

## Curriculum Unit Overview

**Curriculum Area: Creative Arts**

**Grade Level:** Pre-K

**Unit Summary:** Over the course of the year, students will have opportunities to express and represent what they observe, think, imagine, and feel through a variety of creative ways.

### Learning Targets

**Curriculum aligned with Standards:** New Jersey Preschool Teaching and Learning Standards 2014

**21<sup>st</sup> Century Skills:** Critical Thinking & Problem Solving X, Creativity and Innovation X, Collaboration, Teamwork and Leadership X, Cross-Cultural Understanding and Interpersonal Communications X, Communication and Media Fluency X, Accountability, Productivity and Ethics X

**Interdisciplinary Connection:** Math=MA, English=ELA, Science=SCI, Social Studies=SS, Physical Education=PE, Art=ART, Music=MU, Technology=TECH, World Language=WL

#### Standards:

**Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.**

- 1.1.1: Move the body in a variety of ways, with and without music.
- 1.1.2: Respond to change in tempo and a variety of musical rhythms through body movement.
- 1.1.3: Participate in simple sequences of movements.
- 1.1.4: Define and maintain personal space, concentration, and focus during creative movement/dance performances.
- 1.1.5: Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.

**Standard 1.2: Children express themselves through and develop an appreciation of music.**

- 1.2.1: Sing a variety of songs with expression, independently and with others.
- 1.2.2: Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.
- 1.2.3: Clap or sing songs with repetitive phrases and rhythmic patterns.
- 1.2.4: Listen to, imitate, and improvise sounds, patterns, or songs.
- 1.2.5: Participate in and listen to music from a variety of cultures and times.
- 1.2.6: Recognize and name a variety of music elements using appropriate music vocabulary.
- 1.2.7: Describe feelings and reactions in response to diverse musical genres and styles.
- 1.2.8: Begin to demonstrate appropriate audience skills during recordings and music performances.

**Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.**

- 1.3.1: Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor mechanic).
- 1.3.2: Use memory, imagination, creativity, and language to make up new roles and act them out.
- 1.3.3: Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.

- 1.3.4: Differentiate between fantasy/pretend play and real events.
- 1.3.5: Sustain and extend play during dramatic play interaction (i.e., anticipate what will happen next).
- 1.3.6: Participate in and listen to stories and dramatic performances from a variety of cultures and times.
- 1.3.7: Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.
- 1.3.8: Begin to demonstrate appropriate audience skills during storytelling and performances.

**Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).**

- 1.4.1: Demonstrate the safe and appropriate use and care of art materials and tools
- 1.4.2: Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.
- 1.4.3: Use Vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g., illustrator, sculptor, photographer) and elements in visual arts.
- 1.4.4: Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation and imagination.
- 1.4.5: Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.
- 1.4.6: Create more recognizable representations as eye-hand coordination and fine-motor skills develop.
- 1.4.7: Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.

**Unit Essential Questions**

*Students will wonder...*

- How can we use pretend play to share our thoughts and feelings?
- Why is it important to learn different types of art?
- How does art reflect culture?
- How does art reflect nature?

**Unit Enduring Understandings**

*Students will understand that...*

- They can express themselves through visual art.
- They can express themselves through music.
- They can express themselves through moving their bodies.
- They can express themselves through pretend play.
- There are many different kinds of ways to be creative.
- It is also important to respect others when they are representing themselves in a creative manner.

**Unit Learning Targets**

*Students will know:*

- Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.
- Music: Children express and represent what they observe, think, imagine, and feel through music.
- Movement: Children express and represent what they observe, think, imagine, and feel through movement.

*Students will be able to:*

- Explore and use a variety of materials and tools to draw and paint, mold and sculpt, build and assemble. They use the properties of art materials (e.g., shape, color, texture) to represent their ideas. Children’s representations and designs develop from simple to complex and from accidental to intentional.
- Explore and experience sound through singing, moving, listening, and playing instruments. They experiment with their voices and make up songs and chants. Children explore and respond to musical elements such as pitch (high, low), tempo (fast, slow), dynamics (loud, soft), and steady beat.

- **Pretend play:** Children express and represent what they observe, think, imagine, and feel through pretend play.
- **Appreciating the arts:** Children appreciate the creative arts.

- Explore moving their whole bodies, or parts of their bodies, with and without music. They respond to the features and moods of music through movement.
- Imitate actions, use one object to stand for another, and take on roles themselves based on their interests and experiences. They use figures to represent characters in their pretend scenarios (e.g., having a “family” of toy bears talk to one another). Their play themes develop in detail and complexity over time.
- Express opinions and preferences about the arts. They identify the pieces (e.g., a painting or musical selection) and styles they do or do not like and offer simple explanations about why. Children describe the effects they and other artists create and develop a vocabulary to talk about the arts.

## Evidence of Learning

### Assessing Student Learning

*Students learning is documented through anecdotal records and the Children’s Observation Record (COR). When observing Pre-K students, It is essential to understand students developmental level.*

#### **Developmental Range:**

The children will approach each activity at different developmental levels:

#### **Earlier:**

Student requires adult supervision throughout the activity. Student needs to be redirected back to activity several times. For small group activities, student explores materials. For large group activities, student observes others or participates with adult assistance. Student uses little or no language and requires prompts to follow directions.

#### **Middle:**

Student requires some adult supervision and can do an activity independently for brief periods. Student needs some verbal prompts to be redirected back to the activity. For small group activities, student uses materials in a purposeful way, copies actions of other students, or starts using materials purposely with verbal suggestion from adult. For large group activities, student participates with some verbal prompt from adult or copies actions of other students. Student uses some language to describe, request, suggest, and comment during activities.

#### **Later:**

Student can independently participate in activities after

### Suggested Assessment Evidence

#### **PERFORMANCE TASK (S):**

#### **Small Group** (Adapted from Small Group Times to Scaffold Early Learning):

Students will be given paintbrushes and paint and told to paint on a large piece of paper on the floor. They will listen to different types of instrumental music. They will be told to listen to the music and think about how it makes them feel as they paint. Students are encouraged to adjust their painting as the music selection changes, listening for differences in tempo, pitch, and dynamics. At a follow up date, students will re-examine their artwork and explore the differences in the various designs and how the specific designs corresponded to the different kinds of music they heard. The students will be expected to demonstrate the following skills:

- Knowledge of how to hold a paintbrush, dip into paint container, and paint on the paper
- Painting by using a variety of brush strokes (i.e. circular, straight, wavy, etc.)
- Listening for and acknowledging the change in music selection
- Listening for and acknowledging the change in pitch, tempo, or dynamics
- Discussing how the music makes them feel
- Relating the artwork to the music selections activities, student uses materials in a purposeful way, copies actions of other students, or starts using materials purposely with verbal suggestion from adult.

For large group activities, student participates with some verbal prompt from adult or copies actions of other students. Student uses some language to describe, request, suggest, and comment during activities.

#### **Large Group Time** (Adapted from 50 Large Group Activities for Active Learners):

Students will be given a streamer to use for the activity. They will listen to a selection of music that will have distinct changes in tempo from slow to fast. They will be told to move their streamers in time to the

the adult introduces them. Student needs to be redirected a few times or does not need redirection. For small group activities, student uses materials in purposeful and complex ways. Student is able to assist peers with their materials. For large group activities, student participates independently and offers suggestions during the activity. Student uses sentences to describe what they are doing, ask questions, and participate in conversations.

music. After the musical selection ends, there will be a discussion about their movements. They will be asked about their movements when the music was slow and when it was fast. They will be asked to share by describing verbally and showing their movements. The students will be expected to demonstrate the following skills:

- Moving streamers in a variety of ways
- Listening for and acknowledging the change in tempo
- Moving streamers in accordance to the change in tempo
- Describing the movements in relation to their bodies and how the streamer moved
- Demonstrating their movements during fast and slow tempos

**OTHER EVIDENCE:**

- Teacher observations (anecdotal notes) during greeting time, work time, large group time, small group time
- Writing samples
- Journal samples
- Report card
- Drawing and painting samples
- Samples of three-dimensional art
- Pictures of art work or pretend play scenarios

**Learning Activities:**

- Message Board
- Art Area, House Area, Block Area during Work Time
- Large Group Time: music and movement related activities
- Small Group Time: visual art and pretend play related activities
- Rhyming songs throughout daily routine
- Alliterative songs throughout daily routine
- Songs during transition times
- Making cards
- Planning/Recall time: drawing and sculpting plan or what they worked with
- Attending assemblies where people are performing
- Looking at art from bulletin boards of other classrooms
- Listening to music from other cultures
- Puppet play
- Playing with instruments

**Modifications and/or Accommodations:**

- **Special Education:** Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.
- **English Language Learners:** Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual

directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric.

- **Students at Risk of School Failure:** Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed.
- **Gifted Students:** Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related talent development opportunities.

#### **Teacher Resources:**

- Educating Young Children (HighScope)
- Essentials of Active Learning in Preschool (HighScope)
- Small-Group Times to Scaffold Early Learning (HighScope)
- 50 Large-Group Activities for Active Learners (HighScope)
- Lesson Plans for the First 30 Days (HighScope)
- Story Starters for Group Times (HighScope)
- Movement in Steady Beat (HighScope)
- Movement Plus Rhymes, Songs, and Singing Games (HighScope)
- Rhythmically Moving CDs 1-9 (HighScope)
- The Song Book (HighScope)
- Supporting Young Artist- The Development of the Visual Arts in Young Children (HighScope)
- [www.highscope.org](http://www.highscope.org)