

Early Childhood connections through the *Performing Arts*

PreK and Kindergarten Terms of Curriculum & Instruction	Sample Applications to the Performing Artistic Processes
<p>Alliteration The same consonant sounds at the beginning of words in a sentence, group of words, or a line of poetry. For example, the sound of “P” in Peter Piper picked a peck of pickled peppers.</p>	<p>Similar instrument sounds or motions at the beginning of each measure, phrase or section. For example, a “pluck” at the beginning of each phrase or a turn at the beginning of each section. Uses: perceive, respond and perform.</p>
<p>Attributes The defining characteristics of an object.</p>	<p>Identifying specific elements of the art form in a performance or critique. Uses: perceive and respond.</p>
<p>Classify The description of how a student sorts objects by attribute (size, shape, color).</p>	<p>Applying specific elements of the art form to a performance or critique. Sorting groups of instruments, form, dancers, or character traits. Uses: perform and connect.</p>
<p>Concept of word The ability to match spoken words to print.</p>	<p>Matching a sound or movement to a piece of notation. Uses: perceive, perform and connect.</p>
<p>Decoding Translating written letters in words into recognizable sounds and combining these sounds into meaningful words.</p>	<p>Translating notation of music, dance or dramatic pieces through performance separately and in combination. For example, reading a quarter and two eighths, playing these separately with rhythm sticks and then playing them sequentially in a measure. Uses: perceive and perform.</p>

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<p>Emergent literacy The view that literacy learning begins at birth and is encouraged through participation with adults in meaningful literacy-related activities.</p>	<p>Listening and watching master performances with a focus on specific “look-and-listen-fors”. For example, watching a performance of Swan Lake with an emphasis on looking for use of space. Uses: respond, perceive and connect.</p>
<p>Environmental print Printed materials that are part of everyday life, including signs, billboards, labels, and business logos.</p>	<p>Listening and looking for environmental sounds and actions in the world around them. Uses: perceive, respond and connect.</p>
<p>Executive function Children’s development of conscious control of their thoughts and actions, including understanding the rules involved in tasks and how to use rules to solve problems. Examples include deciding what to do or how to act.</p>	<p>Making decisions about how to move, act or create music based upon specific rules or procedures common to the art form. Uses: perceive, respond and perform.</p>
<p>Explicit instruction Teaching children in a direct, systematic, and sequential manner.</p>	<p>Breaking down any music, dance or dramatic concept to basic elements and providing direct instruction on these items specifically in a step-by-step process. For example, teaching 1st, 2nd, 3rd and 4th position in order after mastery of each previous position. Uses: perceive and perform.</p>

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<p>Expressive language The ability to produce speech and communicate.</p>	<p>Singing, playing, dancing, or acting expressively to show an emotion or idea. Uses: respond and perform.</p>
<p>One-to-one matching Matching one set of objects with another set of objects. For example, in a group of cups and saucers, you might match one cup with each saucer.</p>	<p>Matching a sound or movement with its natural paired item. For example, a quarter note would be matched with a quarter rest. Uses: perceive and connect.</p>
<p>Ordering Placing a collection of items from largest to smallest or smallest to largest.</p>	<p>Placing notation, instruments, movements, or use of space (high, medium, low) in order from smallest to largest, highest to lowest or closet to farthest.. Uses: perceive, respond and perform.</p>
<p>Print awareness The knowledge that printed words carry meaning, and reading and writing are ways to obtain ideas and information. A young child's awareness of print is one of the first steps toward reading.</p>	<p>Understanding that music, dance and dramatic notation have meaning and that reading and writing through these artistic mediums are a way to convey ideas and information. Uses: perceive, respond, perform and connect.</p>
<p>Print-rich environment A home or school environment that provides a variety of materials for reading, writing, and drawing. Print is displayed in signs, labels, and drawings or pictures.</p>	<p>Ensuring that there are a variety of displays and tools for reading and implementing artistic terms and elements in the home or school environment. Uses: perceive and connect.</p>

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<p>Rote counting Reciting the names of the numbers starting with one: one, two, three, and so on.</p>	<p>Reciting the names of note values or counting numbers starting with one. Uses: respond and perform.</p>
<p>Scaffolded instruction Set instruction built upon what children already know that provides support that allows children to perform more complex tasks.</p>	<p>Providing instruction that builds upon basic elements of the arts in a sequential manner to support children to perform more complex compositions. Uses: perceive, respond and perform.</p>
<p>Spatial reasoning A sense of shapes and how they relate to each other.</p>	<p>Using the shape of music phrases or notation, dance movements or dramatic representations to communicate through art. Uses: respond, perform and connect.</p>
<p>Unit measure A consistent quantity used for measuring (cube, block).</p>	<p>Using a consistent quantity such as note value or beat measurement to measure time. Uses: perceive and respond.</p>

Pre-K and K Source: http://www.doe.virginia.gov/instruction/early_childhood/preschool_initiative/foundationblocks.pdf