

## Visual and Performing Arts

### Universal Design for Learning

- Provides for multiple means of representation, multiple means of engagement, and multiple means of expression.



(page 14) *California Preschool Curriculum Framework, Volume 2*

## Visual and Performing Arts

### **Multiple means of representation**

- Providing information in a variety of ways to meet the learning needs of all children

### **Multiple means of expression**

- Allowing children to use alternative ways to communicate or demonstrate what they know or what they are feeling

### **Multiple means of engagement**

- Offering choices in the setting or program that facilitate learning by building on children's interests

(page 14) *California Preschool Curriculum Framework, Volume 2*

## Visual and Performing Arts

- Look for universal design principles in the introduction, environments and materials, teachable moments, and interactions and strategies (Chapter 2).
- Identify how the adaptations you found in the curriculum framework could be used in one or more of the four disciplines or strands:
  - Visual art
  - Music
  - Drama
  - Dance

## Visual and Performing Arts

- Which adaptations stood out for you?
- Which adaptations do you think you could easily use? Which ones might seem more challenging? Why?
- What were some examples of multiple means of representation, multiple means of engagement, or multiple means of expression that crossed all four visual and performing arts disciplines?

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- What do you plan to keep in mind when planning ways to modify or adapt the learning environment and experiences to ensure that children with disabilities participate in the visual and performing arts?



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- What information from the presenter stood out for you?
- What are you most confident about in supporting the development of children with disabilities in the four visual and performing arts disciplines?
- What new or different perspectives do you have? How has this presentation been helpful?

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## Visual and Performing Arts

- What do you want to keep in mind when you are planning ways to modify or adapt the learning environment and experiences for children with disabilities to ensure their access to all aspects of the visual and performing arts curriculum?



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“Individualization of learning includes all children.”

(page 8) *California Preschool Curriculum Framework, Volume 2*

## Visual and Performing Arts

- What stands out from developing these lists?
- What was easy about identifying how interactions and strategies addressed individualizing curriculum? What was more challenging?
- Do you think it would be more difficult to individualize the curriculum in one of the visual and performing arts strands or substrands than the others? Which one and why?
- What first step can you take to find resources or support in individualizing the curriculum for that strand or substrand?

## Visual and Performing Arts

“Family and community partnerships create meaningful connections.”



(pages 7-8) *California Preschool Curriculum Framework, Volume 2*

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- What considerations appeared most frequently?
- Which ones require learning specific information about the families related to their background and beliefs about visual art, music, drama, and dance?
- Which ones seem especially important?
- What are some steps you would take to find out about families' experiences, culture, beliefs, and interests in the visual and performing arts?

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- 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?
  - 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?

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## Visual and Performing Arts

### **Identify 2 resources that will help you:**

- Ensure that children with disabilities are participating in the visual and performing arts curriculum.
- Develop additional strategies for individualizing the visual and performing arts curriculum.
- Involve families in their children's development in the visual and performing arts.

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## Visual and Performing Arts

### Possible resources

- Research highlights, endnotes, and bibliography of the *California Preschool Curriculum Framework, Volume 2* (as a starting point)
- Professional, such as a preschool teacher or an early childhood special educator
- Art/dance/music/drama teacher
- Parent or other family member
- Web site
- Relevant organization
- Research article or a book

## Visual and Performing Arts

### Possible universal design resources

- “Resources for Teachers of Children with Disabilities or Other Special Needs,” in Appendix D of the *California Preschool Curriculum Framework, Volume 1*, pages 319–322.
- Interview or book about an artist or performer who has a disability, paying special attention to the person’s early childhood years and anything or anyone that supported the person’s interest and engagement in the chosen art discipline.
- Organizations that focus on the arts and people with disabilities