

PARENTS' GUIDE TO ARTS LEARNING IN CALIFORNIA SCHOOLS GRADES PK/TK-K-1-2

Dance • Media Arts • Music • Theatre • Visual Arts

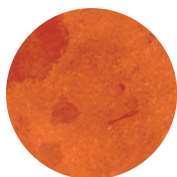
Snapshot of Arts Learning in Grades Pre-Kindergarten/ Transitional Kindergarten

Students in pre-kindergarten are full of energy and curiosity that can easily be directed toward learning in the arts. They improvise dance that starts and stops on cue. They explore media artworks and discuss their discoveries and experiences. The teacher guides them to listen carefully and they experience a variety of music. They begin to identify similarities between experiences characters have in a story and their personal experiences. After self-directed or collaborative exploration with a variety of art materials, they use these materials as they engage in art making. While they explore dance, media arts, music, theatre, and visual arts, they share and talk about their own experiences in each art form and identify their personal favorites.

Snapshot of Arts Learning in Kindergarten

Students in kindergarten are exploring their world through their senses and improving their perceptual skills by learning about, creating, performing, presenting, producing, responding and connecting to dance, media arts, theatre, and visual arts. They act out the stories they hear and pictures they see as they perform in collaborative groups. They sing songs and tap out rhythms. Students turn everyday movements such as walking and jumping into a dance. They draw a picture of their friends and family. Students learn to use glue and scissors while exploring the use of line, color, shape, texture, value and space in their artwork. They see, listen and respond to each of the arts from various cultures and time periods. For kindergarten students, the arts are among their first exciting adventures in learning. They are beginning to develop the vocabulary and the skills that are unique to the arts yet can be applied to learning in other areas of the curriculum.

Students turn
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Snapshot of Arts Learning in First Grade

In first grade, students begin to develop the focus needed to succeed in creating, performing, presenting, producing, responding, and connecting artistic ideas and work. They also learn to work with others both in creating artworks and in sharing the space and the materials needed. They listen when others speak and watch others perform as they participate by being an audience member. By connecting the arts with other content areas, students build their vocabulary and pre-reading skills, such as defining the plot, and predicting, summarizing and recognizing the sequence of events in a story. They perform brief dance sequences with a beginning, middle and end. Through folk and traditional dances, students learn more about why, when and where people dance and how dances are similar or different. They identify how a variety of media artworks create different visual and emotional experiences. Singing and playing classroom instruments improves students' listening skills, technique and understanding of musical forms. Acting through facial expressions, gestures and movements helps students develop characters as they improvise scenes. In visual arts, students work both in flat, two-dimensional formats and create three-dimensional work of art as they learn about the use of color, lines and shapes in their artwork.

Snapshot of Arts Learning in Second Grade

Second grade students are expanding their knowledge and skills in the arts and are excited when they discover they can connect their previous learning in the arts to problem solving in something new. In a dance sequence, students move slowly then quickly and reach high then low while communicating an idea or mood. They practice combining varied content into a unified media artwork, such as a narrated science animation. A new world of music opens up to them as they listen to different musical expressions from various cultures and time periods and learn verbal syllables for the musical scale such as sol and fa. This is the beginning of learning to read, write and perform basic patterns of pitch, which opens the door to playing, singing and composing music. Cooperation and communication skills are developed as students create and perform theatrical group improvisations. Intriguing new visual art-making processes are introduced to students as they engage in printmaking or collage. Now students are beginning to evaluate their own work as they analyze what they intended to express in the arts and how well they succeeded.

Cooperation and communication skills are developed as students create and perform in the arts.

Dance • Media Arts • Music • Theatre • Visual Arts

The key examples of arts learning that follow are based on the California Arts Standards. The purposes of the Arts Standards are to promote students' lifelong appreciation and understanding of the arts in ways that are enjoyable, fulfilling, and transferable to personal, academic, and professional pursuits. Learning outcomes for all students are identified in the Standards and they guide teachers to provide a unified quality arts education so that these outcomes are achieved. The Standards build from grade to grade and embody grade- and age-appropriate key concepts, processes, and traditions of study in each of the five artistic disciplines. They are process-oriented, grade-appropriate indicators of what students need to know and be able to do and communicate high achievable aims. Media Arts are now included in the Standards as a distinct, stand-alone arts discipline along with Dance, Music, Theatre, and the Visual Arts. Media Arts includes photography, imaging, sound, animation, video, web design, graphic design, virtual design, interactive design, as well as their combinations and emerging forms such as multimedia and virtual design.

Dance Education Grades PK/TK–K–1–2

Examples of Dance Learning in Pre-Kindergarten

- Responding in movement to a variety of sensory stimuli, for example, music, sound, visual.
- Moving in general space and starting and stopping on cue while maintaining personal space.
- Identifying a movement in a dance by repeating it.
- Recognizing an emotion expressed in dance movement that is watched or performed.

Examples of Dance Learning in Kindergarten

- Improvising a dance that has a beginning, middle, and end.
- Moving in straight, curved, and zigzagged pathways individually and with others.
- Expressing an idea, feeling, or image, through improvised movement moving alone or with a partner.
- Dancing for and with others in a designated space.



Examples of Dance Learning in First Grade

- Exploring a variety of locomotor movements (progressing through space from one spot to another) like skipping.
- Exploring movement inspired by a variety of stimuli such as music, sound, images, or text, and identifying the source.
- Choosing movements that express an idea or emotion, or follow a musical phrase.
- Watching and/or performing a dance from a different culture and discussing or demonstrating the types of movement danced.

Examples of Dance Learning in Second Grade

- Creating and performing short movement sequences using varied tempos (slow to fast) and rhythmic patterns (timed movements through space).
- Creating, memorizing and performing original expressive movements alone and with peers by using stories, poems, or nursery rhymes to inspire dance ideas.
- Naming and performing rhythms from different cultures such as those made through clapping, stamping or using whole body movement.
- Using basic dance vocabulary to describe a dance observed or performed by peers and describing how the dance communicated an idea or mood to the viewer.



Media Arts Education Grades PK/TK-K-1-2

Examples of Media Arts Learning in Pre-Kindergarten

- Sharing ideas for media artworks through guided exploration of tools, methods, and imagining.
- With guidance, combining different forms and content, such as image and sound, to form media artworks.
- With guidance, examining and sharing appealing qualities in media artworks.
- Using personal experiences in making media artworks.

Examples of Media Arts Learning in Kindergarten

- Exploring and playing with digital art making.
- Combining art forms and media content, such as dance and video, to form media artworks.
- Talking with other students to develop ideas for media productions.
- Making changes to the content, form or presentation of media artwork and sharing the results.

Examples of Media Arts Learning in First Grade

- Recognizing and sharing messages in media artworks.
- Using personal experiences and interests in making media artworks.
- Creating digital or physical representations or sketches of an idea for a work of media art.
- Discussing and describing media artworks in everyday life such as in popular media.

Examples of Media Arts Learning in Second Grade

- Using personal experiences, interests and models in creating media artworks.
- Combining traditional art making and technology skills.
- Discussing their experiences of media artworks.
- Identifying and describing the messages in media artworks.

Exploring multiple ideas for media artworks through brainstorming and improvising.



GRADES
PK/TK-K-1-2



Music Education Grades PK/TK-K-1-2

In elementary school, students participate in Music instruction and may also receive instruction in Harmonizing Instruments and Ensembles. A description of learning in each of these areas follows the General Music examples of learning.

Examples of Music Learning in Pre-Kindergarten

- With guidance, exploring and experiencing a variety of music.
- With guidance, exploring and demonstrating awareness of musical contrasts such as high/low, loud/soft, fast/slow.
- With guidance, stating personal interests and demonstrating why they prefer some music selections over others.
- With guidance exploring how personal interests connect to creating, performing, and responding to music.

Examples of Music Learning in Kindergarten

- Demonstrating a final version of personal musical ideas to peers.
- Stating personal interest in varied musical selections.
- Sharing ideas about the connections between music and culture.
- Demonstrating how beat or melodic direction is used in music.

Examples of Music Learning in First Grade

- Discussing personal reasons for selecting musical ideas that represent expressive intent.
- Using notation and/or recording technology to document and organize personal musical ideas.
- Discussing how personal interests connect to creating, performing, and responding to music.
- Demonstrating how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

Examples of Music Learning in Second Grade

- Demonstrating and explaining personal reasons for selecting patterns and ideas for music that represent expressive intent.
- Explaining personal interest in, knowledge about, and purpose of varied musical selections.
- Describing how specific music concepts are used to support a specific purpose in music.
- Identifying how musical elements such as pitch, tempo, form and dynamics, communicate ideas or moods.

Presenting a final version of personal musical ideas to peers.

Harmonizing Instruments

Students create and make music with harmonizing instruments, such as ukulele, guitar, and piano. They work either individually or collaboratively with their peers to listen, create, share, and engage in music. While connecting with their musical interests and ideas, students experience music making, arrangement, composition, and performance, while also personally responding and connecting to various current and past genres and styles. Students engage in informal music learning as they explore their instrument to make sounds, sing as they play, improvise, compose, listen to, and learn or perform a piece they have heard.

Ensemble

An ensemble is a group who perform instrumental or vocal music together. Ensemble instruction requires students to generate musical ideas and provides the foundation for music creation, while inviting students to explore sound and its many elements within a diverse ensemble. Students playing within ensembles work collaboratively with their peers to listen, share, and engage in music. While sharing their musical interests, connections, and ideas, students experience music making by arranging, composing, and performing with various instruments and timbres. They play and perform in different genres and in a variety of styles, as well as improvise and create original rhythmic, melodic, and harmonic ideas, which are connected to various current and past genres and styles.

Theatre Education Grades PK/TK-K-1-2

Examples of Theatre Learning in Pre-Kindergarten

- Transitioning between imagination and reality in dramatic play or a guided drama experience with prompting and support.
- Identifying characters in dramatic play or a guided drama experience with prompting and support.
- Engaging in dramatic play or a guided drama experience and sharing with others with prompting and support.
- Identifying similarities between a story and personal experience in dramatic play or a guided drama experience with prompting and support.

Examples of Theatre Learning in Kindergarten

- Interacting with peers and contributing to dramatic play or a guided drama experience.
- Understanding that voice and sound are fundamental to dramatic play.
- Proposing potential new details to a plot or story in a guided drama experience.
- Naming and describing settings in a guided drama experience.

Examples of Theatre Learning in First Grade

- Identifying causes of the actions of a character in a guided drama experience.
- Using movement and gestures to communicate emotions in a guided drama experience.
- Proposing potential choices characters could make in a guided drama experience.
- Collaborating with peers to conceptualize costumes and props in a guided drama experience.

Examples of Theatre Learning in Second Grade

- Proposing potential new details to plot and story in a guided drama experience.
- Identifying ways in which voice and sounds may be used to create or retell a story in a guided drama experience.
- Collaborating with peers to devise meaningful dialogue in a guided drama experience.
- Collaborating with peers on creating a short scene based on a non-fiction literary source.

Visual Arts Education Grades PK/TK-K-1-2



Examples of Visual Arts Learning in Pre-Kindergarten

- Engaging in self-directed or collaborative exploration with a variety of art materials.
- Creating and telling about art that communicates a story about a familiar place or object.
- Interpreting art by identifying and describing subject matter.
- Selecting a preferred artwork and sharing with others.

Examples of Visual Arts Learning in Kindergarten

- Experimenting to build skills in various media and approaches to art making.
- Describing what an image represents.
- Interpreting art by identifying subject matter and describing relevant details.
- Creating art that tells a story about a life experience.

Examples of Visual Arts Learning in First Grade

- Using art vocabulary to describe choices while creating art.
- Categorizing artwork based on a theme or concept for an exhibit.
- Experimenting in order to build skills in various media and approaches to art making.
- Comparing images that represent the same subject.

Examples of Visual Arts Learning in Second Grade

- Creating works of art about events in home, school, or community life.
- Using learned art vocabulary to express preferences about artwork.
- Categorizing images based on expressive properties.
- Brainstorming to generate multiple approaches to an art or design problem.



Talking to Your Child's Teacher About the Arts

Arts Education programs vary widely throughout the state as to what is offered, how much time is spent on arts learning and who teaches the arts. When you talk to your child's teachers about the arts program, it will be helpful to get a clear picture of your child's opportunity to engage in arts learning as well as the content and/or focus of the instruction at this grade span. Following are questions that may guide a conversation with your child's teacher.

1. How much instructional time does my child receive per week or month or during the school year in each of the arts: dance, media arts, music, theatre and visual arts?
2. Is this time dedicated to the arts or are the arts integrated into learning in other areas of the curriculum?
3. Is arts instruction based on the current state standards and is it sequential through the grade levels?
4. Who teaches each of the arts to my child at this grade level?
5. What does my child particularly enjoy and/or need to work on in each of the five arts disciplines?
6. Reflecting on the examples of arts learning provided in this document at my child's grade level, what are two or three of your curricular goals for the students in each of the arts?
7. Is the school staff aware that the California Education Code requires instruction in the art for grades one through grade twelve? (See page 4 for the Education Code).

Learn more about expanding or improving the Arts Education Program at Your Child's School in Appendix 1.

Find more resources by contacting other statewide organizations that support arts education in Appendix 2.

Helping Your Child Learn in the Arts at School, at Home and in the Community

At school:

- Volunteer your time by assisting in the classroom when the arts are being taught.
- Share your personal expertise in the arts through school or classroom performances, demonstrations and lessons.
- Share your expertise in a folk or traditional art form with your child's class.
- Assist with costumes and props for theatre and dance.
- Offer support for the arts program by donating supplies and/or equipment for the arts program.

At home:

- Talk about good health-related habits that a dancer, like an athlete, would need.
- Ask the teacher if there is a learning program that is being used in media arts that you can put on your computer.
- Ask your child to teach you a simple song or musical pattern such as ABA.
- After reading a story with your child, ask him/her to talk about the main character, the setting and the conflict in the story.
- Set up an "art space" for your child where she/he can keep a pad of white paper, a box of crayons and a beginner's set of watercolors along with a brush and a plastic cup for water. Don't forget the paper towels.

In the community:

- Support your child's learning in the arts with lessons and experiences outside of school at art museums or art centers, and with community dance, theatre and music groups or teachers.
- See if art museums have free days and activities for families or if performing artists are appearing in a park or library.
- Take your child to art gallery exhibits and performances of dance, music and theatre that are appropriate for this grade level.
- Participate in the art form alongside your child sharing the experience together such as watching an animated program together and talking about the story line or how the characters were portrayed.

