship is. She loves helping people. A mosquetero helps the others.

Each one of them picks their painting up and takes it home.



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