

UNIVERSITY
OF NAVARRA
MUSEUM

—
TEACHER'S BOOK

—
PROGRAM
THE KIDS' MUSEUM

PROGRAM FOR
KINDERGARDEN—

FIRST CYCLE OF
KINDER (0-3 years)



JUSTIFICATION

The educational program "The Kids' Museum" presented here is intended to help in the education of children in nursery schools. It is a school program aimed at the first cycle of pre-primary education whose general objective is to allow children to express their potential through an 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.

To this end, it has designed this educational program that 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 with the Areas of Early Childhood Education:

- Communication and Representation of Reality
- Discovery and Exploration of the Environment
- Communication and Representation of Reality

HOW DO WE WANT TO WORK ON IT?

Generating a global learning situation where children can express, communicate and represent through verbal, gestural, plastic, musical and corporal forms.

WHAT DO WE WANT TO WORK IT FOR?

All with the aim of approaching 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.

OBJECTIVES

This programme includes most of the objectives formulated for this stage in a cross-cutting manner. Specifically, the following are being worked on, present in Foral Decree 61/2022:

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

AND OTHERS SUCH AS:

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

KEY COMPETENCIES

- Proficiency in linguistic communication.
- Multilingual competence.
- Personal, social and learning-to-learn competence.
- Entrepreneurial competence.
- Proficiency 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 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.
- Produce messages in an effective, personal and creative way, using different languages, discovering the codes of each of them and exploring their expressive possibilities, in order to respond to different communicative needs.
- Value the linguistic diversity present in their environment, as well as other cultural manifestations, in order to enrich their communicative strategies and their cultural baggage.

METHODOLOGY

The generation of global learning situations is used. To this end, the main use is played on an experimental and investigative basis, and cooperative work. In addition, stories, music and body language are used as different languages.

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

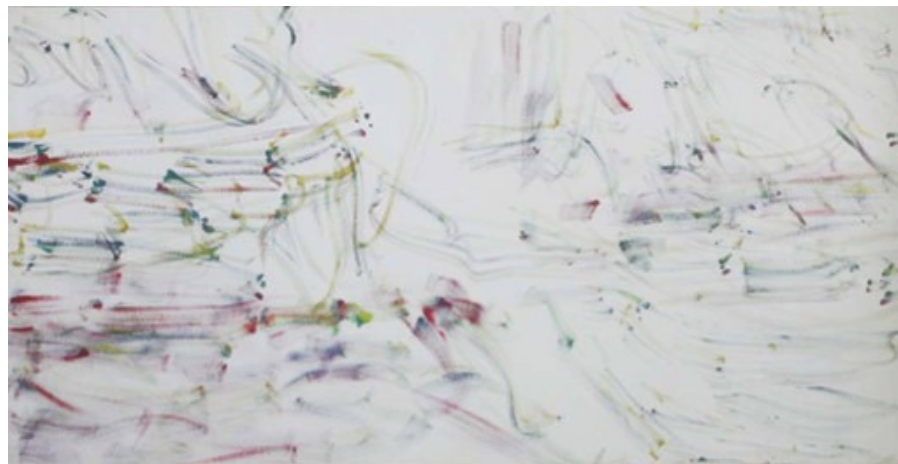
An attempt will be made to enhance self-esteem and social integration, generating a positive climate of trust.

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 "The Museum Tales" kit for oral language and plastic expression and the third "Treasure Box" kit 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 bring the material closer to the children taking into account the following aspects:

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



BASIC KNOWLEDGE

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. "The Tales of the Museum" Kit

- Experimentation and manipulative exploration and mastery of visual-motor coordination in contact with objects and materials. Aesthetic relationships between objects and materials.
- Development of waiting attitudes 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 stories between veracity and fantasy. The fantastic pairing. 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 life experience.
- "Pretend what" games. Narrative possibilities. Story plots.

2. "Music Discovery" Kit

- Sound and expressive possibilities of the voice, body, objects and instruments.
- Qualities of silences and sounds.
- Free and spontaneous expression through gesture, tone and movement.
- Moving 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 KNOWLEDGE

3. "Treasure Box" Kit

- Specific and non-specific materials, colors, 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 be used in the activities, organized in 3 kits:

1. Kit "The Tales of the Museum: 10 stories and 10 scale reproductions of paintings from the existing collections of the University of Navarra Museum will be included. Each story will be associated with its respective painting.
2. "Musical Discovery" Kit: various musical instruments will be included that can be explored and manipulated by children.
3. "Treasure Box" Kit: Discovery Box (list included).

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

THE KIDS' MUSEUM

ACTIVITIES

"THE TALES OF THE MUSEUM" KIT

Two activities are proposed:

Activity 1. Do I identify with a painting/story?

The children will have the opportunity to contemplate the different paintings that will be given to them. After freely allowing them to manipulate and discover the multiple possibilities that a painting can offer them, they will have to make the decision and choose the painting they prefer or that allows them to represent what they want to express and communicate in their day and at the time. Afterwards, they will be ready to participate and actively listen to the story corresponding to the chosen painting. Upon completion, the paintings will be properly stored and placed in their place.

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

There will be a plastic activity in which they represent what they want about the story they have worked on. Special attention will be paid to the artistic language.

Dynamics of activities

The dynamics of the activities will be carried out using 10 stories, each of them associated with a painting from the Museum. Each of the stories aims to promote four educational aspects: **Emotion** (Bizquerra and Fredrickson), **Value** (Caduto), **Emotional Competence** (Goleman), **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 stories, children will be able to identify different emotions and feelings that they experience in their daily lives. Bearing in mind that it is often difficult to express and give a name to what is felt, through the characters in 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 when 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, add their touch of curiosity and humor. In short, make them your own.

Through the **artistic works**, the little ones will be able to approach the world of artists and have the opportunity to contemplate, internalize, become familiar with and be inspired by the works of the Museum and then reproduce plastic expressions. They will be able to live the experience of becoming small artists capable of interpreting works and creating their own.

The child seeks to make sense of his/her own reality and tries to enter a new world for him/her, a world where he/she may have to 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. Therefore, through stories, children will be able to identify and discover **multiple intelligences** that have been proposed by Howard Gardner.

THE KIDS' MUSEUM

ACTIVITIES

1. "THE TALES OF THE MUSEUM" KIT

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

- Bugsy and his friend the Sun
- The Tiger's Paw
- Aham's Journey
- The Magic Carpet
- The Beach Bandage
- The Giving Box
- The Pear's Party
- Martha's Circle
- The Enchanted Maze
- The Birthday Cake



How to use stories and pictures correctly?

1. Show the pictures to the children. Choose the picture of the day and read the corresponding story.

2. Show the picture to the children. Read the title to them and discuss it. Explore through the title what the story may be about.

3. Read the story and re-invent the ending.

4. Read the story and guess what emotions appear in it. Try to play with emotions, even assign new emotions to characters.

5. Combine two stories and re-invent a new story. And much more! To develop imagination and creativity!

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

Stories and pictures are used so that children can also express, communicate and act out what the story and picture have suggested. It will be a time to relive the moments that have captured your attention and interest. It will also be a time to re-create the stories of the tales.

2. MUSICAL DISCOVERY KIT

Two activities will be carried out:

Activity 1. Discovery of Musical Instruments

By placing the musical objects in the center, the children will have to come and discover the musical instruments they choose and the sounds they can make. They will be left free to do it creatively.

Activity 2. Dance according to the rhythm

In this activity, it will be sought that in addition to playing the instrument, they can perform their body expression with creative movements.

How to use the music basket correctly?

1. Free exploration of 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 music basket. So they can choose and use various musical instruments for the creation and composition of music.

The musical basket will be enriched to the extent that the child manages to combine the music with what the painting and the work have suggested.

PROGRAM

THE KIDS' MUSEUM

ACTIVITIES

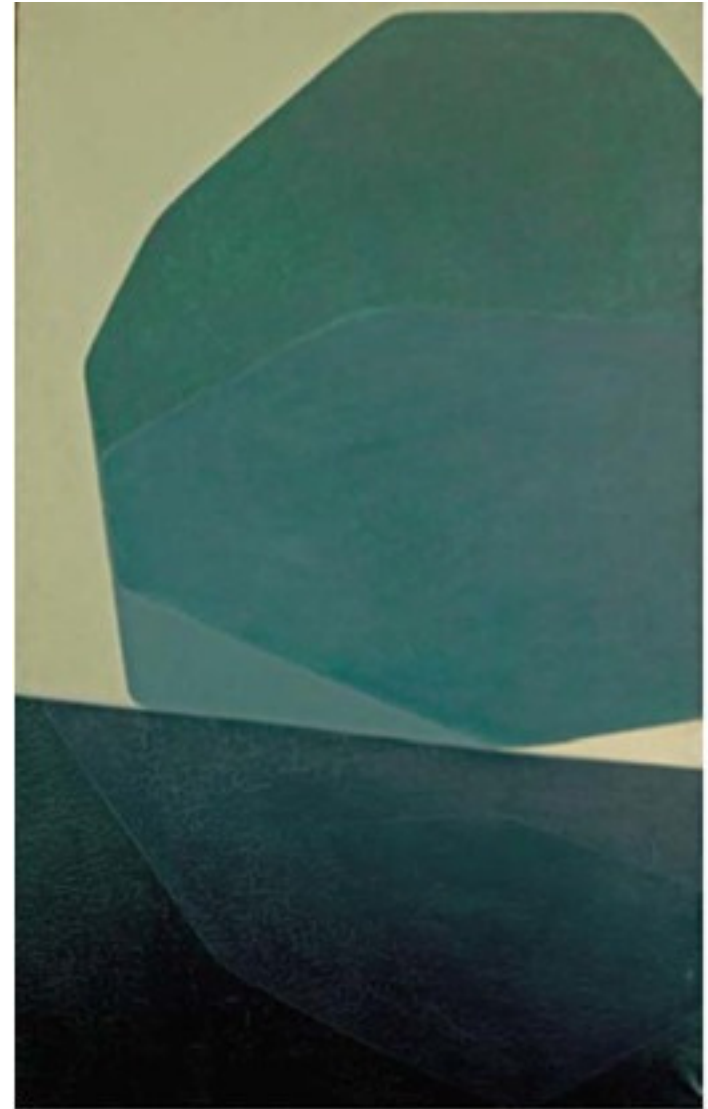
Afterwards, it will be a key moment to start improvising, dramatizing and representing the painting and the chosen work. Through body language and movement, the child will be able to communicate their thoughts, moods, emotions, etc. to others. It is intended to be an enriching activity that will allow the child to express, communicate and represent their inner world.

3. KIT "TREASURE BOX"

There will be only one activity:

Actividad 1. "Treasure seek"

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



TIMETABLE

It is recommended that the duration of the activities be about 20 minutes each.

EVALUATION

It will have an impact on the ongoing process that will lead you to...
It will affect the continuous process that will take place from the beginning to the end of the activity. A direct observation of the evaluation criteria corresponding to the basic knowledge worked on is proposed.

LANGUAGES

Spanish, Basque and English.

REGISTRATION

educacionmuseo@unav.es
T686239987



●●● Museo Universidad de Navarra

MUSEO. UNAV. EDU