

UNIVERSITY OF  
NAVARRA  
MUSEUM

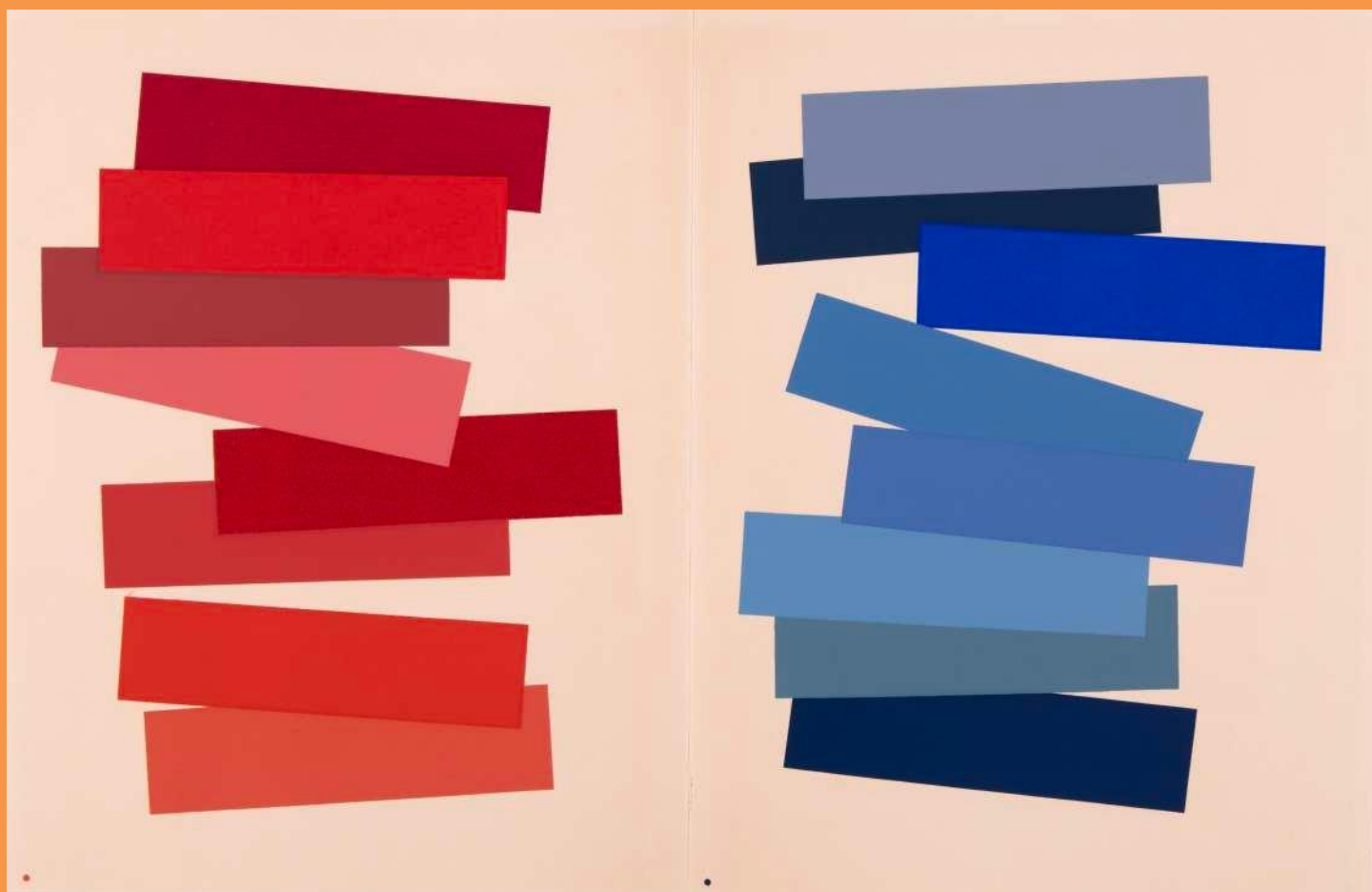
PROGRAM FOR  
KINDERGARDEN

1ST CYCLE (0-3 years)

—  
TEACHER'S BOOK  
—

PROGRAM

THE COLORS  
OF THE  
MUSEUM



## JUSTIFICATION

The present educational program "The Museum of Colors" that is presented here intends to help in the education of children in nursery schools.

Its general objective is to allow the child to express his/her potential through artistic, musical and literary language.

The University of Navarra Museum aims to help in the education of children through art and creativity. The aim is to promote a comprehensive and interdisciplinary education that contributes to enriching the teaching-learning processes.

This educational program contains a series of resources and activities aimed at working on the expression, communication and representation of children's languages, favoring the development of creativity.

## WHAT DO WE WANT TO WORK ON?

The aim is to work together in the areas of Early Childhood Education:

- Communication and Representation of Reality
- Discovery and Exploration of the Environment
- Growth in harmony

## WHY DO WE WANT TO WORK ON IT?

All in order to approach the representation of reality, the expression of thoughts, emotions, experiences, the regulation of one's own behavior and interactions with others in an adequate socialization process.

## GOALS

This program includes most of the goals formulated for this stage in a transversal way. Specifically, the following, present in Foral Decree 61/2022, are being worked on:

- a) Discover and know their own body and that of the rest of their classmates, as well as their possibilities for action, and learn to respect differences.
- c) Progressively acquire autonomy in their usual activities.
- e) Relate to the rest of the classmates on an equal footing and progressively acquire elementary guidelines for coexistence and social relations, as well as exercise in the use of empathy and peaceful conflict resolution, developing attitudes of interest and help and avoiding any type of violence and discrimination.
- f) Develop communication skills in different languages and forms of expression.
- g) To be introduced to logical-mathematical skills, reading and writing, and movement, gesture and rhythm.
- h) Promote, implement and develop social norms that foster equality between women and men.

AND OTHERS SUCH AS:

- To develop the creative sensitivity of children.
- To encourage observation, the living of new experiences, the capacity for surprise and discovery, attention, imagination, ingenuity.
- Learn to represent, through art, the emotional awareness of the person: tranquility, love, fear, sadness, joy and surprise.
- Develop movement skills and coordination.

## COMPETENCIES

- Competence in linguistic communication.
- Multilingual competence .
- Personal, social and learning to learn competence.
- Entrepreneurial competence.
- Competence in cultural awareness and expression.

## SPECIFIC COMPETENCIES

- Identify the characteristics of materials, objects, and collections and establish relationships between them, through exploration, sensory manipulation, the use of simple tools, and the development of logical skills to discover and create an increasingly complex idea of the world.
- Interpret and understand messages and representations, relying on knowledge and resources from their own experience to respond to the demands of the environment and build new learning.
- Recognize, manifest and progressively regulate their emotions by expressing needs and feelings to achieve emotional well-being and affective security.
- Establish social interactions on equal terms, valuing the importance of friendship, respect and empathy, in order to build their own identity based on democratic values and respect for human rights.
- Produce messages in an effective, personal and creative way, using different languages, discovering the codes of each one of them and exploring their expressive possibilities, to respond to different communicative needs.
- Value the linguistic diversity present in their environment, as well as other cultural manifestations, to enrich their communication strategies and cultural background.

## METHODOLOGY

The generation of global learning situations is used. To this end, games are mainly used, with an experimental and research character, and cooperative work. In addition, stories, music and body expression are used, as different languages.

The rhythm of activity/learning and interests of each person will be respected, being agents of their own learning.

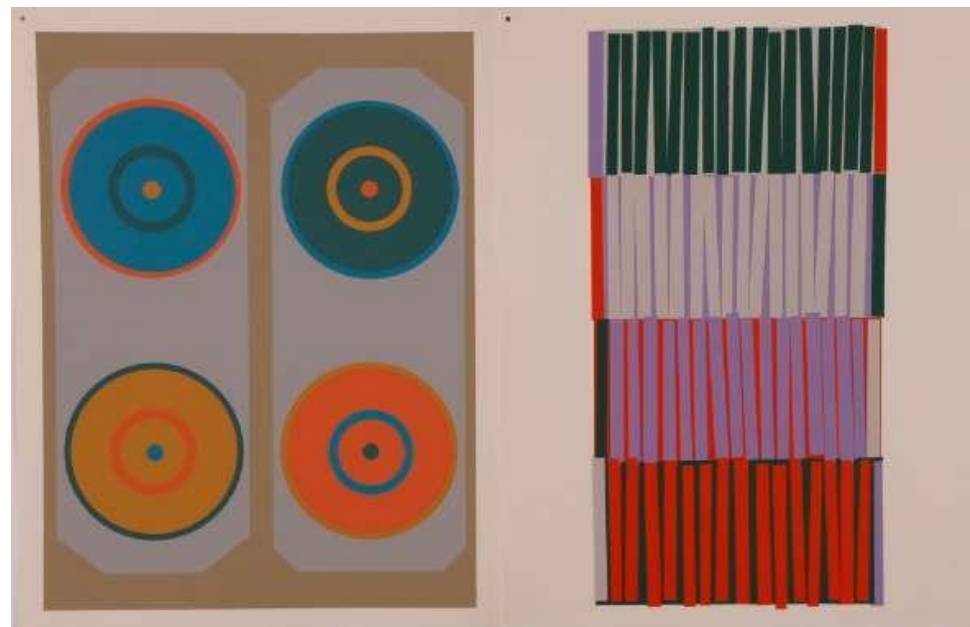
An attempt will be made to enhance self-esteem and social integration, generating a positive climate of trust.

The aim is to accompany children in their learning process, without conditioning their decision-making and respecting their initiative and creativity.

The educational program is articulated through a resource consisting of a box with 3 containers: one with the "Musical Discovery" kit for music and body expression, another with the "Tales of Color" kit for oral language and plastic expression and the third kit "Treasure Box" for experimentation with shapes, colors, textures and materials.

In order to make correct use of the kits included in this program and make the most of their possibilities, it is advisable to approach the material to the children according to the following aspects:

- A first moment of free exploration of the material.
- A second moment of expression and communication through the different languages.
- A third moment of representation through the different languages.



## BASIC KNOWLEDGES

They will focus on:

- The development of one's own identity and interaction with the civic and social environment.
- Body dialogue with the environment. Creative exploration of objects, materials and spaces
- Intention and elements of communicative interaction

### 1. Kit "The Tales of Color"

- Development of attitudes of waiting and active participation. Assumption of responsibilities (limits and possibilities) in activities and games.
- Look at the world in different ways, with mathematical, artistic, linguistic, musical, performative or poetic eyes.
- Complementarity in the stories between veracity and fantasy. The fantastic binomial. Creation of imagined or fantastic worlds.
- Awareness of the self and otherness through plastic expressions.
- Plastic and visual expressions. Other artistic expressions. Artistic expression and communication as a vital experience.
- "Pretend what" games. Narrative possibilities. Plots of the stories.

### 2. "Musical Discovery" Kit

- Sound and expressive possibilities of the voice, the body, objects and instruments.
- Qualities of silences and sounds.
- Free and spontaneous expression through gesture, tone and movement.
- Movements through space.
- Basic spatial notions in relation to one's own body and objects.
- Facial and body expression: gestures of intention, need, moods, and sensations that accompany them.
- The first tonic-emotional and postural interactions. Facial and gestural expressions. Body dialogue.
- Significant communicative attitudes: joint attention, referential gaze and understanding of the emotional and affective expressions of others.

## BASIC KNOWLEDGES

### 3. "Treasure Box" Kit

- Experimentation and manipulative exploration and mastery of visual-motor coordination in contact with objects and materials. Aesthetic relationships between objects and materials.
- Specific and non-specific materials, colours, textures, techniques and artistic procedures.
- Exploration of objects and materials through the senses.
- Curiosity and interest in sensorimotor exploration. Sensory integration of the world through perceptual possibilities, based on proposals with primarily unstructured and polysensory objects and materials.
- Identification of the qualities or attributes of objects and materials. Effects that produce different actions on them.

## RESOURCES

In order to carry out the proposed proposal, a box has been developed that includes the necessary resources to use in the activities, organized in 3 kits:

1. Kit "The Stories of Color": 5 stories will be included to be represented in Kamishibai that will focus on emotions, emotional competencies, values and multiple intelligences through the various colors.
2. "Musical Discovery" Kit: various musical instruments will be included that can be explored and manipulated by the children (list included).
3. "Treasure Box" Kit: Discovery Box (listing included)

Through these kits, it is intended to help achieve the objectives and basic knowledge proposed here.

# PROGRAM

## THE COLORS OF THE MUSEUM

### ACTIVITIES

#### 1. "THE TALES OF COLOR"

##### KIT

Two activities are proposed:

##### **Activity 1. Do I identify with a color?**

The children will be ready to participate and actively listen to the story corresponding to the chosen painting. Boys and girls will have the opportunity to contemplate the different colors that appear on the kamishibai.

Then they will have to make the decision to choose the color they prefer or that allows them to represent what they want to express and communicate.

##### **Activity 2. Do I express, communicate or represent from the contemplation of the painting and active listening to the story?**

A plastic activity will be carried out in which they represent what they want about the story worked on. In particular, work will be done on the basis of the question that is asked at the end of the story. Special attention will be paid to expressive language.

##### **Dynamics of the activities**

The dynamics of the activities will be carried out by Out using all 5 Stories made in kamishibai format. Each of the stories aims to promote four educational aspects:

**Emotion** (Bizquerra and Fredrickson), **Courage** (Caduto), **Emotional Competence** (Goleman) and **Type of Intelligence** (Gardner).

The emotional dimension has been included in the stories considering the importance that emotions have for the development and life of people. Thus, through the stories, children will be able to identify different emotions and feelings that they experience in their daily lives. Taking into account that it is often difficult to express and give a name to what is felt, through the characters of the stories children can realize that they experience similar sensations to them. This allows the child to recognize those emotions and know how to respond when they appear. The aim is to develop intelligence and emotional control in the moments where these emotions can be generated.

With stories, children can find different **values** and enter into stories full of life, fantasy and imagination where reality is transformed. It is also intended that they have the opportunity to live stories, represent protagonists, place their touch of curiosity and humor on them. In short, to make them their own.

Through Activity 2 they will be able to live the experience of becoming young artists capable of interpreting works and creating their own.

The child seeks to make sense of his or her own reality and tries to enter a new world for him/her, a world perhaps where he/she must face difficulties that he/she must solve, he/she will have to make use of his/her intelligence. Given the uniqueness that characterizes each child, he or she will be able to make use of one intelligence or another. Through the stories, children will be able to identify and discover **multiple intelligences** that have been detected by Howard Gardner.

# PROGRAM

## ACTIVITIES

### THE COLORS OF THE MUSEUM

#### 1. "MUSEUM STORIES" KIT

Below is a list of the stories that are included in the box:

- White Peace
- The Eye Cave
- The fear of yellow
- The kaleidoscope of colors
- The multicolored beach

#### How to use stories and paintings correctly?

- 1 Assemble the Kamishibai.
- 2 Show the cover of the story to the children. Read the title to them and discuss it. Explore through the title what the story can be about.
- 3 Associate character names with images
- 4 Read the story and guess what emotions appear there . Try to play with emotions, even assign new emotions to characters.
- 5 Combine two stories and re-invent a new story. And much more! Develop imagination and creativity!
- 6 Answer the final question of the story.

The aim is to provide them with a space to approach the different languages of expression, communication and representation.

The stories are used so that the children can also express, communicate and represent what the story and the colors have suggested. It will be a space to relive the moments that have captured their attention and interest. It will also be a time to re-create the stories of the stories.

#### 2, "MUSICAL DISCOVERY" KIT

Two activities will be carried out:

**Activity 1. Discovery of musical instruments** By placing the musical objects in the centre, the children will have to come to discover the musical instruments they choose and the sounds they can emit. They will be left free to do it creatively.

#### **Activity 2. Dance to the beat**

In this activity, it will be sought that in addition to playing the instrument they can perform the body expression of them with creative movements. How to use the musical basket correctly?

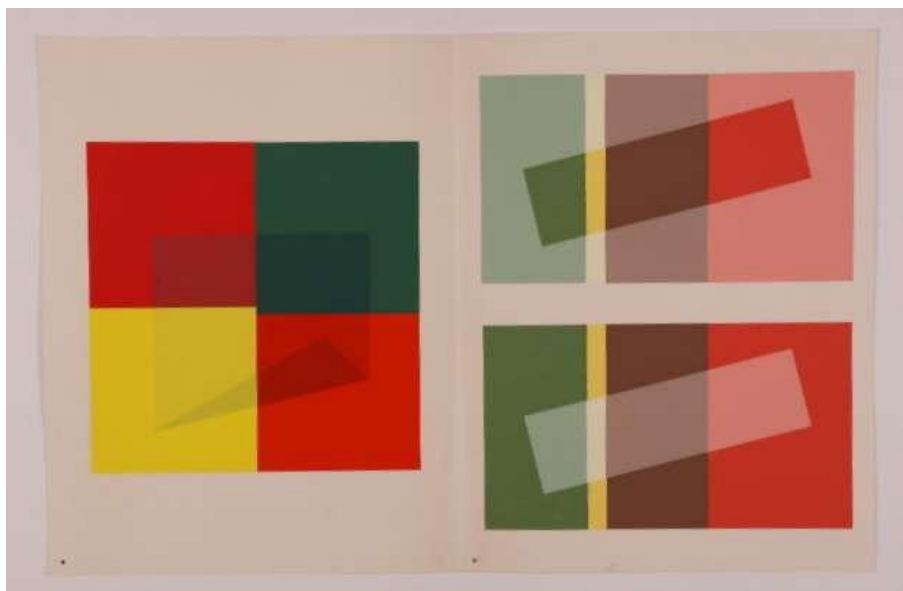
1 Free exploration of the instruments.

2 Know the function of the instrument, how to use it?

3 Combine instruments and make musical compositions.

They will be allowed to use the musical basket. So they can choose and use various musical instruments for musical creation and composition.

The musical basket will be enriched to the extent that the child manages to combine the music with the colors that appear in the Color Stories.



# PROGRAM

## THE COLORS OF THE MUSEUM **ACTIVITIES**

Afterwards it will be a key moment to start improvising, dramatizing and representing the colors of the stories. Through body language and movement, the child will be able to communicate their thoughts, moods, emotions, etc. to others.

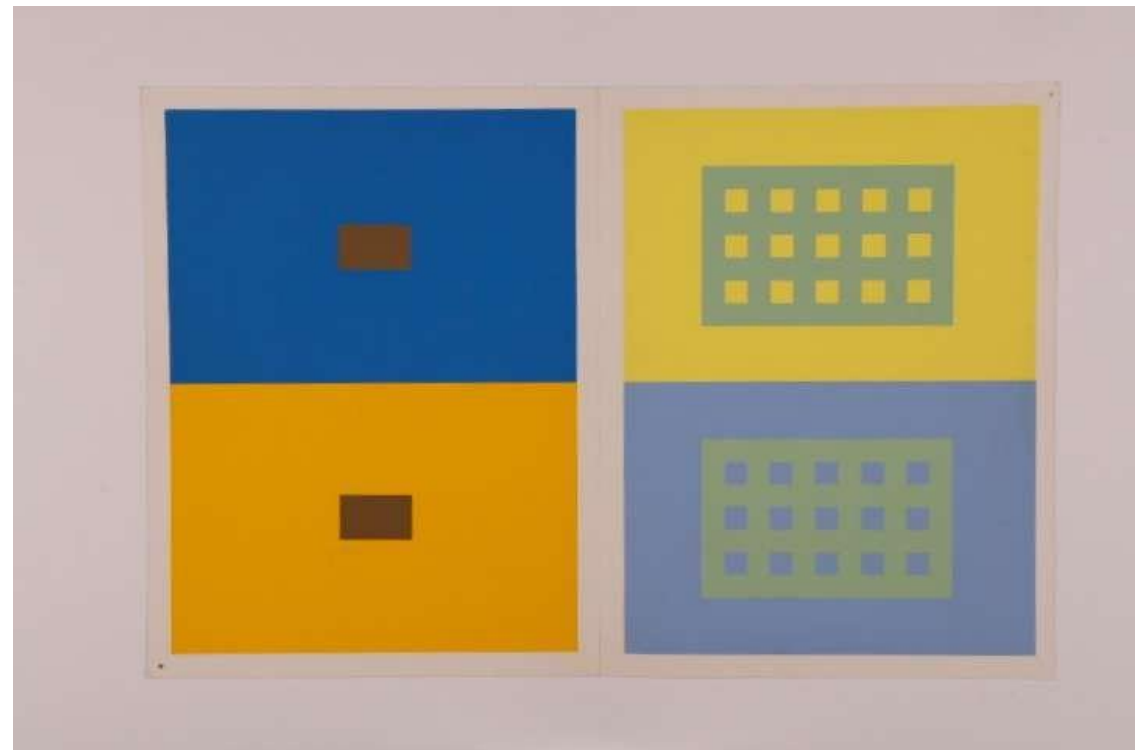
It is intended to be an activity enriching that will allow the child to express, communicate and represent his inner world.

### **3. "TREASURE BOX" KIT**

Only one activity will be carried out:

#### **Activity 1. Discovery of the "Treasure"**

Placing the box in the center, the children will have to come to discover the different objects they choose using their senses. They will be left free to do it creatively.



## TIMING

It is recommended that the duration of the activities be about 20 minutes each. The complete kit will be loaned for two weeks to the School.

## EVALUATION

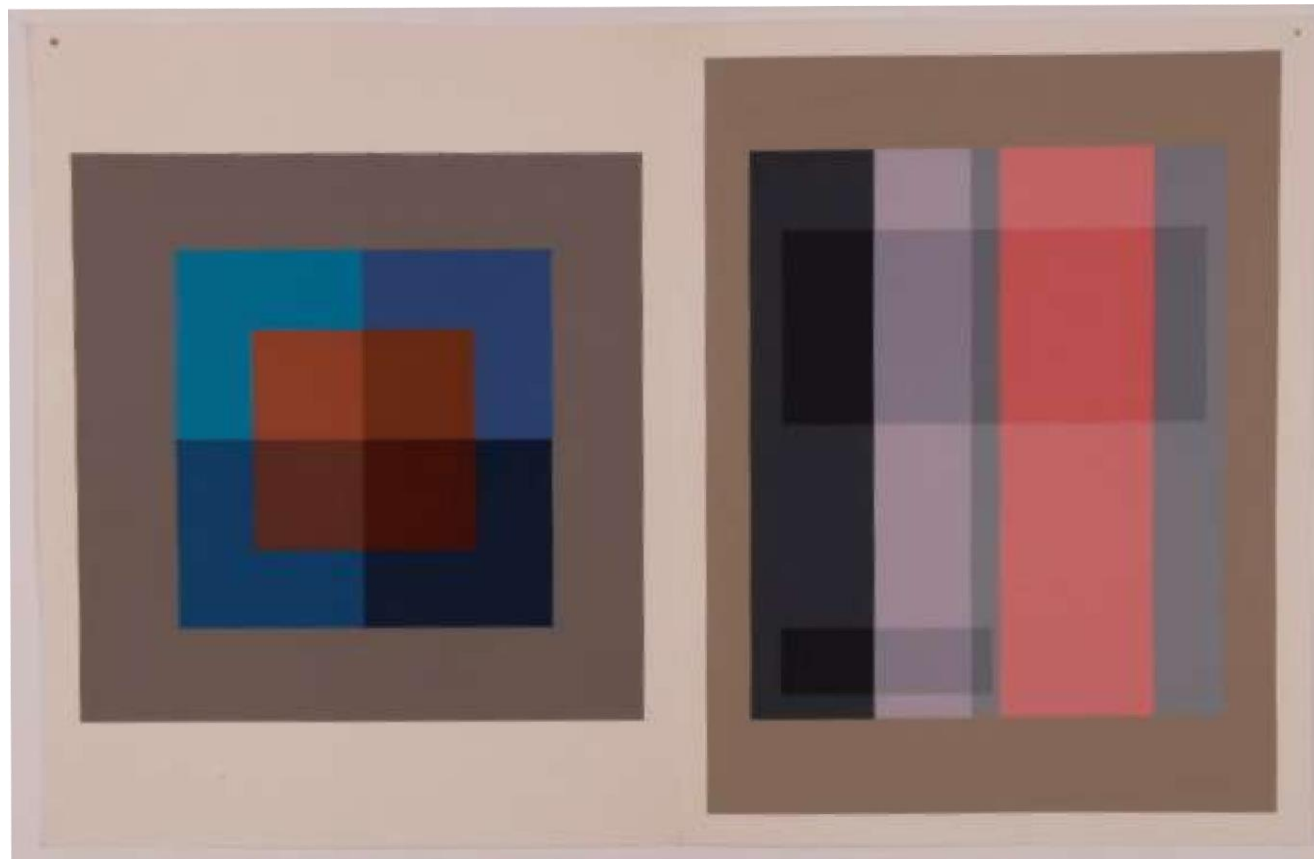
It will focus on observing the continuous process that will take place from the beginning to the end of the activity.

## LANGUAGES

Spanish, Basque and English.

## REGISTRATION

[educacionmuseo@unav.es](mailto:educacionmuseo@unav.es)  
686239987



 Museo Universidad de Navarra

[MUSEO.UNAV.EDU](http://MUSEO.UNAV.EDU)