

UNIVERSITY OF NAVARRA MUSEUM

TEACHERS' BOOK —

PROGRAM 1

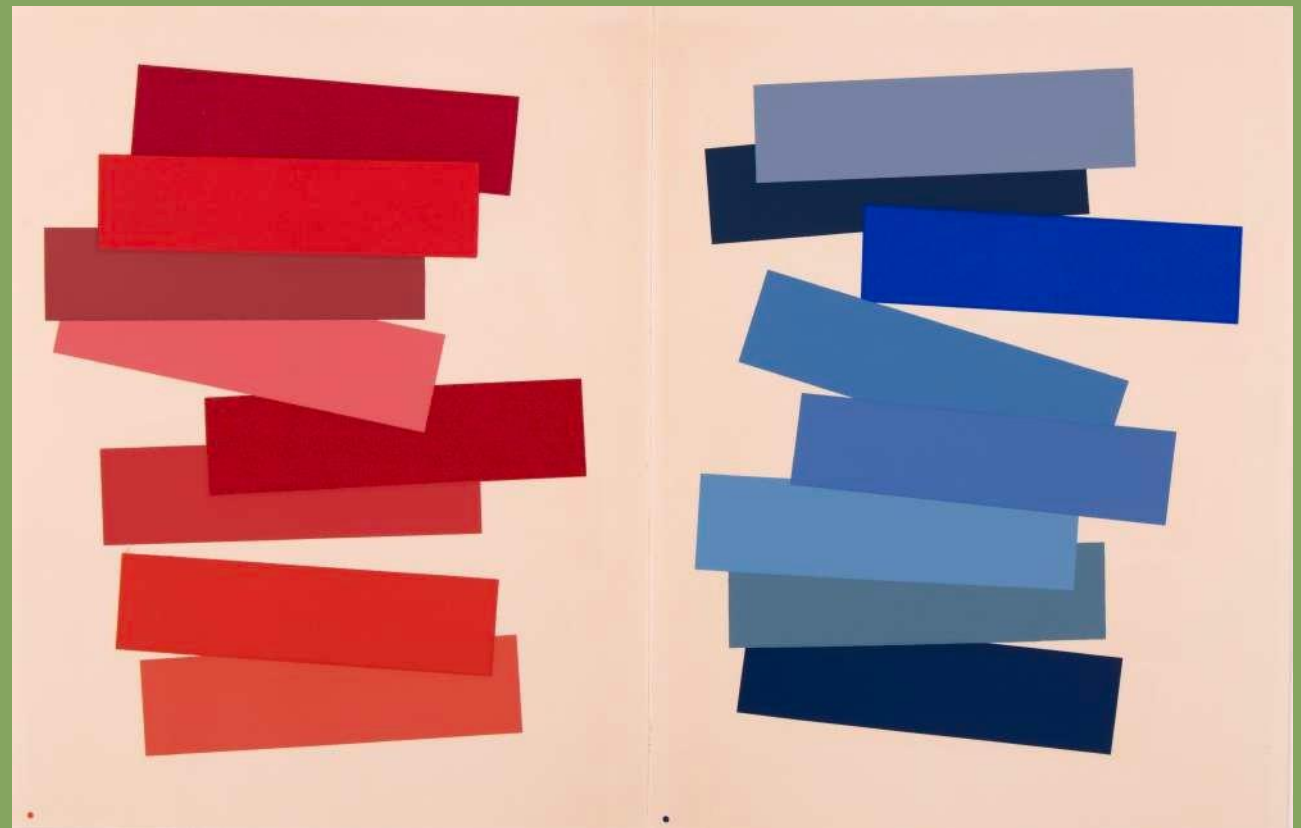
SING, DANCE,
TELL, PAINT!

PROGRAM 2

THE DANCE OF
COLORS

PROGRAM FOR
PRIMARY

2nd COURSE



GOALS

In accordance with Provincial Decree 67/2022, of 22 June, which develops the LOMLOE, this educational programme aims to help the development of the expression of the artistic sense and creativity, thus favouring the comprehensive education of students.

Although many of the objectives formulated for this stage are addressed in a transversal way , the following are specifically worked on:

1. Use different representations and artistic expressions and get started in the construction of visual and audiovisual proposals.
2. Acquire in at least one foreign language the basic communicative competence that allows them to express and understand simple messages and function in everyday situations.

AND OTHERS SUCH AS:

- » To develop the creative sensitivity of the students.
- » To maintain and transmit to students a tolerant attitude of respect and trust, affectionate and non-discriminatory.
- » To help in the socialization of students.
- » Encourage observation, attention, perception, memory, imagination and creativity.
- » To provide human and artistic values.
- » Help develop emotional intelligence.
- » Promote care, order and cleanliness.

COMPETENCIES

Among others:

- » Personal, social and learning to learn.
- » Learning to think.
- » Linguistic communication.
- » Cultural awareness and expressions.
- » Citizen.
- » Multilingual.

BASIC KNOWLEDGES

- » Main artistic proposals of different aesthetic currents, origins and eras produced by local, regional, national and international creators.
- » Basic strategies for active reception: active listening, observation and viewing.
- » Identity and cultural diversity.
- » Culture of peace and non-violence.
- » Elementary rules of behaviour in the reception of artistic proposals in different spaces. Silence as an essential element and condition for maintaining attention during reception.
- » Gender equality and non-sexist conduct.
- » Basic specific vocabulary of the plastic and visual arts, audiovisual arts, music and the performing and performing arts.
- » Basic strategies for the analysis of artistic proposals from a gender perspective.
- » Interest in both the process and the final product in plastic, visual, audiovisual, musical, scenic and performative productions.
- » Visual culture. The image in today's world: basic reading techniques and strategies.
- » Basic configurative elements of visual language: point, line, plane, texture and color.

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 the thread of the
story *The emotions of Cocona*, in
the school, in 15 minutes
students are shown
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 Workshops space, the
group sits down and begins to
tell the story and work on the
dance with different music
suitable for each emotion.
Open-ended questions are used
to allow the expression of
what they are feeling. Finally,
the representation of emotions
is carried out through body
expression and dance

2nd Visit to the exhibition.

DURATION: 30 MINUTES.

Following the story *The
Emotions of Colorina*, a visit to
the Museum's exhibitions is
made. Different open questions
are formulated to encourage
"learning to think" through
contemporary works of 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. 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, his help and friendship.

Each child takes the work they have done to school.



METHODOLOGY

Experiential education through play, integrating action with emotions and thought.

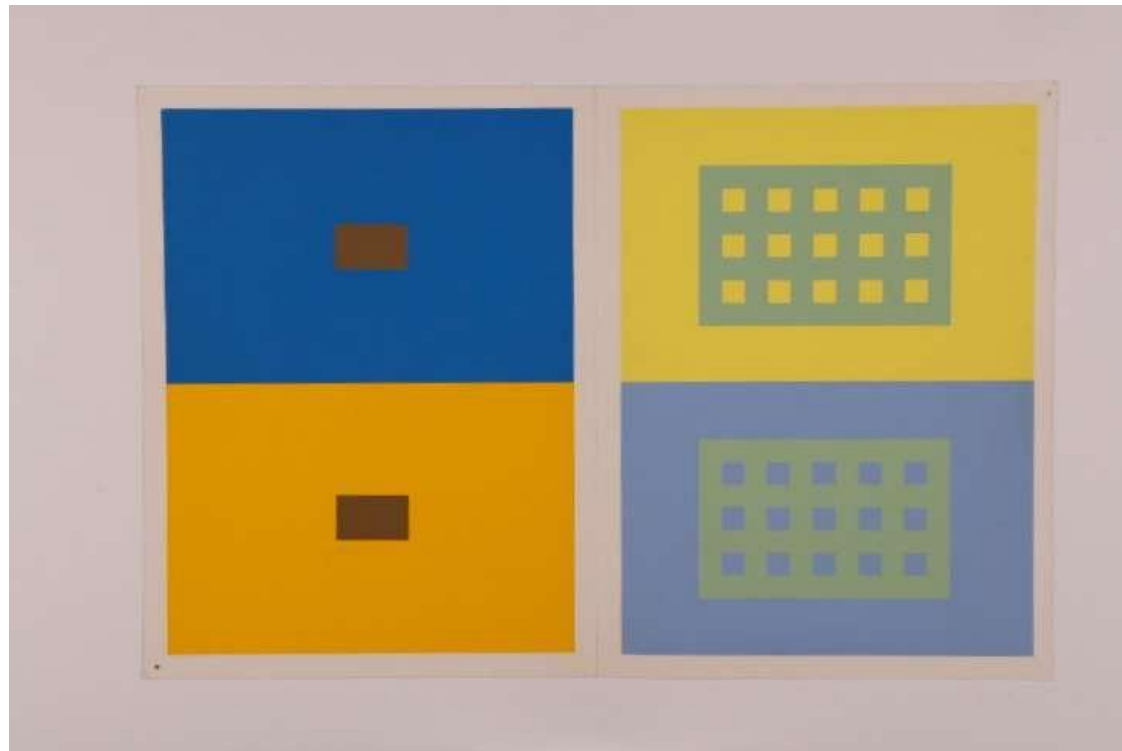
Collaborative work. The rhythm of activity/learning and interests of each student will be respected.

Visual thinking

Learning by doing

Open-ended questions

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



EVALUATION

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

- » Discover artistic proposals from different genres, styles, eras and cultures, through active reception and showing curiosity and respect for them.
- » Describe cultural and artistic manifestations of the immediate environment, exploring their characteristics with an open attitude and interest.
- » Produce their own works in a guided way, using some of the expressive possibilities of the body, sound, image and showing confidence in their own abilities.
- » To express ideas, feelings and emotions in a guided way through simple artistic manifestations, experimenting with the different languages and instruments at their disposal.
- » Share creative projects, explaining the process and the final result obtained, and valuing their own experiences and those of other people.

DURATION

2 hours

OPENING HOURS

10 a.m. to 2 p.m.

LANGUAGES

Spanish, Basque,
English, French and
German.

REGISTRATION

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 Museo Universidad de Navarra

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