



Unit 2 – Visual and Performing Arts: Key Topic 5: Exploring the Research Highlights of the Visual and Performing Arts Domain

Visual and Performing Arts Domain:
Key Topic 5 – Exploring the Research Highlights of the Visual and
Performing Arts Domain

Focus of Unit 2 – Key Topic 5

Students become familiar with the research highlights related to the visual and performing arts domain by identifying the source articles for the research highlights.

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.

- Child, Growth, and Development
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Health, Safety, and Nutrition
- Practicum-Field Experience

Instructional Methodologies

- Class discussion
- Small group work
- Short report
- Development of resource tool
- Reflective discussion—large group
- Individual reflection
- Book report
- Literature Review



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
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Professionalism



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Before You Start

There are five research highlights in the visual and performing arts domain chapter of the *California Preschool Curriculum Framework, Volume 2*—two in the Music strand and one each in the Visual Art, Drama, and Dance strands. The research highlights may serve to stimulate students' interest in research as well as provide new, more in-depth, or additional information about some content in the chapter.

If students are not familiar with reading research articles, the research highlights can serve as an introduction. It is important for students to understand that there is a research base for the information provided in the curriculum framework and that the findings from research have direct implications for their work as teachers. Students, in their roles as teachers, may also use the research highlights to explain to parents why certain materials are used, why the classroom environment is set up a particular way, and why certain practices are used to help children's development in the visual and performing arts.

In this key topic, students first review the five research highlights and identify one they wish to further explore. Students then find additional articles related to the research highlight and write brief summaries of those articles. In the "Deeper Understanding" segment, students write a book review of a book related to a research highlight of particular interest.

Information Delivery



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The following research highlights from the visual and performing arts domain of the *California Preschool Curriculum Framework, Volume 2* are used in this key topic:

- Visual Art (p. 59)
- Music and the Brain (p. 71)
- Music (p. 84)
- Drama (p. 94)
- Dance (p. 102)

Active Learning

Getting it started

Begin this key topic by discussing with students how research in the visual and performing arts has increased our understanding



of (1) how the visual and performing arts contribute to other areas of children’s development and learning, and (2) what children’s development in each of the four disciplines—visual art, music, drama, and dance—looks like and can be supported through intentional teaching. The five research highlights in the visual and performing arts chapter of the *California Preschool Curriculum Framework, Volume 2* represent both spheres of research.

Have students read the research highlights in the four strands and note key points or questions that arise for them. It is suggested that students do this reading individually so that they have a sampling of research in each discipline. The highlights are also relatively short.

Keeping it going

Next conduct a class discussion on their reading. The following questions could be used to guide the discussion:

- What caught your attention in these research highlights?
- What was something new or surprising that you learned?
- How does the information from any of the research highlights possibly change the way you would plan learning experiences in any of the visual and performing arts for children? What questions came up for you?
- Which highlight do you want to further explore?



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Taking it further

Ask the students to group themselves according to the research highlight they selected for additional exploration. Depending on the size of the class and the number of students for each highlight, instructors may opt to have students form multiple groups for one or more highlights.

Ask students to locate the references listed in their research highlight and identify other articles or resources that are related to the theme of the research highlight. It is suggested that the total number of articles or resources for each group equal the number of students in the group. Thus, each student is responsible for finding and reviewing one article. The group as a whole could work together to identify the new resources.

Putting it together

Each student then writes up one of the articles or resources, including the following information:

- Title and author(s)



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- Publication information
- Brief summary of the article
- Key points that relate to the theme of the research highlight
- Take-away message for the student

Online Options

As students from each small group search for the articles related to their research highlight, they could post the articles found for their group. The students could agree to have one student be the lead, and this student would be responsible for ensuring that each group member has an article to review.

If possible, compile the students' articles for each research highlight and make them available to all the students.

Reflection

Ask students to reflect on this learning experience by responding to these questions individually or in a class discussion:



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- What did you do to find additional articles or resources related to your chosen research highlight?
- What was easy about the process? What was more challenging?
- What do you think is the importance of doing this kind of work? How will it impact your practice as a teacher in planning curriculum for the visual and performing arts?
- What action ideas has this work with the research highlights triggered for you?

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 select one of the ideas that interests them from their work with the research highlights in the visual and performing arts chapter of the *California Preschool Curriculum Framework, Volume 2*. Students could then to review the endnotes and bibliography to find a book on that topic. Students may also find a book from other sources, such as recommendations from an instructor, bibliography or reference list in an article, or internet search.

Students are to prepare a book review using either a format of the instructors' choosing or one that incorporates some of the following elements*:

- Full citation for the book
- Background of the author
- Central theme of the book and key ideas
- How the theme and key ideas are supported in the book
- Student's evaluation of the book as a resource for understanding children's acquisition of skills and knowledge related to the visual and performing arts and/or planning curriculum around the visual and performing arts

*Book review elements are based on the description for writing book reviews from the Purdue Online Writing Lab – 2012.

<http://owl.english.purdue.edu/owl/resource/704/1/>