



Unit 2 – Visual and Performing Arts: Key Topic 2: Getting to Know Environments and Materials That Support the Visual and Performing Arts

Visual and Performing Arts Domain:
Key Topic 2 – Getting to Know Environments and Materials That Support the Visual and Performing Arts

Focus of Unit 2 – Key Topic 2

Students become familiar with environmental arrangements and materials that can be used to support children’s development in the visual and performing arts and have opportunities to explore ways they can be applied.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project’s (CAP) lower division eight courses and student learning outcomes are mapped onto each instructional guide key topic. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Practicum–Field Experience

Instructional Methodologies

- Lecture
- Class discussion
- Class presentation
- Development of resource tool
- Interviews—teacher
- Observation—classroom
- Pairs work
- Small group work
- Reflective discussion—large group
- Individual reflection
- Photograph—observation and environments



California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will be undertaking a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Child Development Division's California Early Childhood Educator Competencies. The "Competency Areas to Consider" below are listed in this instructional guide as a preliminary exploration of how particular competency areas might be addressed through these key topics.

- Child Development and Learning
- Observation, Screening, Assessment, and Documentation
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Professionalism



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Before You Start

This key topic provides students with an opportunity to become familiar with the environment and materials described in Chapter 2 of the *California Preschool Curriculum Framework, Volume 2* and to create two resource tools they can use in their teaching. The Active Learning component of this key topic also includes options for observing preschool programs and interviewing teachers.

The “Keeping it going” segment requires students to complete the handout provided with this key topic or create a similar one on blank paper. The number of copies of the handout will depend on how many of the 13 points regarding environments and materials each student is to complete and how many students are in the class. This handout is provided at the end of the key topic. An electronic version of this handout will be available when this instructional guide is online at www.wested.org/facultyinitiative. If the alternative approach is chosen, 13 large sheets of chart paper, markers, and tape will be needed.

The “Taking it further” segment involves showing photographs of early care and education settings that illustrate the 13 recommendations for environments and materials that support children’s learning in the visual and performing arts.

The “Deeper Understanding” segment suggests that students visit preschool programs and take photographs. Depending on students’ awareness of preschool programs in their communities, it may be helpful to have a list of programs that students can visit. Because students will be creating a personal resource tool, observing the same classroom will work. Students might consider any preschool programs currently located on campus as an easy and resource-rich observation platform. If students have not visited many preschool programs, remind them to check with the program director about visiting and observation procedures.

If students don’t have access to a camera or do not have photographic capability on their cell phones, students may form teams of two or three for the observations. Student groupings may prove beneficial regardless of access to photographic equipment.

Information Delivery

The 13 environments and materials on pages 45–48 of the *California Preschool Curriculum Framework, Volume 2* are the main content for this key topic.

Depending on the students’ background, developing familiarity with the following topics in the framework may prove beneficial:



Slides 2-6

California Preschool Curriculum Framework, Volume 2

- “Curriculum Planning” (pp. 14–19)
- “*The environment as curriculum: Interest areas to support children’s play and child-initiated learning*” (pp. 17–19)
- “The Daily Schedule” (pp. 19–25)

This content could be delivered through lectures or assigned reading.

Active Learning

Getting it started

Ask the students to review the section on “Curriculum Planning” in the *California Preschool Curriculum Framework, Volume 2* (pp. 14–19), paying special attention to the section on the environment (pp. 17–19). Then hold a class discussion on key points that students identified from their reading.

Keeping it going

Ask the students to next review the section in the curriculum framework on “Environments and Materials” (pp. 45–48). Point out that there are 13 recommendations related to the environment and materials that support children’s experiences and learning in the visual and performing arts.



Slide 7

Provide students with copies of Handout 1, included with this key topic, or ask them to create similar ones on a sheet of blank paper. The number of handouts that each student has will depend on how many of the 13 environment and materials recommendations the student works on. Explain that the handout will be used to describe how each of the environment and materials recommendations relates to the visual and performing arts. A recommendation is to be written in the oval, and an example of how the recommendation applies to one of the four disciplines is to be written in the appropriate shape. Point out that some of the recommendations are specific to one or more of the four disciplines while others may apply to all four.

Depending on the size of the class, faculty may decide to assign students to one or more of the 13 environment or materials recommendations. Students may also work in pairs or small groups if more than one student is assigned the same recommendation.

An alternative approach could be to hang 13 sheets of chart paper in the room. Head each paper with a brief summary of one of the 13 environments and materials recommendations; the rest of the paper could be divided into four quadrants. Label



each quadrant with one of the four strands: visual art, music, drama, and dance. One of the following two options could be used to complete the charts:

- Students individually move around the room and add at least one example to each chart.
- A small group of students could complete one chart and then move on to another chart to add more examples.

Taking it further

Next, show slides or photographs of early care and education settings. Ask students to look for additional examples of their assigned environment or materials recommendation and add them to their handout or chart paper.

Putting it together

Provide time for the students to share their examples or review the completed charts. The handouts could be peer-reviewed or students could verbally describe their examples.

Online Options

Upon instructor's recommendation, students may complete their handouts online and post them for peer review.

Reflection



Slides 8-10

Ask students to reflect on this topic by answering one of the following sets of questions. This could be done as a class discussion, or all students could note their individual answers in journals.

- 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?



This second set of questions is more general and can be used for individual reflection here and with the other key topics.

- 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?

**Deeper Understanding**

Ask students to identify a preschool program that they can visit to observe and photograph the environment. Because the main purpose is to collect photographic samples of the environment and materials used to support the visual and performing arts, it is suggested that the students set up a time when the children are not present. This will also alleviate the need to secure photo releases. Depending on how accessible preschool programs are to the students, and how much time is given them to conduct the visits, students may benefit from visiting and photographing multiple classrooms. Faculty could give students the option of conducting the visits in pairs or groups of three.

The students are looking for examples of the environments and materials described on pages 45–48 of the *California Preschool Curriculum Framework, Volume 2*. Remind students to observe both the indoor and outdoor areas and that a specific area may address more than one of the 13 environments and materials.

Students could also interview the teacher to learn why the environment and materials were selected and arranged the way they are and how they support the children’s exploration and development in visual art, music, drama, and dance.

After completing their observations and interviews, the students can create a resource tool using the photographs and notes. This resource tool could be a physical or digital scrapbook, whichever form would be most useful to the students’ work with children.

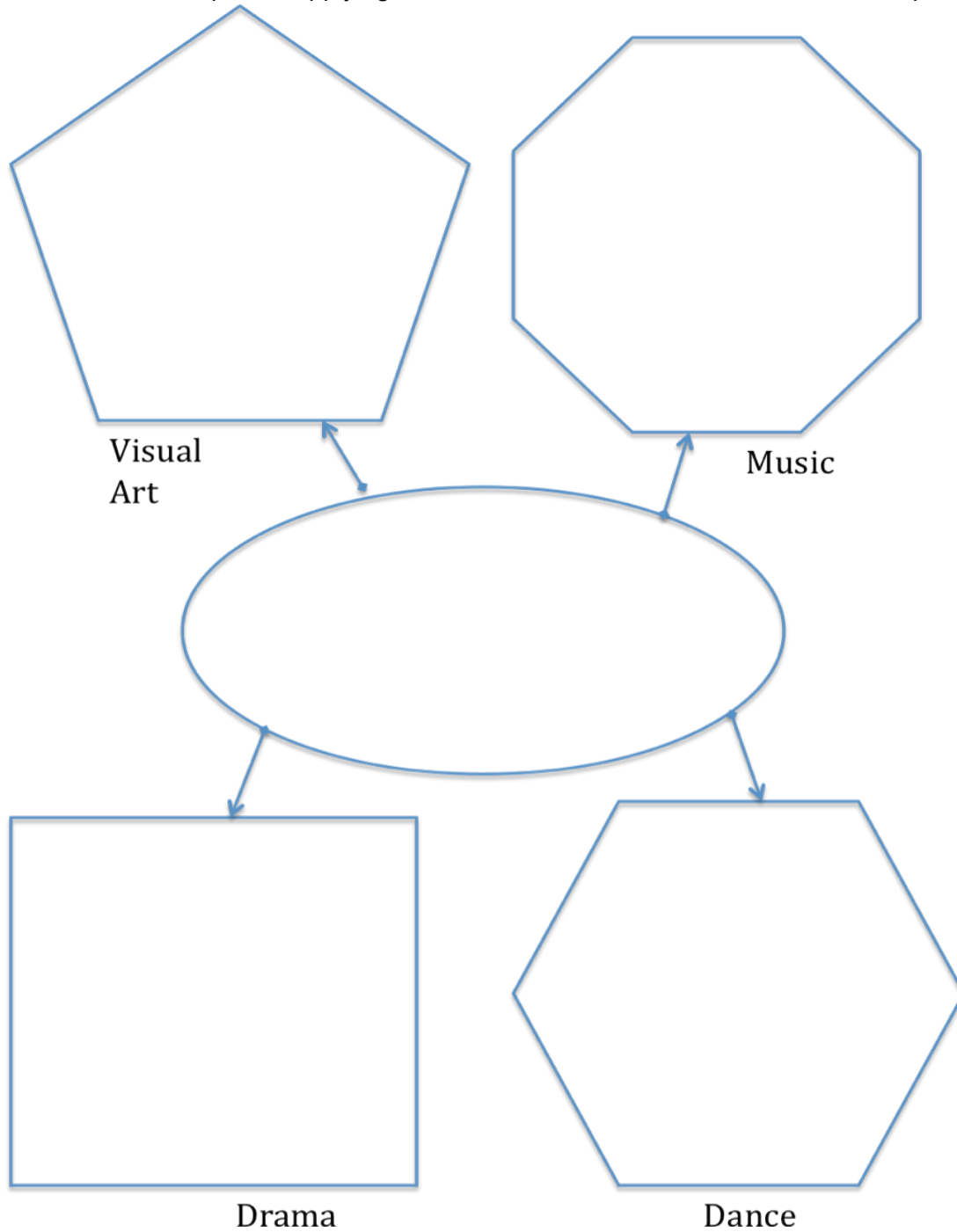
Online Options

If students create digital scrapbooks of their classroom observations, these could be shared online.



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.



Visual and Performing Arts Domain: Key Topic 2 - Getting to Know Environment and Materials That Support the Visual and Performing Arts Handout 1