



Northampton Community College



Children's Centers Art As a Way of Learning®: The Languages of Inquiry Preschool Curriculum Planning Guide

NOTE: Superscripts refer to ages 3 and 4

Work Sampling System	Pennsylvania ELS	AWL Curriculum Framework
<u>Domain</u> Personal & Social Development	<u>Key Learning Area</u> Personal-Social & Approaches to Learning	<u>Goal Areas</u> Build Relationships & Understanding of Self/ Connect Community, Family, and Culture
Self Concept IA1 Demonstrates self-confidence IA2 Shows some self-direction	PS1 Self Concept	Languages of Inquiry, Including Literacy, Visual Arts, Movement, Music, Math, and Science Preschool children will <ul style="list-style-type: none"> • develop confident self-concepts as inquirers and constructors of knowledge • form a sense of group identity • distinguish self from others • use their primary languages • develop confidence about their innate creative abilities • distinguish their creative, unique work from that of others
Self Control IB1 Follows simple classroom rules and routines with guidance ³ . IB2 Begins ³ to use/Uses ⁴ classroom materials carefully IB3 Manages transitions	PS2 Self Regulation	Preschool children will <ul style="list-style-type: none"> • show care and empathy toward the feelings and needs of others, including those from diverse backgrounds • increasingly be patient, kind, and generous • express emotions and empathy appropriately with words, visual art, and actions • make choices and accept the logical consequences

<p>Approaches to Learning</p> <p>IC1 Shows eagerness and curiosity as a learner</p> <p>IC2 Attends briefly³/Attends to tasks⁴ and seeks help when encountering a problem</p> <p>IC3 Approaches play³ with purpose/tasks with flexibility⁴ and inventiveness</p>	<p><u>Key Learning Area</u> Approaches to Learning</p> <p>AL1 Initiative and Curiosity</p> <p>AL2 Engagement and Persistence</p> <p>AL3 Reasoning and Problem Solving</p> <p>AL4 Flexibility, Risk Taking, and Responsibility</p> <p>AL5 Imagination, Creativity and Invention</p>	<p>Preschool children will</p> <ul style="list-style-type: none"> • observe people and objects from multiple perspectives • explore aesthetic, natural materials that reflect diversity, such as musical instruments from various cultures • experiment with words, symbols, media, techniques, scientific processes, movements, music, and mathematical operations • connect new knowledge to prior experiences • reflect on, critique, and help to document their own work and that of others
<p>Interaction With Others</p> <p>ID1 Interacts³/Interacts easily⁴ with one or more children</p> <p>ID2 Interacts³/Interacts easily⁴ with familiar adults</p> <p>ID3 Participates in the group life of the class</p> <p>ID4 Shows empathy and caring for others</p>	<p>PS4 Social Interactions</p>	<p>Preschool children will</p> <ul style="list-style-type: none"> • form attachments to primary caregivers through learning as a community • demonstrate attachment to family and other familiar adults • play and work both alone and in groups to form a group identify as a creative, healthy learning community • express emotions and empathy appropriately with words, visual art, and actions • show care and empathy toward the feelings and needs of others, including those from diverse backgrounds
<p>Social Problem-Solving</p> <p>IE1 Seeks adult help when needed to resolve conflicts</p>		<p>Preschool children will</p> <ul style="list-style-type: none"> • resolve social conflicts, including responding to bias, verbally, through music, or with the other languages of learning

<p>Reading</p> <p>2C1 Shows appreciation for books³ and reading⁴</p> <p>2C2 Shows beginning understanding of concepts about print⁴</p> <p>2C3 Shows interest in letters and words³/Begins to develop knowledge about letters⁴</p> <p>2C4 Comprehends and responds to stories read aloud</p>	<p>LL3 Comprehension</p>	<p>Preschool children will use the languages of inquiry to</p> <ul style="list-style-type: none"> • recognize and “read” signs, symbols, their own words, others’ words • freely use primary languages in writings, music, & math explorations • count, order, and arrange words, symbols, objects, and sounds • identify parts/steps in stories, processes, movements, music, and constructions • explore computers with child-friendly software for the arts, literacy, science, and math • explore the uses of books and journals • become familiar with diverse authors, graphic artists, performers, and scientists • share information with others • use writing instruments such as chalk and markers to communicate with scribbles, symbols, and invented spelling • employ multiple approaches to explore literary symbols • begin to think critically about objects and experiences • visually create representations of objects and events • create an image or feeling with movement such as ballet • experiment with artists’ materials and tools (crayons, markers, paint and paint brushes, modeling compounds, fabric and yarn, paper) • identify aesthetic qualities of art prints • re-represent and/or interpret their learning • choose books, pictures, artifacts, music, dance, and manipulatives that depict diverse cultures and nature • connect new knowledge to prior experiences • visit libraries, museums, performances, architecture, and other artistically rich local venues • reflect on, critique, and help to document their own work and that of others
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<p>Writing</p> <p>2D1 Represents ideas and stories through pictures, dictation, and play</p> <p>2D2 Uses scribbles and unconventional shapes to write.³Uses letter-like shapes, symbols, and letters to convey meaning.⁴</p> <p>2D3 Understands purposes for writing⁴</p>	<p>LL4Literacy</p>	<p>Preschool children will use the languages of inquiry to</p> <ul style="list-style-type: none"> • use writing instruments such as chalk and markers to communicate with scribbles, symbols, and invented spelling • imitate friendly words and actions, artists' styles and moods, movements, music • freely use primary languages in writings, music, & math explorations • communicate information and data with words, symbols, movement, music, and visual devices • begin to think critically about objects and experiences • visually create representations of objects and events • create an image or feeling with movement such as ballet • experiment with artists' materials and tools (crayons, markers, paint and paint brushes, modeling compounds, fabric and yarn, paper) • begin to recognize pictures and sounds of band, orchestra, and other diverse instruments • tell, retell, and perform nursery rhymes, finger plays, poems, music, and stories in words, symbols, movement, and music • share information with others • re-represent and/or interpret their learning • connect new knowledge to prior experiences • work with local artists in residence, dancers, athletes, musicians, writers, scientists, and others who use the languages of learning • reflect on, critique, and help to document their own work and that of others
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<u>Domain</u> Mathematical Thinking	<u>Key Learning Area</u> Logical-Mathematical	<u>Goal Areas</u> Represent & Express Ideas/ Inquire & Solve Problems
Mathematical Processes		Languages of Inquiry, Including Literacy, Visual Arts, Movement, Music, Math, and Science

<p>3A1 Shows interest in solving mathematical problems.³Begins to use simple strategies to solve mathematical problems⁴</p>	<p>LM6 Reason, Predict, and Problem Solve</p>	<p>Preschool children will use the languages of inquiry to</p> <ul style="list-style-type: none"> • observe and describe the location of and attributes of objects, many of which are natural, aesthetically pleasing, and diverse • describe in detail the similarities and differences in aesthetic objects, materials, tools, processes, compelling events, and patterns • freely use primary languages in movement, music, and math explorations • anticipate the timing of familiar events such as routines • notice the beginning, ending, and length of time intervals • recognize changes in tempo, such as fast and slow • observe people and objects from various perspectives • fill and empty containers, put items in and take them out • investigate and experiment with objects, actions, symbols, music, and mathematical operations • wonder: What happens if...??? and experiment to find out • predict: What comes next? and engage in the scientific process • count and order objects with increasing complexity • record observations and re-represent data with simple graphs, charts, and other visual devices • think critically about objects and experiences • broaden their familiarity with the aesthetic and mathematical qualities of art prints and nature • identify and describe steps and connections in more complex routines and events • use math software • collect, group, and explore aesthetic, natural items • match objects to other objects and to numerals • classify and seriate learning materials • put together and take apart groups of objects such as puzzles and simple machines • recognize, describe, and create patterns with materials such as Attribute blocks, Unifix cubes, Cuisenaire rods, geometric solids, and pattern blocks • use geometric shapes and forms such as unit blocks to represent concepts • link objects to determine their combined length • use measuring tools (cups, rods, scales, footprints, timer) • connect new learning to prior experiences • reflect on, critique, and help to document their own work and that of others
<p>Number and Operations</p>	<p>LM1 Numbers, Numerical Representation, and Numerical Operations</p>	

<p>3B1 Shows curiosity and interest in counting and numbers.³Shows beginning understanding of number and quantity.⁴</p>	<p>LM5 Represent and Interpret Data</p>	<p>Preschool children will use the languages of inquiry to</p> <ul style="list-style-type: none"> • freely use primary languages in math explorations • investigate and experiment with objects, actions, symbols, music, and mathematical operations • wonder: What happens if...??? and experiment to find out • predict: What comes next? and engage in the scientific process • count and order objects with increasing complexity • record observations and re-represent data with simple graphs, charts, and other visual devices • identify and describe steps and connections in more complex routines and events • use math software • collect, group, and explore aesthetic, natural items • match objects to other objects and to numerals • classify and seriate learning materials • put together and take apart groups of objects such as puzzles and simple machines • link objects to determine their combined length • use measuring tools (cups, rods, scales, footprints, timers) • broaden their familiarity with the aesthetic and mathematical qualities of art prints and nature
<p>Patterns, Relationships, and Functions</p>	<p>LM2 Understanding Patterns, Relations, and Functions</p>	
<p>3C1 Sorts objects into subgroups that vary by one³/or two⁴ attributes</p>		<p>Preschool children will use the languages of inquiry to</p> <ul style="list-style-type: none"> • describe in detail the similarities and differences in aesthetic objects, materials, tools, processes, compelling events, and patterns • connect new learning to prior experiences • recognize changes in tempo, such as fast and slow • use math software • collect, group, and explore aesthetic, natural items • match objects to other objects and to numerals • classify and seriate learning materials • put together and take apart groups of objects such as puzzles and simple machines

<p>3C2 Recognizes simple patterns and duplicates them⁴</p>		<p>Preschool children will use the languages of inquiry to</p> <ul style="list-style-type: none"> • observe and describe the location of and attributes of objects • describe in detail the similarities and differences in aesthetic objects, materials, tools, processes, compelling events, and patterns • recognize and imitate changes in tempo, such as fast and slow • match objects to other objects and to numerals • classify and seriate learning materials • recognize, describe, and create patterns with materials such as Attribute blocks, Cuisenaire® rods, geometric solids, and pattern blocks
<p>Geometry and Spatial Relations</p>	<p>LM3 Concepts of Space and Shape</p>	
<p>3D1 Identifies several shapes.³Begins to recognize and describe the attributes of shapes⁴</p>		<p>Preschool children will use the languages of inquiry to</p> <ul style="list-style-type: none"> • describe in detail the similarities and differences in aesthetic objects, materials, tools, processes, compelling events, and patterns • observe people and objects from various perspectives • think critically about objects and experiences • broaden their familiarity with the aesthetic and mathematical qualities of art prints and nature • use math software • collect, group, and explore aesthetic, natural items • match objects to other objects and to numerals • put together and take apart groups of objects such as puzzles and simple machines • use geometric shapes and forms such as unit blocks to represent concepts • connect new learning to prior experiences
<p>3D2 Shows understanding of³of and uses⁴ several positional words</p>		<p>Preschool children will use the languages of inquiry to</p> <ul style="list-style-type: none"> • observe and describe the location of and attributes of objects • describe in detail the similarities and differences in aesthetic objects, materials, tools, processes, compelling events, and patterns • freely use primary languages in movement, music, and math explorations • reflect on and critique their own work and that of others
<p>Measurement</p>	<p>LM4 Measurement Concept</p>	

<p>3E1 Shows understanding of some comparative words.³Orders, compares, and describes objects according to a single attribute.⁴</p>		<p>Preschool children will use the languages of inquiry to</p> <ul style="list-style-type: none"> • observe and describe the location of and attributes of objects • describe in detail the similarities and differences in aesthetic objects, materials, tools, processes, compelling events, and patterns • freely use primary languages in movement, music, and math explorations • think critically about objects and experiences
<p>3E2 Participates in measuring activities</p>		<p>Preschool children will use the languages of inquiry to</p> <ul style="list-style-type: none"> • put together and take apart groups of objects such as puzzles and simple machines • anticipate the timing of familiar events such as routines • notice the beginning, ending, and length of time intervals • recognize changes in tempo, such as fast and slow • link objects to determine their combined length • use measuring tools (cups, rods, scales, footprints, timers, rulers) • reflect on, critique, and help to document their own work and that of others

<u>Domain</u> Scientific Thinking	<u>Key Learning Area</u> Science	<u>Goal Area</u> Inquire & Solve Problems
Inquiry		Languages of Inquiry, Including Literacy, Visual Arts, Movement, Music, Math, and Science
4A1 Uses senses to observe and explore classroom ³ /Asks questions and uses senses to observe and explore ⁴ materials and natural phenomena	S2 Living Things S4 Earth and Space	Preschool children will <ul style="list-style-type: none"> • freely use primary languages in movement, music, math, and science explorations • observe and describe the location of and attributes of objects, many of which are natural, aesthetically pleasing, and diverse • describe in detail the similarities and differences in aesthetic objects, materials, tools, processes, compelling events, and patterns • freely use primary languages in movement, music, math, and science explorations • observe people and objects from various perspectives • investigate and experiment with objects, actions, symbols, music, and scientific phenomena • wonder: What happens if...??? and experiment to find out • predict: What comes next? and engage in the scientific process • record observations and re-represent data with simple graphs, charts, and other visual devices • think critically about objects and experiences • broaden their familiarity with the aesthetic and scientific qualities of art prints and nature • identify and describe steps and connections in more complex routines and events • use science software to explore nature, the scientific method, and challenges facing scientists • collect, group, and explore aesthetic, natural items • use measuring tools (cups, rods, scales, footprints, timer) • connect new learning to prior experiences

<p>4A2 Begins to use³/Uses⁴ simple tools and equipment for investigation</p>	<p>S1 Scientific Method</p>	<p>Preschool children will</p> <ul style="list-style-type: none"> • freely use primary languages in writings, math, and science explorations • observe and describe the location of and attributes of objects, many of which are natural, aesthetically pleasing, and diverse • describe in detail the similarities and differences in aesthetic objects, materials, tools, processes, compelling events, and patterns • freely use primary languages in movement, music, math, and science explorations • investigate and experiment with objects, actions, symbols, music, and scientific phenomena • wonder: What happens if..??? and experiment to find out • predict: What comes next? and engage in the scientific process • record observations and re-represent data with simple graphs, charts, and other visual devices • think critically about objects and experiences • identify and describe steps and connections in more complex routines and events • use science software to explore nature, the scientific method, and challenges facing scientists • connect new learning to prior experiences • reflect on, critique, and help to document their own work and that of others
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<p>4A3 Makes comparisons among objects</p>	<p>S3 Physical World</p>	<p>Preschool children will</p> <ul style="list-style-type: none"> • observe and describe the location of and attributes of objects, many of which are natural, aesthetically pleasing, and diverse • describe in detail the similarities and differences in aesthetic objects, materials, tools, processes, compelling events, and patterns • observe people and objects from various perspectives • investigate and experiment with objects, actions, symbols, music, and scientific phenomena • wonder: What happens if...??? and experiment to find out • predict: What comes next? and engage in the scientific process • record observations and re-represent data with simple graphs, charts, and other visual devices • think critically about objects and experiences • broaden their familiarity with the aesthetic and scientific qualities of art prints and nature • use science software to explore nature, the scientific method, and challenges facing scientists • collect, group, and explore aesthetic, natural items • use measuring tools (cups, rods, scales, footprints, timer) • connect new learning to prior experiences • reflect on, critique, and help to document their own work and that of others
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<u>Domain</u> Social Studies	<u>Key Learning Area</u> Social Studies	<u>Goal Area</u> Connect Community, Family, & Culture
People, Past and Present	SS2 Past, Present, and Future	Languages of Inquiry, Including Literacy, Visual Arts, Movement, Music, Math, and Science
5A1 Begins to recognize own physical characteristics and those of others. ³ /Identifies similarities and differences in personal and family characteristics ⁴		Preschool children will <ul style="list-style-type: none"> observe people and objects from multiple perspectives freely use primary languages in conversations and writings choose books, pictures, artifacts, music, games, dance, sports, and manipulatives that depict diverse cultures become familiar with diverse authors, graphic artists, and performers visit libraries, museums, performances, architecture, and other artistically rich local venues
Human Interdependence		
5B1 Begins to understand family structures and roles ³ /needs, roles, and relationships ⁴	SS1 Community	Preschool children will <ul style="list-style-type: none"> freely use primary languages in conversations choose books, pictures, artifacts, music, games, dance, sports, and manipulatives that depict diverse cultures become familiar with diverse authors, graphic artists, and performers contribute to display of photos of families and neighborhood
5B2 Describes some jobs that people do. ³ /Describes some people's jobs and what is required to perform them ⁴	SS3 Role of Consumers	Preschool children will <ul style="list-style-type: none"> work with local artists in residence, dancers, athletes, musicians, and others who use the languages of learning attend concerts, dramatic performances, and athletic events
5B3 Begins to be aware of technology and how it affects life ⁴		Preschool children will <ul style="list-style-type: none"> use software to explore diverse cultures, languages, and symbols choose books, pictures, artifacts, music, games, dance, sports, and manipulatives that depict diverse cultures
Citizenship and Government		
5C1 Shows awareness of group rules ³ /Demonstrates awareness of rules ⁴		Preschool children will <ul style="list-style-type: none"> develop confident self-concepts as inquirers and constructors of knowledge form a sense of group identity distinguish self from others show care and empathy toward the feelings and needs of others, including those from diverse backgrounds express emotions and empathy appropriately with words, visual art, and actions make increasingly difficult choices and accept the logical consequences

5C2 Shows awareness of what it means to be a leader ⁴		Preschool children will <ul style="list-style-type: none"> • develop confident self-concepts as inquirers and constructors of knowledge • form a sense of group identity • show care and empathy toward the feelings and needs of others, including those from diverse backgrounds • express emotions and empathy appropriately with words, visual art, and actions • make increasingly difficult choices and accept the logical consequences
People and Where They Live		
5D1 Shows beginning awareness of their environment ³ /Describes the location of things in the environment ⁴		Preschool children will <ul style="list-style-type: none"> • observe people and objects from multiple perspectives • freely use primary languages in conversations and writings • choose books, pictures, artifacts, music, games, dance, sports, and manipulatives that depict diverse cultures
5D2 Shows awareness of the environment ⁴		Preschool children will <ul style="list-style-type: none"> • observe people and objects from multiple perspectives • freely use primary languages in conversations and writings • choose books, pictures, artifacts, music, games, dance, sports, and manipulatives that depict diverse cultures • become familiar with diverse authors, graphic artists, and performers • visit libraries, museums, performances, architecture, and other artistically rich local venues • attend concerts, dramatic performances, and athletic events

<u>Domain</u> The Arts	<u>Key Learning Area</u> Creative Arts	<u>Goal Areas</u> Represent & Express Ideas/ Inquire & Solve Problems/ Use Tools & Materials to Safely Promote Inquiry
Expressions and Representation		Languages of Inquiry, Including Literacy, Visual Arts, Movement, Music, Math, and Science
6A1 Participates in group music experiences		Preschool children will <ul style="list-style-type: none"> • explore and imitate sounds with voice (pitch, sounds), diverse music instruments, and natural sound makers • feel, repeat, and create a steady beat • listen to suitable stories and music from diverse cultures (recordings and live performances of classical, jazz, folk, ethnic, opera, and other traditions) • freely use primary languages in music explorations • tell, retell, and perform nursery rhymes, finger plays, poems, musical games, songs, and stories • imitate roles and engage in pretend play with appealing puppets, flannel boards, and drama props • engage in spontaneous and planned musical performances including instruments, singing, movement, and/or dance • attend concerts and dramatic performances • begin to recognize pictures and sounds of band, orchestra, and other diverse instruments • feel and express a steady beat • reflect on, critique, and help to document their own work and that of others

<p>6A2 Participates in creative movement, dance, and drama</p>	<p>CA2 Expressing Self Through Movement and Music CA3 Dramatic Play</p>	<p>Preschool children will</p> <ul style="list-style-type: none"> • tell, retell, and perform nursery rhymes, finger plays, poems, musical games, songs, and stories • imitate roles and engage in pretend play with appealing puppets, flannel boards, and drama props • engage in spontaneous and planned musical performances including playing instruments, singing, movement, and/or dance • freely use primary languages in movement and music explorations • create and use visual props and backdrops for dramatic and musical play (flannel board accessories, scarves, costumes, pretend play structures) • explore creative expressions of images and feelings with body, materials, and sound • invent songs as stories • explore computers with child-friendly software for the performing arts • reflect on, critique, and help to document their own work and that of others
<p>6A3 Uses a variety of art materials for tactile experience and exploration</p>	<p>CA1 Visual Art Form</p>	<p>Preschool children will</p> <ul style="list-style-type: none"> • explore aesthetic materials and the world around them through the senses: look, listen, taste, touch, smell • become familiar with diverse authors, graphic artists, and performers • investigate the qualities of natural objects such as wood (blocks, lumber, hammers, glue) and water (buckets, brushes) • recognize, describe, and replicate art elements (line, shape, form, color & value, texture) and principles of visual organization (unity; variety or contrast; balance; repetition, rhythm, & pattern; emphasis; proportion; movement) • describe aesthetically pleasing natural objects and everyday events • appreciate diverse, visually appealing print and 3-D materials (books, sculpture, constructions, children's work) • derive aesthetic inspiration from nature (plants, insects, stones, fossils, water, seashells) • experiment with artists' materials and tools (crayons, markers, pencils, paint and paint brushes, modeling compounds, fabric and yarn, scissors, paper) • use tools to explore and construct (measuring devices, recycled objects, saws) • explore the visual arts on computers with child-friendly software • broaden their familiarity with the aesthetic and mathematical qualities of art prints and nature • reflect on, critique, and help to document their own work and that of others
<p>Understanding and Appreciation</p>	<p>CA4 Appreciation</p>	

6B1 Responds to artistic creations or events		Preschool children will <ul style="list-style-type: none">• derive aesthetic inspiration from artistic creations and performances• recognize, describe, and replicate art elements and principles of visual organization• describe aesthetically pleasing natural objects and everyday events• appreciate diverse, visually appealing print and 3-D materials (books, sculpture, constructions, children's work)• interpret music, writings, music, and visual arts creations by imitating friendly words and actions, artists' styles and moods, movements, and rhythm or pitch• reflect on, critique, and help to document their own work and that of others
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<u>Domain</u> Physical Development and Health	<u>Key Learning Area</u> Physical Health	<u>Goal Areas</u> Inquire & Solve Problems/ Build Relationships & Understanding of Self/ Use Tools & Materials to Safely Promote Inquiry
Gross Motor Development	PH1 Gross Motor	Languages of Inquiry, Including Literacy, Visual Arts, Movement, Music, Math, and Science
7A1 Moves with some ³ /Moves with ⁴ balance and control		Preschool children will <ul style="list-style-type: none"> • move parts of the body • move their whole bodies • listen to diverse sounds and move with the rhythm • develop large muscle coordination with props such as tunnels, hoops, balls, scarves, ropes, and fabric • play with or on large-motor equipment such as balance beams, bean bags, activity structures, and riding vehicles • freely use primary languages in movement explorations • imitate movements shown in pictures of sports and dance • connect physical activities to prior learning experiences • move in coordination with objects • feel and express a steady beat • create an image or feeling with movement
7A2 Coordinates movements to perform simple tasks		Preschool children will <ul style="list-style-type: none"> • increasingly do things for self such as dressing, serving food, and cleaning up • create increasingly difficult images or feelings with movement • engage in finger plays and action songs • pretend to move like athletes, dancers, and familiar animals • participate in simple, cooperative group games drawn from diverse cultures • imitate roles by using diverse pretend play props such as ethnic clothing and household items • try dances from various cultures • re-represent and/or interpret their learning through movement, music, and pretend play • reflect on, critique, and help to document their own work and that of others
Fine Motor Development	PH2 Fine Motor	

7B1 Uses strength and control to perform simple tasks		Preschool children will <ul style="list-style-type: none"> • develop fine motor coordination by exploring toys and other small objects with diverse textures, shapes, and colors • engage in finger plays and action songs • experiment with artists' materials and tools (crayons, markers, pencils, paint and paint brushes, modeling compounds, fabric and yarn, scissors, paper) • use tools to explore and construct (measuring devices, recycled objects, saws)
7B2 Uses eye-hand coordination to perform simple tasks ³ /tasks ⁴		Preschool children will <ul style="list-style-type: none"> • develop fine motor coordination by exploring toys and other small objects with diverse textures, shapes, and colors • engage in finger plays and action songs • experiment with artists' materials and tools • use tools to explore and construct
7B3 Explores the use of various drawing and art tools ³ /Shows beginning control of writing, drawing, and art tools ⁴		Preschool children will <ul style="list-style-type: none"> • develop fine motor coordination by exploring toys and other small objects with diverse textures, shapes, and colors • engage in finger plays and action songs • experiment with artists' materials and tools • use tools to explore and construct
Personal Health and Safety	<u>Key Learning Area</u> Physical Health	
	PH3 Health and Safety	
	<u>Key Learning Area:</u> Personal Social & Approaches to Learning	
7C1 Begins to perform ³ /Performs ⁴ some self-care tasks independently	PS3 Self Care and Self Reliance	Preschool children will <ul style="list-style-type: none"> • increasingly do things for self such as serving food and cleaning up • develop confident self-concepts as inquirers and constructors of knowledge • form attachment to a primary caregiver • express emotions • form a sense of group identity • distinguish self from others • do things for self • use their primary languages • develop confidence about their innate creative abilities • distinguish their creative, unique work from that of others • play and work alone and in groups: share materials, contribute ideas • show care and empathy toward the feelings and needs of others, including those from diverse backgrounds • solve their own social conflicts, including responding to bias • make increasingly difficult choices and accept natural consequences

7C2 Follows basic health and safety rules with reminders ³		Preschool children will <ul style="list-style-type: none"> • increasingly do things for self such as handwashing, toileting, dressing, serving food, and cleaning up • recognize and follow words and symbols for basic health and safety routines (red lights, handwashing procedures)
	<u>Key Learning Area</u> Program Partnerships	
	PP1 Help Parents Advance Child's Learning	Preschool children will <ul style="list-style-type: none"> • connect new knowledge with prior experiences • freely use primary languages in conversations, writings, and inquiry • develop confident self-concepts as inquirers and constructors of knowledge • choose books, pictures, artifacts, music, dance, and manipulatives that depict diverse cultures and nature • become familiar with diverse authors, graphic artists, performers, and other inquirers • develop confidence about their innate creative abilities • distinguish their creative, unique work from that of others • work with local artists in residence, dancers, athletes, musicians, and others who use the languages of learning • reflect on, critique, and help to document their own work and that of others
	PP2 Connecting Parents With Community Services	Preschool children will <ul style="list-style-type: none"> • freely use primary languages in conversations, writings, and inquiry • communicate information and data with words and symbols • visit libraries, museums, performances, architecture, and other artistically rich local venues • attend concerts, dramatic performances, and athletic events
	PP3 Helping Parents Transition Their Children	Preschool children will <ul style="list-style-type: none"> • visit schools, libraries, museums, performances, architecture, and other artistically rich local venues • attend concerts, dramatic performances, and athletic events • connect new knowledge to prior experiences

	<p>PP4 Parents and Program Governance</p>	<p>Preschool children will</p> <ul style="list-style-type: none"> • develop confident self-concepts as inquirers and constructors of knowledge • form a sense of group identity • show care and empathy toward the feelings and needs of others, including those from diverse backgrounds • solve their own social conflicts, including responding to bias • make increasingly difficult choices and accept the logical, natural consequences • express emotions and empathy appropriately with words, visual art, and actions
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Work Sampling System (WSS) ???

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