

UNIVERSITY OF NAVARRA MUSEUM

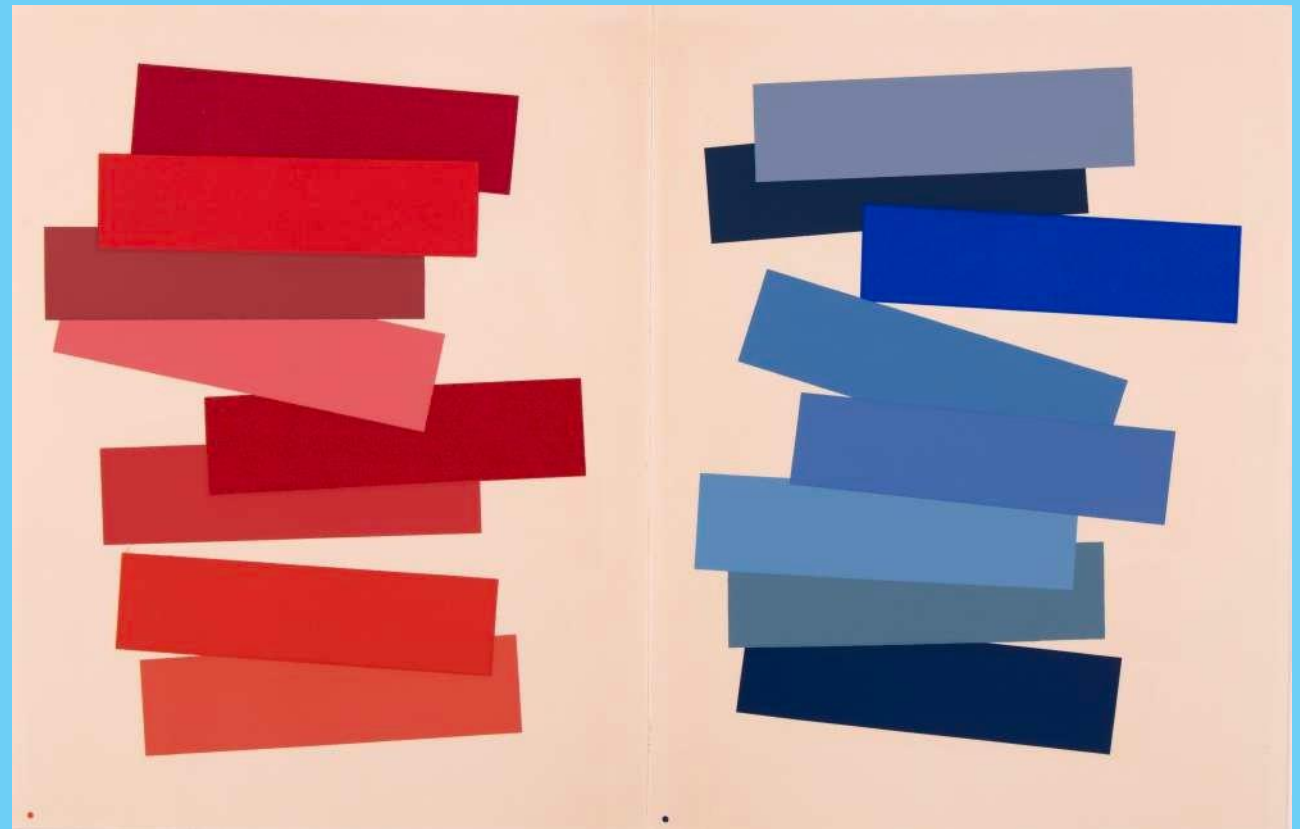
—
TEACHERS' BOOK

—
PROGRAM 1
SING, DANCE,
TELL, PAINT!

PROGRAM 2
THE DANCE OF
COLORS

PROGRAM FOR
KINDERGARDEN

—
2ND CYCLE
(3-6 years)



GOALS

The aim is to contribute to achieving the purpose and general objectives formulated for students at this stage contemplated in Foral Decree 61/2022, of 1 June.

Specifically, it contributes to achieving the following:

- a) Discover and know their own body and that of their classmates, as well as their possibilities for action, and learn to respect differences.
- b) Observe and explore their family, natural and social environment, recognising in it some characteristics of Navarre and developing attitudes of respect and care towards living beings and the environment.
- c) Progressively acquire autonomy in their usual activities.
- d) Develop their emotional and affective capacities, establishing secure bonds with adults and with other children.
- 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.
- h) Promote, implement and develop social norms that foster equality between women and men.

AND OTHERS SUCH AS:

- » To encourage observation, the living of new experiences, the capacity for surprise and discovery, attention, imagination and ingenuity.
- » Learn to represent the emotional awareness of the person through art: basic and secondary emotions, emotional resistance to frustration, etc.

GENERAL COMPETENCIES

AMONG OTHERS:

- » Citizen
- » Personal, social and learning to learn competence
- » Learning to think
- » Linguistic Communication
- » Multilingual
- » Cultural Awareness and Expressions

COMPETENCIES BY AREAS

GROWTH IN HARMONY

- » Progress in the control of their body and in the acquisition of different strategies, adapting their actions to the reality of the environment in a safe way, to build an adjusted and positive self-image.
- » Recognize, manifest and progressively regulate their emotions by expressing needs and feelings to achieve emotional well-being and affective security.
- » Establish social interactions on an equal footing, valuing the importance of friendship, respect and empathy, in order to build their own identity based on democratic values and respect for human rights.

COMMUNICATION AND REPRESENTATION OF REALITY

- » 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.
- » To value the linguistic diversity present in their environment, as well as other cultural manifestations, in order to enrich their communication strategies and their cultural background.

BASIC KNOWLEDGES

PLASTIC AND VISUAL LANGUAGE AND EXPRESSION

- Specific and non-specific materials, elements, techniques and artistic procedures.
- Expressive intention of productions through painting, sculpture, architecture, photography and cinema.
- Varied plastic manifestations.
Different artistic currents and genres.
Approach to different local or world-renowned artists, promoting gender equality.

LANGUAGE AND BODY EXPRESSIONS

- Expressive and communicative possibilities of one's own body in individual and group activities free of prejudices and sexist stereotypes.
- Corporal and dramatic expression games.
- Approach to the types and genres of dances.

LANGUAGE AND MUSICAL EXPRESSION

- Expressive and creative possibilities of the voice, the body, the everyday objects of their environment and the instruments.
- Listening to music as enjoyment. Sound and silence.

LANGUAGE AND LITERARY EDUCATION

- Texts related to children's literature, oral and written, free of sexist stereotypes and that reflect the challenges of the twenty-first century, developing values on the culture of peace, children's rights, gender equality and ethnic-cultural diversity.

PROGRAM 1

SING, DANCE, TELL, PAINT!

ACTIVITIES

Visit + song + dance +
storytelling + plastic
activity

Total duration in the Museum: 2
hours.

The activity is structured in a
pre-visit to the educational
center , a visit to the Museum
and a post-visit to the
educational center.



Pre-visit: in line with the
story *The emotions of
Colorina* in the school, in 15
minutes students are taught
reproductions of the works of
the Museum. The rules are
explained to them and they are
invited and motivated to
come to the Museum.

Visit: the visit is structured
in 3 phases:

1st Story + dance of emotions .
DURATION: 40 MINUTES

In the Talleres space, the group
sits down and the story begins.
In addition, the dance is worked
on with different music, suitable
for each emotion and open
questions are asked. Through
them they will express the
emotions they have
experienced in their dance.

2nd Visit to the exhibition.
DURATION: 30 MINUTES.

Following the story *The
Emotions of Sweetness*, a visit to
the Museum's exhibitions is made.
Different open-ended
questions are asked to
encourage the
"learning to think" through
works of contemporary art.

3rd Count, Paint
DURATION: 50 MINUTES

Once in the Talleres space, the
story is finished and the
gestural song is performed in
English. Next, a creative
plastic activity is carried out
on the different activities
carried out.

Post-visit: the educational
center is visited to take the
works made by the students,
tell them how the activity
ended, review what they did
and thank them for their
participation and intervention.

PROGRAM 2

THE DANCE OF COLORS

ACTIVITIES

Visit + dance + plastic activity

Total duration in the Museum: 2 hours.

The activity is structured in a pre-visit to the educational center, a visit to the Museum and a post-visit to the educational center.



Pre-visit: in 15 minutes students are taught reproductions of the works of the Museum. The rules are explained to them and they are invited and motivated to come to the Museum.

Visit: first of all, they are greeted and thanked for coming to the Museum.

Once in the Workshops space and sitting in a circle they were Perform the presentation of the activity, the body scanner so that they become aware of their body. Subsequently, several games will be played with different music associated with colors, in which they will be able to express through different movements content related to different emotional situations, reaching various types of dances associated with different emotions and colors.

Exploring the possibilities of movement and non-verbal expression are part

of this activity.

Afterwards, there is a visit to the Museum's exhibitions, based on the story "The Colorina's emotions" where a visual thinking *activity is carried out*, through open questions, focused on the various colors.

They return to the Talleres space again and carry out a plastic creativity activity where they will have to represent all the emotions they have experienced during their visit to the Museum.

Post-visit: the educational center is visited to take the works made by the students, tell them how the activity ended, review what they did and thank them for their participation and intervention.

Dynamics of the story

COLORINA'S EMOTIONS

Narrator: In the Land of Grey once appeared a light called Colorina. Colorina did not like the gray, nor the light of the carpet or the dark of the floor of the Museum. Colorina became sad when she looked at those grays, which also scared her a little.

But when he went to the exhibition halls of the Museum and saw the colors he would be very happy and spend a good time contemplating the colors. I talked to them and listened to their stories. He realized how important a world full of colors was, that it was important to have a diversity of colors and that they were all important and necessary and that they had to be respected and cared for.

Colorina was so happy that she began to dance to the rhythm of each color,
She liked to dance to different rhythms and associated them with different rhythms.
Colors: Red, Green, Blue, Yellow, Pink, purple...

The narrator addresses the children and tells them that
Try to dance joy, sadness, fear, etc., associating a color.

Questions: Are you sometimes sad, happy, afraid...?

They go to the workshop space and are told that
express in a plastic way what the color they have chosen suggests to them, trying to represent their emotions.

They are left free to represent the emotions they want with different colors.

The works carried out are presented below.

What Colors contain the Works of art?
What os Like more? Which one do you like the least?
What emotions do they provoke in you?

Colorina be thankful a lot his work and his help and
friendship.

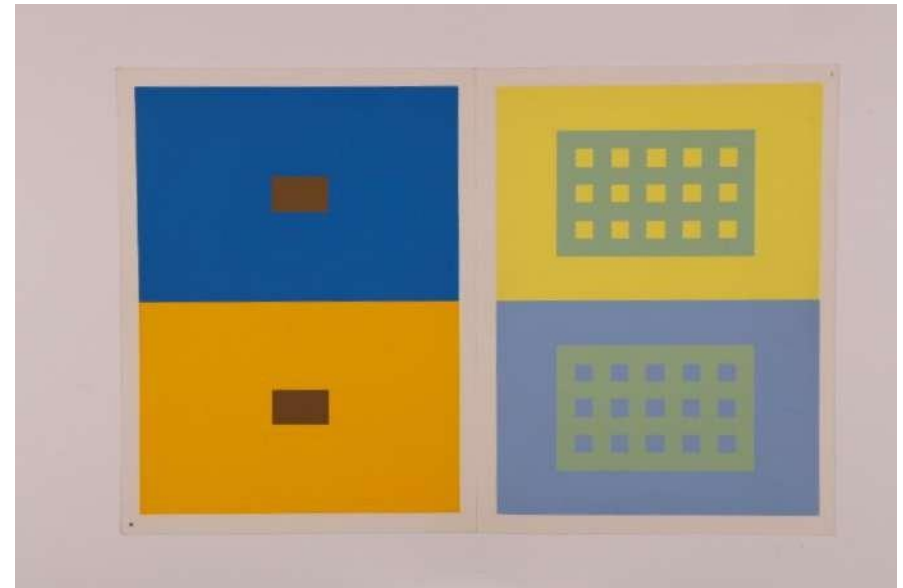
Each girl and boy takes the work they have done to school.



EVALUATION

IT WILL BE CARRIED OUT BY DIRECT OBSERVATION, ESPECIALLY OF THE FOLLOWING CRITERIA:

- » Participate actively, spontaneously and respectfully with individual differences in communicative situations of progressive complexity depending on their individual development.
- » Participate in situations of use of different languages, showing interest, curiosity and respect for the diversity of linguistic profiles.
- » Effectively interpret the messages and communicative intentions of others.
- » Interpret the messages transmitted through representations or artistic manifestations, also in digital format, recognizing the intentionality of the sender and showing a curious and responsible attitude.
- » Use oral language as a regulatory instrument for action in interactions with others with security and confidence.
- » To make plastic creations by exploring and using different materials and techniques, and actively participating in group work when necessary.
- » Harmoniously adjust their movement to that of others and to space as a form of free corporal expression, showing interest and initiative.



METHODOLOGY

Participatory,
with character
interdisciplinary,
visual thinking and
open-ended questions

Experiential
education Playful,
active
and cooperative.

LANGUAGES

Spanish, Basque,
English, French and
German.

DURATION

2 hours

OPENING HOURS

10 a.m. to 2 p.m.

REGISTRATION

T 686 23 99 87
educacionmuseo@unav.es



 Museo Universidad de Navarra

MUSEO.UNAV.EDU