

**Desired Results Developmental Profile (2015) [DRDP (2015)]**  
**Correspondence to California Foundations:**  
**Visual and Performing Arts (VPA) and the California Preschool Learning Foundations (PLF)**

Correspondence of the DRDP (2015) VPA measures to the PLF appears in many areas. For example, the DRDP (2015) expects children to create works of visual art that increase in their representational accuracy, which corresponds directly to the PLF. In the drama domain, the DRDP (2015) specifies use of props and increasing ability in role play, which also corresponds directly to the PLF. The DRDP's expectation that children should demonstrate increasingly complex improvisational dances also aligns to the PLF.

While, like the PLF, the DRDP (2015) recognizes the importance of children's creations in the areas of visual art, music, drama, and dance, the PLF more explicitly describes children's development of arts appreciation. Arts appreciation encompasses the ability to talk about art with growing knowledge and proficiency. The PLF describes how children are beginning to express their own opinions and personal connections to art, both in a general way and by using specific terms such as "line," "shape," and "form" to communicate their thoughts and feelings about a work of visual art.

**Correspondence between the DRDP (2015) and  
the California Preschool Learning Foundations**

<b>DRDP (2015) Measure</b>	<b>CA Preschool Learning Foundations (PLF)</b>	<b>Measure Corresponds with PLF in the Following Ways:</b>
<p><b>VPA 1: Visual Art</b></p> <p><b>Definition:</b> Child engages, develops skills, and expresses self with increasing creativity, complexity and depth through two-dimensional and three-dimensional visual art</p>	<p><b>Notice, Respond, and Engage [Visual Art]</b></p> <p><i>At around 48 months of age</i></p> <p>1.2 Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them.</p> <p><i>At around 60 months of age</i></p> <p>1.2 Begin to plan art and show increasing care and persistence in completing it.</p>	<p>Child plans and creates representational art by symbolizing familiar things <b>(1.2)</b>.</p> <p>Child creates representational visual art <b>(2.1 and 2.2)</b>.</p> <p>Child intentionally creates forms from clay <b>(2.3)</b>.</p> <p>Child assembles representational works <b>(2.4)</b>.</p> <p>Child works with tools to create visual art <b>(2.6)</b>.</p>

	<p><b>Develop Skills in Visual Art [Visual Art]</b></p> <p><i>At around 48 months of age</i></p> <p>2.1 Make straight and curved marks and lines; begin to draw rough circle shapes.</p> <p>2.2 Begin to create paintings or drawings that suggest people, animals, and objects.</p> <p>2.3 Make somewhat regular-shaped balls and coils out of dough or clay.</p> <p>2.4 Begin to use paper and other materials to assemble simple collages.</p> <p>2.6 Demonstrate some motor control when working with visual arts tools.</p> <p><i>At around 60 months of age</i></p> <p>2.1 Draw single circle and add lines to create representations of people and things.</p> <p>2.2 Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.</p> <p>2.3 Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).</p> <p>2.4 Use paper and other materials to make two- and three-dimensional assembled works.</p> <p>2.6 Demonstrate increasing coordination and motor control when working with visual arts tools.</p>	<p>Child creates representational content <b>(3.1)</b>.</p> <p>Child creates concrete representations <b>(3.2)</b>.</p> <p>Child demonstrates self-expression in visual art <b>(3.3)</b>.</p>
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	<p><b>Create, Invent, and Express Through Visual Art [Visual Art]</b></p> <p><i>At around 48 months of age</i></p> <p>3.1 Create art and sometimes name the work.</p> <p>3.2 Begin to draw figures or objects.</p> <p>3.3 Begin to use intensity of marks and color to express a feeling or mood.</p> <p><i>At around 60 months of age</i></p> <p>3.1 Intentionally create content in a work of art.</p> <p>3.2 Draw more detailed figures or objects with more control of line and shape.</p> <p>3.3 Use intensity of marks and color more frequently to express a feeling or mood.</p>	
<p><b>VPA 2: Music</b></p> <p><b>Definition:</b> Child expresses and creates by making musical sounds, with increasing intentionality and complexity</p>	<p><b>Notice, Respond, and Engage [Music]</b></p> <p><i>At around 48 months of age</i></p> <p>1.2 Recognize simple repeating melody and rhythm patterns.</p> <p>1.4 Use body movement freely to respond loosely to beat—loud versus quiet (dynamics)—and tempo.</p> <p><i>At around 60 months of age</i></p> <p>1.2 Demonstrate more complex repeating melody and rhythm patterns.</p> <p>1.4 Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.</p>	<p>Child repeats rhythms <b>(1.2)</b>.</p> <p>Child responds to beat <b>(1.4)</b>.</p> <p>Child sings the words in a song <b>(2.1)</b>.</p> <p>Child sings an entire song <b>(2.2)</b>.</p> <p>Child uses body to engage in brief segments of music but may not demonstrate beat, tempo, and style <b>(3.2)</b>.</p> <p>Child begins to create music <b>(3.3)</b>.</p>

	<p><b>Develop Skills in Music [Music]</b></p> <p><i>At around 48 months of age</i></p> <p>2.1 Begin to discriminate between different voices and certain instrumental and environmental sounds. Follow words in a song.</p> <p>2.2 Explore vocally; sing repetitive patterns and parts of songs alone and with others.</p> <p><i>At around 60 months of age</i></p> <p>2.1 Become more able to discriminate between different voices and various instrumental and environmental sounds. Follow words in a song.</p> <p>2.2 Extend vocal exploration; sing repetitive patterns and entire songs alone and with others in wider ranges of pitch.</p> <p><b>Create, Invent, and Express Through Music [Music]</b></p> <p><i>At around 48 months of age</i></p> <p>3.2 Move or use body to demonstrate beat and tempo, often spontaneously.</p> <p>3.3 Improvise vocally and instrumentally.</p> <p><i>At around 60 months of age</i></p> <p>3.2 Move or use body to demonstrate beat, tempo, and style of music, often intentionally.</p> <p>3.3 Explore, improvise, and create brief melodies with voice or instrument.</p>	
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<p><b>VPA 3: Drama</b></p> <p><b>Definition:</b> Child increases engagement, skill development, and creative expression in drama</p>	<p><b>Develop Skills to Create, Invent, and Express Through Drama [Drama]</b></p> <p><i>At around 48 months of age</i></p> <p>2.1 Demonstrate basic role-play skills with imagination and creativity.</p> <p>2.2 Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers.</p> <p><i>At around 60 months of age</i></p> <p>2.1 Demonstrate extended role-play skills with increased imagination and creativity.</p> <p>2.2 Create and use an increasing variety of props, costumes and scenery to enhance dramatization of familiar stories and fantasy play with peers.</p>	<p>Child demonstrates role-play skills appropriately <b>(2.1)</b>.</p> <p>Child uses props and costumes <b>(2.2)</b>.</p>
<p><b>VPA 4: Dance</b></p> <p><b>Definition:</b> Child develops capacity to respond, express, and create through movement in dance</p>	<p><b>Notice, Respond, and Engage [Dance]</b></p> <p><i>At around 48 months of age</i></p> <p>1.1 Engage in dance movements.</p> <p><i>At around 60 months of age</i></p> <p>1.1 Further engage and participate in dance movements.</p> <p><b>Develop Skills in Dance [Dance]</b></p> <p><i>At around 48 months of age</i></p> <p>2.1 Begin to be aware of own body in space.</p> <p>2.2 Begin to be aware of other people in dance or when moving in space.</p> <p>2.3 Begin to respond to tempo and timing through movement.</p>	<p>Child participates in dance movements <b>(1.1)</b>.</p> <p>Child shows awareness of body in space <b>(2.1)</b>.</p> <p>Child shows awareness of others in dance <b>(2.2)</b>.</p> <p>Child responds to tempo <b>(2.3)</b>.</p> <p>Child invents and recreates dance movements <b>(3.2)</b>.</p> <p>Child improvises dances <b>(3.3)</b>.</p>

	<p><i>At around 60 months of age</i> 2.1 Continue to develop awareness of body in space.</p> <p><b>Create, Invent, and Express Through Dance [Dance]</b></p> <p><i>At around 48 months of age</i> 3.2 Invent dance movements.</p> <p>3.3 Improvise simple dances that have a beginning and an end.</p> <p><i>At around 60 months of age</i> 3.2 Invent and recreate dance movements.</p> <p>3.3 Improvise more complex dances that have a beginning, middle, and an end.</p>	
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**Visual and Performing Arts Foundations not addressed by the DRDP VPA domain**

**Notice, Respond, and Engage [Visual Art]**

- ***At around 48 months of age:*** 1.1 Notice and communicate about objects or forms that appear in art.
- ***At around 60 months of age:*** 1.1 Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.

**Notice, Respond, and Engage [Visual Art]**

- ***At around 48 months of age:*** 1.3 Enjoy and engage with displays of visual art, inside or outside the classroom. Begin to express preferences for some art activities or materials.
- ***At around 60 months of age:*** 1.3 Enjoy and engage with displays of visual art. May expand critical assessment of visual art to include preferences for types of artwork or art activities.

**Notice, Respond, and Engage [Visual Art]**

- ***At around 48 months of age:*** 1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and briefly explain choice.
- ***At around 60 months of age:*** 1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and explain her or his ideas in some detail.

**Develop Skills in Visual Art [Visual Art]**

- ***At around 48 months of age:*** 2.5 Begin to recognize and name materials and tools used for visual arts.

- **At around 60 months of age:** 2.5 Recognize and name materials and tools used for visual arts.

#### Notice, Respond, and Engage [Music]

- **At around 48 months of age:** 1.1 Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe music.
- **At around 60 months of age:** 1.1 Verbally reflect on music and describe music by using an expanded vocabulary.

#### Notice, Respond, and Engage [Music]

- **At around 48 months of age:** 1.3 Identify the sources of a limited variety of musical sounds.
- **At around 60 months of age:** 1.3 Identify the sources of a wider variety of music and music-like sounds.

#### Create, Invent, and Express Through Music [Music]

- **At around 48 months of age:** 3.1 Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones.
- **At around 60 months of age:** 3.1 Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.

#### Notice, Respond, and Engage [Drama]

- **At around 48 months of age:** 1.1 Demonstrate an understanding of simple drama vocabulary.
- **At around 60 months of age:** 1.1 Demonstrate a broader understanding of drama vocabulary.

#### Notice, Respond, and Engage [Drama]

- **At around 48 months of age:** 1.2 Identify preferences and interests related to participating in drama.
- **At around 60 months of age:** 1.2 Explain preferences and interests related to participating in drama.

#### Notice, Respond, and Engage [Drama]

- **At around 48 months of age:** 1.3 Demonstrate knowledge of simple plot of a participatory drama.
- **At around 60 months of age:** 1.3 Demonstrate knowledge of extended plot and conflict of a participatory drama.

#### Notice, Respond, and Engage [Dance]

- **At around 48 months of age:** 1.2 Begin to understand and use vocabulary related to dance.
- **At around 60 months of age:** 1.2 Connect dance terminology with demonstrated steps.

#### Notice, Respond, and Engage [Dance]

- **At around 48 months of age:** 1.3 Respond to instruction of one skill at a time during movement, such as a jump or fall.
- **At around 60 months of age:** 1.3 Respond to instruction of more than one skill at a time in movement, such as turning, leaping, and turning again. Often initiate a sequence of skills.

#### Notice, Respond, and Engage [Dance]

- **At around 48 months of age:** 1.4 Explore and use different steps and movements to create or form a dance.
- **At around 60 months of age:** 1.4 Use understanding of different steps and movements to create or form a dance.

#### Create, Invent, and Express Through Dance [Dance]

- **At around 60 months of age:** 2.2 Show advanced awareness and coordination of movement with other people in dance or when moving in space.

- ***At around 60 months of age:*** 2.3 Demonstrate some advanced skills in responding to tempo and timing through movement.

**Create, Invent, and Express Through Dance [Dance]**

- ***At around 48 months of age:*** 3.1 Begin to act out and dramatize through music and movement patterns.
- ***At around 60 months of age:*** 3.1 Extend understanding and skills for acting out and dramatizing through music and movement patterns.

**Create, Invent, and Express Through Dance [Dance]**

- ***At around 48 months of age:*** 3.4 Communicate feelings spontaneously through dance and begin to express simple feelings intentionally through dance when prompted by adults.
- ***At around 60 months of age:*** 3.4 Communicate and express feelings intentionally through dance.

The visual and performing arts preschool foundations cover this domain comprehensively compared to the DRDP, which by design samples only key areas of knowledge and skills. The PLF includes descriptions of children’s development of art appreciation, vocabulary specific to various art forms, and self-expression through art. These aspects of development can also be assessed by teachers through observing children’s behavior. Even so, the practicalities of classroom assessment require the DRDP to be a streamlined assessment tool that samples selected areas of learning and does not directly address all areas of knowledge and skills in a domain.