



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

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

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



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



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

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/). 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.

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

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



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.



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

<p>Preschool Learning Foundations Strand:</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Dance</p>	<p>1. Artistic Perception: Motor Skills and Technical Expertise</p> <p>Comprehension of Dance and Analysis of Dance Elements</p> <p>Through the Sensory Information Responding to Artistic Processing, and Analyzing, and Expressing, and Vocabulary Unique to Dance</p> <p>2. Creative Expression: Creation/Invention, and Dance Participation in Dance Movements</p> <p>3. Historical and Cultural Context: Understanding the Historical and Cultural Dimensions of Dance</p> <p>4. Aesthetic Valuing: Description, and Dance Criticism of Dance Works of Dance</p> <p>5. Connections, Relationships, Applications: Connecting and Applying What Is Learned in Dance to Learning in Other Arts Forms and Subjects Areas and to Careers</p>				

Handout 1

Visual and Performing Arts Domain: Linking Preschool Learning Foundations and the Preschool Content Standards Related to the Visual and Performing Arts



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

Preschool Learning Foundations Strand: Music	1. Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music	Listen to, Analyze, and Describe Music	Read and Notate Music	Apply Vocal and Instrumental Skills Expressional: Creating, Performing, and Participating in Music	Compose, Arrange, and Improve Music	3. Historical and Cultural Context: Understanding the Historical, Cultural, and Social Dimensions and Contributions and the Cultural and Social Dimensions and Contributions and the Historical and Cultural Context of Music	4. Aesthetic Valuing: Responding to, Analyzing, and Making Judgments about Works of Music	Drive Meaning	5. Connections, Relationships, Applications: Connecting and Applying What Is Learned in Music to Other Areas and Forms and to Careers	Career-Related Skills	Prekindergarten Content Standard: Music
	2. Creative Expression: Creating, Performing, and Participating in Music	Listen to, Analyze, and Describe Music	Read and Notate Music	Apply Vocal and Instrumental Skills Expressional: Creating, Performing, and Participating in Music	Compose, Arrange, and Improve Music	3. Historical and Cultural Context: Understanding the Historical, Cultural, and Social Dimensions and Contributions and the Cultural and Social Dimensions and Contributions and the Historical and Cultural Context of Music	4. Aesthetic Valuing: Responding to, Analyzing, and Making Judgments about Works of Music	Drive Meaning	5. Connections, Relationships, Applications: Connecting and Applying What Is Learned in Music to Other Areas and Forms and to Careers	Career-Related Skills	Prekindergarten Content Standard: Music
	1. Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music	Listen to, Analyze, and Describe Music	Read and Notate Music	Apply Vocal and Instrumental Skills Expressional: Creating, Performing, and Participating in Music	Compose, Arrange, and Improve Music	3. Historical and Cultural Context: Understanding the Historical, Cultural, and Social Dimensions and Contributions and the Cultural and Social Dimensions and Contributions and the Historical and Cultural Context of Music	4. Aesthetic Valuing: Responding to, Analyzing, and Making Judgments about Works of Music	Drive Meaning	5. Connections, Relationships, Applications: Connecting and Applying What Is Learned in Music to Other Areas and Forms and to Careers	Career-Related Skills	Prekindergarten Content Standard: Music
	2. Creative Expression: Creating, Performing, and Participating in Music	Listen to, Analyze, and Describe Music	Read and Notate Music	Apply Vocal and Instrumental Skills Expressional: Creating, Performing, and Participating in Music	Compose, Arrange, and Improve Music	3. Historical and Cultural Context: Understanding the Historical, Cultural, and Social Dimensions and Contributions and the Cultural and Social Dimensions and Contributions and the Historical and Cultural Context of Music	4. Aesthetic Valuing: Responding to, Analyzing, and Making Judgments about Works of Music	Drive Meaning	5. Connections, Relationships, Applications: Connecting and Applying What Is Learned in Music to Other Areas and Forms and to Careers	Career-Related Skills	Prekindergarten Content Standard: Music
	3. Historical and Cultural Context: Understanding the Historical, Cultural, and Social Dimensions and Contributions and the Cultural and Social Dimensions and Contributions and the Historical and Cultural Context of Music	Listen to, Analyze, and Describe Music	Read and Notate Music	Apply Vocal and Instrumental Skills Expressional: Creating, Performing, and Participating in Music	Compose, Arrange, and Improve Music	3. Historical and Cultural Context: Understanding the Historical, Cultural, and Social Dimensions and Contributions and the Cultural and Social Dimensions and Contributions and the Historical and Cultural Context of Music	4. Aesthetic Valuing: Responding to, Analyzing, and Making Judgments about Works of Music	Drive Meaning	5. Connections, Relationships, Applications: Connecting and Applying What Is Learned in Music to Other Areas and Forms and to Careers	Career-Related Skills	Prekindergarten Content Standard: Music
	4. Aesthetic Valuing: Responding to, Analyzing, and Making Judgments about Works of Music	Listen to, Analyze, and Describe Music	Read and Notate Music	Apply Vocal and Instrumental Skills Expressional: Creating, Performing, and Participating in Music	Compose, Arrange, and Improve Music	3. Historical and Cultural Context: Understanding the Historical, Cultural, and Social Dimensions and Contributions and the Cultural and Social Dimensions and Contributions and the Historical and Cultural Context of Music	4. Aesthetic Valuing: Responding to, Analyzing, and Making Judgments about Works of Music	Drive Meaning	5. Connections, Relationships, Applications: Connecting and Applying What Is Learned in Music to Other Areas and Forms and to Careers	Career-Related Skills	Prekindergarten Content Standard: Music



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

<p>Preschool Learning Foundations Strand:</p> <p style="text-align: center;">→ Drama</p>	<p>Prekindergarten Content Standard: Theatre</p>				
	1. Artistic Perception:	Development of the Vocabulary of Theatre	Comprehension and Analysis of the Elements of Theatre	Skills Unique to Theatre	
	2. Creative Expression:	Development of Theatrical Skills	Theatre in Invention	Cultural Significance of Theatre	
	3. Historical Context:	Role and Cultural Contributions and Dimensions of Theatre	Cultural Contributions and Dimensions of Theatre	Critiquing, Analyzing, and Responding to Artistic Experiences	
	4. Aesthetic Valuing:	Critique of Theatrical Assessment	Theatrical Critique	Applying What is Learned in Relationships, Connections, and Applications:	
	5. Connections and Applications:	Connections and Applications and Careers-Related to Other Art Forms and Subject Areas and to Careers	Careers and Media Film/Video, and Theatre, Applying What is Learned in Relationships, Connections, and Applications:	Electronic Media, and Film/Video, and Theatre, Applying What is Learned in Relationships, Connections, and Applications:	



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

Preschool Learning Foundations Strand: Visual Art	1. Artistic Perception: Develops Preceptual Skills and Visual Vocabulary Analyzing, and Responding to Sensory Processing, Expressing, and Performing, Creating, and Expressing; Materials, and Tools Creating, Expressing, Performing, and Participating in the Visual Arts Original Works of Art	2. Creative Expression: Skills, Processes, Materials, and Tools Creating, Expressing, Performing, and Participating in the Visual Arts Original Works of Art	3. Historical and Cultural Context: Development of the Visual Arts Diversity of the Visual Arts and Cultural Contributions and Dimensions of the Visual Arts Arts	4. Aesthetic Valuing: Responding to, Analyzing, and Making Judgments about Works in the Visual Arts Make Informed Judgments	5. Connections and Applications: Relationships, Connections, and Applications: Connecting and Applying Arts to Other Areas Learned in the Visual Arts Visual Literacy	Careers and Skills Subject Areas
	1. Artistic Perception: Develops Preceptual Skills and Visual Vocabulary Analyzing, and Responding to Sensory Processing, Expressing, and Performing, Creating, and Expressing; Materials, and Tools Creating, Expressing, Performing, and Participating in the Visual Arts Original Works of Art	2. Creative Expression: Skills, Processes, Materials, and Tools Creating, Expressing, Performing, and Participating in the Visual Arts Original Works of Art	3. Historical and Cultural Context: Development of the Visual Arts Diversity of the Visual Arts and Cultural Contributions and Dimensions of the Visual Arts Arts	4. Aesthetic Valuing: Responding to, Analyzing, and Making Judgments about Works in the Visual Arts Make Informed Judgments	5. Connections and Applications: Relationships, Connections, and Applications: Connecting and Applying Arts to Other Areas Learned in the Visual Arts Visual Literacy	Careers and Skills Subject Areas
	1. Artistic Perception: Develops Preceptual Skills and Visual Vocabulary Analyzing, and Responding to Sensory Processing, Expressing, and Performing, Creating, and Expressing; Materials, and Tools Creating, Expressing, Performing, and Participating in the Visual Arts Original Works of Art	2. Creative Expression: Skills, Processes, Materials, and Tools Creating, Expressing, Performing, and Participating in the Visual Arts Original Works of Art	3. Historical and Cultural Context: Development of the Visual Arts Diversity of the Visual Arts and Cultural Contributions and Dimensions of the Visual Arts Arts	4. Aesthetic Valuing: Responding to, Analyzing, and Making Judgments about Works in the Visual Arts Make Informed Judgments	5. Connections and Applications: Relationships, Connections, and Applications: Connecting and Applying Arts to Other Areas Learned in the Visual Arts Visual Literacy	Careers and Skills Subject Areas
	1. Artistic Perception: Develops Preceptual Skills and Visual Vocabulary Analyzing, and Responding to Sensory Processing, Expressing, and Performing, Creating, and Expressing; Materials, and Tools Creating, Expressing, Performing, and Participating in the Visual Arts Original Works of Art	2. Creative Expression: Skills, Processes, Materials, and Tools Creating, Expressing, Performing, and Participating in the Visual Arts Original Works of Art	3. Historical and Cultural Context: Development of the Visual Arts Diversity of the Visual Arts and Cultural Contributions and Dimensions of the Visual Arts Arts	4. Aesthetic Valuing: Responding to, Analyzing, and Making Judgments about Works in the Visual Arts Make Informed Judgments	5. Connections and Applications: Relationships, Connections, and Applications: Connecting and Applying Arts to Other Areas Learned in the Visual Arts Visual Literacy	Careers and Skills Subject Areas
	1. Artistic Perception: Develops Preceptual Skills and Visual Vocabulary Analyzing, and Responding to Sensory Processing, Expressing, and Performing, Creating, and Expressing; Materials, and Tools Creating, Expressing, Performing, and Participating in the Visual Arts Original Works of Art	2. Creative Expression: Skills, Processes, Materials, and Tools Creating, Expressing, Performing, and Participating in the Visual Arts Original Works of Art	3. Historical and Cultural Context: Development of the Visual Arts Diversity of the Visual Arts and Cultural Contributions and Dimensions of the Visual Arts Arts	4. Aesthetic Valuing: Responding to, Analyzing, and Making Judgments about Works in the Visual Arts Make Informed Judgments	5. Connections and Applications: Relationships, Connections, and Applications: Connecting and Applying Arts to Other Areas Learned in the Visual Arts Visual Literacy	Careers and Skills Subject Areas
	1. Artistic Perception: Develops Preceptual Skills and Visual Vocabulary Analyzing, and Responding to Sensory Processing, Expressing, and Performing, Creating, and Expressing; Materials, and Tools Creating, Expressing, Performing, and Participating in the Visual Arts Original Works of Art	2. Creative Expression: Skills, Processes, Materials, and Tools Creating, Expressing, Performing, and Participating in the Visual Arts Original Works of Art	3. Historical and Cultural Context: Development of the Visual Arts Diversity of the Visual Arts and Cultural Contributions and Dimensions of the Visual Arts Arts	4. Aesthetic Valuing: Responding to, Analyzing, and Making Judgments about Works in the Visual Arts Make Informed Judgments	5. Connections and Applications: Relationships, Connections, and Applications: Connecting and Applying Arts to Other Areas Learned in the Visual Arts Visual Literacy	Careers and Skills Subject Areas