

# UNIVERSITY OF NAVARRA MUSEUM

—  
TEACHER'S  
NOTEBOOK

—  
PROGRAM 1  
SING, DANCE,  
TELL, PAINT!

PROGRAM 2  
THE DANCE OF  
EMOTIONS

PROGRAM FOR  
EARLY  
CHILDHOOD

—  
2<sup>ND</sup> CYCLE



# PURPOSE AND OBJECTIVES

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

Specifically, it contributes to achieving the following:

- 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.
- b) Observe and explore their family, natural and social environment, recognising in them some characteristics of Navarra 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 links with adults and other children.
- e) To relate to the rest of the classmates 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.
- h) Promote, implement and develop social norms that promote 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 how to represent the person's emotional awareness through of art: basic and secondary emotions, emotional resistance to frustration, etc.

# GENERAL COMPETENCIES

## AMONG OTHERS:

- » Citizen.
- » Personal, social and learn-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 a personal and creative manner, using different languages, discovering the codes of each of them and exploring their expressive possibilities to respond to different communicative needs.
- » Valuing the linguistic diversity present in their environment, as well as other cultural manifestations, to enrich their communicative strategies and their cultural baggage.

# BASIC KNOWLEDGE

## 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 film.
- Varied artistic manifestations. Different artistic currents and genres. Approach to different local or world-renowned artists, promoting gender equality.

## THE LANGUAGE AND BODY LANGUAGE

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

## THE LANGUAGE AND MUSICAL EXPRESSION

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

## THE LANGUAGE AND LITERARY EDUCATION

- Texts related to children's literature, oral and written, free of sexist stereotypes that reflect the challenges of the 21st century, developing values on a culture of peace, children's rights, gender equality and ethnic-cultural diversity.

# PROGRAM 1

## SING, DANCE, TELL, PAINT!

### ACTIVITIES

Visit + song + dance +  
storytelling + art  
activity

Total duration at 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:** the story  
The solitary musketeer  
In the school, in 15 minutes,  
students are shown  
reproductions of the Museum's  
works. The rules are  
explained to them and they  
are invited and encouraged 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  
the story.

In addition, the dance is  
worked on with different  
music, suitable for each  
emotion and open-ended  
questions are asked. Through  
them they will express the  
emotions they have  
experienced in their dance.

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

A visit is made to the  
Museum's exhibitions, where  
you must find Picasso's  
Musketeer's Head. Different  
open-ended questions are  
asked to encourage "learning  
to think" through  
contemporary artworks.

**3rd** Count, Paint  
DURATION: 50 MINUTES.

Once in the Workshops space,  
the story is finished and  
the gestural song is  
performed in English. This  
is followed by a creative  
plastic activity  
about the different  
activities carried out.

**Post-visit:** visit to the  
educational center to take  
the works carried out 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 EMOTIONS

### ACTIVITIES

Visit + dance + plastic activity

Total duration at 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 Museum's works. The rules are explained to them and they are invited and encouraged 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 seated in a circle, Perform the presentation of the activity, the body scanner to make them aware of their body. Subsequently, there will be several games with different music, in which that they will be able to express through different movements contents related to the different emotional situations, even performing various types of dance associated with different emotions. Exploring the possibilities of movement and non-verbal expression are part of this activity.

This is followed by a visit to the Museum's exhibitions, where a visual thinking activity is carried out, through open questions.

They return to the Workshops space, where they will have to represent all the emotions they have experienced during their visit to the Museum.

**Post-visit:** visit to the educational center to take the works carried out 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

## THE LONELY MUSKETEER

**Narrator:** Once upon a time there was a Musketeer who didn't dare to leave a room in the museum because she was afraid of being hurt and she was sad and in her own world. Since she was locked up, she was dancing all the time because she liked it so much. Normally I was quiet (dancing quietly). Sometimes I wanted to go out, but I couldn't because I didn't have any friends. That's why she got nervous and danced to rock to calm down. Dancing and dancing she became so happy that for a moment she forgot her fear and decided to leave the room to see the rest of the museum. The narrator turns to the children and tells them to try dancing the dance.

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

Activity 1 is done with the monitor guiding the dances (30 minutes) They sing the song of being happy. Go out and see the Museum's permanent exhibitions.

She finds Picasso's painting of the Musketeer and is very happy because she has found a friend.



# Dynamics of the story

## THE LONELY MUSKETEER

Then each child has to find a painting that he or she likes in the rooms of the museum.

They go to the workshop space and are told to express what the painting they have chosen suggests to them, trying to represent their emotions.

The following paintings are presented.

What color are the paintings? What do they mean? Which one do you like the most? Which one do you like the least?

The musketeer thanks you very much for your work, help, and friendship. She tells you that she likes having friends and that she will now go out a lot to see the outside world and help others. She says that she has lost her fear and has realized how beautiful friendship is. She says that she really likes helping. That a musketeer helps others. Each girl and boy takes the work they have done to school.





# ASSESSMENT

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

- » Participate actively, spontaneously and respectfully in individual differences in communicative situations of increasing complexity according to their individual development.
  - » Participate in situations of use of different languages, showing interest, curiosity and respect for the diversity of linguistic perceptuals.
  - » Interpret the messages and communicative intentions of others in an effective way.
  - » Interpret the messages conveyed through representations or artistic manifestations, also in digital format, recognising the intentionality of the sender and showing a curious and responsible attitude.
- » Use oral language as an instrument to regulate action in interactions with others with confidence and confidence.
  - » Develop plastic creations by exploring and using different materials and techniques, and actively participating in group work when necessary.
  - » Harmonically adjust your movement to that of the others and space as a form of free bodily 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

#### SCHEDULES

10 a.m. to 2 p.m.

#### REGISTRATION

T 686 23 99 87  
educacionmuseo@unav .es

 Museo Universidad de Navarra

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