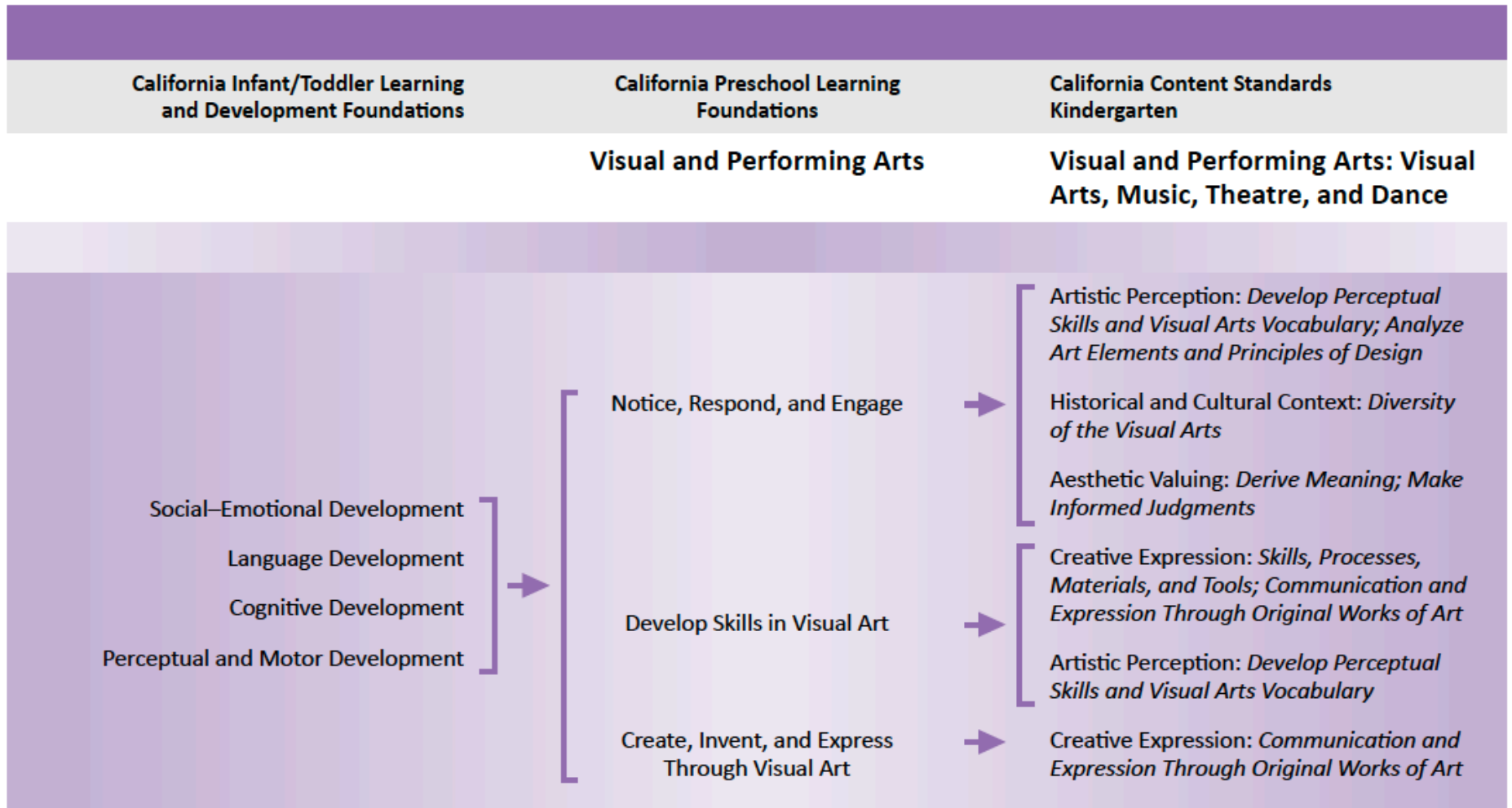


HANDOUT 4

Table 1.12

Overview of the Alignment Between the Visual and Performing Arts Domain and the California Content Standards



HANDOUT 4

Table 1.13 Detailed View of the Alignment Between the Visual and Performing Arts Domain and the California Content Standards	
California Preschool Learning Foundations	California Content Standards Kindergarten
Domain: Visual and Performing Arts	Domains: Visual and Performing Arts <ul style="list-style-type: none"> ● Visual Arts ● Music ● Theatre ● Dance
Strand: Visual Art	Visual Arts
1.0 Notice, Respond, and Engage	1.0 Artistic Perception: <i>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts</i> Develop Perceptual Skills and Visual Arts Vocabulary; Analyze Art Elements and Principles of Design 3.0 Historical and Cultural Context: <i>Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts</i> Diversity of the Visual Arts 4.0 Aesthetic Valuing: Responding to, Analyzing, and Making Judgments About Works in the Visual Arts Derive Meaning; Make Informed Judgments

HANDOUT 4

At around 48 months	At around 60 months	By the end of kindergarten
<p>1.1 Notice and communicate about objects or forms that appear in art.</p>	<p>1.1 Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.</p>	<p><i>Develop Perceptual Skills and Visual Arts Vocabulary</i> 1.1 Recognize and describe simple patterns found in the environment and works of art.</p> <p><i>Analyze Art Elements and Principles of Design</i> 1.3 Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.</p>
<p>1.2 Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them.</p>	<p>1.2 Begin to plan art and show increasing care and persistence in completing it.</p>	<p><i>Derive Meaning</i> 4.1 Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).</p>
<p>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.</p>	<p>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.</p>	<p><i>Derive Meaning</i> 4.2 Describe what is seen (including both literal and expressive content) in selected works of art.</p> <p><i>Diversity of the Visual Arts</i> 3.3 Look and discuss works of art from a variety of times and places.</p>
<p>1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and briefly explain choice.</p>	<p>1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book, and explain their ideas in some detail.</p>	<p><i>Make Informed Judgments</i> 4.3 Discuss how and why they make a specific work of art.</p> <p>4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary</p>