

# HANDOUT 4

## At-a-Glance



### 14 Guiding Principles

The arts are inclusive of all children.

The arts are a language that is common to all.

The arts promote dispositions for learning.

Children make their own meaning.

Children are capable of creating original art in all its forms.

Children learn about human connections, beauty, and appreciation of the arts.

The child's work is play.

Children are active learners who thrive when challenged appropriately.

Arts experiences for preschoolers are more about process than product.

Arts reinforce the integrated nature of learning.

Cultural competence is approached through art.

The arts are motivating and engaging for learners.

Art can nurture the nurturer.

The arts provide a unique means for families to interact.



California Preschool Curriculum Framework, Vol. 2 DRAFT Pgs. 3-6



## Visual and Performing Arts

### "At-a-Glance"

California Preschool Learning Foundations, Vol. 2



1.0 Notice, Respond, and Engage  
2.0 Develop Skills in Visual Art  
3.0 Create, Invent, and Express Through Visual Art

1.0 Notice, Respond, and Engage  
2.0 Develop Skills in Music  
3.0 Create, Invent, and Express Through Music

1.0 Notice, Respond, and Engage  
2.0 Develop Skills to Create, Invent, and Express Through Drama


1.0 Notice, Respond, and Engage  
2.0 Develop Skills in Dance  
3.0 Create, Invent, and Express Through Dance

Notes

Drawings or other forms of artistic expression



## Visual and Performing Arts

<div>Visual and Performing Arts</div>							
Visual Art		Music		Drama		Dance	
<i>At around 48 months</i>		<i>At around 60 months</i>		<i>At around 48 months</i>		<i>At around 60 months</i>	
<b>1.0 Notice, Respond, and Engage</b>		<b>1.0 Notice, Respond, and Engage</b>		<b>1.0 Notice, Respond, and Engage</b>		<b>1.0 Notice, Respond, and Engage</b>	
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.	1.1 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.	1.1 Demonstrate an understanding of simple drama vocabulary.	1.1 Demonstrate a broader understanding of drama vocabulary.	1.1 Engage in dance movements.	1.1 Further engage and participate in dance movements.
1.2 Creates 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.	1.2 Recognize simple repeating melody and rhythm patterns.	1.2 Demonstrate more complex repeating melody and rhythm patterns.	1.2 Identify preferences and interests related to participating in drama.	1.2 Explain preferences and interests related to participating in drama.	1.2 Begin to understand and use vocabulary related to dance.	1.2 Connect dance terminology with demonstrated steps.
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.	1.3 Identify the sources of a limited variety of music sounds.	1.3 Identify the sources of a wider variety of music and music-like sounds.	1.3 Demonstrate knowledge of simple plot of a participatory drama.	1.3 Demonstrate knowledge of extended plot and conflict of a participatory drama.	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 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.	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.	<b>2.0 Develop Skills to Create, Invent, and Express Through Drama</b>		<b>2.0 Develop Skills in Dance</b>	
<b>2.0 Develop Skills in Visual Art</b>		<b>2.0 Develops Skills in Music</b>				2.1 Begin to be aware of own body in space.	
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.	2.1 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.	2.1 Demonstrate basic role-play skills with imagination and creativity.	2.1 Demonstrate extended role-play skills with increased imagination and creativity.	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.
2.2 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.	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.	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.	2.3 Begin to respond to temp and timing through movement.	2.3 Demonstrate some advanced skills in responding to temp and timing through movement.
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).	<b>3.0 Create, Invent, and Express Through Music</b>				<b>3.0 Create, Invent, and Express Through Dance</b>	
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.					3.1 Begin to act out and dramatize through music and movement patterns.	
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.	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 Invent dance movements.	3.2 Invent and recreate dance movements.
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.	3.2 Move or use body to demonstrate beat and temp, often spontaneously.	3.2 Move or use body to demonstrate beat, tempo, and style of music, often spontaneously.			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.
<b>3.0 Create, Invent, and Express Through Visual Art</b>						<b>3.4 Communicate feelings spontaneously through dance and begin to express simple feelings intentionally through dance when prompted by adults.</b>	
3.1 Create art and sometimes name the work.	3.1 Intentionally create content in a work of art.					3.4 Communicate and express feelings intentionally through dance.	
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.						