



Visual and Performing Arts: Connecting English-language Development to the Visual and Performing Arts in the Early Care and Education Setting

Visual and Performing Arts Domain:
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Performing Arts | the Early Care and Education Setting

Focus Statement

Students review or become acquainted with the English-language development domain. They will then explore how they can support children who are English learners in their development in the visual and performing arts foundations.

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 learning experience. 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
- Observation and Assessment
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Class discussion
- Lecture
- Pairs or small group work
- Reflection—individual or large group

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 learning experiences.

- Child Development and Learning
- Culture, Diversity, and Equity
- Family and Community Engagement
- Dual-Language Development
- Observation, Screening, Assessment, and Documentation
- Special Needs and Inclusion
- Learning Environments and Curriculum



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Before You Start

This learning experience will work best if some or all students have some experience in an early care and education setting. They will be asked to generate some teaching strategies relating levels of English-language development to the visual and performing arts. They will also be asked to work with the English-language development domain, which is found in the *California Preschool Learning Foundations, Volume 1* (PLF, V 1). It will most likely require some previous experience in early care and education settings to be able to apply teaching strategies for the visual and performing arts to situations where children are at different levels of English-language development.

This learning experience flows through two stages. The first will take students back to Volume 1 of the *California Preschool Learning Foundations* to review the English-language development domain, and the second will bring that knowledge forward to apply it to the visual and performing arts.

A handout is provided with this learning experience. An electronic version of the handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.

You will need a copy of the *California Preschool Learning Foundations, Volume 1* to review the English-language development domain information.

Information Delivery

First, introduce or reacquaint students with the English-language development domain. Direct students to the English-language development domain in the *California Preschool Learning Foundations, Volume 1*. Assign the introduction to this domain, found on pages 103–111, as a reading assignment. For this learning experience, it will be important to focus on the levels in this domain. Be sure students understand the rationale for using levels, which is described on page 106 of the *California Preschool Learning Foundations, Volume 1*.

In class or online provide descriptions of the levels of the English-language development domain. The following statements are derived from the descriptions on pages 107–108 of the *California Preschool Learning Foundations, Volume 1*.

Beginning Level: Children are listening and actively processing



the features of the English language.



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Middle Level: Children will repeat phrases that are functionally effective, increase vocabulary, and begin to combine words.

Later Level: Children will have stronger comprehension, use English to learn, use appropriate English grammar, and engage in most classroom activities in English.

Next, let students know that they will be asked to use these levels in thinking about the visual and performing arts.

If they have already become familiar with the visual and performing arts, you can proceed to the active phase of this learning experience. If students need to learn about or review the visual and performing arts domain, you can use one of the experiences in this instructional guide that is designed for that purpose, such as “Piecing Together the Visual and Performing Arts Domain Content Puzzle.”

Emphasize that it is important to ensure that children who are English learners engage with the visual and performing arts, and it will require intentional focus and support to ensure this.

Active Learning



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Getting it started

Once students have been introduced or reacquainted with both domains, direct them to Handout 1 that accompanies this learning experience. Have students work in pairs or small groups, and ask them to think of teaching strategies that could be applied for each English-language development level for each strand. All the strands are on the same handout, but assign only one strand to each group. Give them ample time to work with the handout and their strand.

Depending on the level of detail you would like to work with, you could have them work directly with the visual and performing arts substrands and foundations as they are summarized on pages 103–107 of the *California Preschool Learning Foundations, Volume 2* (PLF, V2).



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If needed, there are some general teaching strategies that are suggested in the California Department of Education’s *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)*, Chapter 5 on pages 54–55. These include strategies such as using peers, using repetition, narrating, and labeling. These could be helpful to students as they try to think of strategies specifically related to the visual and performing arts.

Putting it together

Bring the class together and discuss what the students



developed as strategies. It will be important that students hear what has been developed for all the strands.

Online Options

Handout 1, following this learning experience, could be introduced and completed online for class discussion. The completed lists for all domains could be distributed online.

Reflection

Conclude this learning experience by having students reflect individually or as a group on these questions:



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- What stood out for you as you worked with the English-language development and visual and performing arts domains?
- What insights have you gained about your work for now or in the future?



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Handout 1

Engaging Dual-Language Learners in the Visual and Performing Arts in the Early Care and Education Setting

What are some intentional teaching strategies that can be used for children at each level in their development of English as they engage in the visual and performing arts?				
	Visual Art	Music	Drama	Dance
<u>Beginning Level</u> Children are listening and actively processing the features of the English language.				
<u>Middle Level</u> Children will repeat phrases that are functionally effective, increase vocabulary, and begin to combine words.				
<u>Later Level</u> Children will have stronger comprehension, use English to learn, use appropriate English grammar, and engage in most classroom activities in English.				