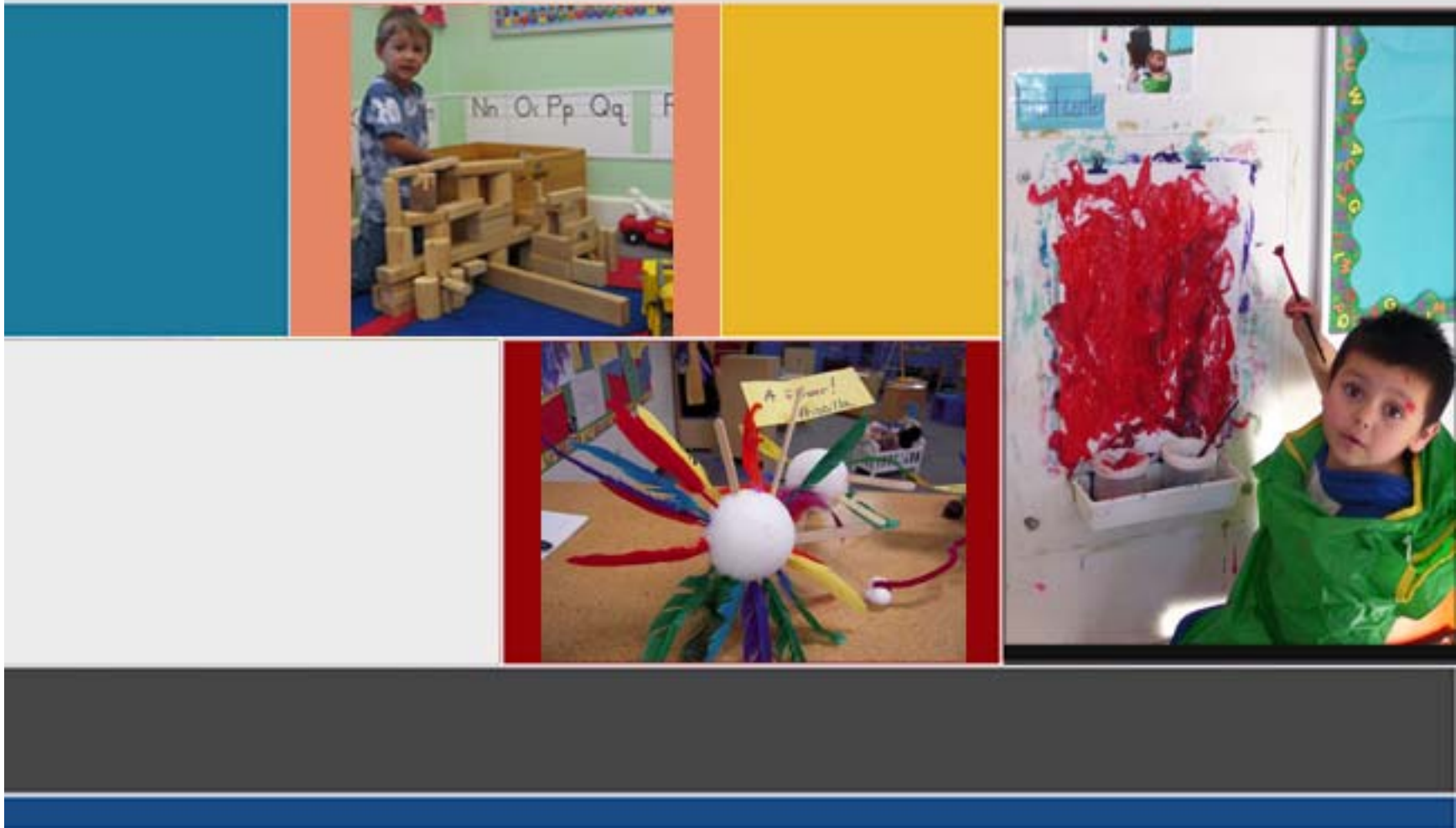


Preschool Visual Arts Academic Standards

In High Quality Early Childhood Care and Education Settings



Preschool Visual Arts Academic Standards in High Quality Early Childhood Care and Education Settings

How to use this document

Colorado Preschool Program staff developed this document to help link the new Colorado preschool academic standards with the early childhood best practices that are already present in high quality early childhood care and education settings. While this document is intended for early childhood teachers in classroom settings that will be adopting the standards, we wanted to give some examples of how the standards might look in family childcare homes and in other early care configurations.

The preschool academic standards form the “what” of early childhood teaching – the objectives and goals for children to experience in their formative preschool years. To make a connection between early childhood best practices and the new academic standards expectations, we relied on the Building Blocks to the Colorado Content Standards, the Colorado Quality Standards for Early Childhood Care and Education, and Results Matter assessment tools for examples and descriptions. These sources provide the “steps for getting there” or the “how” of early childhood teaching. Young children require a much different environment than their elementary school counterparts. For each standard and its evidence objectives, we describe what should be in place to ensure children have opportunities to master the objectives and goals of the standards in enriching, developmentally appropriate ways. We also provide examples of children and adults in various settings showing the standards in action so that connections can be made from the small and large moments of early childhood experiences that build towards more formal learning.

As you go through each standard domain, you will see the standard table as it appears in CDE documentation with the 21st Century Skills and Readiness competencies. On the next page, you will see the evidence outcomes, the steps for getting there, and the examples from early childhood settings. Each pair of tables is color-coded to help match the pages. These sections are not meant to be inclusive; they are guidance to begin thinking about the preschool academic standards and how they link to early childhood best practices.

Resources:

Preschool Standards & Assessments Crosswalk to Results Matter Systems, Building Blocks, and Head Start Early Learning Framework
<http://www.cde.state.co.us/scripts/ECCCrosswalks/crosswalk.asp>

The Colorado Quality Standards for Early Childhood Care and Education Services
<http://www.cde.state.co.us/cpp/qualitystandards.htm>

Building Blocks to the Colorado K-12 Content Standards (2007)
<http://www.cde.state.co.us/cpp/download/CPPOcs/BuildingBlocksNov2010.pdf>

Preschool Visual Arts Academic Standards in High Quality Early Childhood Care and Education Settings

Investigating and appreciating the arts allow children to integrate a number of different skills essential to child development. The arts provide each child with another vehicle and organizing framework to express ideas and feelings. Visual arts stimulate children to use words, manipulate tools and media and solve problems in ways that simultaneously convey meaning and are aesthetically pleasing.

Through experimenting with colors, forms, and shapes, children communicate in ways that are distinctly their own and that reflect their own learning style. Each painting, collage, and three dimensional structure provides teachers and families with insights into a child's interests and abilities and allows children to express what they know. In an environment that fosters the arts, children learn to appreciate the contributions of other children and the works of others that reflect different experiences, cultures and views.

Preschool Art Expectations at a Glance	
1. Observe and Learn to Comprehend	1. Artists and viewers identify art in daily life
2. Envision and Critique to Reflect	1. Works of art can represent people, places, and things
3. Invent and Discover to Create	1. Create works of art based on personal relevance
4. Relate and Connect to Transfer	1. Artists have an important role in communities

Preschool Visual Arts Academic Standards in High Quality Early Childhood Care and Education Settings

Content Area: Visual Arts	
Standard: 1. Observe and Learn to comprehend	
Prepared Graduates: <ul style="list-style-type: none">➤ Analyze, interpret, and make meaning of art and design critically using oral and written discourse	
Grade Level Expectation: Preschool	
Concepts and skills students master: <ul style="list-style-type: none">1. Artists and viewers identify art in daily life	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">a. Identify individual preferences in images when presented with visual examples such as picture books, cartoon, computer games, community, and home eventsb. Use age-appropriate vocabulary to describe works of artc. Recognize basic characteristics and expressive features of art and design in relation to daily life	Inquiry Questions: <ul style="list-style-type: none">1. What do you use to make art?2. How do you know if art is real or make-believe?3. Where is art in my world?
	Relevance and Application: <ul style="list-style-type: none">1. Material culture uses familiar images to tell a story.2. The use of senses to observe art allows for the exploration of ideas.3. Computer games and mass media use visual art images to create a personal identification.
	Nature of Visual Arts: <ul style="list-style-type: none">1. Observation leads to object reality.

How does this standard look in high quality early childhood settings?

<p>Content Area: Visual Arts Standard: 1. Observe and Learn to comprehend Prepared Graduates: Analyze, interpret, and make meaning of art and design critically using oral and written discourse Grade Level Expectation: Preschool Concepts and skills students master: 1. Artists and viewers identify art in daily life</p>		
Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<p>Students can:</p> <ol style="list-style-type: none"> a. Identify individual preferences in images when presented with visual examples such as picture books, cartoon, computer games, community, and home events b. Use age-appropriate vocabulary to describe works of art c. Recognize basic characteristics and expressive features of art and design in relation to daily life 	<ul style="list-style-type: none"> • Create classroom displays that contain a variety of images; photography, drawings, water color and sculpture. • Make picture books available to children that contain a variety of image types; photography, drawings, watercolor and oil painting. • Expose children to art in everyday life through visits to museums, art galleries, and public artworks. • Display children’s art creations attractively and prominently in the room, as much as possible at children’s eye level. • Show collaborative as well as individual work. • Remove displays before the room becomes cluttered or when children lose interest. • After exploring various art media, provide children opportunities to classify photographs of art by its medium. For example, they might sort photographs of clay sculptures, wood sculptures, fabric collages, mixed media collages, line drawings, and paintings into piles. • Children’s art should be displayed instead of commercially bought posters. 	<ul style="list-style-type: none"> • Kenesha tells a teacher, “I like the book with the mermaid pictures in it.” • While reading <i>Kitten’s First Full Moon</i>, Miss Jo asks, “What do you notice about the pictures in this book?” Felix responds, “They are all in black.” Miss Jo asks “Why do you think the illustrator did that?” Aaron answers, “Because it’s night outside.” Miss Jo asks, “What did the illustrator use to make the pictures in this book?” Maria answers, “Crayons?” Spencer says, “No, I think it’s markers.” Kourtney says “I think it’s paint.” Miss Jo says, “In our art center today there is a basket with black crayons, markers, and paint in case anyone would like to make night pictures like the ones in this book.” • At Linda’s family child care program, the children help decide which of their art work pieces should be displayed on the walls. • At the library, Abdul and Hakim look at a painting of a lion. “That’s like the one at the zoo,” says Hakim. “I like its sharp teeth,” says Abdul.

Preschool Visual Arts Academic Standards in High Quality Early Childhood Care and Education Settings

Content Area: Visual Arts	
Standard: 2. Envision and Critique to Reflect	
Prepared Graduates: <ul style="list-style-type: none">➤ Use specific criteria to discuss and evaluate works of art➤ Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information	
Grade Level Expectation: Preschool	
Concepts and skills students master:	
2. Works of art can represent people, places, and things	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">a. Explain that works of art communicate ideasb. Tell a story about a work of art	Inquiry Questions: <ul style="list-style-type: none">1. Why would you want to make a work of art?
	Relevance and Application: <ul style="list-style-type: none">1. Art creates connections among the self, family, and community.2. Digital media communicates a world of ideas and stories through art.
	Nature of Visual Arts: <ul style="list-style-type: none">1. Art is as diverse as our humanity.2. Art connects images, symbols, and meaning as a basis for other abstract disciplines such as learning to read, learning mathematical symbols, and acquiring sign-symbol recognition.

How does this standard look in high quality early childhood settings?

Content Area: Visual Arts

Standard: 2. Envision and Critique to Reflect


Prepared Graduates:

- Use specific criteria to discuss and evaluate works of art
- Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information

Grade Level Expectation: Preschool

Concepts and skills students master:

- 2. Works of art can represent people, places, and things

Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<p>Students can:</p> <ul style="list-style-type: none"> a. Explain that works of art communicate ideas b. Tell a story about a work of art 	<ul style="list-style-type: none"> • Ask children to dictate stories about artwork they have created. • Place photos, drawings, paintings and other artwork around the classroom. • Offer various kinds of materials for children to experiment with and encourage them to try new techniques on a daily basis. • Share wordless picture books and invite children to tell the story. • Talk about art techniques used by illustrators. • Ask open-ended questions that invite children to think about their creations and why they made particular choices. • Take photos of children's work, and record or audiotape their explanations. • Children choose which artworks they wish to display and discuss on interactive display walls. 	<ul style="list-style-type: none"> • During sharing time, Janiqua says, "This is a picture of me, my mom, and sister at the zoo. This is a gorilla eating the bananas in his cage." • Miss Erin asks, "Lacey, tell me about your picture." Lacey replies, "It's two squirrels fighting. See the red? It's where one squirrel bit the other squirrel. They are mad because they both wanted to sit in the same tree." • During choice time while in the library center, Miss Smith asks Chloe to read <i>Sidewalk Circus</i>, a wordless book, to her. Chloe tells Miss Smith the story she makes up about each page of illustrations.

Preschool Visual Arts Academic Standards in High Quality Early Childhood Care and Education Settings

Content Area: Visual Arts	
Standard: 3. Invent and Discover to Create	
Prepared Graduates: <ul style="list-style-type: none">➤ Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design➤ Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research	
Grade Level Expectation: Preschool	
Concepts and skills students master: <ol style="list-style-type: none">1. Creates works of art based on personal relevance	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none">a. Use trial and error to create works of art that arrive at a desired outcomeb. Use art materials safely and with respect in any environmentc. Create visual narratives from familiar stories and subject matter	Inquiry Questions: <ol style="list-style-type: none">1. How can art be about you?2. How can art be personal?3. How can art tell a story?
	Relevance and Application: <ol style="list-style-type: none">1. Art connects with the senses through art-making.
	Nature of Visual Arts: <ol style="list-style-type: none">1. Personal stories are alive in art.

How does this standard look in high quality early childhood settings?

Content Area: Visual Arts
Standard: 3. Invent and Discover to Create
Prepared Graduates:

- Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design
- Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research

Grade Level Expectation: Preschool
Concepts and skills students master:

1. Creates works of art based on personal relevance

Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<p>Students can:</p> <ol style="list-style-type: none"> a. Use trial and error to create works of art that arrive at a desired outcome b. Use art materials safely and with respect in any environment c. Create visual narratives from familiar stories and subject matter 	<ul style="list-style-type: none"> • Offer diverse, open-ended materials for children to explore. Include materials with different patterns, textures, and colors. • Encourage children to explore various art media, tools, and processes. • Provide daily opportunities to draw, paint, print stitch, sculpt, photograph, and/or make collages. • Encourage children to use various media to express their ideas. • Demonstrate manipulative skills and how to use and care for art materials. • Read familiar books to children and then create books as a group, illustrating them together. 	<p>Examples from High Quality Preschools</p> <ul style="list-style-type: none"> • Jackson says, “Look, I’m making purple!” as he mixes paint colors at the classroom easel. • Marcella stares at her collage. “I don’t have enough pink buttons. Are there any more in the jar?” • Mrs. Ormsby says to a group of children, “Let’s make pictures to go with the story we wrote about our trip to the alligator farm.” • Carlos asks, “Where is the tape? I need to hang my painting up to dry so I can give it to my mom after school.” • Mr. Jack says, “Let me help you put an apron on so you won’t get paint on your clothes.” Later on, he says. “Trenea, you did a great job of washing the paint out of the easel brushes, thanks!”

Content Area: Visual Arts

Standard: 4. Relate and Connect to Transfer

Prepared Graduates:

- Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas
- Transfer the value of visual arts to lifelong learning and the human experience

Grade Level Expectation: Preschool

Concepts and skills students master:

1. Artists have an important role in communities

Evidence Outcomes

Students can:

- a. Explain what an artist does and who an artist can be
- b. Identify some of the activities in which artists participate
- c. Name some of the arts materials available to artists

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What makes an artist an artist?
2. What do artists use to make works of art?
3. Who can be an artist?
4. How does a person become an artist?

Relevance and Application:

1. Artists contribute to the community.
2. The making of art such as cartoons, illustrations, jewelry, sculptures, and ceramics is both a career and a social activity.
3. Art reflects the interconnectedness among all disciplines and the senses.

Nature of Visual Arts:

1. Art-making is a lifelong learning activity.

How does this standard look in high quality early childhood settings?

Content Area: Visual Arts
Standard: 4. Relate and Connect to Transfer
Prepared Graduates:

- Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas
- Transfer the value of visual arts to lifelong learning and the human experience

Grade Level Expectation: Preschool
Concepts and skills students master: 1. Artists have an important role in communities

Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<p>Students can:</p> <ol style="list-style-type: none"> a. Explain what an artist does and who an artist can be b. Identify some of the activities in which artists participate c. Name some of the arts materials available to artists 	<ul style="list-style-type: none"> • Describe art processes to children as they read picture books in group time i.e. “the artist who illustrated this book used watercolors to paint the pictures”. • Use art vocabulary with children when describing materials present in the classroom i.e. brush, paper, collage, clay, glaze. • Invite family members or local artists to share their work with the children. Ask them to talk about the materials, tools, and techniques they use to create their work, how their work has changed over time, if and where they display or sell their art, etc. • Arrange for children to visit local artists in their studios and see artists in action. • Read picture books to children that feature artists and art as a career. • Offer daily classroom opportunities to participate in different types of artwork including; painting, drawing, weaving, sculpture, collage. 	<ul style="list-style-type: none"> • While in the art center, Ashley said “I need some shells and feathers to add to my collage.” • After a trip to visit a local artist at her pottery studio, Ms. Evans has clay available every day at the art center. Mauricio takes some clay and begins shaping it into a bowl “I’m using clay to make a bowl like the artist showed us.” • After reading books by Leo Lionni, Mr. Cho shows how Mr. Lionni uses torn paper collage in his illustrations. He provides paper and glue for the children to experiment with in their own collage creations. • At the public library art gallery, Mandy points to a painting and signs, “Is that straw?” The adult with her reads the plaque on the wall that lists the materials and signs back, “Yes. The artist used straw and sticks with the paint.”

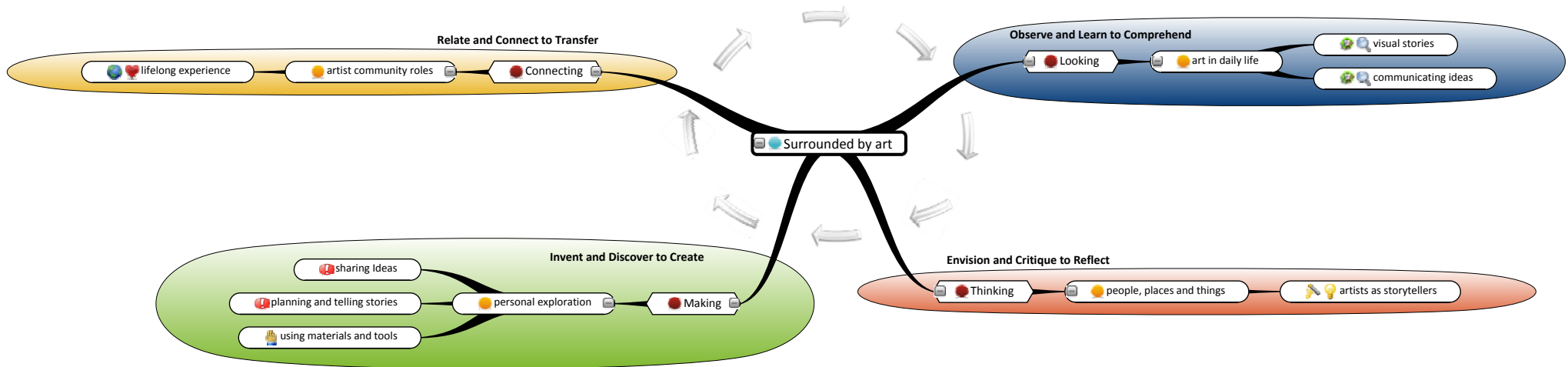
Using the Discipline Concept Maps

Discipline Concept Maps (DCM) provide a visual representation of unifying themes and organizing and supporting concepts at each grade level. The DCMs provide a central purpose for that discipline at that grade level and depict how concepts relate to each other for intentional planning. They provide a framework for entering the standards in a way that honors the emphasis on 21st Century learning and interdisciplinary connections across the content areas.

Three key terms are used in the discipline concept maps:

- **Unifying themes** provide an overview of content at a grade level. They are found in the center of the DCM and denoted by a blue dot.
- **Organizing concepts** connect multiple grade level expectations (GLEs) and evidence outcomes (EOs). They are the first node out from the center and are denoted by a red dot.
- **Supporting concepts** elaborate on and show the depth of an organizing concept. They are second node out from the center and are denoted by a yellow dot.

Visual Art Preschool



- KEY:**
- Unifying Theme
 - Organizing Concept
 - Supporting Concept

ICON KEY: Prepared Graduate Competencies

- Develop Craft
- Observe
- Reflect
- Envision
- Stretch and Explore
- Engage and Persist
- Express
- Understand Art World



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