



## Visual and Performing Arts: Exploring the Content of the Visual and Performing Arts Domain Through Vocabulary

### Focus Statement

Students become familiar with the vocabulary and terminology of the visual and performing arts foundations by identifying and defining words and terms that have new or unfamiliar meanings in the context of the visual and performing arts.

### 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
- Health, Safety and Nutrition
- Practicum-Field Experience

### Instructional Methodologies

- Class discussion
- Note-taking outline or guide
- Reflection—individual or large group
- Role-playing
- Small group work

### 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
- Observation, Screening, Assessment, and Documentation
- Special Needs and Inclusion
- Health, Safety, and Nutrition
- Professionalism



# Visual and Performing Arts: Exploring the Content of the Visual and Performing Arts Domain Through Vocabulary

**Visual and Performing Arts Domain:**  
Exploring the Content of the Visual and Performing Arts Domain  
Through Vocabulary

## Before You Start

Preschool children typically demonstrate a lot of interest in and enthusiasm for engaging in visual art, music, drama, and dance activities. Many opportunities for children's participation in the visual and performing arts can be observed in a preschool classroom on a daily basis, and students can probably give many examples in each area of the arts.

While familiar with the four categories of the arts that make up the strands for the visual and performing arts domain, students may find the substrands a different way to think about the elements of each strand. Students may also find that some of the terms are unfamiliar or have different meanings when used in the context of the visual and performing arts. It is important for students to become familiar with the substrands and vocabulary so that they understand them and can recognize when a child is demonstrating the competencies described in a foundation.

You may want to prepare for this learning experience by creating chart paper or handouts for the students by writing a strand on the top of the sheet and then dividing the sheet into rows—one row for each substrand. Each row is then labeled with the name of the substrand and has spaces for words and definitions. A sample handout is provided with this learning experience. An electronic version of the handout will be available when this instructional guide is online at <http://www.wested.org/facultyinitiative>.

## Information Delivery



Slides 2-6

There are four strands in the visual and performing arts domain. These are summarized on page 4 of the *California Preschool Learning Foundations, Volume 2* (PLF, V2) and listed here for quick reference:

### Visual Art (Strand)

1.0 Notice, Respond, and Engage (Substrand)

2.0 Develop Skills in Visual Art (Substrand)

3.0 Create, Invent, and Express Through Visual Art (Substrand)

### Music (Strand)



- 1.0 Notice, Respond, and Engage (Substrand)
- 2.0 Develop Skills In Music (Substrand)
- 3.0 Create, Invent, and Express Through Music (Substrand)

#### Drama (Strand)

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

#### Dance (Strand)

- 1.0 Notice, Respond, and Engage (Substrand)
- 2.0 Develop Skills in Dance (Substrand)
- 3.0 Create, Invent, and Express Through Dance (Substrand)

The definitions for each of the substrands are on page 4 of the *California Preschool Learning Foundations, Volume 2*.

### Active Learning

#### Getting it started

Begin by asking the students to review and discuss the strands and substrands, with particular emphasis on the substrands. When discussing the substrands, it may be helpful to have students look at some of the examples in the foundations. Also ask students why they think the second substrand of the drama strand is a combination of the second and third substrands that are each a separate substrand in the other three strands.

#### Keeping it going

This learning experience is designed for students to do in small groups. Each group can do all the strands, or you can assign specific strands to each group.

Have the students review their assigned strand(s) and, using the handout, make a list of the vocabulary related to the strand. They can use terms found in the foundations, examples, and glossary (PLF, V2, pp. 5–21, 28–30).

Next have students review their lists and identify words that were new or unfamiliar to them in the context of the visual and performing arts. Encourage them to include words that may be unfamiliar or new to even just one or two of the group members. The focus is to generate a comprehensive list of new or unfamiliar vocabulary.

Then have students post their lists on chart paper or white



boards. If students are doing all the strands, have a different group list the words for one strand and then have the other groups add new words to the first list.

### Putting it together

Ask students to write definitions by the words on their lists. Depending on the number of words on the lists for each strand, you may do the definitions as a large group or in small groups. If you assigned strands to small groups, they could do the definitions for the words in their strand or a different strand. Encourage students to ask each other for clarification and help each other come up with succinct definitions. They can use the glossary on pages 28–30 of the *California Preschool Learning Foundations, Volume 2* for assistance as needed.

#### Online Options

Each group could post its completed vocabulary list online for other students to review prior to the class discussion.

### Taking it further

Point out to students that parents also may not be familiar with some of the terms and concepts in the visual and performing arts. Have students form pairs and role-play a scenario in which a teacher is describing to a parent what their child is doing in one of the visual and performing arts. You may choose to assign the art forms to each pair or let students choose their own. In either case, make sure all four arts disciplines or strands are covered.

In the role-playing, the students are to include some of the terms from the vocabulary lists and define the terms for the parent while sharing what the child is doing. After the groups have role-played their scenario for the rest of the class, have a discussion that includes the following questions:



Slides 7-8

- What stands out for you from these role-playing demonstrations?
- Which terms were easy to define? Which ones were more difficult?
- Why do you think it's important to share this terminology with parents?
- What are ways you might share this information with parents?

### Another approach/way

Students could generate vocabulary lists individually and then the whole class could compile a joint list. Begin by asking one



student to share a word and then discuss the definition as a whole class. Students can continue taking turns, sharing a new word that is not yet on the class list until all the students' words are on the list.

## Reflection



Slides 9-10

After the students have completed their lists, ask them to respond to the following questions:

- Which words were new or unfamiliar to you?
- Which words have definitions that are different from how you usually define or use them?
- Which terms describe behaviors that will be easy for you to observe in children? Which ones will be more difficult to observe?
- Why do you think it's important for teachers to understand these terms in the context of the visual and performing arts?
- How can you become more familiar with words that were new to you in your work with children?

### Online Options

The reflection questions could be done online; students could post their responses for their classmates or just for the instructor.



## Vocabulary of the Visual and Performing Arts Domain

### Strand: Visual Art (Page 1 of 4)

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**Handout 1** – Vocabulary of the Visual and Performing Arts Domain

Substrand	Vocabulary term	Definition
<b>1.0</b> Notice, Respond, and Engage		
<b>2.0</b> Develop Skills in Visual Art		
<b>3.0</b> Create, Invent, and Express Through Visual Art		



**Strand: Music**  
(Page 2 of 4)

<b>Substrand</b>	<b>Vocabulary term</b>	<b>Definition</b>
<p><b>1.0</b> Notice, Respond, and Engage</p>		
<p><b>2.0</b> Develop Skills in Music</p>		
<p><b>3.0</b> Create, Invent, and Express Through Music</p>		





**Strand: Drama**  
(Page 3 of 4)

<b>Substrand</b>	<b>Vocabulary term</b>	<b>Definition</b>
<p><b>1.0</b> Notice, Respond, and Engage</p>		
<p><b>2.0</b> Develop Skills to Create, Invent, and Express Through Drama</p>		



**Strand: Dance**  
(Page 4 of 4)

<b>Substrand</b>	<b>Vocabulary term</b>	<b>Definition</b>
<p><b>1.0</b> Notice, Respond, and Engage</p>		
<p><b>2.0</b> Develop Skills in Dance</p>		
<p><b>3.0</b> Create, Invent, and Express Through Dance</p>		