



# Visual and Performing Arts:

## Linking Preschool Learning Foundations and the Prekindergarten Content Standards Related to the Visual and Performing Arts

**Visual and Performing Arts Domain:**  
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### Focus Statement

Students become familiar with the California Department of Education's *Visual and Performing Arts Content Standards for California Public Schools, Prekindergarten Through Grade Twelve* (January, 2001) and explore their relationship to the visual and performing arts foundations in the *California Preschool Learning Foundations, Volume 2*.

### 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
- Child, Family and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Health, Safety and Nutrition
- Teaching in a Diverse Society
- Practicum-Field Experience

### Instructional Methodologies

- Jigsaw reading
- Pairs or small group work
- Peer review and feedback
- Reflective discussion—large group
- Short paper





### **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
- Family and Community Engagement
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision





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## Before You Start

In this learning experience, students are introduced to the California Department of Education's *Visual and Performing Arts Content Standards for California Public Schools, Prekindergarten Through Grade Twelve* (January, 2001). It is important for students to be aware of these content standards and the ways in which they align with the preschool learning foundations for the visual and performing arts.

Students will be reviewing the content standards for this learning experience, so you may want to remind students that they can download the standards from the California Department of Education's Web site ([www.cde.ca.gov/be/st/ss/](http://www.cde.ca.gov/be/st/ss/)). A sample handout of a grid is included that students can use when determining relationships between the standards and the foundations. 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



Slide 2

Students will be asked to review the prekindergarten and kindergarten content standards in the *Visual and Performing Arts Content Standards for California Public Schools, Prekindergarten Through Grade Twelve*, California Department of Education, 2001.

Students also should be familiar with the strands, substrands, and foundations for the visual and performing arts domain of the *California Preschool Learning Foundations, Volume 2* (PLF, V2). The learning experience titled "Piecing Together the Visual and Performing Arts Domain Content Puzzle" in this instructional guide is one way to introduce students to this domain.

## Active Learning

### Getting it started

Ask students to review the introduction (pp. ix-xi) and the prekindergarten content standards (pp. 2–3, 42–43, 82–83, and 122–124) of the *Visual and Performing Arts Content Standards for California Public Schools, Prekindergarten Through Grade Twelve* (January, 2001). Make sure students note that there are four arts disciplines in the standards that match the four strands





of the visual and performing arts foundations:



Slides 3-8

Visual and Performing Arts Content Standards	Visual and Performing Arts Foundations
Dance	Dance
Music	Music
Theatre	Drama
Visual Arts	Visual Arts



Slide 9

### Keeping it going

Students may do this next step individually or in pairs or small groups. Provide them with Handout 1 included with this learning experience or have them create their own. Then have the students compare the prekindergarten content standards with the visual and performing arts strands, substrands, and foundations and note where there are connections. They can do this by marking an X in the grid where they see a link. They can also write a few explanatory notes in the grid boxes.

### Putting it together

If students have worked in pairs or small groups, have the groups present their grids to the rest of the class. Ask if there are other connections that may not have been noted or if there are questions about any of the relationships indicated.

#### Online Options

Students could post their completed grids online for review by their classmates and conduct an online discussion of the reflection questions.

If students have worked individually and compared all the standards with the foundations, ask them to compare their grids with another student. Encourage students to discuss any differences in their grids.

### Taking it further

Ask students to complete similar grids for the kindergarten content standards and the foundations for the visual and performing arts. Then invite them to compare their two grids and note any similarities and differences. A handout for the kindergarten standards is not included, but students could create their own based on the one they used for the prekindergarten content standards.

### Another approach/way

The class could be divided into four groups, and each group





could be assigned one of the four strands and the related arts discipline in the content standards. Then ask each group to present its grid to the rest of the class, highlighting the major similarities and differences between the foundations and the content standards.

## Reflection



Slides 10-

11

Conclude the session by facilitating a class discussion using the following questions:

- What are the purposes of the preschool learning foundations and the prekindergarten content standards?
- Where do you see similarities and differences between the visual and performing arts foundations and the visual and performing arts content standards for prekindergarten? What might be some reasons for these similarities and differences?
- Why is it important for preschool teachers to be aware of the prekindergarten and kindergarten content standards for the visual and performing arts?
- What are some general ways that preschool teachers can use the preschool visual and performing arts foundations and the prekindergarten visual and performing arts content standards in their classroom practices?

## Deeper Understanding



Slide 12

For a deeper understanding, ask students to identify another set of standards in the visual and performing arts—either national or another state's—and write a short paper comparing these standards with the visual and performing arts foundations in the *California Preschool Learning Foundations, Volume 2*. In addition to describing similarities and differences between the two, students should also identify what they see as strengths for each set of standards.

The *California Preschool Learning Foundations, Volume 2* (PLF, V2) introduction to the visual and performing arts domain references “review of research, review of the *Visual and Performing Arts Content Standards for California Public Schools* (2001), review of state standards in the visual arts from other states, and review of input from practitioners, scholars, and stakeholder organizations” (PLF, V2, p. 4). Three of these standards listed in the “References and Source Materials” section (PLF, V2, pp. 31–36) are in music and dance:

- Music Educators National Conference. 1994. *Opportunity-to-Learn Standards for Music Instruction: Grade preK-12*.





- Music Educators National Conference Committee on Performance Standards. 1996. Performance Standards for Music: Strategies and Benchmarks for Assessing Progress Toward the National Standards. Grades preK-12.
- National Dance Education Organization. 2009. Standards for Dance in Early Childhood.

An Internet search also yields prekindergarten standards in many states.






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**Handout 1**

## Linking Preschool Learning Foundations and the Prekindergarten Content Standards Related to the Visual and Performing Arts

<div> <div>Preschool Learning Foundations Strand:</div> <div>  <div>Dance</div> </div> </div>	Notice, Respond, and Engage	Develop Skills in Dance	Create, Invent, and Express Through Dance	<div>1. Artistic Perception: Analyzing, and Processing, Responding to Sensory Information Thorough the Language and Skills Unique to Dance</div> <div>2. Creative Expression: Creating, Performing, and Participating in Dance</div> <div>3. Historical and Cultural Context: Understanding the Historical Contributions and Cultural Dimensions of Dance</div> <div>4. Aesthetic Valuing: Responding to, Analyzing, and Making Judgments about Works of Dance</div> <div>5. Connections, Relationships, Applications: Applying What Is Learned in Dance to Forms and Subject Areas and to Careers</div>
	Development of Motor Skills and Technical Expertise	Comprehension and Analysis of Dance Elements	Development of Dance Vocabulary	2. Creative Expression: Creating, Performing, and Participating in Dance
	Development of Dance	Invention of Dance Movements	Development of Dance	3. Historical and Cultural Context: Understanding the Historical Contributions and Cultural Dimensions of Dance
	Description, Analysis, and Criticism of Dance	Development of Dance	4. Aesthetic Valuing: Responding to, Analyzing, and Making Judgments about Works of Dance	5. Connections, Relationships, Applications: Applying What Is Learned in Dance to Forms and Subject Areas and to Careers
	Connections and Applications Across Disciplines			





# Linking Preschool Learning Foundations and the Prekindergarten Content Standards Related to the Visual and Performing Arts

Preschool Learning Foundations Strand:		Prekindergarten Content Standard: Music								
<div>Preschool Learning Foundations Strand:</div> <div>➔</div> <div>Music</div>	Notice, Respond, and Engage	Develop Skills in Music	Create, Invent, and Express Through Music	1. Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music		2. Creative Expression: Creating, Performing, and Participating in Music	3. Historical and Cultural Context: Understanding the Historical Contributions and Cultural Dimensions of Music		4. Aesthetic Valuing: Responding to, Analyzing, and Making Judgments about Works of Music	5. Connections, Relationships, Applications: Connecting and Applying What Is Learned in Music to Subject Areas and Learning in Other Art Forms and to Careers
				Read and Notate Music	Listen to, Analyze, and Describe Music		Apply Vocal and Instrumental Skills	Compose, Arrange, and Improvise		



<p style="text-align: center;">Preschool Learning Foundations Strand:</p> <div style="text-align: center;">   <b>Drama</b> </div>	<p style="text-align: center;"><b>Prekindergarten Content Standard: Theatre</b></p>	1. Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre	2. Creative Expression: Creating, Performing, and Participating in Theatre	3. Historical and Cultural Context: Understanding the Historical Contributions and Dimensions of Theatre	4. Aesthetic Valuing: Responding to, Critiquing Theatrical Experiences	5. Connections, Relationships, Applications: Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers	Careers and Career-Related Skills			
		Development of the Vocabulary of Theatre	Comprehension and Analysis of the Elements of Theatre	Development of Theatrical Skills	Creation/Invention in Theatre	Role and Cultural Significance of Theatre	Critical Assessment of Theatre	Connections and Applications		
		Develop Skills to Create, Invent, and Express Through Drama	Notice, Respond, and Engage							





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<div>Preschool Learning Foundations Strand:</div> <div><div><div></div></div><div>Visual Art</div></div>	Pre-kindergarten Content Standard: Visual Arts	1. Artistic Perception: Processing, Analyzing, and Responding to Sensory	2. Creative Expression: Performing, Creating, and Participating in the Visual Arts	3. Historical and Cultural Context: Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts	4. Aesthetic Valuing: Responding to, Analyzing, and Making Judgments about Works in the Visual Arts	5. Connections, Relationships, Applications: Connecting What Is Learned in the Visual Arts to Other Art Forms and Subject Areas	Develop Perceptual Skills and Visual Arts Vocabulary	Skills, Processes, Materials, and Tools	Communication and Expression Through Original Works of Art	Role and Development of the Visual Arts	Diversity of the Visual Arts	Derive Meaning	Make Informed Judgments	Connections and Applications	Visual Literacy	Careers and Career-Related Skills
		Develop Skills in Visual Art	Create, Invent, and Express Through Visual Art	Notice, Respond, and Engage												