Volume 2

Visual and Performing Arts

Visual Art

1 Notice, Respond, and Engage

At around 48 months of age

1. Notice and communicate about objects or forms that appear in art. 1.1
2. Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them. 1.2
3. Enjoy and engage with displays of visual art, inside or outside the classroom. Begin to express preferences for some art activities or materials. 1.3
4. Choose own art for display in the classroom or for inclusion in a portfolio or book and briefly explain choice. 1.4

At around 60 months of age

1. Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork. 1.1
2. Begin to plan art and show increasing care and persistence in completing it. 1.2
3. Enjoy and engage with displays of visual art. May expand critical assessment of visual art to include preferences for types of artwork or art activities. 1.3
4. Choose own art for display in the classroom or for inclusion in a portfolio or book and explain her or his ideas in some detail. 1.4

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2 Develop Skills in Visual Art

At around 48 months of age

1. Make straight and curved marks and lines; begin to draw rough circle shapes. 2.1
2. Begin to create paintings or drawings that suggest people, animals, and objects. 2.2
3. Make somewhat regular-shaped balls and coils out of dough or clay. 2.3
4. Begin to use paper and other materials to assemble simple collages. 2.4
5. Begin to recognize and name materials and tools used for visual arts. 2.5
6. Demonstrate some motor control when working with visual arts tools. 2.6

At around 60 months of age

1. Draw single circle and add lines to create representations of people and things. 2.1
2. Begin to create representative paintings or drawings that approximate or depict people, animals, and objects. 2.2
3. Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press). 2.3
4. Use paper and other materials to make two- and three-dimensional assembled works. 2.4
5. Recognize and name materials and tools used for visual arts. 2.5
6. Demonstrate increasing coordination and motor control when working with visual arts tools. 2.6

3 Create, Invent, and Express Through Visual Art

At around 48 months of age

1. Create art and sometimes name the work. 3.1
2. Begin to draw figures or objects. 3.2
3. Begin to use intensity of marks and color to express a feeling or mood. 3.3

At around 60 months of age

1. Intentionally create content in a work of art. 3.1
2. Draw more detailed figures or objects with more control of line and shape. 3.2
3. Use intensity of marks and color more frequently to express a feeling or mood. 3.3

Music

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1 Notice, Respond, and Engage

At around 48 months of age

1. Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe music. 1.1
2. Recognize simple repeating melody and rhythm patterns. 1.2
3. Identify the sources of a limited variety of musical sounds. 1.3
4. Use body movement freely to respond loosely to beat—loud versus quiet (dynamics)—and tempo. 1.4

At around 60 months of age

1. Verbally reflect on music and describe music by using an expanded vocabulary. 1.1
2. Demonstrate more complex repeating melody and rhythm patterns. 1.2
3. Identify the sources of a wider variety of music and music-like sounds. 1.3
4. Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music. 1.4

2 Develops Skills in Music

At around 48 months of age

1. Begin to discriminate between different voices and certain instrumental and environmental sounds. Follow words in a song. 2.1
2. Explore vocally; sing repetitive patterns and parts of songs alone and with others. 2.2

At around 60 months of age

1. Become more able to discriminate between different voices and various instrumental and environmental sounds. Follow words in a song. 2.1
2. Extend vocal exploration; sing repetitive patterns and entire songs alone and with others in wider ranges of pitch. 2.2

3 Create, Invent, and Express Through Music

At around 48 months of age

1. Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones. 3.1
2. Move or use body to demonstrate beat and tempo, often spontaneously. 3.2
3. Improvise vocally and instrumentally. 3.3

At around 60 months of age

1. Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs. 3.1
2. Move or use body to demonstrate beat, tempo, and style of music, often intentionally. 3.2
3. Explore, improvise, and create brief melodies with voice or instrument. 3.3

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Drama

1 Notice, Respond, and Engage

At around 48 months of age

1. Demonstrate an understanding of simple drama vocabulary. 1.1
2. Identify preferences and interests related to participating in drama. 1.2
3. Demonstrate knowledge of simple plot of a participatory drama. 1.3

At around 60 months of age

1. Demonstrate a broader understanding of drama vocabulary. 1.1
2. Explain preferences and interests related to participating in drama. 1.2
3. Demonstrate knowledge of extended plot and conflict of a participatory drama. 1.3

2 Develop Skills to Create, Invent, and Express Through Drama

At around 48 months of age

1. Demonstrate basic role-play skills with imagination and creativity. 2.1
2. Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers. 2.2

At around 60 months of age

1. Demonstrate extended role-play skills with increased imagination and creativity. 2.1
2. Create and use an increasing variety of props, costumes and scenery to enhance dramatization of familiar stories and fantasy play with peers. 2.2

Dance

1 Notice, Respond, and Engage

At around 48 months of age

1. Engage in dance movements. 1.1
2. Begin to understand and use vocabulary related to dance. 1.2
3. Respond to instruction of one skill at a time during movement, such as a jump or fall. 1.3
4. Explore and use different steps and movements to create or form a dance. 1.4

At around 60 months of age

1. Further engage and participate in dance movements. 1.1
2. Connect dance terminology with demonstrated steps. 1.2
3. Respond to instruction of more than one skill at a time in movement, such as turning, leaping, and turning again. Often initiate a sequence of skills. 1.3
4. Use understanding of different steps and movements to create or form a dance. 1.4

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2 Develop Skills in Dance

At around 48 months of age

1. Begin to be aware of own body in space. 2.1
2. Begin to be aware of other people in dance or when moving in space. 2.2
3. Begin to respond to tempo and timing through movement. 2.3

At around 60 months of age

1. Continue to develop awareness of body in space. 2.1
2. Show advanced awareness and coordination of movement with other people in dance or when moving in space. 2.2
3. Demonstrate some advanced skills in responding to tempo and timing through movement. 2.3

3 Create, Invent, and Express Through Dance

At around 48 months of age

1. Begin to act out and dramatize through music and movement patterns. 3.1
2. Invent dance movements. 3.2
3. Improvise simple dances that have a beginning and an end. 3.3
4. Communicate feelings spontaneously through dance and begin to express simple feelings intentionally through dance when prompted by adults. 3.4

At around 60 months of age

1. Extend understanding and skills for acting out and dramatizing through music and movement patterns. 3.1
2. Invent and recreate dance movements. 3.2
3. Improvise more complex dances that have a beginning, middle, and an end. 3.3
4. Communicate and express feelings intentionally through dance. 3.4

Physical Development

Fundamental Movement Skills

1 Balance

At around 48 months of age

1. Maintain balance while holding still; sometimes may need assistance. 1.1
2. Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable. 1.2

At around 60 months of age

1. Show increasing balance and control when holding still. 1.1
2. Show increasing balance control while moving in different directions and when transitioning from one movement or position to another. 1.2

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2 Locomotor Skills

At around 48 months of age

1. Walk with balance, not always stable, oppositional arm movements still developing, and relatively wide base of support (space between feet). 2.1
2. Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition of arms and legs. 2.2
3. Jump for height (up or down) and for distance with beginning competence. 2.3
4. Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping, and leaping. 2.4

At around 60 months of age

1. Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet). 2.1
2. Run with a longer stride length and each foot off the ground for a greater length of time. Opposition of arms and legs is more consistent. 2.2
3. Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump. 2.3
4. Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping. 2.4

3 Manipulative Skills

At around 48 months of age

1. Begin to show gross motor manipu - lative skills by using arms, hands, and feet, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking. 3.1
2. Begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing. 3.2

At around 60 months of age

1. Show gross motor manipulative skills by using arms, hands, and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking. 3.1
2. Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing. 3.2

Perceptual–Motor Skills and Movement Concepts

1 Body Awareness

At around 48 months of age

1. Demonstrate knowledge of the names of body parts. 1.1

At around 60 months of age

1. Demonstrate knowledge of an increasing number of body parts. 1.1

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2 Spatial Awareness

At around 48 months of age

1. Use own body as reference point when locating or relating to other people or objects in space. 2.1

At around 60 months of age

1. Use own body, general space, and other people's space when locating or relating to other people or objects in space. 2.1

3 Directional Awareness

At around 48 months of age

1. Distinguish movements that are up and down and to the side of the body (for example, understands "use that side, now the other side"). 3.1
3. Can place an object on top of or under something with some accuracy. 3.3
2. Move forward and backward or up and down easily. 3.2
4. Use any two body parts together. 3.4

At around 60 months of age

1. Begin to understand and distinguish between the sides of the body. 3.1
2. Can change directions quickly and accurately. 3.2
3. Can place an object or own body in front of, to the side, or behind something else with greater accuracy. 3.3
4. Demonstrate more precision and efficiency during two-handed fine motor activities. 3.4

Active Physical Play

1 Active Participation

At around 48 months of age

1. Initiate or engage in simple physical activities for a short to moderate period of time. 1.1

At around 60 months of age

1. Initiate more complex physical activities for a sustained period of time. 1.1

2 Cardiovascular Endurance

At around 48 months of age

1. Engage in frequent bursts of active play that involves the heart, the lungs, and the vascular system. 2.1

At around 60 months of age

1. Engage in sustained active play of increasing intensity that involves the heart, the lungs, and the vascular system. 2.1

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3 Muscular Strength, Muscular Endurance, and Flexibility

At around 48 months of age

1. Engage in active play activities that enhance leg and arm strength, muscular endurance, and flexibility. 3.1

At around 60 months of age

1. Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility. 3.1

Health

Health Habits

1 Basic Hygiene

At around 48 months of age

1. Demonstrate knowledge of some steps in the handwashing routine. 1.1
2. Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling. 1.2

At around 60 months of age

1. Demonstrate knowledge of more steps in the handwashing routine. 1.1
2. Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling. 1.2

2 Oral Health

At around 48 months of age

1. Demonstrate knowledge of some steps of the routine for brushing teeth, with adult supervision and instruction. 2.1

At around 60 months of age

1. Demonstrate knowledge of more steps of the routine for brushing and when toothbrushing should be done, with less adult supervision. 2.1

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3 Knowledge of Wellness

At around 48 months of age

1. Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function. 3.1
2. Begin to understand that healthcare providers try to keep people well and help them when they are not well. 3.2
3. Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with varying specificity and reliability. 3.3

At around 60 months of age

1. Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions. 3.1
2. Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well. 3.2
3. Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with more specificity and reliability. 3.3

4 Sun Safety

At around 48 months of age

1. Begin to practice sun-safe actions, with adult support and guidance. 4.1

At around 60 months of age

1. Practice sun-safe actions with decreasing adult support and guidance. 4.1

Safety

1 Injury Prevention

At around 48 months of age

1. Follow safety rules with adult support and prompting. 1.1
2. Begin to show ability to follow emergency routines after instruction and practice (for example, a fire drill or earthquake drill). 1.2
3. Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision. 1.3

At around 60 months of age

1. Follow safety rules more independently though may still need adult support and prompting. 1.1
2. Demonstrate increased ability to follow emergency routines after instruction and practice. 1.2
3. Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision. 1.3

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1 Nutrition Knowledge

At around 48 months of age

1. Identify different kinds of foods. 1.1

At around 60 months of age

1. Identify a larger variety of foods and may know some of the related food groups. 1.1

2 Nutrition Choices

At around 48 months of age

1. Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy, and choose from a variety of foods at mealtimes. 2.1
2. Indicate food preferences that reflect familial and cultural practices. 2.2

At around 60 months of age

1. Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes. 2.1
2. Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices. 2.2

3 Self-Regulation of Eating

At around 48 months of age

1. Indicate awareness of own hunger and fullness. 3.1

At around 60 months of age

1. Indicate greater awareness of own hunger and fullness. 3.1