

C FINE ARTS

EARLY LEARNING

AGES 3 to 5





STRATEGIES AND ACTIVITIES

For Early Learning Utah
Core Standards Ages 3 to 5

FINE ARTS



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FINE ARTS



INTRODUCTION

Children use creativity to explore, discover, and make sense of the world around them. As outlined in the Utah State Core Standards, the study of drama, dance, music, and visual arts provide a venue for creativity to flourish. Fine Arts provide opportunities for children to explore realities, relationships, and ideas that cannot be learned or demonstrated simply in words or numbers.

Learning in Fine Arts is valuable for building curiosity and supporting children in expressing and communicating their ideas and experiences. Additionally, integrating the arts throughout the classroom supports children's engagement in cooperative learning and constructing knowledge in all content areas:

- Visual arts instruction improves reading readiness.
- Musical experiences support understanding foundational mathematical concepts.
- Engaging in fine arts reduces children's stress and increases their cognition, self-awareness, self-direction, social and cultural awareness, independence, language skills, physical and social-emotional development, and ability to make sense of the world around them.

Collaboration, creativity, and cultural awareness are essential skills and concepts for children to develop and explore in our global environment. Nurturing and integrating these skills and concepts provide the foundation for children's lifelong educational success.

ADULTS SUPPORT LEARNING IN FINE ARTS WHEN THEY:

- Encourage conversation to help children express their ideas, emotions, and understanding in a variety of ways.
- Gain an understanding of children's preferences, interests, backgrounds, and culture to develop instruction and create an engaging learning environment.
- Encourage children to observe, interpret, and understand the expression of others.
- Provide opportunities for children to work collaboratively with others.
- Support children's self-awareness by providing opportunities for children to display, perform, and discuss their creative works.
- Engage and follow the children's lead in creative processes.
- Acknowledge children's efforts and persistence in artistic expression.

Strategies & Activities for **3-YEAR-OLDS**

Strand 1: **DRAMA**

Drama provides creative opportunities for children to portray a variety of events, characters, or stories through taking on different roles, interacting with props, and engaging in dramatic interactions. Children explore roles individually and collaboratively when acting out experiences and observing the dramatic expression of peers and teachers.

GENERAL STRATEGIES AND ACTIVITIES FOR DRAMA

- Video students performing and share with class and parents through multimedia.
- Use open-ended conversations to provide suggestions for materials to use in cooperative dramatic play (for example, students talk about what the jobs, tools, and materials they saw at a restaurant).
- Provide/make props and materials to represent life/themes (grocery store, pet shop, fire station, beauty shop, farmer's market, restaurant, etc.).
- Read or tell stories/nursery rhymes with materials for students to use in retelling or acting out scenes.

STANDARDS	STRATEGIES & ACTIVITIES
FA 3 yr.1.1: With prompting and support, express ideas, information, and feelings through dramatic play.	Act out familiar life/cultural experiences with props and dress-ups.
FA 3 yr.1.2: With prompting and support, attend to an adult telling stories or nursery rhymes and act out different parts.	Provide visuals from familiar books (fairy tales, nursery rhymes) to support students in acting out scenes.
FA 3 yr.1.3: Imitate real-life or pretend roles in play.	Find pictures, books, and props of community helpers. Use these items during instruction time and allow students to explore them during play.
FA 3 yr.1.4: With prompting and support, begin to work independently and cooperatively in dramatic play.	<ul style="list-style-type: none"> ■ Teach or reinforce friendship skills through dramatic play by modeling how to gain a friend’s attention, take turns, share, give compliments to one another, etc. ■ Model and reinforce appropriate interactions in dramatic play following the child’s lead.
FA 3 yr.1.5: With prompting and support, attend to and show appreciation for the dramatization of others (for example, clap, high fives, “good job”).	<ul style="list-style-type: none"> ■ Discuss and model ways that students can show their appreciation for the performances of others. ■ Invite students from other classes/grades (ages) to perform for students. ■ Provide opportunities for students to participate in puppet shows and watch other students perform a show for them.
FA 3 yr.1.6: With prompting and support, participate in a scene or play with a beginning and end.	<ul style="list-style-type: none"> ■ Provide props of interest to the students to use in the classroom dramatic play area. ■ After reading a picture book, discuss the order of events in the story. ■ Provide visuals from familiar books, fairy tales, or nursery rhymes to support students as they act out scenes while bringing attention to the beginning and end.

Strand 2: **DANCE**

Dance provides children the opportunity to use their bodies to move to music and express themselves through movement.

GENERAL STRATEGIES AND ACTIVITIES FOR DANCE

- Allow students time to listen and dance to a variety of musical genres (classical, jazz, Latin, island, hip hop, etc.).
- Provide indoor and outdoor space and opportunities to move and dance to music.
- Provide students opportunities to watch different styles of dance.

STANDARDS	STRATEGIES & ACTIVITIES
FA 3 yr.2.1: Move in rhythm with the music.	<ul style="list-style-type: none"> ■ Play various kinds of music and encourage students to bounce, hop, jump, or clap to the rhythm. ■ Allow students time to listen and dance to a variety of musical genres while noticing different rhythms.
FA 3 yr.2.2: Move the body to express feelings and ideas.	Select varied music to dance with students that allows them to incorporate emotions while listening to the tempos of the music.
FA 3 yr.2.3: Demonstrate self-regulation through large motor balance, stability, and control in dance within a defined space.	Dance or play games that allow students to move around freely and freeze in a defined space (for example, Freeze Dance).
FA 3 yr.2.4: Find different ways to control movements of the body, arms, and legs to develop coordination and mobility.	<ul style="list-style-type: none"> ■ Show pictures of various poses and have students imitate them (for example, yoga, moving like various animals, etc.). ■ Play imitation games such as <i>Follow the Leader</i> or <i>Simon Says</i>.
FA 3 yr.2.5: With prompting and support, begin to dance with others while respecting space boundaries and maintaining body control.	<ul style="list-style-type: none"> ■ Have students pick a partner when they dance to familiar songs. ■ Use a variety of activities to help students understand personal space such as hula hoops, stretching arms out to create their own space, etc.

Strand 3: **MUSIC**

Music offers students the opportunity to learn songs, create music, develop self-expression, and build cultural understanding with self and others.

GENERAL STRATEGIES AND ACTIVITIES FOR MUSIC

- Play a variety of music from various genres and cultures
- Provide students with musical instruments representing a variety of cultures to explore and use
- Make instruments from household items (paper towel roll, beans, elastics, paper plates, etc.)
- Invite families to share music from their cultures.
- Provide visuals as song prompts for students to access in play as well as whole group.

STANDARDS	STRATEGIES & ACTIVITIES
FA 3 yr.3.1: With prompting and support, participate in listening to and singing simple songs and fingerplays.	<ul style="list-style-type: none"> ■ Provide students the opportunity to participate in singing with visuals, puppets, props, etc. ■ Use simple songs throughout the day, including songs to cue different transitions such as time to clean up or time to wash their hands.
FA 3 yr.3.2: Explore and experiment with musical instruments.	<ul style="list-style-type: none"> ■ Listen, teach, sing, and use musical instruments to perform songs or nursery rhymes. Students can also have a parade in the classroom. ■ Model and use instruments to explore various components of music.
FA 3 yr.3.3: Show awareness and appreciation of different kinds of music.	<ul style="list-style-type: none"> ■ Allow students time to listen to a variety of musical genres (classical, jazz, Latin, island, etc.). ■ When playing various genres of music, ask how the music makes students feel.

(Continued)

STANDARDS	STRATEGIES & ACTIVITIES
<p>FA 3 yr.3.4: With prompting and support, express thoughts, feelings, and energy through music.</p>	<ul style="list-style-type: none"> ■ Provide students the opportunity to listen to and sing folk songs. ■ Invite families to share folk songs from their cultures. ■ When playing various genres of music, ask how the tempo, rhythm, or beat makes the students feel.
<p>FA 3 yr.3.5: With prompting and support, begin to explore folk songs and singing games from various cultures.</p>	<ul style="list-style-type: none"> ■ Listen, teach, and sing while allowing students to use musical instruments as they perform songs or nursery rhymes.
<p>FA 3 yr.3.6: With prompting and support, begin to identify favorite songs.</p>	<ul style="list-style-type: none"> ■ Have students choose their favorite songs from a song board. ■ Encourage students to share music they listen to and enjoy at home. ■ Have family members share songs from their childhood.



Strand 4: **VISUAL ARTS**

Visual arts provide sensory, expressive, and social opportunities through the use of various media and materials to create drawings, pictures, or 3D art.

GENERAL STRATEGIES AND ACTIVITIES FOR VISUAL ARTS:

- Provide time, space, and materials for students to explore and create individualized art.
- Write students’ dictations/descriptions of artwork.

STANDARDS	STRATEGIES & ACTIVITIES
FA 3 yr.4.1: Show interest and create works of art using a variety of tools (crayons, markers, scissors, etc.) and materials (clay, leaves, cardboard, etc.).	Engage with watercolors, markers, finger paint, glue, clay, collage materials, etc.
FA 3 yr.4.2: Recognize basic colors (for example, red, yellow, blue, orange, purple, and green).	<ul style="list-style-type: none"> ■ Let students explore how colors change or become new colors when mixed. ■ Sort and categorize colors as they create their own art (e.g., paper, buttons). ■ Support students in making a rainbow or color wall (sorting by color) with various materials.
FA 3 yr.4.3: With prompting and support, explore and identify physical characteristics of the environment including colors, textures, and light.	<ul style="list-style-type: none"> ■ Go on a “texture walk” to identify different textures in the school and in nature. ■ Explore using chalk or making crayon rubbings on different textured surfaces.
FA 3 yr.4.4: With prompting and support, talk with peers and/or adults about the art they created.	<ul style="list-style-type: none"> ■ Prompt students with “Tell me about…” questions to explain their art. ■ Write students’ dictations or descriptions of their artwork on the back of their art paper.
FA 3 yr.4.5: With prompting and support, select art objects to display including paintings, photos of block design, sculptures, etc.	<ul style="list-style-type: none"> ■ Provide the opportunity for students to select their own artwork to collect in a portfolio or place on a bulletin board. ■ Provide an opportunity for students to create and share art with peers, teachers, or parents.

Strategies & Activities for 4-YEAR-OLDS

Strand 1: **DRAMA**

Drama provides creative opportunities for children to portray a variety of events, characters, or stories through taking on different roles, interacting with props, and engaging in dramatic interactions. Children explore roles individually and collaboratively when acting out experiences and observing the dramatic expression of peers and teachers.

GENERAL STRATEGIES AND ACTIVITIES FOR DRAMA

- Video students performing and share with class and parents through multimedia.
- Use open-ended conversations to provide suggestions for materials to use in cooperative dramatic play (for example, students talk about what the jobs, tools, and materials they saw at a restaurant).
- Provide/make props and materials to represent life/themes (grocery store, pet shop, fire station, beauty shop, farmer's market, restaurant, etc.).
- Read or tell stories/nursery rhymes with materials for students to use in retelling or acting out scenes.

Strategies and Activities that are highlighted in purple are specific to 4-year-old students.

STANDARDS	STRATEGIES & ACTIVITIES
FA 4 yr.1.1: Identify and express ideas, information, and feelings through dramatic art (for example, telling stories and playing make-believe).	Act out familiar life/cultural experiences with props and dress-up materials.
FA 4 yr.1.2: Use dialogue, actions, and objects to tell a story.	<ul style="list-style-type: none"> ■ Provide visuals from familiar books, fairy tales, or nursery to support students as they act out scenes from those sources. ■ Provide students with opportunities to act out emotions of characters while telling a story.
FA 4 yr.1.3: Assume the roles of characters in dramatic play situations, or stories through drama, props, and language.	<ul style="list-style-type: none"> ■ Make storytelling props such as masks, capes, hats, costumes, puppets, etc. with your students and encourage them to act out scenes. ■ Show storybook characters or people in the community and allow students to portray their roles.
FA 4 yr.1.4: With prompting and support, work independently and cooperatively in dramatic play.	<ul style="list-style-type: none"> ■ Teach or reinforce friendship skills through dramatic play by modeling how to gain a friend's attention, take turns, share, give compliments to one another, etc. ■ Model and reinforce appropriate interactions in dramatic play following the child's lead.
FA 4 yr.1.5: With prompting and support, attend to and show appreciation for the dramatization of others.	<ul style="list-style-type: none"> ■ Provide opportunities for puppet shows or performances while encouraging the student audience to show their appreciation. ■ Invite students from other classes or to perform for your students.
FA 4 yr.1.6: With prompting and support, act out a story with a beginning, middle, and an end.	<ul style="list-style-type: none"> ■ Model and support students with story sequence while acting out a scene or play. ■ Provide visuals from familiar books, fairy tales, or nursery rhymes to support students as they act out scenes while bringing attention to the beginning, middle, and end.

Strand 2: **DANCE**

Dance provides children the opportunity to use their bodies to move to music and express themselves through movement.

GENERAL STRATEGIES AND ACTIVITIES FOR DANCE

- Allow students time to listen and dance to a variety of musical genres (classical, jazz, latin, island, hip hop, etc.).
- Provide indoor and outdoor space and opportunities to move and dance to music.
- Provide students opportunities to watch different styles of dance.

STANDARDS	STRATEGIES & ACTIVITIES
<p>FA 4 yr.2.1: Move to different patterns of beat and rhythm in music.</p>	<ul style="list-style-type: none"> ■ Play a variety of music while drawing attention to the different rhythms used and move to that rhythm with students. ■ Play various music and encourage students to bounce, hop, jump, or clap to the rhythm.
<p>FA 4 yr.2.2: Use creative movement to demonstrate feelings, ideas, concepts, and tell stories.</p>	<p>Select varied music to cue students to dance showing the emotions of happiness, sadness, being frightened, etc.</p>
<p>FA 4 yr.2.3: With prompting and support, start, stop, and respond to musical cues.</p>	<p>Dance or play games that allow students to move around freely and freeze in a defined space (for example, Freeze Dance).</p>
<p>FA 4 yr.2.4: With prompting and support, find different ways to move the body, arms, and legs, and begin to move body parts one at a time.</p>	<ul style="list-style-type: none"> ■ Show pictures of various poses and have students imitate them (for example, yoga, moving like various animals, etc.). ■ Play imitation games such as <i>Follow the Leader</i> or <i>Simon Says</i>.
<p>FA 4 yr.2.5: With prompting and support, dance for and with others while respecting space and maintaining body control.</p>	<ul style="list-style-type: none"> ■ Have students pick a partner when they dance to a familiar songs. ■ Use a variety of activities to help students understand personal space such as hula hoops, stretching arms out to create their own space, etc.

Strand 3: **MUSIC**

Music offers students the opportunity to learn songs, create music, develop self-expression, and build cultural understanding with self and others.

GENERAL STRATEGIES AND ACTIVITIES FOR MUSIC

- Play a variety of music from various genres and cultures.
- Provide students with musical instruments representing a variety of cultures to explore and use.
- Make instruments from household items (paper towel roll, beans, elastics, paper plates, etc.).
- Invite families to share music from their cultures.
- Provide visuals as song prompts for students to access in play as well as whole group.

STANDARDS	STRATEGIES & ACTIVITIES
<p>FA 4 yr.3.1: Participate in musical activities by listening to, singing, and creating music.</p>	<ul style="list-style-type: none"> ■ Provide students the opportunity to participate in singing with visuals, puppets, props, etc. ■ Use simple songs throughout the day, including songs to cue different transitions such as time to clean up or time to wash their hands. ■ Provide musical stories (for example, Peter and the Wolf) for students to listen to at listening centers.
<p>FA 4 yr.3.2: Show increasing recognition of the various components of music in terms of dynamics (loud/soft), pitch (high/low), and duration (long/short, fast/slow).</p>	<ul style="list-style-type: none"> ■ Listen, teach, sing, and use musical instruments to perform songs or nursery rhymes. Students can also have a parade in the classroom. ■ Model and use instruments to explore various components of music.
<p>FA 4 yr.3.3: Demonstrate elements of music by bouncing or clapping out the rhythm and discussing how it makes them feel.</p>	<p>Play a variety of musical genres (classical, jazz, Latin, island, etc.) and have students share comments about what they felt/heard.</p>

STANDARDS	STRATEGIES & ACTIVITIES
<p>FA 4 yr.3.4: Express thoughts, feelings, and energy through music.</p>	<ul style="list-style-type: none"> ■ When playing various genres of music, ask how the tempo, rhythm, or beat makes the students feel. ■ Invite parents to share music from their cultures and encourage students to share what emotions they feel. ■ Have students close their eyes while listening to a variety of music and share what they visualize.
<p>FA 4 yr.3.5: With prompting and support, begin to sing songs from various cultures.</p>	<ul style="list-style-type: none"> ■ Provide students the opportunity to listen to and sing folk songs. ■ Have parents and teachers share their songs from their cultures. ■ Listen, teach, sing, and use musical instruments to perform songs and nursery rhymes.
<p>FA 4 yr.3.6: With prompting and support, share a favorite song.</p>	<ul style="list-style-type: none"> ■ Have students choose their favorite songs from a song board. ■ Record students singing favorite songs from school and home. ■ Have family members and teachers share songs from their childhood.

Strand 4: **VISUAL ARTS**

Visual arts provide sensory, expressive, and social opportunities through the use of various media and materials to create drawings, pictures, or 3D art.

GENERAL STRATEGIES AND ACTIVITIES FOR VISUAL ARTS:

- Provide time, space, and materials for students to explore and create individualized art.
- Write students’ dictations/descriptions of artwork.

STANDARDS	STRATEGIES & ACTIVITIES
<p>FA 4 yr.4.1: Create works of art that reflect experiences using a variety of tools (crayons, markers, scissors, etc.) and materials (clay, leaves, cardboard, etc.).</p>	<p>Engage with a wide variety of art materials watercolors, markers, finger paint, glue, collage materials, scissors, clay etc.</p>
<p>FA 4 yr.4.2: Recognize and name colors (for example, red, yellow, blue, purple, orange, green, black, white, brown, pink, and gray).</p>	<ul style="list-style-type: none"> ■ Provide an opportunity to create artwork with colors beyond primary and secondary colors (copper, magenta, turquoise, silver, etc.). ■ Sort and categorize colors as they create their own art (e.g., paper, buttons). ■ Provide opportunity to create artwork with colors beyond primary and secondary colors (copper, magenta, turquoise, silver, etc.).
<p>FA 4 yr.4.3: Explore, identify, and describe the physical characteristics of the environment including colors, textures, and light.</p>	<ul style="list-style-type: none"> ■ Provide time, space, and materials for students to explore and represent characteristics in their environments. ■ Add textures to different paint mediums. ■ Make texture books or /collages using materials found in the classroom or nature.

STANDARDS	STRATEGIES & ACTIVITIES
<p>FA 4 yr.4.4: Talk with peers and/or adults about their art and their creative process.</p>	<ul style="list-style-type: none"> ■ Prompt students with “Tell me about...” questions to explain their art. ■ Provide an opportunity for students to create and share their art with peers/teachers/parents. ■ Write students’ dictations/descriptions of their artwork on the back of their art papers. ■ Support students in expressing emotions through artwork.
<p>FA 4 yr.4.5: With prompting and support, show appreciation by selecting art objects to display, including paintings, photos of block designs, sculptures, etc., and begin to explain the reasons for selecting the preferred artwork.</p>	<ul style="list-style-type: none"> ■ Provide the opportunity for students to select their own artwork to collect in a portfolio or place on a bulletin board. ■ Provide an opportunity for students to create and share art with peers/teachers/parents. ■ Engage students in discussion of their choice of artwork to display and why they chose it. ■ Display artwork (pictures, pottery, sculptures) from various cultures and artists, and discuss the different attributes (color, texture, form, materials used).



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