



Visual and Performing Arts:

Exploring the Relationships of the Foundations in the Visual and Performing Arts Domain to Foundations in Other Domains

Focus Statement

Students explore the relationships between the visual and performing arts strands and strands in other domains of the *California Preschool Learning Foundations, Volume 2*. Students can work with focused comparisons as pairs or in small groups and then expand their explorations to other domains through group discussion.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project's (CAP) lower division eight courses and student learning outcomes are mapped onto each instructional guide learning experience. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Child Growth and Development
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Practicum-Field Experience

Instructional Methodologies

- Development of resource tool
- Lecture
- Pairs or small group work
- Reflection—individual or large group
- Reflective discussion—large group
- Shared problem solving

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California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will be undertaking a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Child Development Division's California Early Childhood Educator Competencies. "The Competency Areas to Consider" below are listed in this instructional guide as a preliminary exploration of how particular competency areas might be addressed through these learning experiences.

- Child Development and Learning
- Culture, Diversity, and Equity
- Dual-Language Development
- Learning Environments and Curriculum



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Before You Start

This learning experience will explore relations across domains where the visual and performing arts foundations may be related to foundations in other domains. Students will look at which foundations might be co-developing or which foundations might support the development of other foundations in other domains. Similar learning experiences are in the physical development domain and the health domain in this instructional guide where students will do similar work focusing on those two domains in the *California Preschool Learning Foundations, Volume 2* (PLF, V2).

Recognize that the relationships are many and pervasive and that they cannot all be described in one class session. However, students can begin to see how the foundations are part of an integrated approach to child development.

Before you start, become familiar with the foundations, as well as the introduction and bibliographic notes for the visual and performing arts domain. It will support this work if students also have read through this domain, including the introduction, foundations, bibliographic notes, and glossary.

There are two suggested ways to organize this learning experience. The first asks students to relate the foundations in the visual and performing arts to other domains in the *California Preschool Learning Foundations, Volume 2*. The second asks students to relate the visual and performing arts to three other domains in Volume 1 of the *California Preschool Learning Foundations*: social-emotional development, language and literacy, and mathematics. You could choose to work with all seven domains in one class session, depending on the number of students in your class, or you could choose to do the *California Preschool Learning Foundations, Volume 2* first, to increase awareness of Volume 2, and then move to the *California Preschool Learning Foundations, Volume 1*.

Note that the relation between the visual and performing arts domain and the English-language development domain is explored in another learning experience in this instructional guide, titled “Connecting English-language Development to the Visual and Performing Arts in the Early Care and Education Setting.” The structure of the English-language development domain is different from all the other domains and requires some groundwork in that structure before looking across domains.

Handout 1 is provided with this learning experience. An electronic version of the handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.

You will need a copy of the *California Preschool Learning Foundations, Volume 1*



and the *California Preschool Curriculum Framework, Volume 1* for this learning experience.

Information Delivery

Before doing this learning experience, it would be helpful to acquaint your students with the structure and content of the visual and performing arts domain. You may choose to review this information with them as a class. This information is included on pages 1-36 from the *California Preschool Learning Foundations, Volume 2*.

Integrated learning is addressed as one of the eight overarching principles that guided the development of the California Department of Education's *California Preschool Curriculum Framework*. On page 6 of Volume 1 of the framework, there is a short summary about the importance of understanding that young children's development is integrated. Review this with your students, and let them know that they will be looking at some of that integrated development.

Active Learning

Getting it started

Let students know that, to understand how the foundations relate to understanding integrated development, they will be exploring the relationships between the strands of the visual and performing arts domain and the other domains in the *California Preschool Learning Foundations, Volume 2* (PLF, V2). In pairs or small groups, students will work with one strand of the visual and performing arts domain and consider how it might be related to one of the other domains of the PLF, V2.

Assign one of the four strands in the visual and performing arts domain to each pair. Then assign each pair to one of the other domains in the PLF, V2: physical development or health. Depending on time and/or the number of students, you could assign a whole domain for comparison, or you could assign strands or even substrands.

However, students will have fewer opportunities to find relationships if you do it this way. Provide them with Handout 1 that accompanies this learning experience.

Online Options

The handout could be introduced and completed online for class discussion.

Ask each pair to think about the foundations in their visual and performing arts strand and consider what foundations in their assigned domain would support or be required for development of skills in their assigned strand. For example, how would manipulative skills be related to skills in the visual arts, or how could knowledge of wellness be related to drama skills?

If you have the time, you can rotate the strands of the visual and



performing arts domain to new pairs and also rotate the other two domains so that students are working with a strand they did not work with previously.

Putting it together

When students have had time to generate some relationships, reconvene as a large group and lead a discussion with the following questions:



Slide 2

- Where was it easy? Were there some that seemed almost the same? Where did you find strong relationships? For example, what were the relationships between music and physical development and dance and physical development?
- Where was it hard to see relationships? Are there some that just are not connected? What does this suggest?

Taking it further

There are some ways that you can help students see the scope of these relationships. You could develop a master matrix with the relationships displayed for all four strands of the visual and performing arts domain. This could duplicate the handouts used by the students but on a larger scale. You would need a matrix for health and one for physical development. This could be done with chart paper, a whiteboard, or electronically. Whatever way it is done, it will be important to duplicate the matrix and make it available to students as a resource for curriculum planning.

Online Options

The completed lists for all domains could be distributed online.

Another approach/way

You could expand this to look at the relationship between the visual and performing arts and the domains in the *California Preschool Learning Foundations, Volume 1*. If you do this, the following pairs of visual and performing arts strands and domains in Volume 1 would yield interesting relationships:

- Drama and the domain of language and literacy
- Music and the domain of math
- Visual arts and the domain of language and literacy
- Dance and the domain of social-emotional development

A handout is not provided for these comparisons, but students could develop their own based on the way it was done here for just the domains in *California Preschool Learning Foundations, Volume 2*. This could also be done as an in-class experience.

**Reflection**

Students can reflect on this learning experience individually or through a group discussion by responding to these questions:



Slide 3

- What was the most important thing to you that you learned in this experience?
- Did you find areas of development or concepts that you want to strengthen in your own understanding?
- How will this influence your work now or in the future with young children?

Deeper Understanding

For deeper understanding, try building a bank of examples that demonstrate several foundations at once, such as children working with auditory patterns (math, music, and literacy).



Looking for Relationships Across Domains: Visual and Performing Arts and Physical Development



Which skills (foundations) in the physical development domain would support or be required for development of skills in the visual and performing arts domain?

Visual and Performing Arts Strands ↓	Physical Development Domain Strand: <i>Fundamental Movement Skills</i> • Balance • Locomotor Skills • Manipulative Skills	Physical Development Domain Strand: <i>Perceptual-Motor Skills and Movement Concepts</i> • Body Awareness • Spatial Awareness • Directional Awareness	Physical Development Domain Strand: <i>Active Physical Play</i> • Active Participation • Cardiovascular Endurance • Muscular Strength and Endurance, and Flexibility
Visual Art			
Music			
Drama			
Dance			

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Handout 1 – Looking for Relationships Across Domains



Looking for Relationships Across Domains: Visual and Performing Arts and Health

Which skills (foundations) in the health domain would support or be required for development of skills in the visual and performing arts domain?

Visual and Performing Arts Strands ↓	Health Domain Strand: <i>Health Habits</i> <ul style="list-style-type: none">• Basic Hygiene• Oral Health• Knowledge of Wellness• Sun Safety	Health Domain Strand: <i>Safety</i> <ul style="list-style-type: none">• Injury Prevention	Health Domain Strand: <i>Nutrition</i> <ul style="list-style-type: none">• Nutrition Knowledge• Nutrition Choices• Self-Regulation of Eating
<i>Visual Art</i>			
<i>Music</i>			
<i>Drama</i>			
<i>Dance</i>			