



PROFESSORSHIP
WORKBOOK

EDUCATIONAL PROGRAM

YEAR 2015-2016

1ST AND 2ND GRADE PROGRAM
(6-8 YEARS OLD)

Sing, dance, tell, paint!



PURPOSE

According to Decreto Foral 60/2014 of 14th July, this educational program intends to help the development of the children's artistic ability and creativity, which thus enhances their entire education.

OBJECTIVES

Although many of the goals drawn up for this step are worked in a transversal way, we specifically focus on the following ones, which figure in the above-mentioned Decreto Foral 60/2014.

- 1] To acquire, at least, basic communication skills in a foreign language, which allow the children to express themselves, to understand elementary messages and to deal with everyday situations.
- 2] To use different artistic representations and expressions in order to develop their aesthetic sensitivity, their creativity and their capacity to enjoy art works and events, and to introduce them in the construction of visual and audiovisual works.

And other objectives:

- To develop the children's creative sensitivity
- 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, etc.
- To provide human and artistic values
- To learn, through art, how to represent the emotional awareness of the individual : anger, peace of mind, empathy, love, fear, frustration, etc.
- To foster care, order, and cleanliness

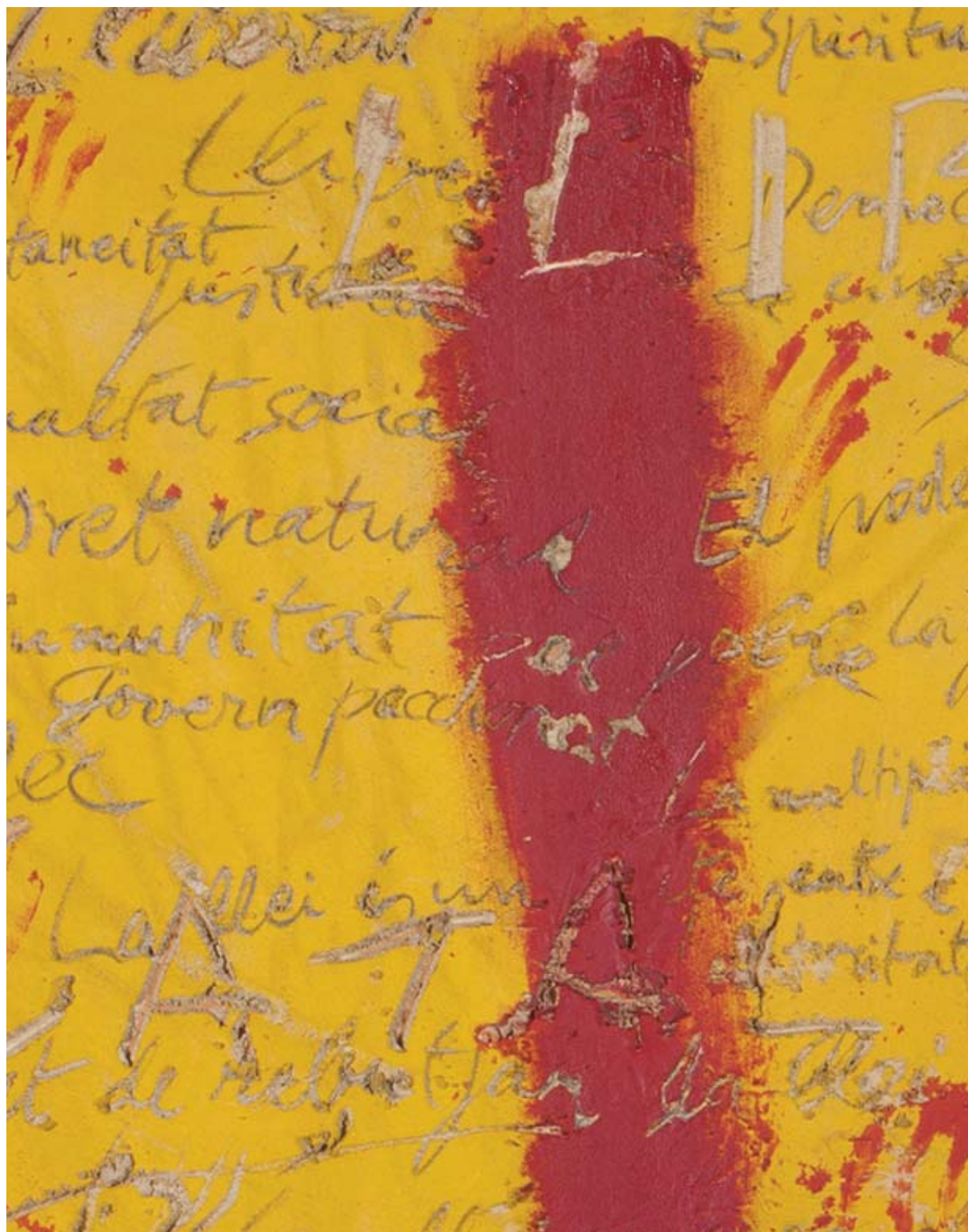
SKILLS

Among others:

- Sense of initiative and entrepreneurial spirit
- Learn how to learn
- Learn how to think
- Communication capacities
- Artistic skills

CONTENTS

- Interest in using English in various situations and confidence in the ability to understand it
- Still image : photograph and drawing
- Digital image: creation of simple images
- Color identification
- Composing: how to use space
- Techniques and materials: various kinds of paints: wood, waxes, etc.
- Dots and lines
- Geometrical patterns
- Dance and movement
- Body language
- Songs with gestures
- Elementary dances
- Breathing
- Children's songs
- The tempo
- Percussion
- Active listening



ACTIVITIES

Sing, dance, tell, paint!

Visit + singing + dancing + storytelling + painting

Total duration in the Museum : 2 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.

Visit:

The visit is organized into 3 steps:

1st step: sing, dance.

Duration: 40 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: 30 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: 50 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.

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 relax (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.



Inscripciones:
T. 948 42 57 00
educacionmuseo@unav.es

CAMPUS UNIVERSITARIO. 31009. PAMPLONA
TEL. +34 948 42 56 00
GPS: 42°-48'-4" N Y 1°-39'-38" W
<http://museo.unav.edu>

