



## **Unit 2 – Visual and Performing Arts:**

### **Key Topic 1: Organization and Rationale of the Visual and Performing Arts Domain**

#### **Focus of Unit 2 – Key Topic 1**

Students explore the rationale for including the visual and performing arts domain in the *California Preschool Curriculum Framework, Volume 2* and learn how the domain is organized. They also become familiar with the guiding principles for this 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 key topic. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Practicum-Field Experience

---

#### **Instructional Methodologies**

- Lecture
- Brainstorming—small group or individual
- Class discussion
- Small group work
- Reflective discussion—large group
- Class presentation
- Development of resource tools
- Conversation grid
- Note-taking outline
- Reflection—individual



### **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 key topics.

- Child Development and Learning
- Learning Environments and Curriculum
- Professionalism



## Unit 2 – Visual and Performing Arts: Key Topic 1: Organization and Rationale of the Visual and Performing Arts Domain

### Before You Start

As in the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1*, Key Topic 1 for this unit has three main components or subtopics: rationale for the domain, organization of the domain, and guiding principles for the domain. **Note** that the one exception to this structure is the English-language development domain of the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1*; that domain addresses the guiding principles with the key topic on the environments and materials.

Each subtopic has a set of active learning experiences that are designed to familiarize students with the overall content and key elements of the visual and performing arts domain and where to locate these elements for their work in curriculum planning. The content of the domain is explored in more detail in the four other key topics for this domain.

Students may already be familiar with the curriculum framework's organizational structure if they have done Key Topic 1 of Unit 1 of this instructional guide. Or they may have gained an understanding of each domain's organization if they have done any of the second subtopics in Key Topic 1 of Units 3 or 4 of this guide. If such is the case, you may decide to skip Subtopic 2 and focus on the rationale for the domain, Subtopic 1, or the domain guiding principles, Subtopic 3.

The "Questions for Reflection" at the end of each strand in the *California Preschool Curriculum Framework, Volume 2* were designed to help students consider their practices as related to the content of the strand as preschool teachers. The reflective questions presented throughout this instructional guide focus on students' understanding of the active learning experiences in the key topics and how they might apply this knowledge in their work.

The following are planning considerations for some of the active learning experiences in the three subtopics:

- **Subtopic 1: Rationale for the Visual and Performing Arts Domain.** Students are asked to present their key points and some glossary terms to the rest of the class on chart paper or as a handout that can be shared. Either chart paper will need to be provided or time allotted between class sessions for students to prepare a handout for distribution.
- **Subtopic 2: Organization of the Visual and Performing Arts Domain.** Handout 1, that students are asked to fill in, is provided at the end of this key topic. Handout 2 is a completed reference for the instructor. Handout 3 is a copy of pages 103-107 from the appendix in the *California Preschool Learning*



*Foundations, Volume 2.* Electronic versions of these handouts will be available when this instructional guide is online at [www.wested.org/facultyinitiative](http://www.wested.org/facultyinitiative).

- **Subtopic 3: Guiding Principles for the Visual and Performing Arts Domain.** Handout 4, a conversation grid that students use in this subtopic, can be found at the end of this key topic. Handout 5, a listing of principles and disciplines, can be cut up for students to select their domain principle(s). Electronic versions of both handouts will be available when this instructional guide is online at [www.wested.org/facultyinitiative](http://www.wested.org/facultyinitiative).

## Information Delivery



Slides 2-6

If students do not have much background with the visual and performing arts as a curricular area, it may be helpful for them to become familiar with the visual and performing arts foundations by reading sections from the *California Preschool Learning Foundations, Volume 2* as an introduction or review.

### ***California Preschool Learning Foundations, Volume 2:***

- Discussion of the visual and performing arts strands (pp. 1–4)
- Review of the research for each strand (pp. 22–27)
- Glossary for the visual and performing arts domain (pp. 28–30)

The following sections from the ***California Preschool Curriculum Framework, Volume 2*** will be discussed in Subtopic 1:

- Introduction to Chapter 2, Visual and Performing Arts (pp. 40–41)
- Discussion of the visual and performing arts strands (pp. 50, 63, 86–87, and 101–102)
- Research highlights (pp. 59, 71, 84, 94, and 102)

This content may be delivered through lectures and/or assigned readings.

A review of the strands and substrands may also help students become familiar with the four disciplines of the visual and performing arts. These are found on pages 48–49 of the *California Preschool Learning Foundations, Volume 2* and listed here for reference:

- 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)

The following key points are taken from the introduction in Chapter 2, Visual and Performing Arts, pages 40-41 of the *California Preschool Curriculum Framework, Volume 2*:

- Much of children's development in the visual and performing arts during the preschool years occurs naturally.
- Many skills unfold through children's play.
- Skills in the visual and performing arts are closely intertwined with those in other areas of development.
- Children follow their own interests and engage in areas where they are experiencing increasing mastery.
- The role of the preschool teacher is to let children experiment by providing materials and opportunities, offer advice when requested, and provide scaffolding as appropriate.
- The teacher also supports connections between the arts and other developmental areas and provides opportunities for children to grow and learn in relation to these other developmental areas while practicing skills in the visual and performing arts.



## Active Learning



Slide 7

### **Subtopic 1: Rationale for the Visual and Performing Arts Domain**

#### **Getting it started**

Ask the class to form four teams, and assign each team one of the disciplines. Instructors could also prepare four slips of paper, each with one of the four disciplines written on it, and let each team select its discipline by choosing a slip of paper.

Within the *California Preschool Curriculum Framework, Volume 2*, students will benefit from individually reading:

- the introduction to the chapter, pages 40–41
- the research highlights, pages 59, 71, 84, 94, or 102
- the glossary terms, pages 286–288 related to their assigned discipline.

Ask them to note key points and ideas as well as unfamiliar vocabulary as they do their reading.

#### **Keeping it going**

Students then meet in their teams and review their key points and vocabulary as a group. After all team members have had a chance to share, the team comes to agreement on the key points and vocabulary it will present to the rest of the class. Ask the teams to document their findings on paper that can be reproduced or is large enough to be seen by the entire class.

#### **Taking it further**

Each team presents its key points and vocabulary. Allow time for the other students to ask questions.

#### **Putting it together**

Conclude the presentations with a class discussion on the following questions:

- Which key points stood out for you? Which vocabulary terms?
- Where was there similarity among the key points for the four disciplines? Where did you see differences?
- Where were strong links to other developmental areas highlighted?



Slide 8

#### **Online Options**

Subtopic 1: Upon instructor's recommendation, students read material and post key points online; students review others' key points before coming to class for small group work.



- Which points do you want to keep in mind as you plan curriculum in visual art, music, drama, or dance for children? Why?

Instructors may wish to add some of the key points listed in the “Information Delivery” section if the students do not mention them.

### **Subtopic 2: Organization of the Visual and Performing Arts Domain**



Slide 9

#### **Getting it started**

Begin this learning experience by having students read the section titled “Organization of the Framework” on pages 9–11 of the *California Preschool Curriculum Framework, Volume 2*. Ask them to note the key structural components described for a domain chapter.



Slide 10

#### **Keeping it going**

Provide students with Handout 1 for this key topic, which is titled “Organization of the Visual and Performing Arts Domain.” Briefly review the handout with them, pointing out the similarities between the handout and their notes of the structural components of a domain chapter. Explain that the handout, when completed, will help them become familiar with the organizational structure of the domain and provide them with an expanded table of contents that they can use as a reference.

**Note** that Handout 2, a completed version of Handout 1, is provided for instructors.

Then ask students to thumb through Chapter 2, Visual and Performing Arts (pp. 39–130), and the glossary (pp. 286–288) of the *California Preschool Curriculum Framework, Volume 2* and complete Handout 1 by writing the page number(s) for each component listed. Suggest that the notes column on the handout can be used to remind them of any information they might find useful such as the number of vignettes, interactions and strategies, or research highlights in each strand or substrand.



Slide 11

#### **Taking it further**

After the students have completed Handout 1 of the organizational structure of the visual and performing arts chapter, ask them to find the Appendix on pages 103–107 of the *California Preschool Learning Foundations, Volume 2*. This Appendix summarizes the strands, substrands, and foundations of the visual and performing arts domain. This summary can also be found following this key topic as Handout 3.

Ask the students to compare their completed Handout 1 with the



summary so that they see the parallel organization of the learning foundations and the curriculum framework for the domain. It will be important to point out that the foundations are the **what** and the curriculum framework is the **how**. The foundations are the **what**: goal-like statements that describe **what** children typically learn and develop with optimal support. The curriculum framework is the **how**: provides guidance for **how** teachers can intentionally support this learning and development.

This would also be a good time to remind students that the curriculum framework does not provide a one-to-one match between individual foundations and curriculum guidance such as the interactions and strategies.

### Putting it together

The following questions are suggested as a way to conclude this subtopic:



Slide 12

- Which components or elements of the visual and performing arts chapter caught your attention?
- Which component did you want to spend more time reading about? Why?
- How can these components help you become more intentional in your teaching?
- How might you use this organizational guide as a reference in your work?

#### Online Options

Subtopic 2: Students complete the handout and post their responses to the reflective questions for this subtopic online.

### Subtopic 3: Guiding Principles for the Visual and Performing Arts Domain

#### Getting it started

Begin by asking students to read the 14 guiding principles for the visual and performing arts domain on pages 42–45 of the *California Preschool Curriculum Framework, Volume 2* and have them note a key point for each principle. Ask for volunteers to share their key points for each principle to ensure that students have a good understanding of each one. Also encourage students to ask for clarification or questions about any principle.



Slides 13-15

#### Keeping it going

The next step is to have students brainstorm an example of each principle for each of the four disciplines on Handout 4, a conversation grid that is provided at the end of this key topic.

Instructors may want to consider assigning the principles and disciplines in one of the following ways:





Slides 13-15

- Divide students into four groups, one group for each discipline. Then the students in each group divide up the principles among themselves so that each student has approximately the same number of principles.
- Ask students to count out from 1–14 and start again with number 1 until each student has a number from 1–14. Some numbers may be assigned to more than one student. Then each student is to brainstorm an example of the principle corresponding to his or her number for each of the four disciplines.
- Cut up Handout 5, which lists the principles and disciplines, into individual squares and place them in a container. Ask each student to choose a square; continue until all the squares have been chosen.

The amount of time provided for students to brainstorm their examples will depend on the size of the class and how many principles and disciplines each student is required to do.

### Taking it further

After the students have recorded their individual ideas, they could mingle and interview other students to complete their grids. Again the amount of time provided will depend on how many peers each student will need to interview. Remind the students to ask for clarification if any of the examples do not seem clear.

### Putting it together

Conclude this subtopic with a class discussion of these questions:

- Which domain principle(s) stood out for you?
- Which ones were familiar to you? Which ones were concepts that you had not considered before?
- How did the examples of a principle for the four disciplines increase your understanding of the principle?
- Which three domain principles will be the most important ones for you to apply in your curriculum planning? Why?



Slide 16

### Online Options

Subtopic 3: Students could complete their own conversation grids online and post them. Upon instructor's recommendation, students review other students' postings to complete their own grids.



## Reflection



Slides 17-18

Two sets of reflective questions are offered for this key topic. The first set provides students with an opportunity to think about all three subtopics of the visual and performing arts domain:

- As you think about the rationale, organizational structure, and guiding principles of the visual and performing arts domain, what aspects stand out for you?
- What concepts or information resonated the most strongly with you? Why?
- What was useful in helping you understand this overview of the domain?
- How will you use the resource tools that you developed in your curriculum planning for the visual and performing arts?

This second set of questions is more general and can be used for individual reflection here and with the other key topics.

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need to do this?
- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?

---

## Deeper Understanding



Slide 19

In the chapter on visual and performing arts in the *California Preschool Curriculum Framework, Volume 2*, there is a discussion of the developmental sequence of children's drawing (pp. 56–57). There is also a list of the elements of dance for young children (p. 106).

Students could either look for more resources on one of these topics or research whether there are similar developmental sequences or listing of elements for any of the four disciplines of the visual and performing arts. The number of resources each student is asked to find may depend on whether the students will share their findings with their classmates. Instructors may



suggest that students begin their searches with the resources listed in the teacher resources, endnotes, and bibliography of the *California Preschool Curriculum Framework, Volume 2* as well as the references in the *California Preschool Learning Foundations, Volume 2* (pp. 31–36).

Ask students to prepare their findings in a way that can be kept as a future resource tool for themselves and possibly their peers, such as a copy of the resource if it is not copyright protected or a written description of the resource.



## Organization of the Visual and Performing Arts Domain

Indicate the pages where each component can be found in the visual and performing arts domain chapter of the *California Preschool Curriculum Framework, Volume 2*. Use the notes column for any information that will help you remember what is in each component. For example, you might want to indicate that there are 14 guiding principles in this domain or that there are two vignettes in the first substrand of the Visual Art strand.

**Visual and Performing Arts Domain: Key Topic 1 - Organization and Rationale of the Visual and Performing Arts Domain**  
Handout 1 – Organization of the Visual and Performing Arts Domain

Component	Page(s)	Notes
Guiding Principles		
Environments and Materials		
Summary of the Strands and Substrands		
Teacher Resources		
Glossary		
Other		
<b>Visual Art (strand)</b>		
<i>1.0 Notice, Respond, and Engage (substrand)</i>		
Vignettes and Teachable Moments		
Interactions and Strategies		
<i>2.0 Develop Skills in Visual Art (substrand)</i>		
Vignettes and Teachable Moments		
Interactions and Strategies		
<i>3.0 Create, Invent, and Express Through Visual Art (substrand)</i>		
Vignettes and Teachable Moments		
Interactions and Strategies		
Research Highlight(s)		



Component	Page(s)	Notes
Engaging Families		
Questions for Reflection		
Other		
<b>Music (strand)</b>		
<i>1.0 Notice, Respond, and Engage (substrand)</i>		
Vignettes and Teachable Moments		
Interactions and Strategies		
<i>2.0 Develop Skills in Music (substrand)</i>		
Vignettes and Teachable Moments		
Interactions and Strategies		
<i>3.0 Create, Invent, and Express Through Music (substrand)</i>		
Vignettes and Teachable Moments		
Interactions and Strategies		
Research Highlight(s)		
Engaging Families		
Questions for Reflection		
Other		
<b>Drama (strand)</b>		
<i>1.0 Notice, Respond, and Engage (substrand)</i>		
Vignettes and Teachable Moments		
Interactions and Strategies		



Component	Page(s)	Notes
<i>2.0 Develop Skills to Create, Invent, and Express Through Drama (substrand)</i>		
Vignettes and Teachable Moments		
Interactions and Strategies		
Research Highlight(s)		
Engaging Families		
Questions for Reflection		
Other		
<b>Dance (strand)</b>		
<i>1.0 Notice, Respond, and Engage (substrand)</i>		
Vignettes and Teachable Moments		
Interactions and Strategies		
<i>2.0 Develop Skills in Dance (substrand)</i>		
Vignettes and Teachable Moments		
Interactions and Strategies		
<i>3.0 Create, Invent, and Express Through Dance (substrand)</i>		
Vignettes and Teachable Moments		
Interactions and Strategies		
Research Highlight(s)		
Engaging Families		
Questions for Reflection		
Other		



## Handout for the Organization of the Visual and Performing Arts Domain

### *Instructor Reference*

**Instructions for Students:** Indicate the pages where each component can be found in the visual and performing arts domain chapter of the *California Preschool Curriculum Framework, Volume 2*. Use the notes column for any information that will help you remember what is in each component. For example, you might want to indicate that there are 14 guiding principles in this domain or that there are two vignettes in the first substrand of the Visual Art Strand.

Component	Page(s)	Notes
Guiding Principles	42–45	14 principles
Environments and Materials	45–48	13 environments and materials
Summary of the Strands and Substrands	48–49	
Teacher Resources	119–121	
Glossary	286–293	
Other	122	Suggested Arts Materials
<b>Visual Art (strand)</b>	50	
<i>1.0 Notice, Respond, and Engage (substrand)</i>	51	
Vignettes and Teachable Moments	51–52	2 vignettes
Interactions and Strategies	53	3 interactions and strategies
<i>2.0 Develop Skills in Visual Art (substrand)</i>	54	
Vignettes and Teachable Moments	54	1 vignette
Interactions and Strategies	54–56	8 interactions and strategies
<i>3.0 Create, Invent, and Express Through Visual Art (substrand)</i>	58	
Vignettes and Teachable Moments	58	1 vignette

**Visual and Performing Arts Domain: Key Topic 1 - Organization and Rationale of the Visual and Performing Arts Domain**  
**Handout 2 – Organization of the Visual and Performing Arts Domain**



Component	Page(s)	Notes
Interactions and Strategies	60	3 interactions and strategies
Research Highlight(s)	59	1 research highlight: <ul style="list-style-type: none"> <li>Visual Art</li> </ul>
Engaging Families	62	6 suggestions
Questions for Reflection	62	10 questions
Other	56–57	Developmental Sequence of Drawing
<b>Music (strand)</b>	63	
<i>1.0 Notice, Respond, and Engage (substrand)</i>	64	
Vignettes and Teachable Moments	64, 66–68, 69	5 vignettes
Interactions and Strategies	65, 66–67, 68, 71	17 interactions and strategies
<i>2.0 Develop Skills in Music (substrand)</i>	72, 74, 77	
Vignettes and Teachable Moments	73, 75, 77	3 vignettes
Interactions and Strategies	73–74, 76–77, 78–79	10 interactions and strategies
<i>3.0 Create, Invent, and Express Through Music (substrand)</i>	80	
Vignettes and Teachable Moments	80, 81	2 vignettes
Interactions and Strategies	81, 82	6 interactions and strategies
Research Highlight(s)	71, 84	2 research highlights: <ul style="list-style-type: none"> <li>Music and the Brain</li> <li>Music</li> </ul>
Engaging Families	85	4 suggestions
Questions for Reflection	85	6 questions
Other		





Component	Page(s)	Notes
<b>Drama (strand)</b>	86–87	
<i>1.0 Notice, Respond, and Engage (substrand)</i>	88	
Vignettes and Teachable Moments	88	1 vignette
Interactions and Strategies	89–90	4 interactions and strategies
<i>2.0 Develop Skills to Create, Invent, and Express Through Drama (substrand)</i>	91	
Vignettes and Teachable Moments	91, 95	2 vignettes
Interactions and Strategies	93–95, 96–97	8 interactions and strategies
Research Highlight(s)	94	1 research highlight: <ul style="list-style-type: none"> <li>Drama</li> </ul>
Engaging Families	99–100	9 suggestions
Questions for Reflection	100	10 questions
Other		
<b>Dance (strand)</b>	101–102	
<i>1.0 Notice, Respond, and Engage (substrand)</i>	103	
Vignettes and Teachable Moments	103	1 vignette
Interactions and Strategies	104–107	9 interactions and strategies
<i>2.0 Develop Skills in Dance (substrand)</i>	108	
Vignettes and Teachable Moments	108	1 vignette
Interactions and Strategies	109–110	5 interactions and strategies
<i>3.0 Create, Invent, and Express Through Dance (substrand)</i>	111	



Component	Page(s)	Notes
Vignettes and Teachable Moments	111	1 vignette
Interactions and Strategies	112– 114	6 interactions and strategies
Research Highlight(s)	102	1 research highlight: • Dance
Engaging Families	115– 116	8 suggestions
Questions for Reflection	116	6 questions
Other	106	Table 2.1 Elements of Dance



## Appendix

# The Foundations

## Visual and Performing Arts

### Visual Art

#### 1.0 Notice, Respond, and Engage

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
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.

Copyright © 2010 California Department of Education, Child Development Division



## 2.0 Develop Skills in Visual Art (Continued)

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
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.

Copyright © 2010 California Department of Education, Child Development Division



## Music

### 1.0 Notice, Respond, and Engage

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
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.

Copyright © 2010 California Department of Education, Child Development Division



## 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.

Copyright © 2010 California Department of Education, Child Development Division



## 2.0 Develop Skills in Dance

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
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.

Copyright © 2010 California Department of Education, Child Development Division



## Guiding Principles for the Visual and Performing Arts Domain

Principle	Visual Art Examples	Music Examples	Drama Examples	Dance Examples
The arts are inclusive of all children.	Name:	Name:	Name:	Name:
The arts are a language that is common to all.	Name:	Name:	Name:	Name:
The arts promote dispositions for learning.	Name:	Name:	Name:	Name:
Children make their own meaning.	Name:	Name:	Name:	Name:
Children are capable of creating original art in all its forms.	Name:	Name:	Name:	Name:

**Visual and Performing Arts Domain: Key Topic 1 – Organization and Rationale of the Visual and Performing Arts Domain**  
**Handout 4 - Guiding Principles for the Visual and Performing Arts Domain**



Principle	Visual Art Examples	Music Examples	Drama Examples	Dance Examples
Children learn about human connections, beauty, and appreciation of the arts.	Name:	Name:	Name:	Name:
The child's work is play.	Name:	Name:	Name:	Name:
Children are active learners who thrive when challenged appropriately.	Name:	Name:	Name:	Name:
Arts experiences for preschoolers are more about process than product.	Name:	Name:	Name:	Name:
The arts reinforce the integrated nature of learning.	Name:	Name:	Name:	Name:

Principle	Visual Art Examples	Music Examples	Drama Examples	Dance Examples
Cultural competence is approached through art.	Name:	Name:	Name:	Name:
The arts are motivating and engaging for learners.	Name:	Name:	Name:	Name:
Art can nurture the nurturer.	Name:	Name:	Name:	Name:
The arts provide a unique means for families to interact.	Name:	Name:	Name:	Name:



## Guiding Principles for the Visual and Performing Arts Domain

The arts are inclusive of all children.  Visual and Performing Arts	The arts are inclusive of all children.  Music	The arts are inclusive of all children.  Drama	The arts are inclusive of all children.  Dance
The arts are a language that is common to all.  Visual and Performing Arts	The arts are a language that is common to all.  Music	The arts are a language that is common to all.  Drama	The arts are a language that is common to all.  Dance
The arts promote dispositions for learning.  Visual and Performing Arts	The arts promote dispositions for learning.  Music	The arts promote dispositions for learning.  Drama	The arts promote dispositions for learning.  Dance
Children make their own meaning.  Visual and Performing Arts	Children make their own meaning.  Music	Children make their own meaning.  Drama	Children make their own meaning.  Dance
Children are capable of creating original art in all its forms.  Visual and Performing Arts	Children are capable of creating original art in all its forms.  Music	Children are capable of creating original art in all its forms.  Drama	Children are capable of creating original art in all its forms.  Dance

**Visual and Performing Arts Domain: Key Topic 1 – Organization and Rationale of the Visual and Performing Arts Domain**  
**Handout 5 - Guiding Principles for the Visual and Performing Arts Domain**



Children learn about human connections, beauty, and appreciation of the arts.  Visual and Performing Arts	Children learn about human connections, beauty, and appreciation of the arts.  Music	Children learn about human connections, beauty, and appreciation of the arts.  Drama	Children learn about human connections, beauty, and appreciation of the arts.  Dance
The child's work is play.  Visual and Performing Arts	The child's work is play.  Music	The child's work is play.  Drama	The child's work is play.  Dance
Children are active learners who thrive when challenged appropriately.  Visual and Performing Arts	Children are active learners who thrive when challenged appropriately.  Music	Children are active learners who thrive when challenged appropriately.  Drama	Children are active learners who thrive when challenged appropriately.  Dance
Arts experiences for preschoolers are more about process than product.  Visual and Performing Arts	Arts experiences for preschoolers are more about process than product.  Music	Arts experiences for preschoolers are more about process than product.  Drama	Arts experiences for preschoolers are more about process than product.  Dance
The arts reinforce the integrated nature of learning.  Visual and Performing Arts	The arts reinforce the integrated nature of learning.  Music	The arts reinforce the integrated nature of learning.  Drama	The arts reinforce the integrated nature of learning.  Dance



<p>Cultural competence is approached through art.</p> <p>Visual and Performing Arts</p>	<p>Cultural competence is approached through art.</p> <p>Music</p>	<p>Cultural competence is approached through art.</p> <p>Drama</p>	<p>Cultural competence is approached through art.</p> <p>Dance</p>
<p>The arts are motivating and engaging for learners.</p> <p>Visual and Performing Arts</p>	<p>The arts are motivating and engaging for learners.</p> <p>Music</p>	<p>The arts are motivating and engaging for learners.</p> <p>Drama</p>	<p>The arts are motivating and engaging for learners.</p> <p>Dance</p>
<p>Art can nurture the nurturer.</p> <p>Visual and Performing Arts</p>	<p>Art can nurture the nurturer.</p> <p>Music</p>	<p>Art can nurture the nurturer.</p> <p>Drama</p>	<p>Art can nurture the nurturer.</p> <p>Visual and Performing Arts</p>
<p>The arts provide a unique means for families to interact.</p> <p>Visual and Performing Arts</p>	<p>The arts provide a unique means for families to interact.</p> <p>Music</p>	<p>The arts provide a unique means for families to interact.</p> <p>Drama</p>	<p>The arts provide a unique means for families to interact.</p> <p>Dance</p>