

# UNIVERSITY OF NAVARRA MUSEUM

—  
TEACHER'S BOOK

—  
PROGRAM 1  
SING, DANCE,  
TELL, PAINT!

PROGRAM 2  
THE DANCE OF  
EMOTIONS

PROGRAM FOR  
PRIMARY

—  
1<sup>ST</sup> YEAR



# PURPOSES

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

# OBJECTIVES

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 start building 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 to function in everyday situations.

AND OTHERS AS SUCH AS:

- » Develop the creative sensibility of the students.
- » Maintain and transmit to students a tolerant, respectful and affectionate and non-discriminatory attitude.
- » Help in the socialization of the students.
- » Encourage observation, attention, perception, memory, imagination and creativity.
- » Provide human and artistic values.
- » Help develop emotional intelligence.
- » Encourage care, order and cleanliness.

# COMPETENCES

These include:

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

# BASIC KNOWLEDGE

- » Main artistic proposals of different aesthetic currents, origins and periods produced by local, regional, national and international creators.
- » Basic strategies of 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 the maintenance of attention during reception.
- » Gender equality and non-sexist conduct.
- » Basic specific vocabulary of the plastic and visual arts, audiovisual arts, music, 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 + 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:**

Following the story The Lonely  
Musketeer, at the school in 15  
minutes, the students are  
shown reproductions of the  
works of the Museum. The rules  
to visit the Museum are  
explained to them and they are  
invited and encouraged to  
come.

#### **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 them to express 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.

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 Tell, 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  
based on the different  
activities carried out.

#### **Post-visit:**

Visit to the educational  
center 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 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 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.

We return again to the Workshop space. An activity of plastic creativity takes place, 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 she was quiet [dancing quietly]. Sometimes she wanted to go out, but she couldn't because she 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.

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



# Dynamics of the story

## THE LONELY MUSKETEER

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.



# METHODOLOGY

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

Collaborative work. The pace 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.



# ASSESSMENT

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

- » Discover artistic proposals of different genres, styles, periods and cultures, through active reception and showing curiosity and respect for them.
- » Describe cultural and artistic manifestations of the surrounding environment, exploring their characteristics with an open attitude and interest.
- » Produce one's own works in a guided way, using some of the expressive possibilities of the body, sound, image and showing confidence in one's own abilities.
- » Express ideas, feelings and emotions in a guided way through simple artistic expressions, experimenting with the different languages and instruments at your fingertips.
- » Share creative projects, explaining the process and the final result obtained, and valuing their own experiences and those of others.

### DURATION

2 hours

### SCHEDULE

10 a.m. to 2 p.m.

### LANGUAGES

Spanish, Basque, English,  
French, and German.

### INSCRIPTIONS

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