

*Art As a Way of Learning®:
The Languages of Inquiry*

Integrated Curriculum Framework Goals

| Represent & Express Ideas | Inquire & Solve Problems | Connect Community, Family, & Culture | Build Relationships & Understanding of Self | Use Tools & Materials to Safely Promote Inquiry |
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| describe aesthetic objects, materials, tools, processes, compelling events, & patterns | observe people and objects from multiple perspectives | freely use primary languages in conversations, writings, movement, music, & math explorations | develop confident, realistic self-concepts as inquirers & constructors of knowledge | derive aesthetic inspiration from nature (plants, insects, stones, fossils, water, seashells) |
| imitate friendly words & actions, artists' styles & moods, movements, & music | identify and describe parts/steps in stories, processes, movements, music, & constructions | choose books, pictures, artifacts, music, games, dance, sports, & manipulatives that depict diverse cultures and nature | distinguish their creative, unique work from that of others | appreciate diverse, visually appealing print and 3-D materials (books, fine art prints of people & nature, sculpture, children's work) |
| tell/retell stories in words, symbols, movement, & music | investigate objects and actions (What happens if...? Why does...? How does ... work?) | become familiar with diverse authors, graphic artists, performers, & scientists | form attachments to primary caregivers through learning as a community | develop fine-motor skills with writing/drawing instruments and surfaces (markers, paper, journals, paint, easels, multicultural fabrics) |
| count, order, and arrange words, symbols, objects, & sounds | experiment with words, symbols, media, techniques, scientific processes, movements, music, & mathematical operations | visit libraries, museums, performances, architecture, and other artistically rich local venues | express emotions & empathy appropriately with words, visual art, & actions | use tools to explore & construct (dough, measuring devices, musical instruments, recycled objects, wood, hammers, fabric, scissors, adhesives) |
| invent spellings, art techniques, movement, music, & symbols | predict what might happen next | work with local artists in residence , dancers, athletes, musicians, writers, scientists, & others who use the languages of learning | develop confidence about one's innate creative abilities | find aesthetically pleasing items to inspire pretend play, music, movement, & dance (scarves, diverse clothing, instruments, props, flannel boards & accessories) |

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| read words, symbols, their own words, others' words, & music | employ multiple approaches to explore literary, mathematical, & scientific symbols; movement; & music | select natural, diverse, aesthetic learning materials | play and work both alone and in groups to form a group identity as a creative, healthy learning community | experiment with structured learning materials (unit and hollow blocks, wood math manipulatives, puzzles, games) |
| communicate information & data with words, symbols, movement, music, & visual devices | connect new knowledge to prior experiences | attend concerts, dramatic performances, & athletic events | resolve social conflicts verbally, through music, or with the other languages of learning | develop gross-motor skills with indoor and outdoor equipment that invites individual and group learning (play structures, riding vehicles, puppet stages) |
| reflect on, critique, and help to document their own work & that of others | reflect on, critique, and help to document their own work & that of others | reflect on, critique, and help to document their own work & that of others | make increasingly difficult choices & accept the logical, natural consequences | implement recordings and computer software, printers, & scanners with which to create, view other's work, & document children's learning |