



Visual and Performing Arts Action Plan

I WILL ADD THESE MATERIALS AND SUPPLIES TO SUPPORT THE VISUAL AND PERFORMING ARTS IN MY CLASSROOM.

I WILL ADD THIS VISUAL ARTS INVITATION TO MY ENVIRONMENT.

I WILL ADD THIS MUSIC OPPORTUNITY TO MY DAILY SCHEDULE.

AND I DON'T WANT TO FORGET...

Suggested Arts Materials

Strand	Found or Recycled Objects	Basic	Enhanced	Natural Environment	Adaptive Material
Visual Art	Old magazines for cutting and assemblage	Tempera paints, construction paper, chunky crayons, tray watercolors	Tube watercolors and palette; watercolor paper	Sticks, rocks, and pinecones for sculpture; clay and natural materials for pressing	Thicker handles on some materials; easel that can be adjusted to an appropriate height
Music	Pots, pans, metal or plastic cans, spoons, chopstick-beaters with cork stoppers for rhythm Glass jars filled with different levels of water for a water xylophone Pieces of 12" dowel for rhythm sticks; shakers made of plastic eggs filled with different materials	Rhythm sets with shakers and simple drums Singable books; glove puppets for nursery-rhyme songs; song maps made of paper or fabric; selection of CDs, CD player, and headset for personal listening	Single-note resonator bells; child-sized xylophones; multiple-sized hand drums; ethnic instruments; child-sized guitar or ukulele; small electronic keyboard; recorder/flute; music software; music videos; songbooks	Rhythm blocks made of small tree limbs; homemade wooden or stone xylophones suspended on a garden hose; wind chimes made of natural objects	Thicker handles on some materials; instruments in a fixed position (such as a drum on a stand) For children with reduced hearing ability, instruments that resonate and vibrate allow for touching or holding.
Drama	Scarves, sashes, and fabric remnants varying in size, color, design, and texture for a costume area; include strips of furry fabric to be used as animal tails. Wooden spoons, paint sticks, paper towel and wrapping paper tubes, yarn, and boxes can work as nonrepresentational props where children create meaning.	Large and small blocks; stuffed animals; dolls; wooden or plastic fruits and vegetables	Puppets; textual props such as menus and signs; large pieces of blue, green, yellow, brown, and floral fabric to depict rivers, grass, dirt (for "planting" vegetables), and flower gardens; headbands with various types of animal ears sewn on	Wood, tree cookies, and other materials for building; pinecones, feathers, smooth stones, and pebbles	Consider props that are easy to use and handle (e.g., oversized objects and items without many complicated pieces). Adapt clothing and fabric by removing buttons, enlarging openings, and so on for ease of wearing.
Dance	Boxes, wheels, chairs, hula hoops, balloons, umbrellas, scarves, and other found objects can be used for choreographic variety. Costumes can be assembled from fabrics or donated by families or the community.	Open rug space; outdoor environment with defined dance space	Piano, drums, maracas, tambourines, claves, triangles, cymbals, woodblocks, or music system A local dance troupe may donate children's costumes that are no longer used in productions.	Palm leaves, feathers, sand, water, and sticks can be used in movement activities.	If a child has a prosthesis, he or she can decide whether to dance with it on or off. If a child uses a wheelchair, props can be useful to extend what the body can do; a few possibilities are balloons tied to a stick, crepe paper streamers, and scarves.