



# Visual and Performing Arts: Piecing Together the Visual and Performing Arts Domain Content Puzzle

**Visual and Performing Arts Domain:  
Piecing Together the Visual and Performing Arts Domain Content**



## Focus Statement

Students become familiar with the content and structure of the visual and performing arts foundations as they assemble the strands, substrands, and foundations of the domain.

## 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

- Categorizing
- Class discussion
- Pairs or small group work
- Problem-solving
- Reflection—individual or large group

## 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
- Observation, Screening, Assessment, and Documentation
- Special Needs and Inclusion



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## Before You Start

In this learning experience, students familiarize themselves with the content of the visual and performing arts domain. In addition to acquainting students with the specific content of this domain, it can serve as an introduction to the organizational structure of all the preschool learning foundations domains because their structures are very similar.

Students will be assembling puzzles of the domain elements, and Handout 2 is included if you wish to use it. The pieces may be cut and packaged in an envelope prior to the class session. An electronic version of the handout will be available when this instructional guide is available online at [www.wested.org/facultyinitiative](http://www.wested.org/facultyinitiative). You could also make your own puzzle pieces by making a large card for each strand, a paper strip for each of the substrands (including the wording “*At around 48 months of age*” and “*At around 60 months of age*” on a line below the substrand name), and strips for each of the foundations. The number of sets will depend on how you choose to group the students—individually, in pairs, or in small groups.

Small Post-it® notes in three colors will also be needed for the universal design experience described in the “Deeper Understanding” section.

It will also be helpful to have several copies of the *California Preschool Learning Foundations, Volume 2* available for students to check their work. A copy of the strands, substrands, and foundations for this domain is included as Handout 1 of this learning experience. It can also be found in Appendix C of this instructional guide. An electronic version of the handout will be available when this instructional guide is online at [www.wested.org/facultyinitiative](http://www.wested.org/facultyinitiative).

## Information Delivery

The visual and performing arts domain has four strands that represent the four arts disciplines: visual art, music, drama, and dance. Each strand has two or three substrands; a listing can be found on page 4 of the *California Preschool Learning Foundations, Volume 2* (PLF, V2) and is provided here for reference:



Slides 2-6

Visual Art (Strand)

1.0 Notice, Respond, and Engage (Substrand)

2.0 Develop Skills in Visual Art (Substrand)



3.0 Create, Invent, and Express Through Visual Art  
(Substrand)

Music (Strand)

1.0 Notice, Respond, and Engage (Substrand)

2.0 Develop Skills in Music (Substrand)

3.0 Create, Invent, and Express Through Music  
(Substrand)

Drama (Strand)

1.0 Notice, Respond, and Engage (Substrand)

2.0 Develop Skills to Create, Invent, and Express  
Through Drama (Substrand)

Dance (Strand)

1.0 Notice, Respond, and Engage (Substrand)

2.0 Develop Skills in Dance (Substrand)

3.0 Create, Invent, and Express Through Dance  
(Substrand)

Explanations of the four substrands also are found on page 4. The similarities and differences in the substrands for the strands will be discussed during the learning experience.

Information from the section on “Universal Design for Learning” (PLF, V2, pp. xiv–xvi) will also be referenced in this learning experience.

The information can be delivered through lecture or assigned reading.

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**Active Learning**



Slide 7

**Getting it started**

Introduce the domain by reviewing the four arts disciplines in the domain and the descriptions of the substrands. Ask students what they notice about the substrands for each strand—make sure they point out that the substrands for visual art, music, and dance are identical while the first substrand for drama is the same and the second substrand is different. After giving an example of a foundation for each substrand, you may also wish to ask students for some additional examples to make sure they understand the differences among the substrands.

Then discuss the age designations (that is, “*At around 48*



*months of age*" and "*At around 60 months of age*") and how the foundations focus on knowledge and skills that most children have acquired by the end of their first or second year in a high-quality preschool. Review some of the examples under a few foundations for each age grouping so that students develop a sense of the progression of knowledge and skill acquisition.

### **Keeping it going**

Distribute the puzzle sets to the students and explain that they are to assemble them by first identifying the four strands and then placing the appropriate substrands and foundations under each strand.

Having students work in pairs or small groups promotes discussion of the content as students determine where each foundation goes. Encourage them to discuss their choices and be ready to explain them to others.

### **Putting it together**

Have students compare their completed puzzles with the actual organization of the foundations in the *California Preschool Learning Foundations, Volume 2*. Ask them to note where their puzzles differed from the actual foundations and why they think the foundations are ordered the way they are.

### **Taking it further**

Ask students to discuss which foundations they believe are the most important for teachers to know about and where there is the most need for teachers to support children's development.

Students then are to rearrange the foundation puzzle pieces to reflect these priorities and be able to explain why.

#### **Online Options**

Instead of putting together puzzles of the strands, substrands, and foundations, students could first review Handout 1 of the domain foundations and then prioritize the foundations as described in the "Taking it further" section. Students would then post their lists online for discussion.

### **Another approach/way**

Depending on the number of students and the time allotted for this learning experience, you may choose to assign a strand to a group of students rather than give all four strands to all groups. Students would then share their completed puzzles with the whole class.

### **Reflection**

After the students have reviewed and compared their puzzles, ask them to respond to the following questions:



Slides 8-9

- As you look at the completed puzzles, what stands out to you?
- Were some strands and substrands easier to put together than others? Which ones and why? Which strand and substrands were most challenging? Why?
- What are some examples you have seen of any of these foundations?
- Which substrand do you want to know more about? How could you discover more about that substrand?

### Deeper Understanding



Slides 10-13

Have students read the section on “Universal Design for Learning” (PLF, V2, pp. xiv–xvi). Discuss the principles of “multiple means of representation,” “multiple means of expression,” and “multiple means of engagement.” Point out that the examples and footnotes in the foundations include concrete examples of these three principles (for example, page 5—1.1/how a child with a visual impairment describes art, page 7—footnote/suggestions for supporting a child with a motor impairment).

Ask students to review the examples and footnotes in the *California Preschool Learning Foundations, Volume 2* and decide which principle(s) each example references. Students next are to write “MM Representation,” “MM Expression,” or “MM Engagement” on Post-it® notes. The students then place the Post-it® notes under the appropriate foundations in their puzzles.

If possible, use a different color Post-it® note for each principle such as yellow for representation, blue for expression, and pink for engagement.



# Visual and Performing Arts

## Visual Art

### 1.0 Notice, Respond, and Engage

At around 48 months of age	At around 60 months of age
1.1 Notice and communicate about objects or forms that appear in art.	1.1 Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.
1.2 Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them.	1.2 Begin to plan art and show increasing care and persistence in completing it.
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.	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.
1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and briefly explain choice.	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.

### 2.0 Develop Skills in Visual Art

2.1 Make straight and curved marks and lines; begin to draw rough circle shapes.	2.1 Draw single circle and add lines to create representations of people and things.
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.

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## 2.0 Develop Skills in Visual Art (Continued)

At around 48 months of age	At around 60 months of age
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).
2.4 Begin to use paper and other materials to assemble simple collages.	2.4 Use paper and other materials to make two- and three-dimensional assembled works.
2.5 Begin to recognize and name materials and tools used for visual arts.	2.5 Recognize and name materials and tools used for visual arts.
2.6 Demonstrate some motor control when working with visual arts tools.	2.6 Demonstrate increasing coordination and motor control when working with visual arts tools.

## 3.0 Create, Invent, and Express Through Visual Art

3.1 Create art and sometimes name the work.	3.1 Intentionally create content in a work of art.
3.2 Begin to draw figures or objects.	3.2 Draw more detailed figures or objects with more control of line and shape.
3.3 Begin to use intensity of marks and color to express a feeling or mood.	3.3 Use intensity of marks and color more frequently to express a feeling or mood.

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## Music

### 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.
1.2 Recognize simple repeating melody and rhythm patterns.	1.2 Demonstrate more complex repeating melody and rhythm patterns.
1.3 Identify the sources of a limited variety of musical sounds.	1.3 Identify the sources of a wider variety of music and music-like sounds.
1.4 Use body movement freely to respond loosely to beat—loud versus quiet (dynamics)—and tempo.	1.4 Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.

### 2.0 Develops Skills in Music

2.1 Begin to discriminate between different voices and certain instrumental and environmental sounds. Follow words in a song.	2.1 Become more able to discriminate between different voices and various instrumental and environmental sounds. Follow words in a song.
2.2 Explore vocally; sing repetitive patterns and parts of songs alone and with others.	2.2 Extend vocal exploration; sing repetitive patterns and entire songs alone and with others in wider ranges of pitch.

### 3.0 Create, Invent, and Express Through Music

3.1 Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones.	3.1 Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.
3.2 Move or use body to demonstrate beat and tempo, often spontaneously.	3.2 Move or use body to demonstrate beat, tempo, and style of music, often intentionally.
3.3 Improvise vocally and instrumentally.	3.3 Explore, improvise, and create brief melodies with voice or instrument.

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## Drama

### 1.0 Notice, Respond, and Engage

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Demonstrate an understanding of simple drama vocabulary.	1.1 Demonstrate a broader understanding of drama vocabulary.
1.2 Identify preferences and interests related to participating in drama.	1.2 Explain preferences and interests related to participating in drama.
1.3 Demonstrate knowledge of simple plot of a participatory drama.	1.3 Demonstrate knowledge of extended plot and conflict of a participatory drama.

### 2.0 Develop Skills to Create, Invent, and Express Through Drama

2.1 Demonstrate basic role-play skills with imagination and creativity.	2.1 Demonstrate extended role-play skills with increased imagination and creativity.
2.2 Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers.	2.2 Create and use an increasing variety of props, costumes and scenery to enhance dramatization of familiar stories and fantasy play with peers.

## Dance

### 1.0 Notice, Respond, and Engage

1.1 Engage in dance movements.	1.1 Further engage and participate in dance movements.
1.2 Begin to understand and use vocabulary related to dance.	1.2 Connect dance terminology with demonstrated steps.
1.3 Respond to instruction of one skill at a time during movement, such as a jump or fall.	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.
1.4 Explore and use different steps and movements to create or form a dance.	1.4 Use understanding of different steps and movements to create or form a dance.

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## 2.0 Develop Skills in Dance

At around 48 months of age	At around 60 months of age
2.1 Begin to be aware of own body in space.	2.1 Continue to develop awareness of body in space.
2.2 Begin to be aware of other people in dance or when moving in space.	2.2 Show advanced awareness and coordination of movement with other people in dance or when moving in space.
2.3 Begin to respond to tempo and timing through movement.	2.3 Demonstrate some advanced skills in responding to tempo and timing through movement.

## 3.0 Create, Invent, and Express Through Dance

3.1 Begin to act out and dramatize through music and movement patterns.	3.1 Extend understanding and skills for acting out and dramatizing through music and movement patterns.
3.2 Invent dance movements.	3.2 Invent and recreate dance movements.
3.3 Improvise simple dances that have a beginning and an end.	3.3 Improvise more complex dances that have a beginning, middle, and an end.
3.4 Communicate feelings spontaneously through dance and begin to express simple feelings intentionally through dance when prompted by adults.	3.4 Communicate and express feelings intentionally through dance.

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## Visual and Performing Arts Domain Puzzle



<b>Visual Art</b>	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<b><i>Notice, Respond, and Engage</i></b>	
Notice and communicate about objects or forms that appear in art.	Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.
Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them.	Begin to plan art and show increasing care and persistence in completing it.
Enjoy and engage with displays of visual art, inside or outside the classroom. Begin to express preferences for some art activities or materials.	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.
Choose own art for display in the classroom or for inclusion in a portfolio or book and briefly explain choice.	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.
<b><i>Develop Skills in Visual Art</i></b>	
Make straight and curved marks and lines; begin to draw rough circle shapes.	Draw single circle and add lines to create representations of people and things.

**Visual and Performing Arts Domain: Piecing Together the Visual and Performing Arts Domain Content Puzzle**  
**Handout 2 – Visual and Performing Arts Domain Puzzle**



<b>Visual Art -- Continued</b>	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<b><i>Develop Skills in Visual Art -- Continued</i></b>	
Begin to create paintings or drawings that suggest people, animals, and objects.	Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.
Make somewhat regular-shaped balls and coils out of dough or clay.	Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).
Begin to use paper and other materials to assemble simple collages.	Use paper and other materials to make two- and three-dimensional assembled works.
Begin to recognize and name materials and tools used for visual arts.	Recognize and name materials and tools used for visual arts.
Demonstrate some motor control when working with visual arts tools.	Demonstrate increasing coordination and motor control when working with visual arts tools.
<b><i>Create, Invent, and Express Through Visual Art</i></b>	
Create art and sometimes name the work.	Intentionally create content in a work of art.
Begin to draw figures or objects.	Draw more detailed figures or objects with more control of line and shape.
Begin to use intensity of marks and color to express a feeling or mood.	Use intensity of marks and color more frequently to express a feeling or mood.



<b>Music</b>	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<b><i>Notice, Respond, and Engage</i></b>	
Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe music.	Verbally reflect on music and describe music by using an expanded vocabulary.
Recognize simple repeating melody and rhythm patterns.	Demonstrate more complex repeating melody and rhythm patterns.
Identify the sources of a limited variety of musical sounds.	Identify the sources of a wider variety of music and music-like sounds.
Use body movement freely to respond loosely to beat—loud versus quiet (dynamics)—and tempo.	Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.
<b><i>Develops Skills in Music</i></b>	
Begin to discriminate between different voices and certain instrumental and environmental sounds. Follow words in a song.	Become more able to discriminate between different voices and various instrumental and environmental sounds. Follow words in a song.
Explore vocally; sing repetitive patterns and parts of songs alone and with others.	Extend vocal exploration; sing repetitive patterns and entire songs alone and with others in wider ranges of pitch.



## Music -- Continued

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<b><i>Create, Invent, and Express Through Music</i></b>	
Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones.	Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.
Move or use body to demonstrate beat and tempo, often spontaneously.	Move or use body to demonstrate beat, tempo, and style of music, often intentionally.
Improvise vocally and instrumentally.	Explore, improvise, and create brief melodies with voice or instrument.



<b>Drama</b>	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<b><i>Notice, Respond, and Engage</i></b>	
Demonstrate an understanding of simple drama vocabulary.	Demonstrate a broader understanding of drama vocabulary.
Identify preferences and interests related to participating in drama.	Explain preferences and interests related to participating in drama.
Demonstrate knowledge of simple plot of a participatory drama.	Demonstrate knowledge of extended plot and conflict of a participatory drama.
<b><i>Develop Skills to Create, Invent, and Express Through Drama</i></b>	
Demonstrate basic role-play skills with imagination and creativity.	Demonstrate basic role-play skills with imagination and creativity.
Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers.	Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers.



Dance	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<b><i>Notice, Respond, and Engage</i></b>	
Engage in dance movements.	Further engage and participate in dance movements.
Begin to understand and use vocabulary related to dance.	Connect dance terminology with demonstrated steps.
Respond to instruction of one skill at a time during movement, such as a jump or fall.	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.
Explore and use different steps and movements to create or form a dance.	Use understanding of different steps and movements to create or form a dance.
<b><i>Develop Skills in Dance</i></b>	
Begin to be aware of own body in space.	Begin to be aware of own body in space.
Begin to be aware of other people in dance or when moving in space.	Begin to be aware of other people in dance or when moving in space.
Begin to respond to tempo and timing through movement.	Begin to respond to tempo and timing through movement.
Begin to be aware of own body in space.	Continue to develop awareness of body in space.



## Dance -- Continued

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<b><i>Create, Invent, and Express Through Dance</i></b>	
Begin to act out and dramatize through music and movement patterns.	Extend understanding and skills for acting out and dramatizing through music and movement patterns.
Invent dance movements.	Invent and recreate dance movements.
Improvise simple dances that have a beginning and an end.	Improvise more complex dances that have a beginning, middle, and an end.
Communicate feelings spontaneously through dance and begin to express simple feelings intentionally through dance when prompted by adults.	Communicate and express feelings intentionally through dance.