

Slide 1

**Fine Arts Standard Module**  
For Young Children from Three to Five Years Old

Created by the Arizona Department of  
Education, Early Childhood Education Section

1

Slide 2

**Agenda**

- Introductions
- Adults' Roles
- Using Standards to Promote Creative Expression
- Designing Environments to Stimulate Creative Exploration
- The Interconnectedness of the Early Learning Standards and Arizona's College and Career Ready Standards.
- The Arts as Integrator
- Summary and Action Plan

Arizona Early Learning Standards  
Training Modules

2

Slide 3

**Learner Objectives**

- Reflect on ways you can intentionally foster children's creative expression.
- Evaluate your existing repertoire of activities to determine how they can be used more intentionally to teach the standards through visual art, music, creative movement, and dramatic play.
- Explain the relationship between the Fine Arts standard and all the other Early Learning standards and Arizona's College and Career Ready Standards.
- Plan to implement the Fine Arts standard in your classroom.

Arizona Early Learning Standards  
Training Modules

3

Slide 4

### Relating to Arizona's College and Career Ready Standards

How we ask children to think affects how they internalize learning. Arizona's College and Career Ready Standards are expecting children to provide evidence and explanation about how they come to a conclusion. In preschool, we need to ask open-ended questions to best understand how children are learning and how to best scaffold their learning to the next level.

Arizona Early Learning Standards  
Training Modules

4

Slide 5

### Fine Arts Standard

- Stand 1: Visual Art
- Strand 2: Music and Creative Movement
- Strand 3: Drama



Arizona Early Learning Standards  
Training Modules

5

Slide 6

### Ish by Peter H. Reynolds



Arizona Early Learning Standards  
Training Modules

6

Slide 7

### Introduction



"Children respond to sensory stimulation in ways that are free of preconceived ideas... They may **dance** a rainbow, or **paint** hurry-up lines. The boundaries that adults make between movement, drama and music may be artificial ones that have become hallowed by time and tradition."

Wendy Schier & Ann Weale  
The Australian Early Childhood Association

Arizona Early Learning Standards  
Training Modules

7

Slide 8

### Ice Breaker Activity

As a table group find 3-5 things that you have in common.

Create a piece of artwork that reflects your group and the things you have in common using the items on your table.

Be prepared to share.



Arizona Early Learning Standards  
Training Modules

8

Slide 9

### The Arts are About Being Human

- Seeing, hearing, touching, smelling... \*tasting
- Emotions
- Thoughts
- Communication
- Movement
- Belonging to a community
- Sharing a common experience



Arizona Early Learning Standards  
Training Modules

9

Slide 10

### Your role in facilitating art is to...

- offer a safe place for children to explore materials in new, creative ways
- introduce and expose children to a variety of art forms and media
- provide opportunities for children to think, plan and make choices
- help children develop self-knowledge, self-confidence and self-direction
- allow for opportunities to build oral language skills and expand vocabulary

Arizona Early Learning Standards Training Modules

10

Slide 11

### Books About Art

- Choose one person at your table to read a selected book aloud to the others.
- As a table, compose a "review" of the story, highlighting its message about art.
- Choose a spokesperson to share your thoughts with the entire group.

Arizona Early Learning Standards Training Modules

11

Slide 12

### The Arts enable children to...

- try new things
- show their individuality
- express their feelings
- experience pride in their accomplishments
- communicate in math and science
- believe in themselves and trust themselves



Arizona Early Learning Standards Training Modules

12

Slide 13

We are artists, musicians, actors...



and creativity is often social!

Slide 14

Strand 1: Creating and Understanding Visual Arts



Arizona Early Learning Standards  
Training Modules

14

Slide 15

Creating Visual Arts

The child uses a wide variety of materials, media, tools, techniques and processes to explore, create and understand art.

Children communicate ideas, experiences and feelings by leaving their mark with crayons, markers, paints, modeling and construction of masterpieces.



Arizona Early Learning Standards  
Training Modules

15

Slide 16

### A variety of canvases

**A**luminum foil, **E**gg sheets, butcher paper, bubble wrap, **C**ardboard: boxes, tubes; coffee filters, cookie sheets, Contact paper, clothes  
**E**asels, egg cartons, **F**ences, **L**eaves, light tables  
**M**agazines, mail, mirrors, **N**ewspaper, **O**ld posters  
**P**aper bags, people, plates, playground equipment, Plexiglass, **R**ocks, **S**and box, sidewalks, sandpaper, seed pods, shower curtains, snow, **T**able tops, trays; **W**alls, wood scraps, wax paper, windows, wrapping paper

Arizona Early Learning Standards Training Modules 16

Slide 17

### "Make a mark" with...

**A**corns, apples, **B**aggie bombs, balloons, balls, bath puffs, Bingo daubers, bottle bottoms, bubble wrap, branches, **C**ans, cardboard pieces, catapults, chalk dipped in paint or water, combs, condiment bottles, cookie cutters, corks, cotton balls, crayon bunches, **D**ish scrubbers, **E**athers, feet, fingers, flowers, fly swatters, foam, forks, funnels, **L**ands; ice cubes; **K**oosh ball; **L**eaves, **M**agnetic marbles, marbles, medicine droppers, maps; **P**ine cones or needles, pipe cleaners, plungers, pom-poms, potato masher, **C**lips, **R**ocks, rollers  
**S**crubbies, shoes, spools, sponges, spray bottles, sticks, straws, string, **T**ree branches, tooth brushes, toy vehicles, **V**egetables; **W**ashcloths, **Y**arn

Arizona Early Learning Standards Training Modules 17

Slide 18

### Various Techniques

- **Drawing** – The art of depicting forms or figures on a surface by means of lines
- **Painting** – A picture or design executed in paint
- **Collage** – An artistic composition made of pasted objects or materials
- **Sculpture** – Creating a three dimensional design (art you can see from all sides)
- **Printmaking** – The process of making one or more copies from a single image



Arizona Early Learning Standards Training Modules 18

Slide 19

### 3 dimensional art using recycled materials and paint



Arizona Early Learning Standards Training Modules 19

This slide features a photograph of two young children, a girl and a boy, both wearing blue aprons, engaged in a hands-on art activity. They are standing at a table covered with various materials, including what appears to be a cardboard box and other recycled items, and are focused on their work. The background shows a classroom setting with other children and educational materials.

Slide 20



Arizona Early Learning Standards Training Modules 20

This slide displays a collection of art supplies and materials arranged on a black tray on a blue table. The items include several small white bowls containing different colored powders or pigments, a clear plastic container, and various brushes and tools. The background shows a classroom environment with a blue mat on the floor and a framed picture on the wall.

Slide 21

### Provide an Art Center

An art center is an inviting, appealing, well-organized place filled with a variety of materials that children can enjoy on a purely sensory level through exploration and experimentation.



Arizona Early Learning Standards Training Modules 21

This slide includes a photograph of an art center. The shelves are filled with a wide variety of art supplies, including paint containers, brushes, and other materials, all neatly organized and accessible to children. The setting is a well-lit classroom with a blue wall in the background.

Slide 22

### Display Children's Art Creations

- Pictures should show child's name
- **Display should be attractive and prominent; create a "frame"**
- Display at child's eye level
- **Allow child to decide what to display and what to take home**
- Show collaborative as well as individual work
- **Remove displays before room becomes cluttered or children lose interest. Warn children in advance.**



Arizona Early Learning Standards Training Modules 22

Slide 23

### Student Art Displays



Arizona Early Learning Standards Training Modules 23

Slide 24

### Art is important because it:

- teaches decision making and problem solving
- builds concentration skills and persistence
- allows children to communicate non-verbally
- builds self-esteem, confidence
- may help children appreciate the uniqueness of various cultures
- may help children understand, make meaning of their world
- may be visual, auditory, or kinesthetic



Arizona Early Learning Standards Training Modules 24

Slide 25

**Pablo Picasso said:**

*“All children are artists. The problem is how to remain an artist once we grow up.”*

Arizona Early Learning Standards  
Training Modules

25

Slide 26

**In Creating Visual Art...**

- The acts of exploring and creating are what matters - the PROCESS.
- Creating art should *NOT* be PROJECT oriented.
- Concrete direction is not always necessary. (try to avoid making models for the children to copy)  
*In preschool, art is about experimentation, discovery & pure fun!*

Arizona Early Learning Standards  
Training Modules

26

Slide 27

**Unique, Individual Creations**

Tempera Painting



Gluing Shiny Materials



Arizona Early Learning Standards  
Training Modules

27

Slide 28

### Stages in the Development of Drawing

- Scribbling
- Symbols
- Story Telling
- Landscape



Arizona Early Learning Standards  
Training Modules

28

Slide 29

### Things to remember...

- Repetition provides practice.
- Orderly designs are the basis for many art works by children as well as adults.
- Oral language skills can be easily incorporated into visual art endeavors.
- If a child asks for help, try to avoid transforming their art.



Arizona Early Learning Standards  
Training Modules

29

Slide 30

### Understanding Visual Art

- Children discover that they and others are artists
- Children may view and explore different styles of art from many places and cultures

Arizona Early Learning Standards  
Training Modules

30

Slide 31

**Ruby Bridges**



Arizona Early Learning Standards  
Training Modules

31

Slide 32

**Provide art experiences that interest children**

...such as involving their families, neighborhoods and cultures.

- Create family art projects that need to be completed with family participation.
- Share visual art forms from families' and other cultures



Arizona Early Learning Standards  
Training Modules

32

Slide 33

**Art can connect children to their neighborhood**



Arizona Early Learning Standards  
Training Modules

33

Slide 34

### Let's Talk About Art

As a child reflects upon, describes and analyzes the characteristics and qualities of his work or the work of others, he begins to develop a vocabulary to share opinions about artistic creations and experiences.

We want children to develop "visual literacy": being able to talk about art in addition to making it.

Arizona Early Learning Standards Training Modules 34

Slide 35

### Questions



<u>Close-ended</u>	<u>Open-ended</u>
<ul style="list-style-type: none"><li>• Did you finish your creation?</li><li>• What color is that?</li><li>• Is that tempera paint?</li><li>• Do you like to work with clay?</li></ul>	<ul style="list-style-type: none"><li>• How did you make that?</li><li>• Does this remind you of another artwork?</li><li>• Why did you choose to add this?</li><li>• Which artists' work do you like best?</li></ul>

Arizona Early Learning Standards Training Modules 35

Slide 36

### Art Fosters Investigation

- While looking at art, have the children find and describe specific shapes, colors or other details such as the media or technique used.
- Incorporate opportunities for the children to go beyond "I like it," to share **why** they liked or didn't like a piece of art.



Arizona Early Learning Standards Training Modules 36

Slide 37

### Visual Art Group Activity

- examine a visual work of art
- develop a list of open-ended questions to ask preschoolers to foster discussion
- include related vocabulary you might introduce and/or need to define
- how could this artwork relate to preschoolers?
- is there a book that relates to this art?

Arizona Early Learning Standards  
Training Modules

37

Slide 38

### Well-known artists may inspire

- Observe and discuss the style, technique or media of another artist
- Let children create art incorporating the technique or media they've discovered.
- Discuss the process and compare similarities and differences.

Arizona Early Learning Standards  
Training Modules

38

Slide 39

### Eric Carle Study



The slide features four photographs of children in a classroom setting. The top-left photo shows two children at a table with green and white materials. The top-middle photo shows two children at a table with orange and white materials. The top-right photo shows two children at a table with blue and white materials. The bottom-center photo shows a group of children at a table with yellow and white materials. The children appear to be engaged in a hands-on art project, possibly related to Eric Carle's style of collage and cut-paper art.

39

Slide 40

### Cutting Shapes



Arizona Early Learning Standards  
Training Modules

40

Slide 41

### Gluing



Arizona Early Learning Standards  
Training Modules

41

Slide 42

### Van Gogh's Starry Night



Arizona Early Learning Standards  
Training Modules

42

Slide 43

### Inspired by reality and Matisse

Drawing - Fish Bands



[www.earlychildhoodeducation.com](http://www.earlychildhoodeducation.com)  
The children used their own ideas to draw fish bands. They used their own ideas to draw fish bands. They used their own ideas to draw fish bands.

Compare to artwork by Matisse



Arizona Early Learning Standards  
Training Modules

43

Slide 44

### Strand 2: Music & Creative Movement



Arizona Early Learning Standards  
Training Modules

44

Slide 45

### Creates and Understands Music, Movement and Dance

#### Creating Music & Creative Movement

*The child experiments with a wide variety of instruments, vocalizations, sounds or creative movements*

- Singing, dancing, making music and moving to sounds/rhythms are fundamental musical activities of young children.
- They use a variety of musical elements, instruments, and techniques to explore and to express a personal understanding of their world.
- Children learn the concept that they and others are musicians and dancers.

Arizona Early Learning Standards  
Training Modules

45

Slide 46

**Activity: Create a musical instrument**

Using the provided materials, make your own musical instrument.

Be creative!



Arizona Early Learning Standards  
Training Modules

46

Slide 47

**Provide a Music Center with...**

- real rhythm instruments, bells, & xylophones, both traditional and from other cultures
- props such as scarves, wrist ribbons, streamers, dancing clothes
- a child-friendly CD player with a selection of various music styles; tape recorder w/ tapes
- space for movement
- books about instruments, singing, dancing
- song books with words to familiar songs

Arizona Early Learning Standards  
Training Modules

47

Slide 48

**Hang posters or charts with familiar words to songs/chants**



Arizona Early Learning Standards  
Training Modules

48

Slide 49

### Music & Creative Movement:

- allow young children to explore
- allow for the development of self-expression and creativity
- provide opportunities for interaction
- increase body awareness and physical activity
- nurture an appreciation of the arts
- promote the development of vocabulary to share opinions about musical/movement creations experiences

Arizona Early Learning Standards  
Training Modules

49

Slide 50

### Music & Movement

Music	Movement
<ul style="list-style-type: none"><li>• Can set the mood for the class.</li><li>• Lends itself to developing listening skills.</li><li>• Offers opportunities to practice rhythmic patterns and linguistic play.</li><li>• A tool for self-discovery as they explore their musical skills &amp; discover preferences.</li></ul>	<ul style="list-style-type: none"><li>• Allows for better focus and body control.</li><li>• Lends itself to gross and fine motor development</li><li>• Helps develop balance, coordination and agility.</li><li>• Fosters community building and social connections.</li></ul>

Arizona Early Learning Standards  
Training Modules

50

Slide 51

### Creating Music & Movement

Freedom of thought and movement is innate to preschoolers. Children embody rhythm and do what feels natural.



Arizona Early Learning Standards  
Training Modules

51

Slide 52

### Music and Movement

... can be the starting point for studying children's cultures and family traditions:

- Create instruments and dances with family participation in order to share their cultures.
- Visit cultural centers and attend cultural events.
- Share music and dance forms from other countries.

Arizona Early Learning Standards  
Training Modules

52

Slide 53

### Cultural diversity in music and movement



Arizona Early Learning Standards  
Training Modules

53

Slide 54

### Create music and practice dance forms based on techniques from other countries.



Arizona Early Learning Standards  
Training Modules

54

Slide 55

### Music & Creative Movement

*The child responds to music and creative movement through various means.*

- Universal themes are expressed in musical works.
- Children may think about, describe and analyze the characteristics of many styles of music and creative movement/dance.
- Children begin to develop a vocabulary to share opinions, to ask questions, investigate and develop appreciation for music and creative movement.



Arizona Early Learning Standards  
Training Modules

55

Slide 56

### More About Music & Movement

- Incorporate opportunities for the children to share why they liked or didn't like a specific song or dance selection.
- While listening to music, allow the children to create their own movement. Provide a variety of props to enhance their performance.
- Use familiar songs, rhymes or chants to allow children create their own musical/movement improvisations.

Arizona Early Learning Standards  
Training Modules

56

Slide 57

### Activity: Move to that Tune

- Choose a drawing tool, OR musical instrument OR scarf, wrist ribbon or streamer from your table.
- Draw, play or move creatively to the first tune.
- Repeat to the second tune.
- Repeat to third tune.
- Repeat to fourth tune.

Arizona Early Learning Standards  
Training Modules

57

Slide 58

### Strand 3: Drama



Arizona Early Learning Standards  
Training Modules

58

Slide 59

### The Importance of Dramatic Play

- Teaches self-awareness , self-regulation and persistence
- Allows for recognition & expression of feelings
- Allows for social interactions with others
- Teaches the rights, responsibilities & roles of citizenship
- Helps encourage family identity & human systems
- Contributes to oral language development & builds vocabulary
- Makes learning concrete
- Facilitates comprehension

Arizona Early Learning Standards  
Training Modules

59

Slide 60

### Social-Emotional Benefits of Dramatic Play

- Children try out different roles
- Sometimes negative feelings & situations are acted out
- Child learns how to get along with others; s/he develops empathy & ability to negotiate with others and how to balance their play to satisfy & please others
- Children learn self-regulation
- Self-confidence is developed



Arizona Early Learning Standards  
Training Modules

60

Slide 61

### Cognitive Development in Dramatic Play

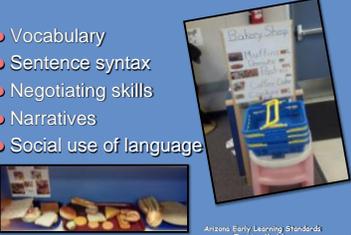
- Children learn problem solving skills when they make decisions and choices
- Children develop a repertoire of roles, actions, and behaviors that reflect diversity in their homes and communities
- Children's imagination allows them to act out what they have not yet experienced
- Each dramatic play scenario provides insights into children's interests, experiences and abilities that allow children to express what they know and feel

Arizona Early Learning Standards Training Modules 61

Slide 62

### Language Development in Dramatic Play

- Vocabulary
- Sentence syntax
- Negotiating skills
- Narratives
- Social use of language



Arizona Early Learning Standards Training Modules 62

Slide 63

### Creating Dramatic Play

*The child uses dramatic play and props to explore and create.*

Children use the richness of their daily activities to create pretend play, assuming different roles and characters

- Generate ideas for exploration from children's preferences about social events, cultural celebrations or stories
- Make learning concrete
- These experiences contribute to children's ability to communicate more effectively and engage in cooperative activity with friends



Arizona Early Learning Standards Training Modules 63

Slide 64

### Drama

- A means children can use to pretend or interpret a story, event, or characters through acting and using props and language to explore and create.



Arizona Early Learning Standards  
Training Modules

64

Slide 65

### Provide Home Living Dramatic Play Area

Give children the opportunity to:

- act out home experiences: cook, iron, set table, serve food, dust or sweep, wash dishes, dress, feed and care for baby
- play alone or in cooperation with others
- express thoughts & attitudes through conversations



Arizona Early Learning Standards  
Training Modules

65

Slide 66

### Supporting Drama

Create opportunities for dramatic play:

- Have props available
- Model role playing
- Demonstrate dramatizing familiar stories
- Model pretending objects exist without props or adapting props so that they become something else

Arizona Early Learning Standards  
Training Modules

66

Slide 67

### Intentionally plan for variety

Consider:

- What's the theme of study?
- What books are you reading?
- What are children especially interested in?
- What field trips will you take soon or have taken recently?
- Have any "expert" role models visited?
- What vocabulary is relevant?



Arizona Early Learning Standards  
Training Modules

67

Slide 68

### Space Station



Arizona Early Learning Standards  
Training Modules

68

Slide 69



Arizona Early Learning Standards  
Training Modules

69

Slide 70



Slide 71



Slide 72

### Dramatic Play Theme Choices

A few ideas:

- Grocery Store
- Dog Park
- Camp Ground
- Community Helpers
- Restaurant/ Bakery
- Garden store/ gardening
- Toy Store
- Doctor's Office
- Library



The photograph shows a blue and white play tent set up in a play area. The tent is made of fabric and has a white entrance. There are some items inside the tent, including what looks like a red bag and some toys. The background is a plain wall.

Slide 73

### Talking about dramatic play

- Participating in dramatic play encourages children to be themselves, a character from a story, a familiar person or anyone who they dream to be
- Children use a process of inquiry as they observe, organize and interpret their experiences through creative dramatics and pretend play
- Children reflect and share opinions about dramatic creations and experiences

Arizona Early Learning Standards Training Modules

73

Slide 74

### Beyond the Book Activity

- Select an informational book to use as a basis for a dramatic play theme
- Consider needed props, dress-up materials, and equipment
- Choose one person to assume the role of teacher, and others to be preschoolers
- Be prepared to share with the rest of the group

Arizona Early Learning Standards Training Modules

74

Slide 75

### Reminder of Teachers' Role

- Resource Person and Planner
  - Provide interesting, real materials and planned space that reinforce your learning objectives
  - Change materials often to maintain interest
- Model: Show children how to talk, act out ideas, play, and the appropriate behavior to use
- Coach: Provide children with new ideas and problems to act out and dialogue to use
- Reinforce: Provide verbal guidance and reinforce children's positive behaviors

Arizona Early Learning Standards Training Modules

75

Slide 76

**Fine Arts Finale**

**SPACE!**

**MATERIALS!**

**OPPORTUNITY!**

76

Slide 77

**Understanding the Interconnectedness of the Early Learning Standards**



Arizona Early Learning Standards Training Modules

77

Slide 78

**Art is an integrator! Art is Everywhere!**



Arizona Early Learning Standards Training Modules

Slide 79

**In conclusion:**

*"Art with children works best when adults share in the discoveries. Teachers must bring their own curiosity and awe into the classroom and be prepared to acknowledge that children often lead in the discovery."*

Kees Matlock and John Morrison  
Young Children

Arizona Early Learning Standards  
Training Modules

79

Slide 80

**A final quote**

*"The job of the teacher is to excite in the young a boundless sense of curiosity about life, so that the growing child shall come to apprehend it with an excitement tempered by awe and wonder."*

John Garriett

Arizona Early Learning Standards  
Training Modules

80

Slide 81

**Closing Activity**

Take three index cards to illustrate *without words* one thing you will take from this training about each of the strands of Fine Arts (Visual Art, Music and Creative Movement, Drama) to use in your classroom.

When the music starts, walk in a clockwise circle around the room until the music stops. Find a partner and exchange your ideas. When the music starts again, repeat. We will "pair and share" for three rounds.

Arizona Early Learning Standards  
Training Modules

81

Slide 82

## Questions?



Arizona Early Learning Standards  
Training Modules

82

Slide 83

## Resources

- AZ Early Learning Standards
- NAEYC
- "Young Children and the Arts: Making Creative Connections" – The Task Force on Children's Learning and the Arts: Birth to Age Eight
- Some photos from Google Images



Arizona Department of Education  
Early Childhood Education  
602-361-1530

Arizona Early Learning Standards  
Training Modules

83