



## 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.

Unit 2 – Visual and Performing Arts: Getting Ready <http://www.wested.org/facultyinitiative/> 2

## Visual and Performing Arts

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.

(pages 28-31) *California Preschool Learning Foundations, Volume 2*

## Visual and Performing Arts

- **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.

(pages 28-31) *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*

## Visual and Performing Arts

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

## Visual and Performing Arts

- 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?