



Visual and Performing Arts:

Exploring the Influence of Community and Family on Children's Participation in the Visual and Performing Arts

Visual and Performing Arts Domain:
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Focus Statement

Students have an opportunity to learn from artists, performers, community members, and family members regarding their interest and engagement in the visual and performing arts and how these interests were fostered during childhood.

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
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Book report
- Class discussion
- Interviews of community members
- Panel/guest speaker
- Reflection paper
- Reflective discussion—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
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Leadership in Early Childhood Education
- Professionalism



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Before You Start

In this learning experience, students hear from artists, performers, community members, and family members how they became interested and engaged in one of the visual and performing arts. In particular, the speakers will be asked to share their early experiences and which family or community members encouraged their interest and participation.

Invite a guest speaker or panel of speakers to present to your class. Suggestions for presenters include artists, singers, musicians, dancers, actors, photographers, teachers of the visual and performing arts, and museum staff. Local children's museums, theater, and concert programs may be good resources for identifying people to invite.

Information Delivery



Slide 2

Have students familiarize themselves with the four strands, substrands, and foundations of the visual and performing arts of the *California Preschool Learning Foundations, Volume 2* (pp. 5–21). Some of the foundations and the examples may help them think of interview questions for the speaker(s).

Active Learning



Slides 3-4

Getting it started

Explain to students that a guest speaker or panelists engaged in one or more of the visual and performing arts have been invited to share their stories about how they became involved in a particular art form. Ask the class to develop some interview questions that might include some of the following examples:

- What art form do they do and how long have they been doing it?
- What is their first memory of their particular art form?
- How did their interest develop?
- What were some of their experiences with this art form as children?



- Who was involved in these experiences? How? What role did they play?
- What made them decide to develop these early experiences into either a career or lifelong interest?
- What recommendations do they have for exposing young children to the visual and performing arts and encouraging their interest?

Keeping it going

Ask the panel or guest speaker to present to the class. If possible, it might be a nice introduction to have the presenter(s) show brief video clips of a performance or samples of their work.

Provide time for the students to ask questions of the speakers. The questions could be spontaneous ones or interview questions that were not addressed by the speakers.

Putting it together

After the speakers have left, ask students to respond to a set of reflection questions about the presentation:

- What information from the presenter(s) caught your attention or stood out for you?
- What was particularly intriguing?
- What new or different perspectives do you have? How has this presentation been helpful as you think about how children acquire the knowledge and skills described in the visual and performing arts foundations?



Slide 5

Taking it further

Students can also interview family or community members about traditions related to the visual and performing arts. They can be asked about current traditions and practices and those that they remember from their own childhoods. You may ask the students to develop the interview questions individually or as a class.

Then have a class discussion about the students' interviews.



Slides 6-7

- What information from any of the interviews stood out for you?
- What was particularly intriguing? What surprised you?
- What new or different perspectives do you now have about the role of families and communities in young children's interest and engagement in the visual and performing arts?



- What messages did you take away from your interview that you can use when thinking about how young children acquire the knowledge and skills described in the visual and performing arts?

Online Options

Ask students write up and post their interviews online. After students have read all the interviews, conduct an online class discussion using the questions in the “Taking it further” section.

Another approach/way

Instead of having a panel presentation or guest speaker for your class, have students interview one of the people suggested in the “Before You Start” section. You could ask students to develop the interview questions as a class or let them use their own. You may choose to have students write up the interviews and also respond to the questions in the “Putting it together” section or have students do presentations in class.

Reflection



Slide 8

Based on the presentations and/or interview and the class discussions, ask students to each write three statements that describe the impact and influence of families and communities on young children’s acquisition of the knowledge and skills described in the visual and performing arts foundations.

Deeper Understanding



Slide 9

Ask students to read a biography of someone involved in the visual or performing arts whom they admire. The students are then to write a short book report that describes the different influences on the person’s career, especially childhood community and family influences.