

Materials for Supporting Visual and Performing Arts

(pages 45-48) *California Preschool Learning Foundations, Volume 2*

Dance and movement

- Space to move freely
- Music
- Costumes or items to create costumes

Dramatic play and drama

- Props
- Books
- Masks and costumes



Unit 2 – Visual and Performing Arts: Key Topic 2

<http://www.wested.org/facultyinitiative/>

Materials for Supporting Visual and Performing Arts

Visual arts

- Natural materials
- Art supplies (crayons, paints, paper, moldable dough, pencils)
- Flat places to draw and paint



Music

- Instruments
- Prerecorded music
- Generated rhythm and sound



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Materials for Supporting Visual and Performing Arts

- Adaptive materials ensure accessibility for all children.
- Include materials, props, and costumes that reflect diverse cultural backgrounds, particularly those of children in the program.



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Environments that Support Visual and Performing Arts

Considerations include:

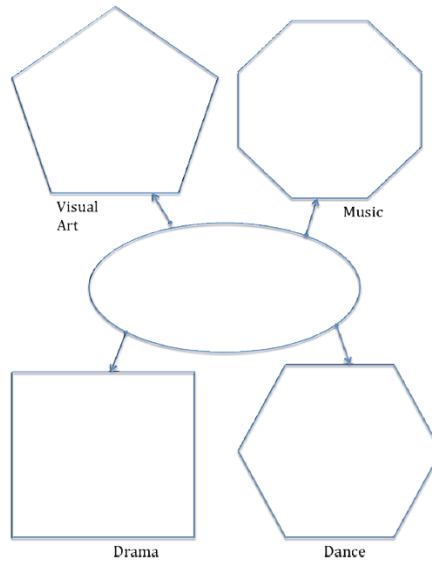
- The suitability, accessibility, safety, amount, and variety of materials.
- The aesthetics of the early childhood environment.
- Sufficient open space for movement, dance, and theater play.
- Support for children's drawing skills.

Environments that Support Visual and Performing Arts

- Indoor and outdoor environments for creating art.
- Art that is displayed at eye level of the children.
- A well-constructed environment for social and collaborative learning.

**Getting to Know Environment and Materials
That Support the Visual and Performing Arts**

Directions: Write one of the environments and materials recommendations in the oval
and then list examples of applying that recommendation in each of the four disciplines.



- As you think about the environment and materials needed to support children's experiences in the visual and performing arts, which recommendations stood out to you?
- Which ones were easier to find examples for? Which ones were more challenging? Why?



- Some of the suggestions for the environment and materials were described as *basic*. How would you ensure that these elements reflect the diversity of the children in your program and support all children—including those who are young dual language learners or have disabilities?
- For which discipline do you feel more confident in setting up the environment and providing appropriate materials? How could you find support or resources for the other disciplines?



- 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?