



# Visual and Performing Arts: Identifying Family and Cultural Components in the Visual and Performing Arts

Visual and Performing Arts Domain:  
Identifying Family and Cultural Components in the Visual and  
Performing Arts

## Focus Statement

Students familiarize themselves with examples of the arts in different cultures and how children are introduced to and involved in their practice.

## 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
- Child, Family and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Health, Safety and Nutrition
- Teaching in a Diverse Society
- Practicum-Field Experience

## Instructional Methodologies

- Class discussion
- Guest speaker
- Presentation
- 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
- Culture, Diversity, and Equity
- Family and Community Engagement
- Observation, Screening, Assessment, and Documentation
- Health, Safety, and Nutrition
- Professionalism



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## Before You Start

It is important for students to think about the ways that different cultural beliefs and practices influence children's exposure to and experiences in the visual and performing arts. Because of the immense cultural and linguistic diversity in California, students need to be aware of and sensitive to these differences in their work with young children and interactions with their families. Understanding this diversity will provide students with a stronger framework for considering how young children acquire the knowledge and skills described in the visual and performing arts foundations.

As preparation for this learning experience, you may wish to have an example of an art form you learned about as a child and that is still meaningful to you to share with the students. Telling your story about this art object or practice will help set the context for the long term impact that the arts have on young children's development.

## Information Delivery

Students will be asked to review the introductory sections of the chapter on the visual and performing arts domain in the *California Preschool Learning Foundations, Volume 2* (pp. 1–4).

## Active Learning



Slides 2-3

### Getting it started

Begin this learning experience by asking students to discuss the content on pages 1–4 of the *California Preschool Learning Foundations, Volume 2*. Be sure that students note the relationship of children's engagement in the arts with their learning and development.

Have students form small groups and assign one of the four visual and performing arts strands to each group. Depending on the size of your class and the groupings, some groups may have the same strand.

Each group is then to identify examples of that particular art form in diverse cultures. Students can develop their lists through various means—personal experience, interviews with community members, Internet searches, and literature reviews.



### Keeping it going

Each group then chooses one of the examples from their list to learn more about. Have the students address the following questions in their research:



Slide 4

- What is the context of the art form (for example, social, aesthetic, moral, religious, or functional)?
- What is the history of the art form?
- How, when, and where is the art form practiced today?
- How is the art form passed on within a community and from one generation to the next?
- How are young children involved?

### Putting it together

Each group prepares a class presentation to share what they have learned. The presentation can take any form they like—encourage creativity (for example, video clips, slides, photos, demonstration, objects/examples, and so forth).

#### Online Options

Instead of doing class presentations, students could prepare short reports and post them online.

### Taking it further

If any students have identified art forms that are particularly prevalent in your local community, ask the students to invite practitioners of that art form to speak to the class. Ask the speakers to address the questions in the “Keeping it going” section with an emphasis on families and young children.

### Reflection

After all the groups have presented, conclude with a class discussion:



Slides 5-6

- Which specific art form really caught your attention?
- Where did you see some similarities among the presentations? What were some of the unique aspects?
- What were some themes that emerged from the presentations about how young children were involved with diverse art forms?
- How will these themes help you better understand how children acquire the knowledge and skills described in the visual and performing arts foundations?