

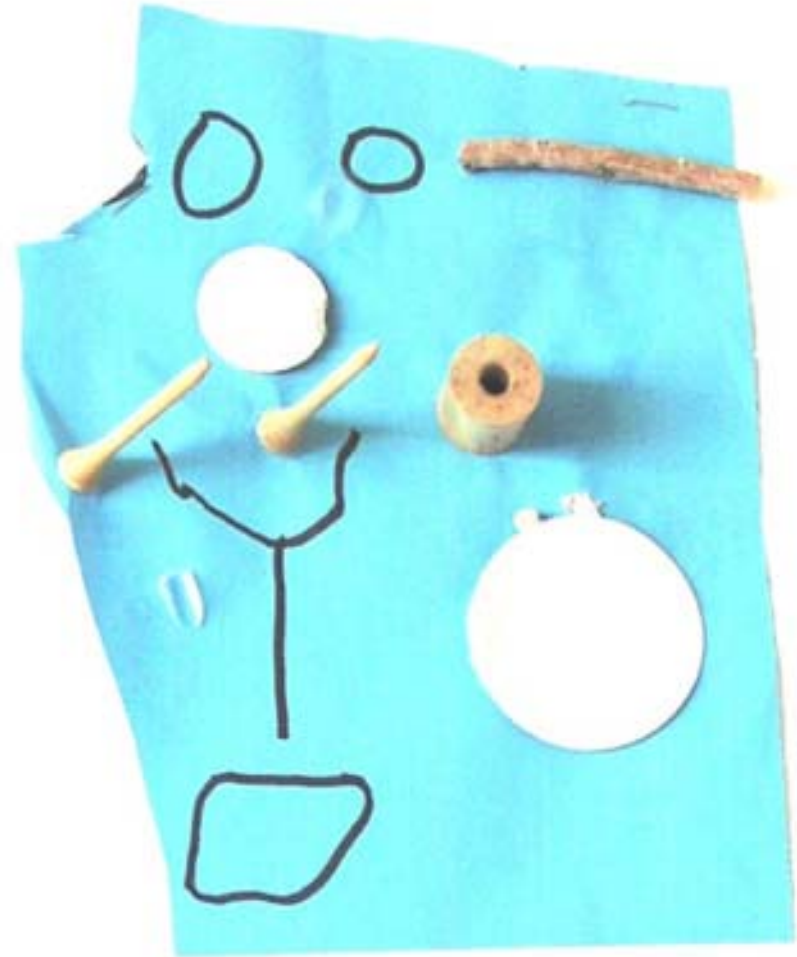
# The Arts

## Teachers Perspective:

JOEY studied the *Face* book and selected a page he wanted to draw. Notice how many details JOEY chose to include from the picture in the book and how precisely he drew his lines. The wooden golf tees, white disks, stick, and wooden spool were delightful and a creative elaboration on the facial theme.

Reference materials and books are important resources for children to use as they develop their theories about how natural creatures and man-made things appear, function, and communicate. The children realize that using pictures as reference points is not about duplicating but instead about having information and the ideas and perspectives of others to support their learning.

This artwork was created by Jose Garcia, age 4. Joey's classroom teachers were Myriam Bonillas, Ann Sanchez, Leticia Tolano, and Gabriela Vizcarra. His studio teacher was Pauline Baker. This program is funded by Early Childhood Block Grant and the Tucson Unified School District.



# THE ARTS

## **Rationale Statement:**

Creativity is essential for life. The arts mobilize the imagination and creative spirit as children seek meaning and reason about their world. The arts invite children to discover more about who they are and to develop a powerful repertoire of ways to express and represent their ideas, theories, and emotions. As they begin to appreciate the aesthetic dimension of their daily lives, they are inspired to create beauty and joy for themselves and others.

# CORRELATION TO K-12 THE ARTS

The Arizona Early Childhood Standards (ECE) are intended to provide a solid, coherent foundation of knowledge and skills to prepare children for kindergarten and the primary grades. As such, the skills and knowledge in the ECE standards were designed to correlate with the new grade specific drafts of Reading and Mathematics standards and the remaining Arizona Academic Readiness and Foundation Standards. The K-12 standard and related Performance Objective(s) that correlates can be found next to each ECE indicator in the following pages.

Samples:

*Citation of Original Version of K-12 Standards:*

*R D 2-1 PO3 = R (Readiness Level) D (Dance Standards) 2-1 (Strand-Concept) PO3  
F MU 1-1 PO 2 = F (Foundations Level) MU (Music) 1-1 (Strand-Concept) PO2*

Key to AZ K-12 Standards Correlated to Science ECE Standards:

*D (Dance)  
MU (Music)  
T (Theater)  
VA (Visual Arts)*

### Context Statement for Standard for Arts as Inquiry and Creative Expression

Young children are creative, eager, and passionate learners. Daily opportunities for creative and aesthetic expression in the visual arts, music and movement, and the dramatic arts respect children’s potential to represent and communicate their theories about the world and their place in it. The learning environment needs to be aesthetically pleasing, provide a climate for risk-taking, and allow time for children to settle into their own rhythms. This environment transforms learning into a rich cognitive adventure.

## STANDARD 1. ARTS AS INQUIRY AND CREATIVE EXPRESSION

**Children use a process of inquiry as they observe, organize, and interpret their experiences through creative expression.**

**The child uses a wide variety of materials, tools, and techniques to explore and to make sense of the surrounding world and to express a personal understanding of it.**

Developmental Continuum			Examples That You May Observe	
P H A S E  3	P H A S E  2	P H A S E  1	Phase 1	
			a. Exhibits curiosity and wonder as the child develops a sense of aesthetics about the surrounding world. <i>(R VA 1-1 PO1, PO2, PO3)</i>	Child looks with fascination at the rainbow.
			b. Explores a <b>variety of materials</b> to create original work that represents what the child knows and feels. <i>(R VA 1-1 PO1; R VA 1-2 PO1, PO2)</i>	Child explores a variety of materials such as unit blocks, paper, wood, paint, clay, wire, and recycled materials.
			c. Explores a <b>variety of tools</b> to create original work that represents what the child knows and feels. <i>(R VA 1-1 PO3; R VA 1-2 PO1, PO2)</i>	Child explores a variety of tools such as markers, pencils, rollers, weaving needles, scissors, brushes, oil pastels, and crayons.
			d. Explores a <b>variety of techniques</b> to create original work that represents what the child knows and feels. <i>(R VA 1-1 PO2; R VA 1-2 PO1, PO2)</i>	Child explores a variety of techniques such as drawing, coloring, modeling, weaving, printing, gluing, cutting, bending, folding, sewing, tearing, stapling, and taping.
			e. Imitates responsible procedures in the care and use of art materials. <i>(R VA 1-5 PO3, PO4)</i>	After watching the teacher, child puts the lids back on the markers so that they won’t dry out.

Developmental Continuum		Examples That You May Observe
P H A S E  2	<p>Phase 2</p> <p>f. Uses a variety of elements (such as lines, forms, shapes, colors, texture, rhythm, contrast, balance, proportion, and emphasis) to create designs, images, and representations that are meaningful to the child. <i>(R VA 3-1 PO1, PO2, PO3; R VA 3-2 PO1, PO2)</i></p> <p>g. Creates representations that contain increasing detail.</p> <p>h. Shares or talks about personal artwork. <i>(R VA 1-4 PO1, PO2; R VA 3-3 PO2, PO3)</i></p> <p>i. Initiates responsible procedures in the care and use of art materials. <i>(R VA 1-5 PO3, PO4)</i></p>	<p>Child uses shapes, color, texture, and contrast to make a paper dress for her dancer doll. in a way that pleases her</p> <p>Child selects a variety of materials to make a collage for a book cover.</p> <p>Child creates a mask, shares how the mask was made, and talks about the significance of the details on the mask.</p> <p>Child remembers to wash the paintbrushes after using them.</p>
	<p>Phase 3</p> <p>j. Over time, adds details and new elements to a continuing project or experience.</p> <p>k. Makes creative and aesthetic choices when engaging in art activities. <i>(R VA 1-2 PO2; R VA 1-3 PO1-PO6)</i></p> <p>l. Requests specific materials and tools to carry out creative media activities. <i>(R VA 1-5 PO1, PO2)</i></p> <p>m. Respects the creative expressions of self and others. <i>(R VA 1-6 PO1)</i></p>	<p>Child paints a picture of flowers in the garden. The next day, when noticing that several blossoms have opened, child adds new elements to the painting.</p> <p>Child takes time to choose a particular piece of paper because of its luminosity texture, size, and luminosity to make a representation of <i>The Rainbow Fish</i>.</p> <p>Child asks for foil to make a paper airplane.</p> <p>When observing another child’s clay figure at the art table, child says, “How did you make the clay do that?”</p>
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Developmental Continuum		Examples That You May Observe
<b>P</b> <b>H</b> <b>A</b> <b>S</b> <b>E</b> <b>3</b>	Phase 3 cont. n. Comments about the qualities and beauty in works of art and describes the details observed. <i>(R VA 1-4 PO1, PO2)</i>	Child looks at art prints on the wall and talks about the shapes, colors, and textures in the prints.
	o. Participates in creative media activities that are part of the child's community and culture. <i>(R VA 2-1 PO2; R VA 2-2 PO1, PO4)</i>	Child creates a poster for an upcoming community celebration.
	p. Demonstrates understanding of the visual relationships in artwork such as lines, forms, shapes, colors, texture, rhythm, contrast, balance, proportion, and emphasis. <i>(R VA 3-1 PO1, PO2, PO3; R VA 3-2 PO1, PO2)</i>	Child makes a butterfly with a symmetrical pattern on its wings.  Child creates a self-portrait using colored straws, fabric, paint, pre-cut shapes, colored paper, etc.
	q. Guides others in the responsible care and use of art materials. <i>(R VA 1-5 PO3, PO4)</i>	Child reminds a new student to wash the paintbrushes after using them.

## Benchmark 1.2. Music and Creative Movement

The child uses a wide variety of musical elements, tools, and techniques to explore and to make sense of the surrounding world and to express a personal understanding of it.

Developmental Continuum			Examples That You May Observe	
<b>P</b> <b>H</b> <b>A</b> <b>S</b> <b>E</b>  <b>3</b>	<b>P</b> <b>H</b> <b>A</b> <b>S</b> <b>E</b>  <b>2</b>	<b>P</b> <b>H</b> <b>A</b> <b>S</b> <b>E</b>  <b>1</b>	Phase 1 a. Exhibits interest in a variety of musical expressions and movement experiences. <i>(RMU 1-7 PO1)</i>	Child moves with or observes a group of children who are dancing to Argentine music.
			b. Explores musical elements through a variety of classroom instruments, vocalizations, and movements. <i>(R MU 1-1 PO1, PO2, PO3; R MU 1-6 PO1, PO2, PO3; R D 1-1; R D 1-4)</i>	During free time, the child has fun creating sounds with bongo, hand, and steel drums.
			c. Demonstrates an awareness of the musical elements represented through sounds in the environment such as pitch, intensity, volume, beat, rhythm, tempo, duration, and melody. <i>(R MU 1-3; R MU 3-3)</i>	Child imitates the pulsating rhythm of the police siren while dramatizing a police chase.
			d. Demonstrates an awareness of the musical elements as represented through movements in the environment. <i>(R MU 1-5)</i>	During a trip to a local aviary, child imitates the rhythmic movement of the bird's wings.
			e. Imitates sound effects that accompany a story or musical piece. <i>(R MU 1-4)</i>	Child makes the sound of <i>The Billy Goats Gruff</i> going over the bridge with his hands (e.g., trip, trap, trip trap).
			f. Imitates positions or actions of other beings and objects found in the environment . <i>(R D 1-3 PO1, PO2)</i>	Child slithers through the sand imitating the movements of a snake.
			g. Listens to and recognizes familiar rhymes, songs, and chants. <i>(R MU 1-1)</i>	Child selects a favorite CD to listen to while “reading” a book.

Developmental Continuum		Examples That You May Observe	
<b>P</b> <b>H</b> <b>A</b> <b>S</b> <b>E</b> <b>3</b>	<b>P</b> <b>H</b> <b>A</b> <b>S</b> <b>E</b> <b>2</b>	<p>Phase 2</p> <p>h. Recognizes similarities and differences in sounds of several common instruments (e.g., drum, guitar, tambourine, and triangle). <i>(R MU 1-6 PO1, PO2, PO3; R MU 2-2 PO2)</i></p>	<p>Child comments on the differences in the sounds of cow bells, jingle bells, school bells, and finger bells.</p>
		<p>i. Responds rhythmically to music and sounds. <i>(R MU 1-2 PO1, PO2, PO3)</i></p>	<p>Child taps foot while listening to Reggae music.</p>
		<p>j. Sings and moves to a variety of familiar songs, rhymes, and chants. <i>(R MU 1-1; R MU 1-2 PO1; R D 1-1)</i></p>	<p>Child sings and does motions to the “Wheels on the Bus.”</p>
		<p>k. Experiments with pitch, intensity, volume, beat, rhythm, tempo, duration, and melody to create musical expressions. <i>(R MU 1-1 PO2; R MU 1-3 PO1, PO2, PO3; R MU 2-2 PO2; R MU 3-3)</i></p>	<p>Child changes tempo of movements (slow/fast, long/short, stop/go) while passing bean bags.</p>
		<p>l. Experiments with different types of music. <i>(R MU 1-5; R MU 3-1)</i></p>	<p>Child listens to various types of music and selects one that best fits the puppet show. (Types of music include: instrumental, environmental, classical, folk, country, rock, jazz, new age, hip hop, dance music, cultural, lullabies, and marches.)</p>
		<p>m. Responds respectfully to the performances of others. <i>(R MU 1-7; R MU 2-4)</i></p>	<p>Child listens attentively while someone is performing a finger play.</p>

Developmental Continuum		Examples That You May Observe
<b>P</b> <b>H</b> <b>A</b> <b>S</b> <b>E</b>  <b>3</b>	<b>Phase 3</b> n. Uses creative movement and dance to interpret the mood of various types of music and stories. <i>(R MU 2-2 PO1, PO2)</i>	Child swirls scarves while singing “Each of Us is a Flower.”
	o. Modifies, extends, and elaborates songs or musical patterns. <i>(R MU 1-4; R MU 1-5)</i>	Child changes words “Bringing Home a Baby Bumblebee” to create own music.
	p. Uses knowledge of the differences in sounds and patterns to create musical compositions. <i>(R MU 1-5)</i>	Child plays triangles, finger symbols, castanets, and claves varying in pitch, intensity, volume, tempo, or duration to create a musical work.
	q. Participates in music and movement activities that are part of the child’s community and culture. <i>(R MU 2-1; R D 2-2 PO1, PO2; R D 3-2 PO1, PO2, PO3)</i>	Child participates in cultural dancing such as hoop dancing, folkloric, step dancing, and hula.
	r. Expresses different moods and feelings through music and movement. <i>(R D 3-3 PO1, PO2)</i>	Child enjoys making various facial expressions, body postures, pantomimes, creative movements, and vocalizations while singing “If You’re Happy and You Know It.”

### Benchmark 1.3. Dramatic Play

The child uses dramatic play to explore and to make sense of the surrounding world and to express an understanding of it.

Developmental Continuum			Examples That You May Observe	
P H A S E  3	P H A S E  2	<b>P H A S E  1</b>	Phase 1 a. Explores and uses a <b>variety of roles</b> to represent what the child knows, feels, and imagines. <i>(R T1-1; RT1-2; RT1-3)</i> b. Explores and uses a <b>variety of props and materials</b> to represent what the child knows, feels, and imagines. <i>(R T1-4 PO2)</i>	Child plays the role of the dad in the dress-up area.  Child uses dress-up clothes, books, x-rays, bandages, crutches, wheelchairs, writing pads, dolls, stethoscopes, etc., to dramatize familiar roles in a hospital.
		Phase 2 c. Demonstrates understanding of the behaviors important to specific roles. <i>(R T1-3 PO2, PO3, PO4)</i> d. Demonstrates understanding of sequences of events through dramatic play. <i>(R T1-1 PO1)</i> e. Dramatizes familiar stories and poems. <i>(R T1-1; RT1-2; RT1-3)</i> f. Assumes a variety of roles within a dramatic play situation. <i>(R T1-1; RT1-2; RT1-3)</i> g. Pretends an object exists without using a prop. <i>(R T1-2; RT1-4)</i>	Child plays firefighter and pretends to put out a fire with a hose.  Child pretends to cook dinner, serve it, wash dishes, and go to bed.  Child improvises a dramatization of the <i>Three Little Pigs</i> .  Child creates a conversation between two puppets about the new baby at home.  Child pretends to order a veggie pizza and reaches into pocket for imaginary money to pay for the meal.	

Developmental Continuum		Examples That You May Observe
<b>P</b> <b>H</b> <b>A</b> <b>S</b> <b>E</b> <b>3</b>	<p>Phase 3</p> <p>h. Creates own props to represent objects. <i>(R T 1-2; R T 1-4)</i></p>	<p>Child takes a tube from the recycle bin. Child adds paper and leather for the head and string for the tail to make a horse to ride in the class play about the rodeo.</p>
	<p>i. Takes time to add details and new elements to dramatic play situations. <i>(R T 1-3 PO1)</i></p>	<p>Child pretends to be a helicopter during a rescue mission and then returns to home base with a broken propeller and a low fuel tank. After repairs and refueling, the child, still pretending to be a helicopter, returns to the scene of the rescue.</p>
	<p>j. Negotiates roles, relationships, and actions during dramatic play. <i>(R T 1-5 PO1, PO2)</i></p>	<p>Child works with others to decide the roles of cast and crew for their movie about dinosaurs.</p>
	<p>k. Respects the ideas and suggestions of other children during dramatic play. <i>(R T 1-5 PO1; R T 3-4)</i></p>	<p>When playing in the housekeeping corner, the child's friend comes over and says, "I want to play the dog." The cChild agrees.</p>
	<p>l. Draws on imagination to plan, design, and implement dramatic play scenario. <i>(R T 1-4)</i></p>	<p>Child takes dolls from the housekeeping center to the block center for immunizations. (Child has set up a doctor's office in the block center.)</p>
	<p>m. Develops a repertoire of roles, actions, and behaviors that reflect diversity in the communities and cultures of the world. <i>(R T 1-4; R T 2-1)</i></p>	<p>Child dramatizes fixing her car.</p> <p>Child dramatizes a wedding and a birthday.</p>
	<p>n. Participates in dramatic play situations that reflect the routines, rituals, and celebrations of community and culture. <i>(R T 2-1)</i></p>	<p>Child prepares a pretend meal using a tortilla press, wok, and quiche pan.</p>