



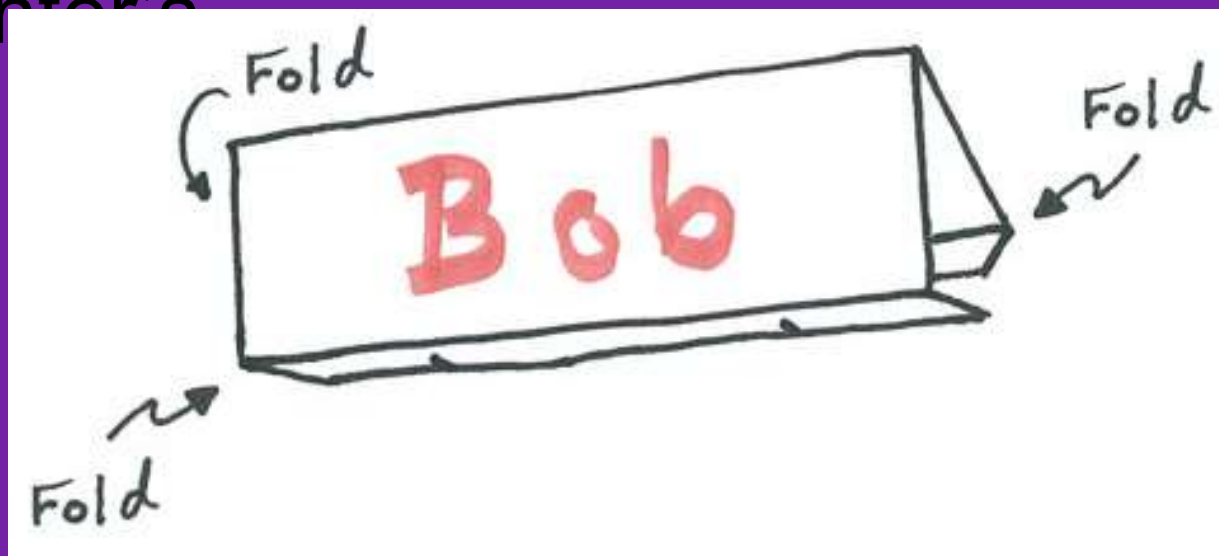
# **Expanding Your Painter Pallet:**

## **Visual Art**

**California's Preschool  
Learning Foundations  
and Curriculum  
Framework, Volume 2**

# As you settle in...

Use the markers and paper on the table (and anything else you may have brought with you), to create name tags on your Painter's Pallet.



# Outcomes

- Understand and utilize the structure and features of the Preschool Learning Foundations (PLF), Volume 2, visual art strand
- Understand and utilize the structure and features of the Preschool Curriculum Framework (PCF), Volume 2, visual art strand
- Become aware of integration opportunities between Volumes 1, 2, and 3 of the Preschool Learning Foundations.
- Utilize strategies identified for dual language learners
- Utilize identified strategies for children with special needs



“Every child is an artist. The problem is how we remain an artist once we grow up.”  
-Pablo Picasso



**Visual Arts**



**Music**



**Drama**



**Dance**

# California's Early Learning and Development System



# Foundations ↔ Framework

FOUNDATIONS IN THE  
**Visual and Performing Arts**


The visual and performing arts offer preschool children many ways to experience playful exploration, self-expression, creativity, and the joy of learning. The arts also support preschool children's learning and development in varied and meaningful ways. Preschool children are interested in visual art, music, drama, and dance. Teachers have many opportunities to observe children's enthusiasm for creating art. They provide experiences that promote artistic expression through their teaching practices. During the preschool period, the arts are more about the process (in the sense of participation, engagement, and involvement) than about the product, or the end result, of artistic activity. All children can participate in and enjoy the arts, including children with disabilities and other special needs. The arts are important in the world of preschoolers, as children have the chance to use their imaginations while learning. Through the arts, children draw upon their interests, experiences, and personalities as they express themselves, create with others, and participate in their preschool community.

The visual and performing arts provide a means for children to grow in

...expressing themselves and the world around them. Children receive opportunities to draw inspiration from the environment and their experiences to create and to communicate through art, individually and with others. Art engages English learners and children whose home culture might be different from the preschool culture. Participation in the arts helps children develop language skills. The social context of arts activities supports English learners, who can participate as their language skills develop. Participation in visual arts, music, drama, and dance offers a way for children to join in social interactions with other children and adults. It provides both physical and social prompts to advance shared meaning with others.

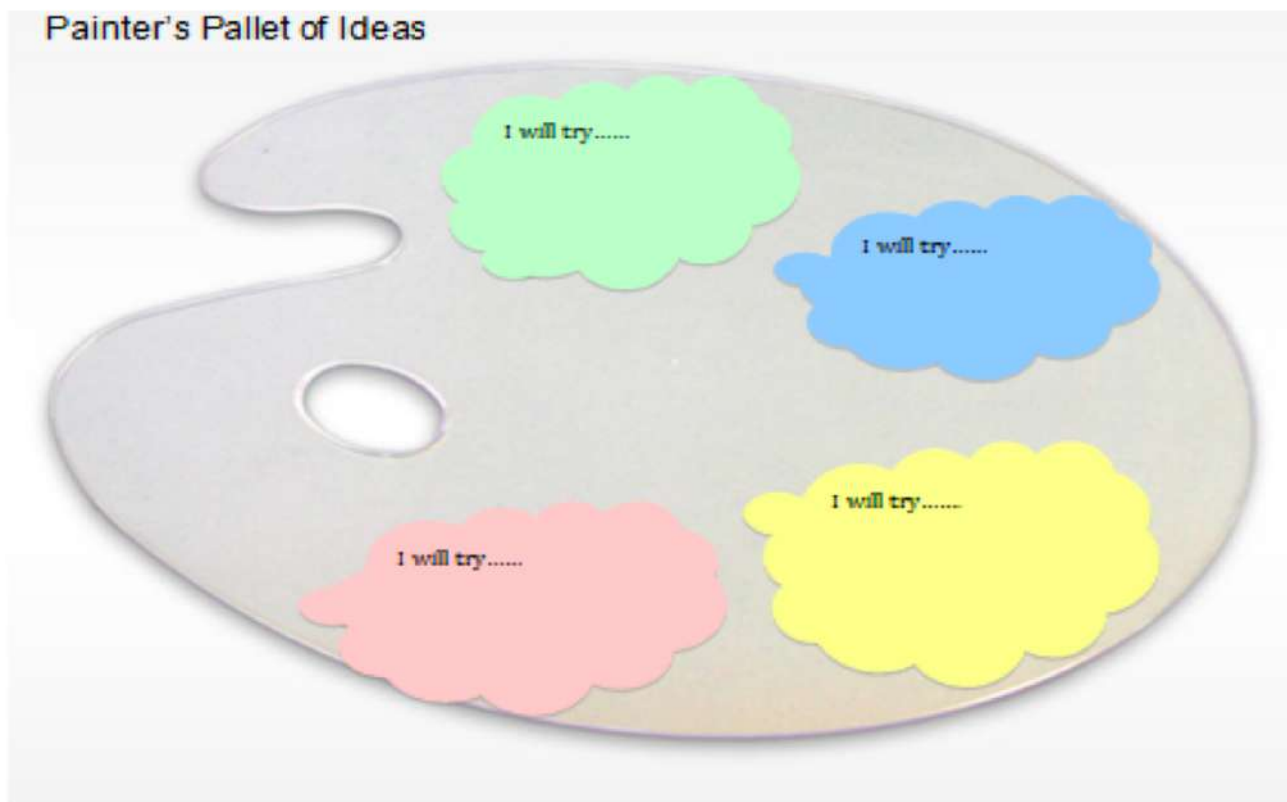
Art can also serve as a meaningful way to create a strong sense of community in the classroom. The arts provide opportunities for children to participate in the shared cultural practices of the program. Through the arts, a preschool environment can be created that includes and celebrates children from diverse linguistic and cultural backgrounds. The arts provide opportunities for children to express themselves, demonstrate competence,

CHAPTER 2  
**Visual and Performing Arts**



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# Reflective Painter's Pallet Handout





# What is visual art?

Visual art *is* about participation, engagement, and involvement



Visual art *is not* about product or crafts



# Preschool visual art is...

Child initiated



Teacher scaffolded



In Volume 2 of the  
PCF, discover  
ideas for:



Representation



Action  
and Expression



Engagement

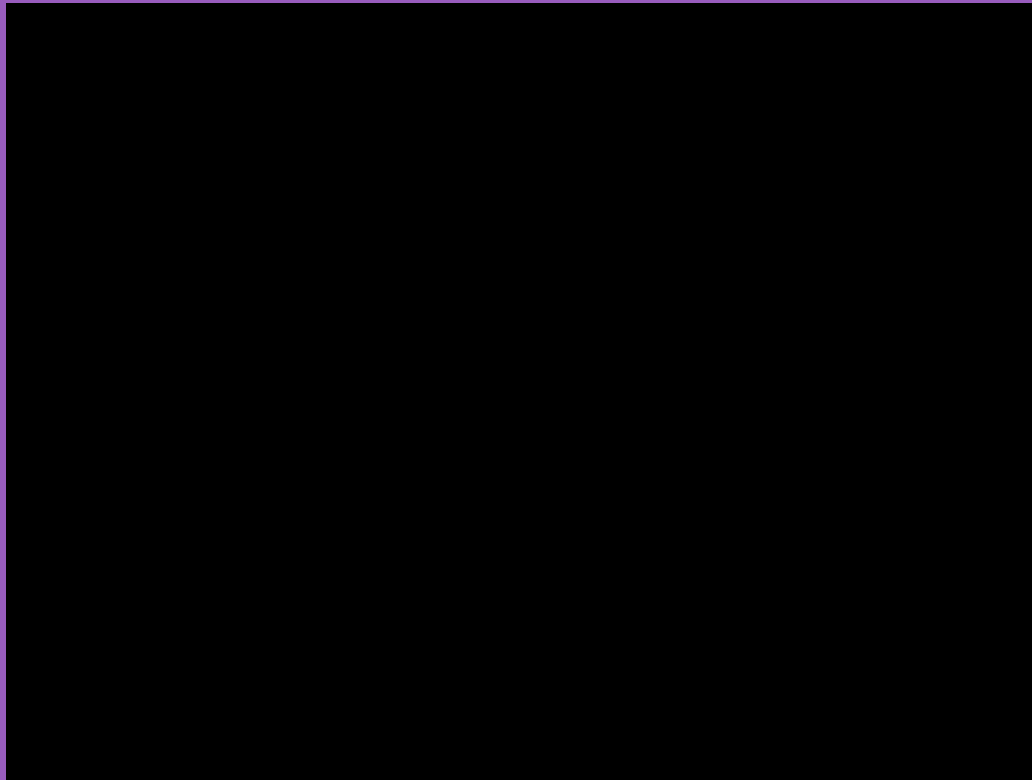
- **Environments**
- **Building on children's play**
- **Materials**
- **Teacher-guided learning activities**

A close-up photograph of a child's hand resting on a piece of green fabric. The fabric has a faint, hand-drawn pattern in yellow and green. In the upper right corner, an adult's hand is visible, holding a needle and thread, appearing to be sewing or mending the fabric. The background is a wooden surface.

**The arts are inclusive of all children...[they] are a language that is common to all.**

PCF, Vol. 2, p. 42

# The arts are inclusive and integrated.



# The arts are integrated.

Domain	Strands	Notes
Social Emotional	<ul style="list-style-type: none"> <li>○ Self</li> <li>○ Social Interaction</li> <li>○ Relationships</li> </ul>	
Language and Literacy	<ul style="list-style-type: none"> <li>○ Listening and Speaking</li> <li>○ Reading</li> <li>○ Writing</li> </ul>	
English Language Development	<ul style="list-style-type: none"> <li>○ Listening</li> <li>○ Speaking</li> <li>○ Reading</li> <li>○ Writing</li> </ul>	
Mathematics	<ul style="list-style-type: none"> <li>○ Number Sense</li> <li>○ Geometry</li> <li>○ Algebra and Function</li> <li>○ Measurement</li> <li>○ Mathematical Reasoning</li> </ul>	
Visual and Performing Arts	<ul style="list-style-type: none"> <li>○ Visual Art</li> <li>○ Music</li> <li>○ Dance</li> <li>○ Drama</li> </ul>	
Physical Development	<ul style="list-style-type: none"> <li>○ Active Physical Play</li> <li>○ Fundamental Movement</li> <li>○ Perceptual Motor Movement</li> <li>○</li> </ul>	
Health	<ul style="list-style-type: none"> <li>○ Health Habits</li> <li>○ Safety</li> <li>○ Nutrition</li> </ul>	
History Social Science	<ul style="list-style-type: none"> <li>○ Self and Society</li> <li>○ Becoming a Preschool Community Member</li> <li>○ Sense of Time</li> <li>○ Sense of Place</li> <li>○ Marketplace</li> </ul>	
Science	<ul style="list-style-type: none"> <li>○ Scientific Inquiry</li> <li>○ Physical Sciences</li> <li>○ Life Sciences</li> <li>○ Earth Sciences</li> </ul>	

# Visual Art

Foundation	Substrand	Substrand Definition
48 months 60 months	<b>Notice, Respond, and Engage</b>	Notice, interact, and be interested in
48 months 60 months	<b>Develop Skills</b>	Learn the basic skills of performing, inventing, and creating, such as using a paintbrush
48 months 60 months	<b>Create, Invent, and Express</b>	Use skills to participate, express, invent, and create

# 1.0 Notice, Respond, and Engage





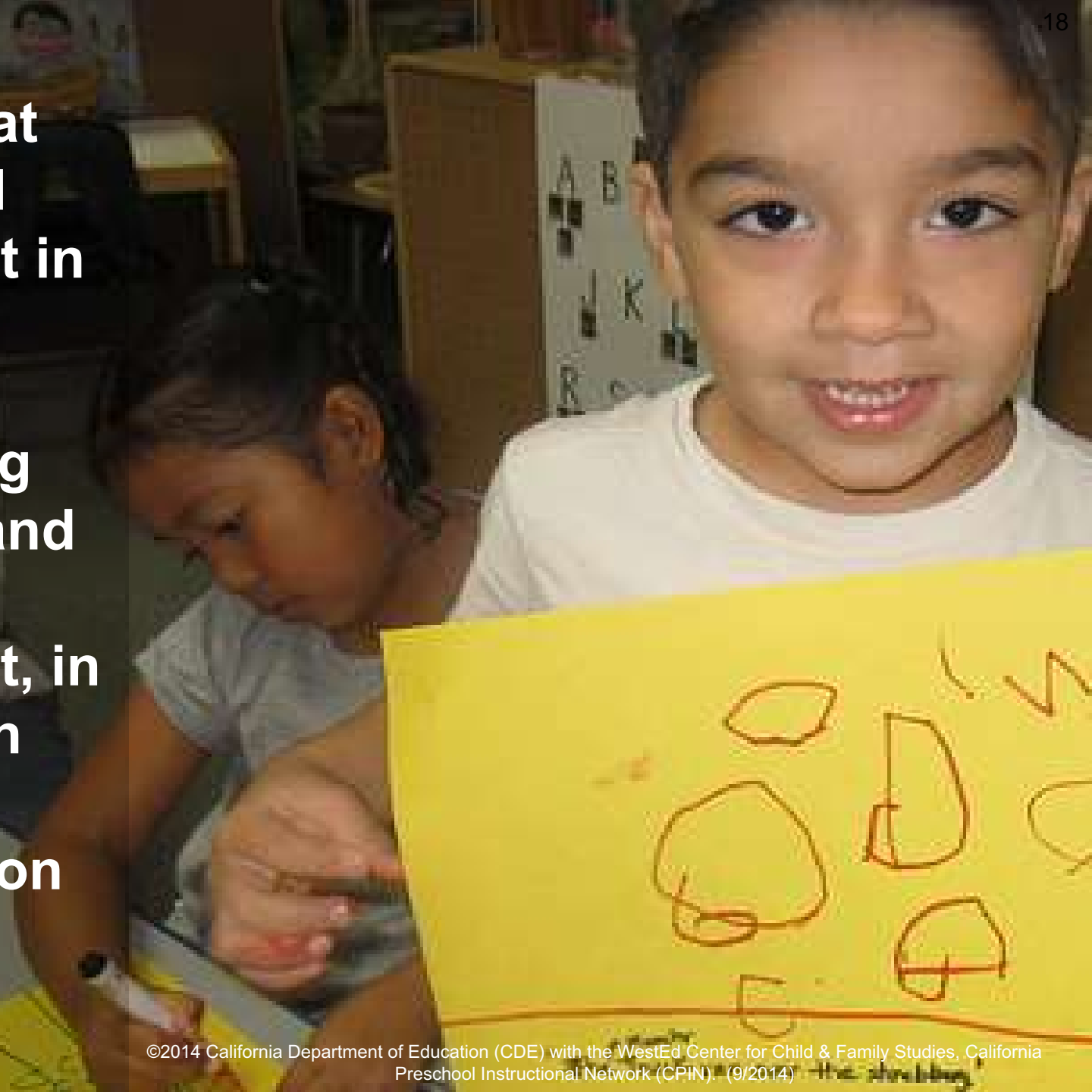


# **Cultural Traditions**

**All children are empowered by sharing  
each other's family art traditions.**

**PCF, Vol. 2, p. 44**

**Research suggests that learning and development in the arts provides an underpinning for literacy and language development, in part, through cultivating representation skills.**



# Preschool English Learners

## Principle 6

Continued use and development of the child's home language will benefit the child as he or she acquires English. PEL Resource Guide, pp. 41-44

- What can we do as teachers when talking about art that supports Principle 6?
- Write down one action you will do to support children learning English as a second language while talking about art.



Encourage children to talk in their own language about what they have drawn. In describing or communicating about what their work, children develop their vocabulary and perception of art.

PCF, Vol. 2, p. 53



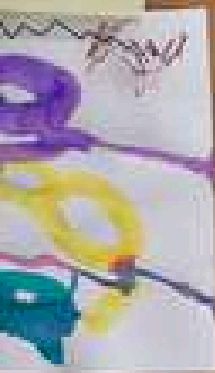
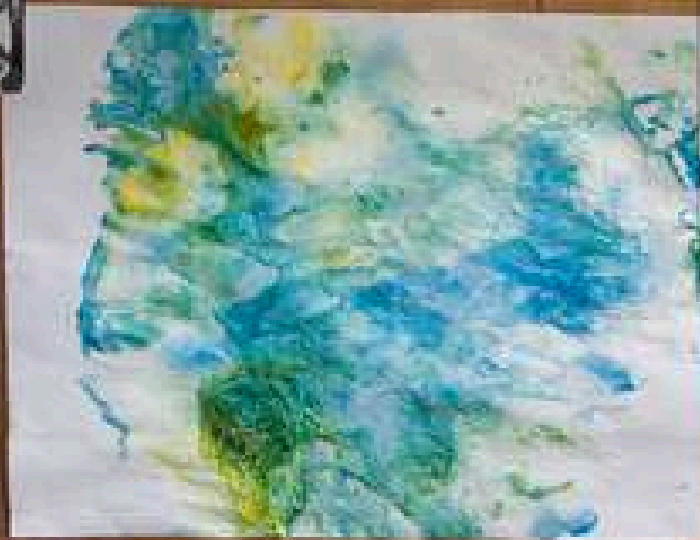
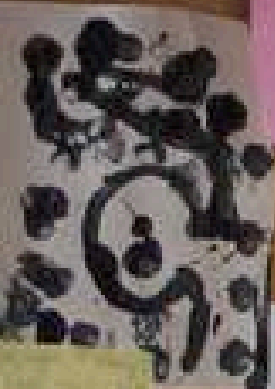
# Let's face it, "Talk counts!"



Art Show

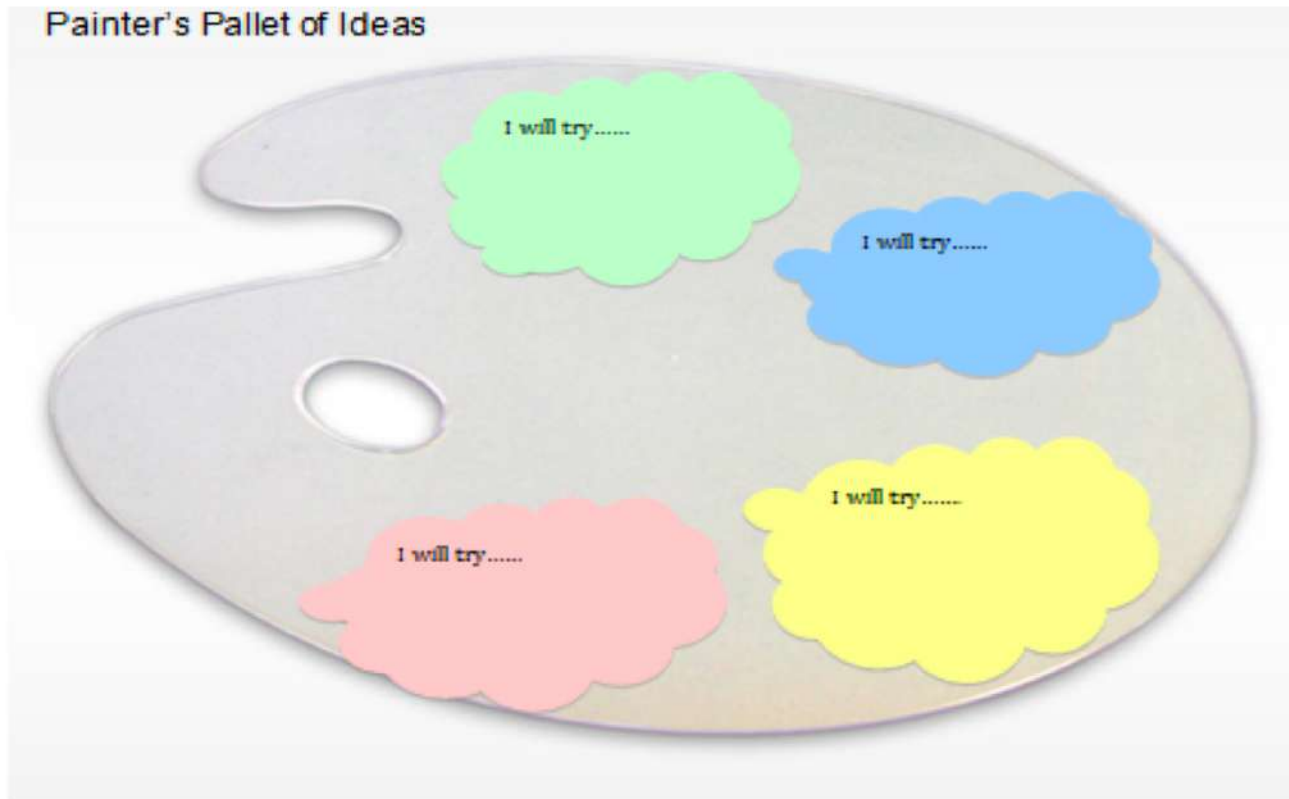
Teacher Scaffolding Tip:  
Encourage discussion of particular works by the group, especially with older preschoolers.

PCF, Vol. 2, p. 53



California Preschool Learning Foundations		California Content Standards Kindergarten
<b>Domain:</b> <b>Visual and Performing Arts</b>		<b>Domains:</b> <b>Visual and Performing Arts</b> <ul style="list-style-type: none"> <li>• Visual Arts</li> <li>• Music</li> <li>• Theatre</li> <li>• Dance</li> </ul>
<b>2.0 Develop Skills in Visual Art</b>		<b>2.0 Creative Expression: <i>Creating, Performing, and Participating in the Visual Arts</i></b> Skills, Processes, Materials, and Tools; Communication and Expression Through Original Works of Art  Also aligned with an element from: <b>1.0 Artistic Perception: <i>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts</i></b> Develop Perceptual Skills and Visual Arts Vocabulary
At around 48 months	At around 60 months	By the end of kindergarten
2.1 Make a straight and curved marks and lines; begin to draw rough circle shapes.	2.1 Draw single circle and adds lines to create representations of people and things.	<b><i>Skills, Processes, Materials, and Tools</i></b> 2.1 Use lines, shapes/forms, and colors to make patterns.  2.3 Make a collage with cut or torn paper shapes/forms.
2.2 Begin to create paintings or drawings that suggest people, animals, and objects.	2.2 Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.	<b><i>Communication and Expression Through Original Works of Art</i></b> 2.4 Paint pictures expressing ideas about family and neighborhood.  2.5 Use lines in drawings and paintings to express feelings.
2.3 Make somewhat regular-shaped balls and coils out of dough or clay.	2.3 Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).	2.6 Use geometric shapes/forms (circle, triangle, square) in a work of art.

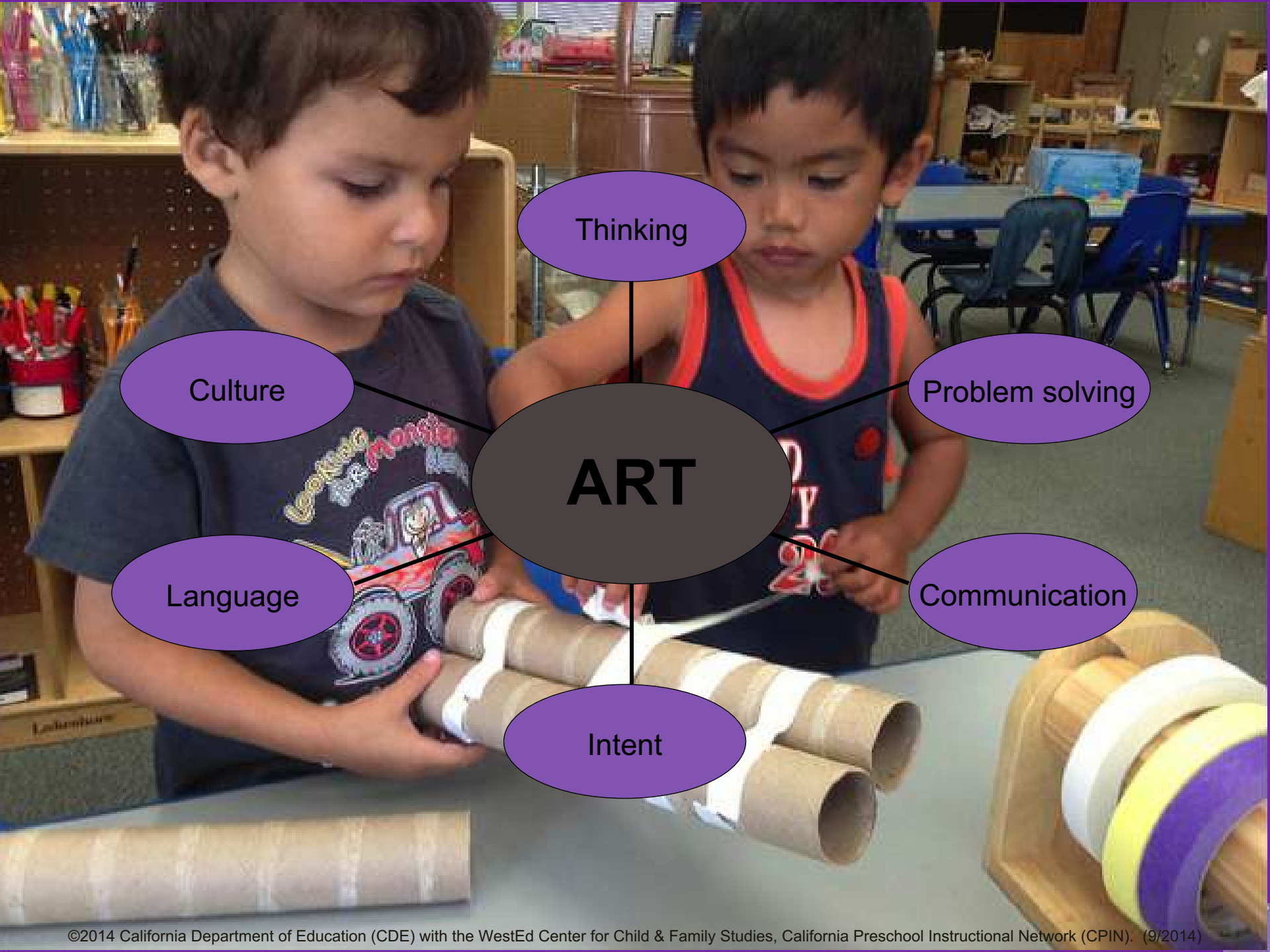
# Reflective Painter's Pallet Handout





# Research Highlight

Over the years, the work of Nelson Goodman and Howard Gardner at Harvard University's Project Zero has helped to demystify children's art. Those scholars view art through the lens of *cognition* rather than through a value-driven critique of aesthetics. Art is a cognitive activity, requiring thinking, problem solving, communication, and intent. And learning in art is frequently tied to learning in language as well as culture. PCF, Vol. 2, p. 59



Thinking

Culture

Problem solving

**ART**

Language

Communication

Intent

# The Art of Double Dipping with Play Dough



# Teacher Tips: Stages of Second Language Acquisition

## Home Language Use Teaching Tips:

- Activities should focus on listening comprehension
- Activities should build receptive vocabulary

## Observational and Listening Period Teaching Tips:

- Activities should expand receptive vocabulary
- Activities should be designed to motivate children

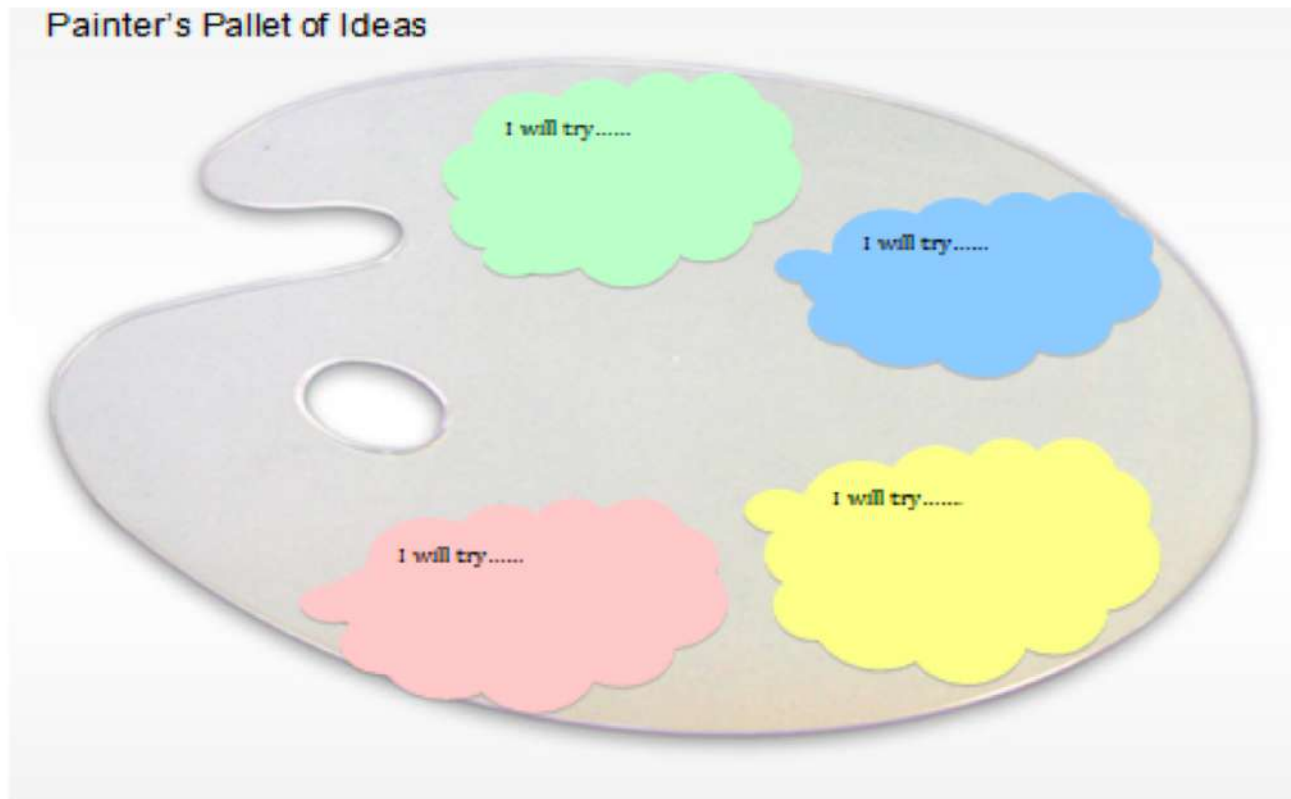
## Fluid Language Use Teaching Tips:

- Activities should expand receptive vocabulary
- Activities are designed to develop higher levels of language use in content areas

## Telegraphic and Formulaic Speech Teaching Tips:

- Activities should expand receptive vocabulary
- Activities are designed to develop higher levels of language use

# Reflective Painter's Pallet Handout



# 2.0 Develop Skills



# Environment and Materials



The environment and materials should support the choices children typically make to pursue visual art...and also need to support what teachers wish to bring to artistic activities in the classrooms. PCF, Vol. 2, p. 41

# Help children acquire painting skills through:

- Demonstration
- Encouragement to mix colors
- Time to explore

PCF, Vol. 2, p. 55

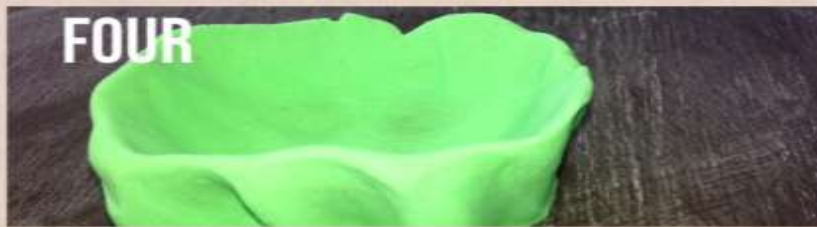




# Create opportunities for children to work with dough, clay, or wet sand.



# Sculpting the Push Pot



1. Prepare ping-pong-sized balls of clay.
2. Push the center down with one finger.
3. Pinch the sides to open the pot.
4. Set the pot down until the bottom is flattened.

PCF, Vol. 2, p. 55

# What do I have?

# What do I need?

- Please take out your Suggested Art Materials checklist.
- Put a checkmark next to those things you have that are always or often out for children's use.
- Circle those things you want to add to your art center.



# 3.0 Create, Invent, and Express



# Creating with Intention

- Plans and creates a figure or object



# Developing Skills with the Masters of Art

1. Determine what Master group you are in.
2. Complete the activity.
3. Discuss the activity with the group.



# Masters of Art Reflection

## JOY:

- What was joyful to you?
- Why was it joyful?
- How might you recreate the same joy for children?

## SCAFFOLDING:


- How might you scaffold this activity for your children?
- What specifically might be adapted for a child with a special need?

## MATERIALS:

- What materials do you already have for this activity?
- What materials do you need?
- How will you obtain these materials?

***“It took me four years to paint like Raphael, but a lifetime to paint like a child.”***

***- Pablo Picasso***



**Thank you for  
coming!**