Visual and Performing Arts

The visual and performing arts domain in the *California Preschool Curriculum Framework, Volume 2* is:

- A companion to the same domain in the *California Preschool Learning Foundations, Volume 2*.
- A guide for teachers in planning curriculum in visual and performing arts.
- Organized with the same strands and substrands as the foundations.
The four disciplines defined, include:

- **Visual Art**: Products and processes of expression that use particular tools to create marks, colors, textures, and shapes of visual art.
- **Music**: Sounds selected and organized for expressive purposes; these sounds have pitch, tempo, rhythm, and tone.
- **Drama**: A participatory experience in which two or more children pretend to be someone else or someplace else. Drama, in the preschool classroom, is an experiential, play-based learning medium. Whereas theater is performance-oriented, drama is process-oriented and improvisational in nature.
- **Dance**: Movement selected and organized for aesthetic purposes or as a medium of expression, rather than for its function as work or play.

*California Preschool Learning Foundations, Volume 2*
Visual and Performing Arts

Strands - Visual Art, Music, and Dance
Substrand 1.0 Notice, Respond, and Engage
Substrand 2.0 Develop Skills
Substrand 3.0 Create, Invent, and Express

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

(pages 48-49) California Preschool Curriculum Framework, Volume 2

The visual and performing arts domain in the California Preschool Curriculum Framework, Volume 2 contains:

- Guiding principles
- Suggestions for environments and materials
- Vignettes
- Teachable moments
- Interactions and strategies
- Strategies for engaging families
- Research highlights
- Questions for reflection
Visual and Performing Arts

- Drawing
- Painting
- Sculpting
- Singing solo
- Singing in a group
- Playing an instrument
- Dancing
- Pretend play
- Chalk
- Paints
- Crayons or markers
- Play dough or clay
- Collage
- Glue or paste
- Costumes and props
- Performance or play
- Art show
- Art/music/dance lessons

Which words or phrases appeared frequently? Which ones were unusual?
Which words or phrases resonated with you? Why?
Was there an adult who particularly encouraged you in the visual arts?
Visual and Performing Arts

• What childhood memories of drawing or painting, singing, playing musical instruments, dancing, and engaging in pretend play or drama did these words evoke for you? What feelings were elicited?

• How might you use these memories and feelings when planning curriculum in the visual and performing arts for young children?

Visual and Performing Arts

• What are stands out for you from everyone’s word associations and the discussion?
• What surprised you?
• What are some key points or themes that emerged from these discussions?
• Why is it helpful to think about your own early experiences in the visual and performing arts as you plan curriculum in these disciplines?
• What is one thing you want to remember in your curriculum planning?
What part of this class 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?