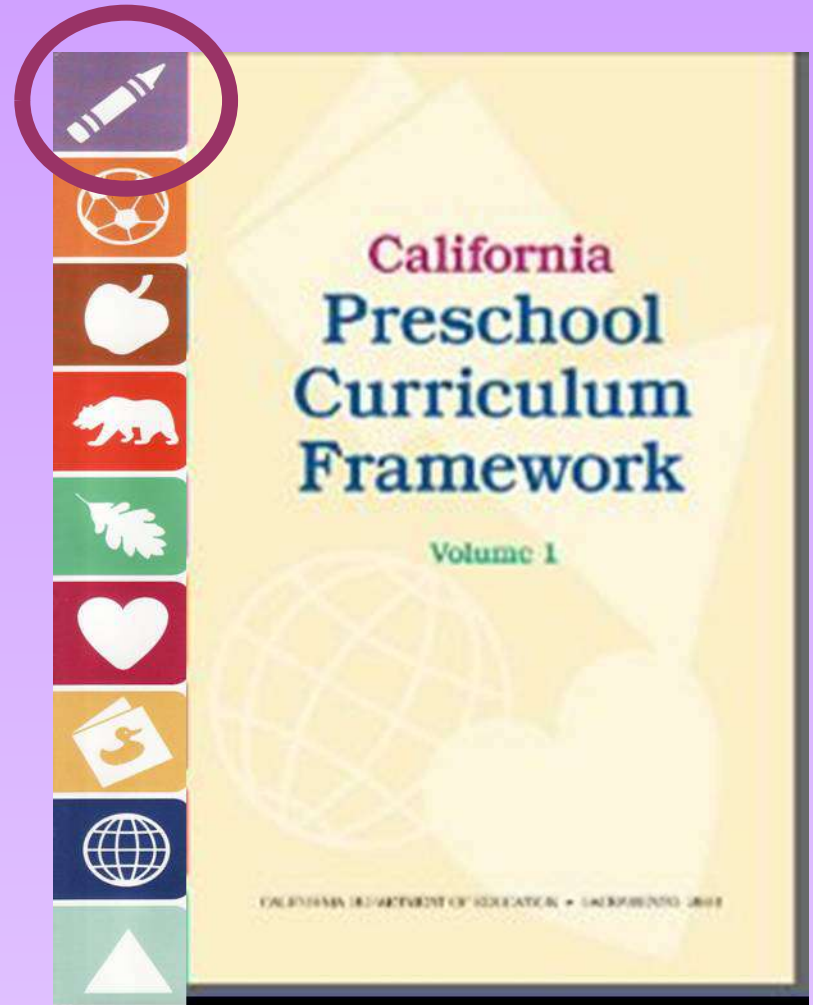
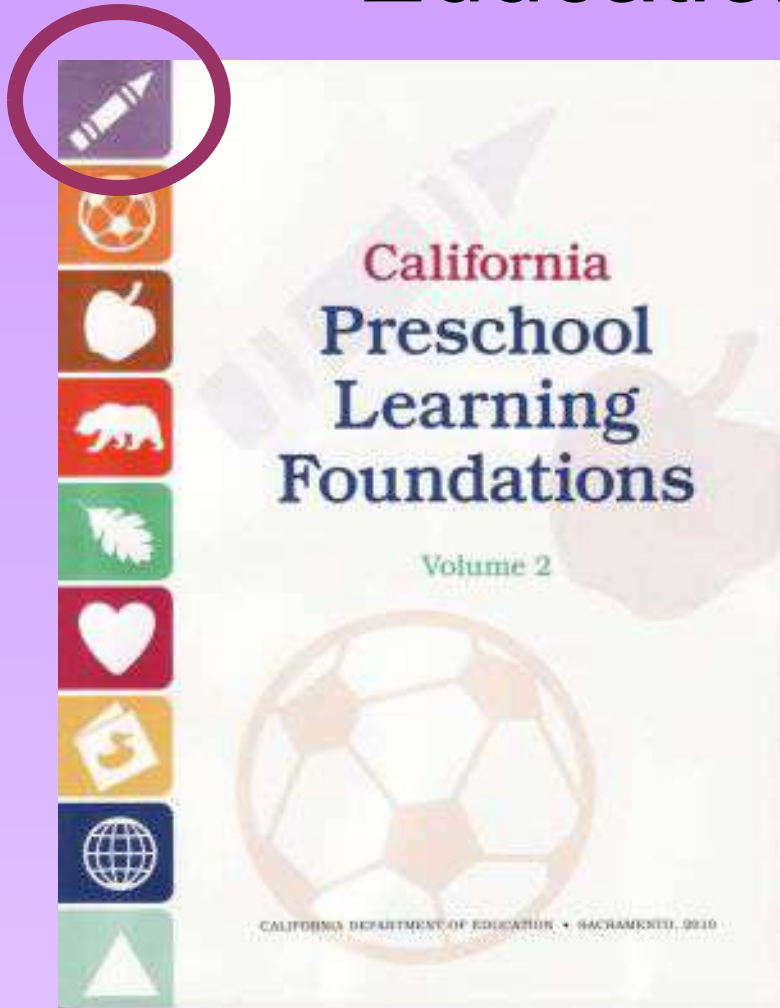




# **Visual and Performing Arts Foundations and Framework Volume 2**

# Two California Department of Education Resources



# Outcomes

- Be able to explain why the arts are important for children
- Be familiar with what children should know and be able to do in the arts
- Know what to do to help children develop their skills and knowledge in the arts



**Visual Arts**



**Music**



**Drama**



**Dance**

# Find Your Inner Artist



# What do you think?

Every child is an artist. The problem is how to remain an artist once we grow up.

~Pablo Picasso

When my daughter was about seven years old, she asked me one day what I did at work. I told her I worked at the college - that my job was to teach people how to draw. She stared at me, incredulous, and said, "You mean they forget?"

~Howard Ikemoto



**Arts reinforce the  
integrated nature of  
learning.**

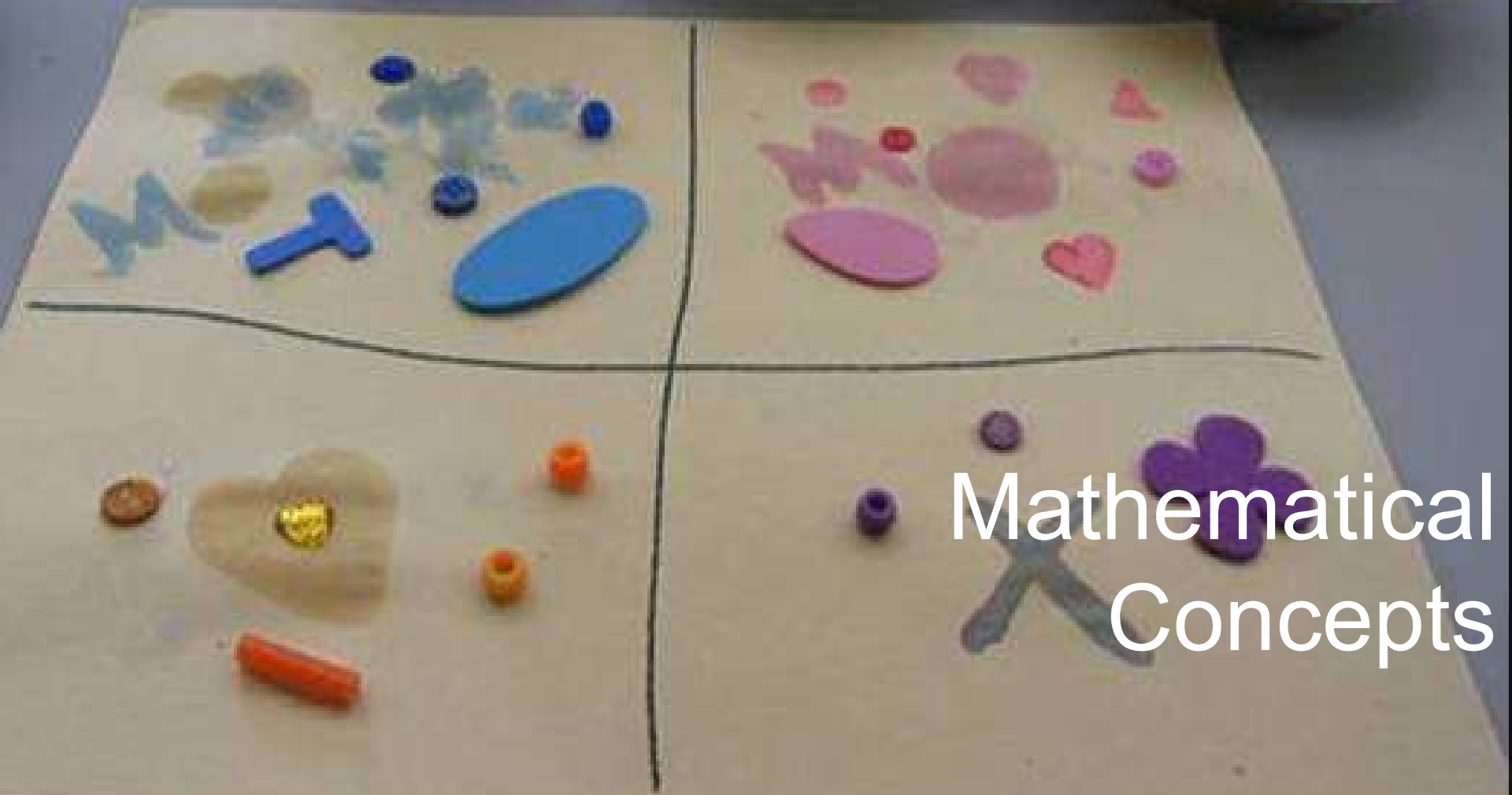


# Problem Solving





# Language and Communication



# Mathematical Concepts



# Social Skills

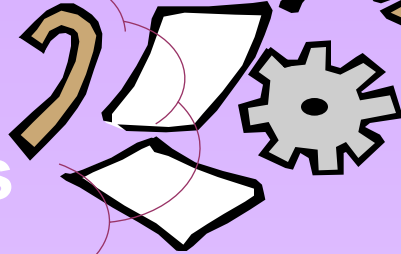
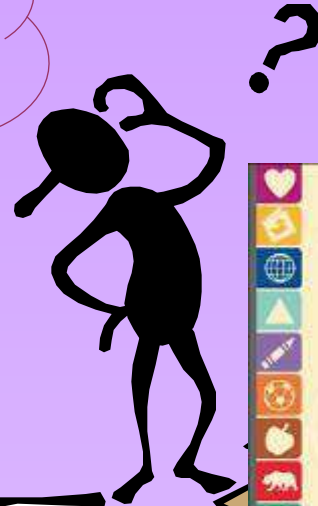
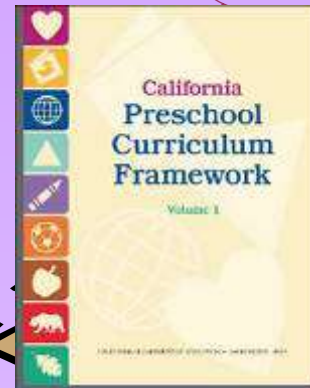
# What's a teacher to do?

Guiding Principles ?

Environment and Materials

Build on children's play ?

Plan learning opportunities



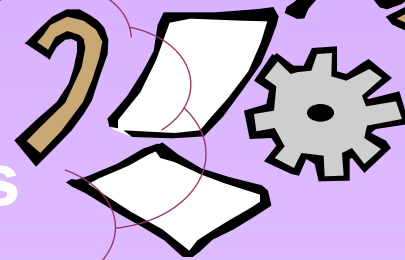
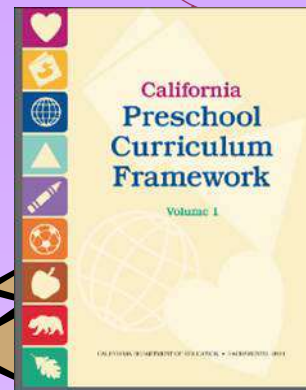
# What's a teacher to do?

Guiding Principles?

Environment and Materials

Build on children's play

Plan learning opportunities





# Guiding Principles

## Each One Teach One

# Take Away Messages



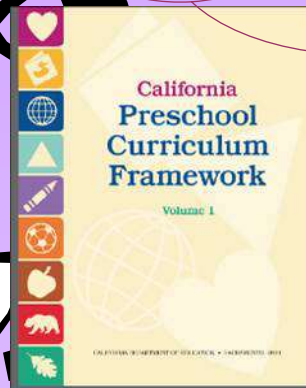
# What's a teacher to do?

Guiding  
Principles

Environment  
and  
Materials

Build on  
children's  
play

Plan learning  
opportunities





# Environment and Materials

- Support child choice
- Support teacher planned opportunities



# Materials and Props



- inexpensive
- homemade
- varying cultures
- varying abilities
- shared across visual arts, music, dance, and drama

# Environment and Materials (Option A)

Stand	Found or Recycled Objects	Basic	Enhanced	Natural Environment	Adaptive Material
Visual Art	Old magazines for cutting and assemblage	Tempera paints, construction paper, chunky crayons, tray watercolors	Tube watercolors and palette; watercolor paper	Sticks, rocks, and pinecones for sculpture; clay and natural materials for pressing	Thicker handles on some materials; easel that can be adjusted to an appropriate height
Music	Pots, pans, metal or plastic cans, spoons, chopstick-beaters with cork stoppers for rhythm Glass jars filled with different levels of water for a water xylophone Pieces of 12" dowel for rhythm sticks; shakers made of plastic eggs filled with different materials	Rhythm sets with shakers and simple drums Singable books; glove puppets for nursery-rhyme songs; song maps made of paper or fabric; selection of CDs, CD player, and headset for personal listening	Single-note resonator bells; child-sized xylophones; multiple-sized hand drums; ethnic instruments; child-sized guitar or ukulele; small electronic keyboard; recorder/flute; music software; music videos; songbooks	Rhythm blocks made of small tree limbs; homemade wooden or stone xylophones suspended on a garden hose; wind chimes made of natural objects	Thicker handles on some materials; instruments in a fixed position (such as a drum on a stand) For children with reduced hearing a bility instruments that resonate and vibrate allow for touching or holding
Drama	Scarves, sashes, and fabric remnants varying in size, color, design, and texture for a costume area; include strips of furry fabric to be used as animal tails. Wooden spoons, paint sticks, paper towel and wrapping paper tubes, yarn, and boxes can work as nonrepresentational props where children create meaning.	Large and small blocks; stuffed animals; dolls; wooden or plastic fruits and vegetables	Puppets; textual props such as menus and signs; large pieces of blue, green, yellow, brown, and floral fabric to depict rivers, grass, dirt (for "planting" vegetables), and flower gardens; headbands with various types of animal ears sewn on	Wood, tree cookies, and other materials for building; pinecones, feathers, smooth stones, and pebbles	Consider props that are easy to use and handle (e.g., oversized objects and items without many complicated pieces). Adapt clothing and fabric by removing buttons, enlarging openings, and so on for ease of wearing.
Dance	Boxes, wheels, chairs, hula hoops, balloons, umbrellas, scarves, and other found objects can be used for choreographic variety. Costumes can be assembled from fabrics or donated by families or the community.	Open rug space; outdoor environment with defined dance space	Piano, drums, maraca, tambourines, claves, triangles, cymbals, wood-blocks, or music system A local dance troupe may donate children's costumes that are no longer used in productions.	Palm leaves, feathers, sand, water, and sticks can be used in movement activities.	If a child has a prosthesis, he or she can decide whether to dance with it on or off. If a child uses a wheelchair, props can be useful to extend what the body can do; a few possibilities are balloons tied to a stick, crepe paper streamers, and scarves.

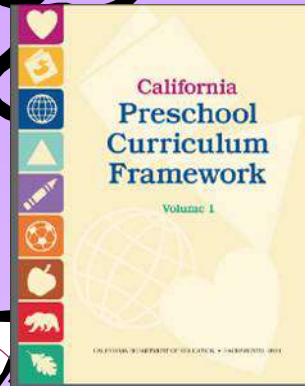
# Environment and Materials (Option B)

- What was your art experience?
- What was exciting or surprising about your experience?
- How did the materials effect your experience
- How might you recreate these feelings and experiences in your work?

# What's a teacher to do?

Guiding Principles ?

Environment and Materials ?



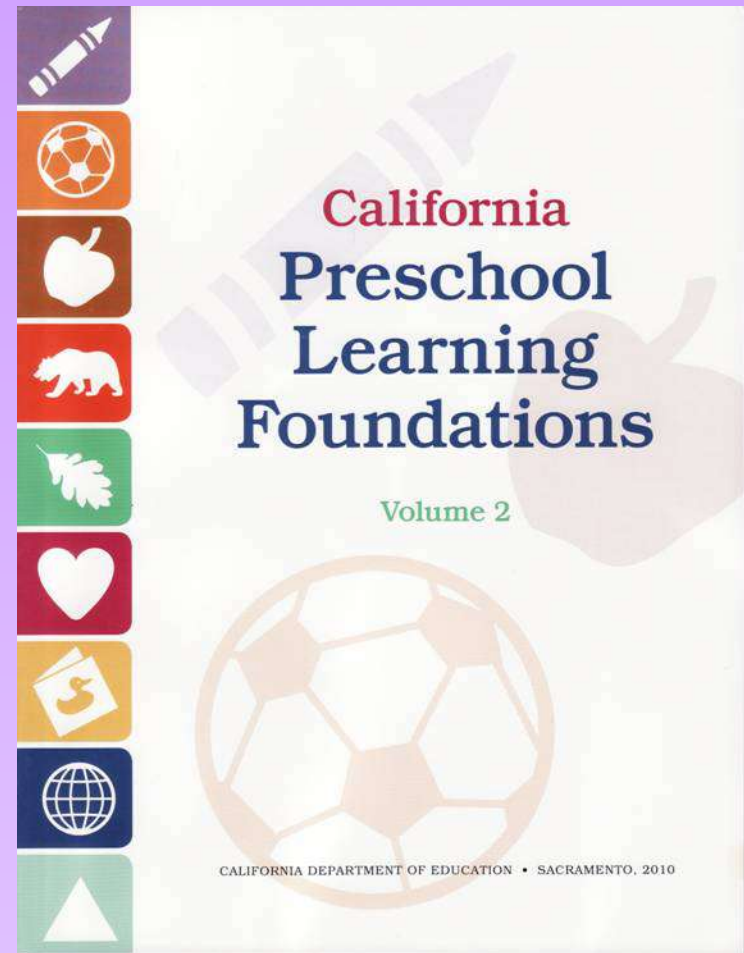
Build on children's play

Plan learning opportunities

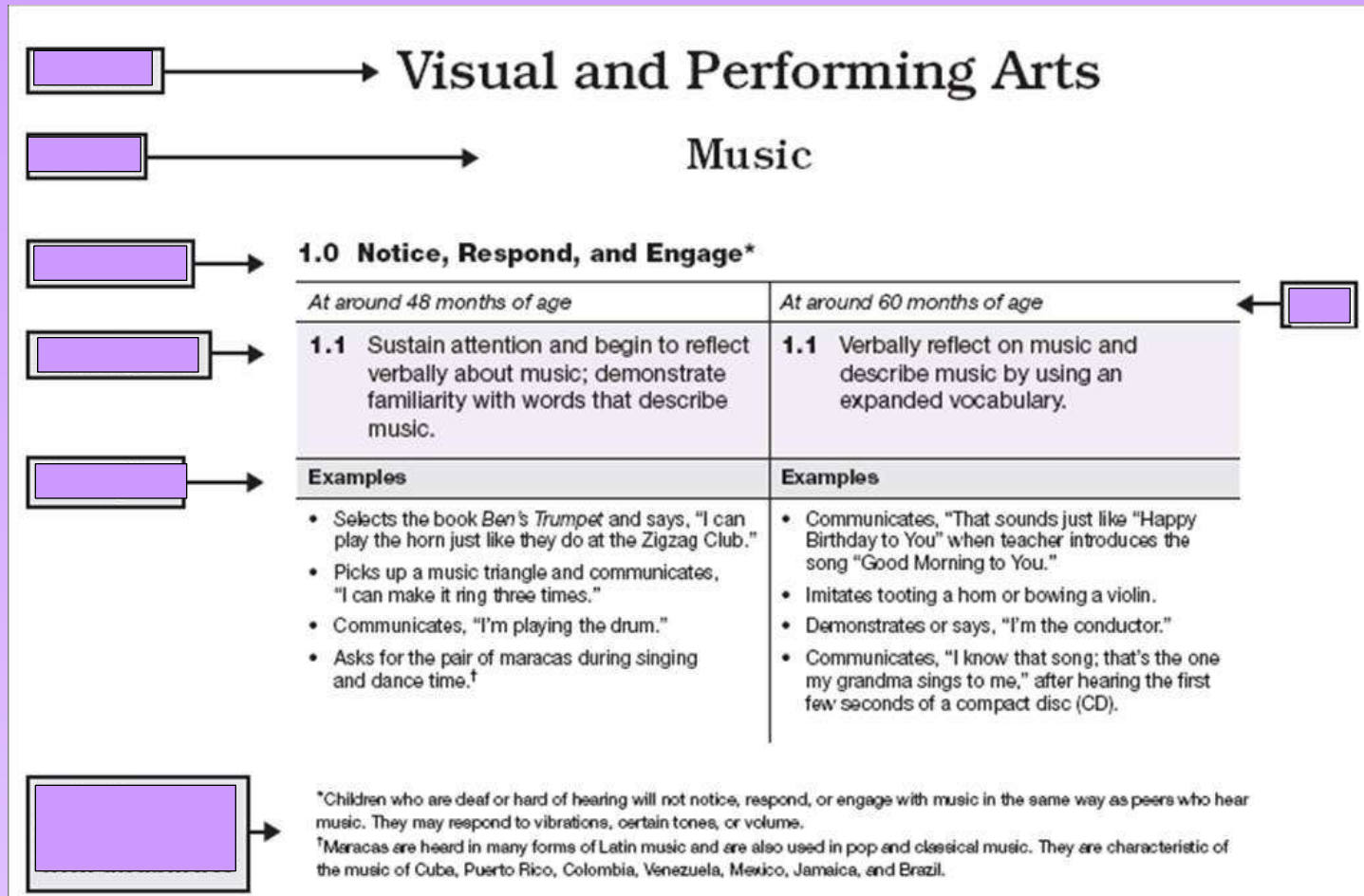
# Step One

What should  
children know  
and be able to  
do?

Turn to page 5.



# Visual and Performing Arts Foundations Map



# Visual and Performing Arts Strands and Substrands

<b>Visual Art</b>	<b>Music</b>	<b>Drama</b>	<b>Dance</b>
Notice, Respond, and Engage	Notice, Respond, and Engage	Notice, Respond, and Engage	Notice, Respond, and Engage
Develop Skills in Visual Art  <div data-bbox="92 805 533 972" style="border: 2px solid #800040; border-radius: 15px; padding: 5px; display: inline-block;"><b>Substrand</b></div>	Develop Skills in Music	Develop Skills to Create, Invent, and Express Through Drama	Develop Skills in Dance
Create, Invent, and Express Through Visual Art	Create, Invent, and Express Through Music		Create, Invent, and Express Through Dance



# Substrands

<b>Notice, Respond, and Engage</b>	Notice, interact, and be interesting in.
<b>Develop Skills</b>	Learn the basic skills of performing, inventing, and creating, such as using a paintbrush.
<b>Create, Invent, and Express</b>	Use skills to participate, express, invent, and create.
<b>Develop Skills to Create, Invent, and Express through Drama</b>	Combination of developing and using skills

# Visual and Performing Arts Foundations Map

Domain	Visual and Performing Arts	
Strand	Music	
Substrand	1.0 Notice, Respond, and Engage*	
	At around 48 months of age	At around 60 months of age
	1.1 Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe music.	1.1 Verbally reflect on music and describe music by using an expanded vocabulary.
	<b>Examples</b>	<b>Examples</b>
	<ul style="list-style-type: none"> <li>• Selects the book <i>Ben's Trumpet</i> and says, "I can play the horn just like they do at the Zigzag Club."</li> <li>• Picks up a music triangle and communicates, "I can make it ring three times."</li> <li>• Communicates, "I'm playing the drum."</li> <li>• Asks for the pair of maracas during singing and dance time.<sup>†</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Communicates, "That sounds just like "Happy Birthday to You" when teacher introduces the song "Good Morning to You."</li> <li>• Imitates tooting a horn or bowing a violin.</li> <li>• Demonstrates or says, "I'm the conductor."</li> <li>• Communicates, "I know that song; that's the one my grandma sings to me," after hearing the first few seconds of a compact disc (CD).</li> </ul>
	<p>*Children who are deaf or hard of hearing will not notice, respond, or engage with music in the same way as peers who hear music. They may respond to vibrations, certain tones, or volume.</p> <p>†Maracas are heard in many forms of Latin music and are also used in pop and classical music. They are characteristic of the music of Cuba, Puerto Rico, Colombia, Venezuela, Mexico, Jamaica, and Brazil.</p>	



# Dance

“Movement, a natural process of life, is now understood to be essential to learning, creative thought, and high level formal reasoning. It is time to consciously bring integrative movement back into every aspect of our lives and realize, as I have, that something this simple and natural can be the source of miracles.”

- *Smart Moves: Why Learning Is Not All in Your Head* by Carla Hannaford



# Marker Dance

We're fools  
whether we dance  
or not, so we  
might as well  
dance.

~Japanese Proverb

Dance is a natural vehicle for expression of emotions and moods.

PCF, Research Highlight, p. 102



# Dance Promotes

**Physical development  
Language acquisition  
Joy of movement**

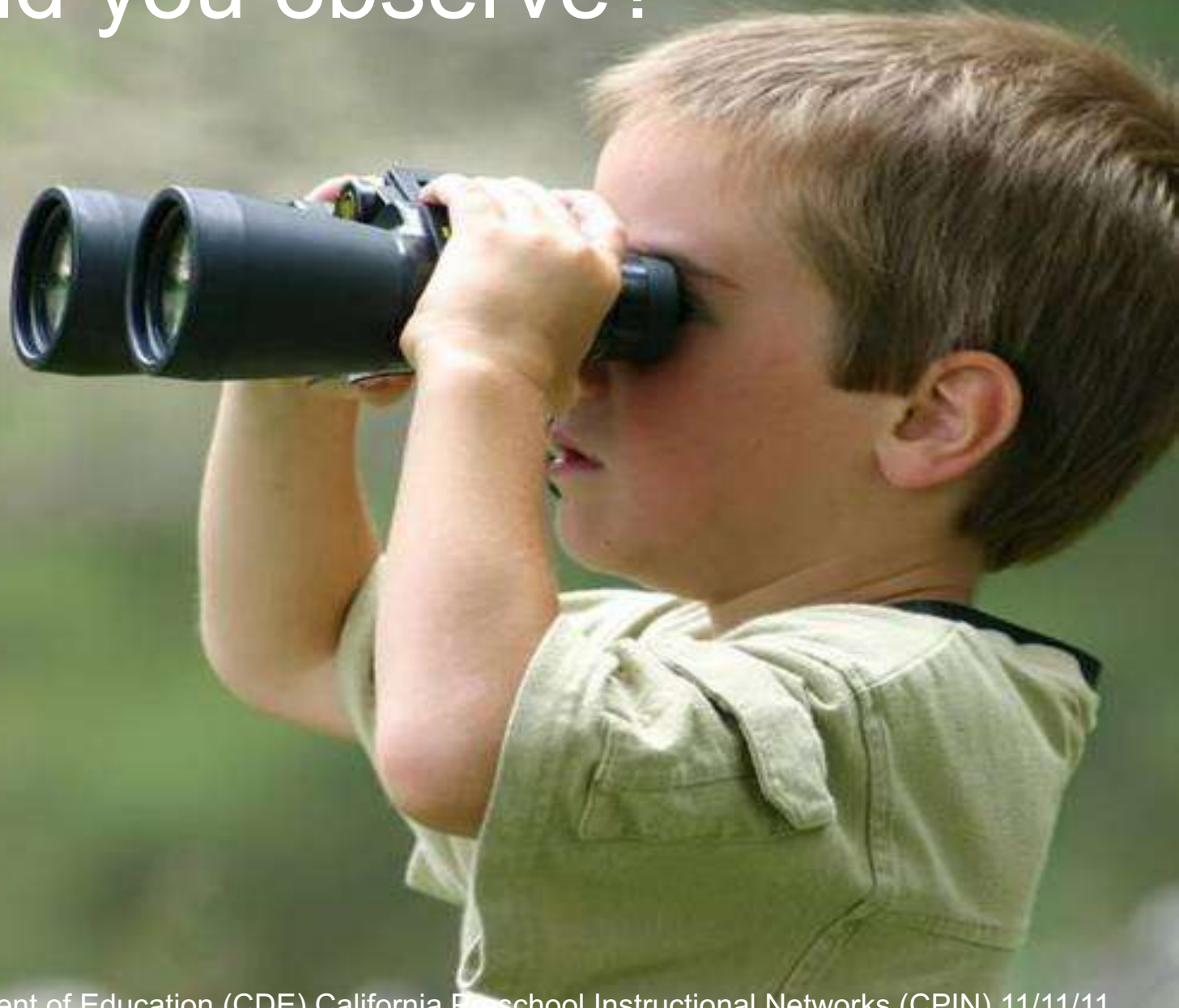
# Dance Foundations

Notice, Respond, and Engage	4 foundations
Develop Skill in Dance	3 foundations
Create, Invent, and Express Through Dance	4 foundations



# Scarf Dancing

What did you observe?



# Visual Arts



# Name that Substrand

## Visual Art

Notice, Respond, and Engage

Develop Skills in Visual Art

Create, Invent, and Express Through Visual Art



The arts are  
inclusive of all  
children

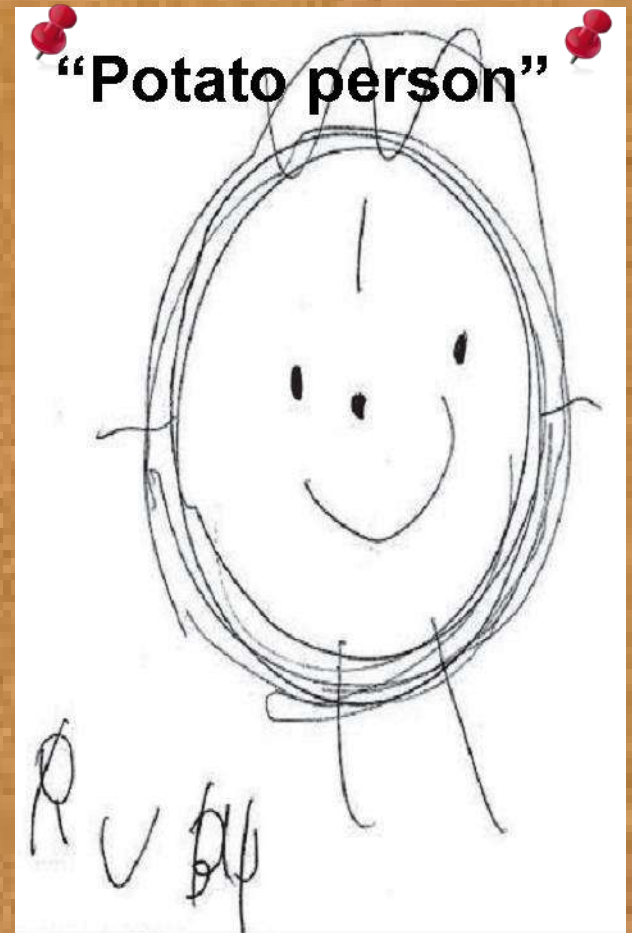
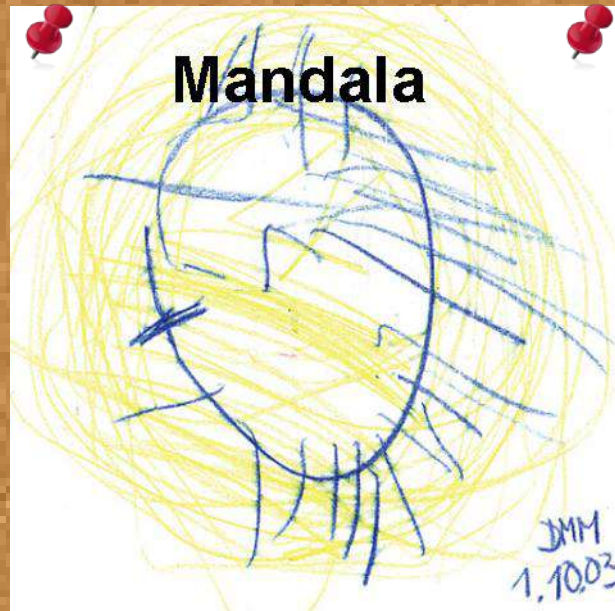
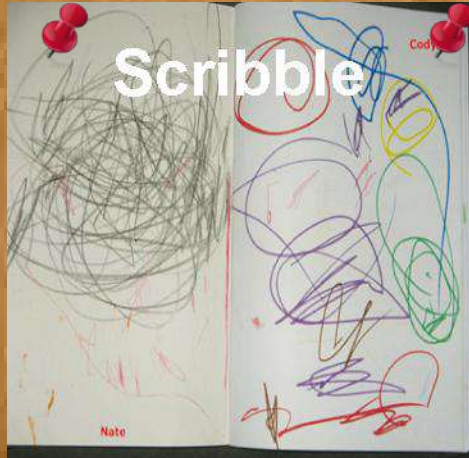


A young child with short brown hair is standing on a wooden step, reaching up to draw on a whiteboard. The child is holding a green marker and is in the process of drawing a large, abstract shape with multiple overlapping lines. The whiteboard is mounted on a wall, and the child's shadow is cast onto it. In the background, there is a wooden chair and a table with various items on it, including what appears to be a stack of papers or a book. The lighting is warm and focused on the whiteboard.

**Visual Arts  
Promote...**

**thinking, problem solving,  
communication, intent,  
language learning, and  
cultural learning**

# Developmental Sequence of Drawing



PCF, Research Highlight, p. 59

# Support All Learners with Visual Art Invitations in the Environment

- Encourage engagement with art on all levels (PCF, p. 59)
- Respect individual developmental, cultural, and linguistic differences (PCF, p. 59)
- Give children the time and space they need to explore their creativity (PCF, p. 60)
- Provide an environment that makes the practice of art comfortable (PCF, p. 60)



# Your Turn

**Visual Art Activities through the Environment**  
(clear visual art build visual art skills create visual art)



# Music

As preschool children not only listen to music, but also learn to make music by singing and playing instruments together (and responding to music in a variety of ways), they create important contexts for the early learning of vital life skills such as cooperation, collaboration, and group effort.

PCF, Research Highlight, p. 84



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# Music Promotes:

Reading acquisition

Sequence learning

Phonological awareness

PCF, Research Highlight, p. 71

# Build into the Daily Schedule



Time to schedule opportunities

Time to engage

Time to wind down

# Music











# Find that Foundation



# Your Turn

**Opportunities for Music Development  
throughout the Daily Routine:  
Listen to, Build Skills, and Create Music**

Arrival Time 	
Small Group Time 	
Large Group Time 	
Outdoor Time 	
Meal Time 	
Transitions 	
Free Choice 	
Rest Time 	





# Drama



Drama is...a great way to create a culture that embraces and celebrates all children.

PCF, p. 87

# Dramatic Play Promotes

Social interactions and  
Self-awareness



# Teacher Involvement is Vital



Join in by  
playing a role

Suggest new  
themes

Add props



- Greater understanding
- Better recall

PCF, Research Highlight, p. 94

## Act Out Stories

# Who Stole the Cookies?



# Integrate the Arts with Other Domains



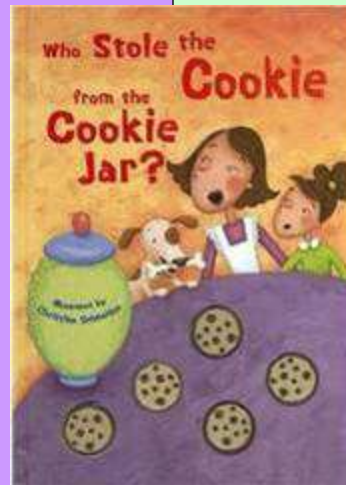
# Drama

Act out  
the story

Make  
props for  
the play

Teach  
vocabulary:  
prop, actor,  
costume,  
scenery, stage

Help children  
understand the  
sequence of the  
plot line



Playdough with  
shape cookie  
cutters to make  
cookie props

Bake  
cookies  
using a  
recipe

Put  
measuring  
cups and  
spoons in  
the  
sensory  
table

Make  
cookies of  
various  
shapes

Count  
how many  
actors are  
needed  
for the  
drama

**M  
a  
t  
e  
r**





Your Turn





First

I was wondering

Would it be ok if...

Does anyone here know...

# Thank You and Goodbye slide

- Customize for your audience