California Preschool/Transitional Kindergarten Learning Foundations

Visual and Performing Arts

Visual Arts

Notice, Respond to, or Engage in Visual Art

1.1 Attending to and Engaging in Visual Arts

Early (3 to 4½ years)

1. Attend to and engage with different visual art styles and forms (such as paintings, sculptures, and collages), some of which are familiar or reflect home and community cultural experiences and some of which are new. 1.1

Later (4 to 5½ years)

1. Demonstrate increased attention to and engagement with a variety of visual art styles and forms (such as paintings, sculptures, and collages), some of which are familiar or reflect home and community cultural experiences and some of which are new. 1.1

1.2 Communicating About Art Forms and Elements

Early (3 to 4½ years)

2. Notice and communicate about some objects, forms, or representations that appear in art. 1.2

Later (4 to 5½ years)

2. Notice and communicate about specific elements that appear in art (such as color, line, texture, or perspective), and describe how objects, forms, or representations are positioned in the artwork. 1.2

Develop Skills in Visual Art

1.3 Drawing or Painting Lines and Curves

Early (3 to 4½ years)

3. Use straight and curved marks and lines, circles, and other shapes to create drawings or paintings that suggest people, animals, or other objects. 1.3

Later (4 to 5½ years)

3. Use straight and curved marks and lines, circles, and other shapes with increased precision and detail to create drawings or paintings of people, animals, or other objects that are mostly recognizable. 1.3

Skip to main content

1.4 Working with Dough or Clay

Early (3 to 4½ years)

4. Make somewhat regular-shaped balls and coils out of play dough or clay using their hands or simple tools. 1.4

Later (4 to 5½ years)

4. Make representational forms that are mostly recognizable out of play dough or clay using their hands or simple tools. 1.4

1.5 Using Visual Arts Materials

Early (3 to 4½ years)

5. Use a range of materials to create two-dimensional art (such as drawings or paintings) and three-dimensional art (such as collages or sculptures). 1.5

Later (4 to 5½ years)

5. Use a range of materials more intentionally to create two-dimensional art (such as drawings or paintings) and three-dimensional art (such as collages or sculptures) that is more detailed. 1.5

1.6 Communicating Visual Arts Terms

Early (3 to 4½ years)

6. Recognize and name some materials and tools used for visual arts. 1.6

Later (4 to 5½ years)

6. Recognize and name a greater variety of materials and tools used for visual arts with increased accuracy. 1.6

1.7 Demonstrating Motor Control

Early (3 to 4½ years)

7. Demonstrate some motor control when working with visual arts tools. 1.7

Later (4 to 5½ years)

7. Demonstrate coordination and increased motor control when working with visual arts tools. 1.7

1.8 Mixing and Blending Colors

Early (3 to 4½ years)

8. Experiment with mixing colors and notice different colors and shades. 1.8

Later (4 to 5½ years)

8. Intentionally mix and blend colors to achieve different colors and shades. 1.8

Create, Invent, or Express Through Visual Art

Skip to main content

1.9 Creating Two-Dimensional and Three-Dimensional Representations

Early (3 to 4½ years)

9. Create two-dimensional and three-dimensional pieces of visual art that are intended to represent objects, figures, people, or experiences. 1.9

Later (4 to 5½ years)

9. Create two-dimensional and three-dimensional pieces of visual art that often include a combination of objects, figures, and people to illustrate a story or scene, sometimes naming the artworks. 1.9

1.10 Intensity and Mood

Early (3 to 4½ years)

10. Use some intensity of marks and colors to express a feeling or mood. 1.10

Later (4 to 5½ years)

10. Use intensity of marks and colors more frequently to express a feeling or mood and explain their choice. 1.10

Music

Notice, Respond to, or Engage in Music

2.1 Attending to and Engaging in Music

Early (3 to 4½ years)

1. Attend to and engage with different sounds, vibrations, rhythms, and instruments, some of which are familiar or reflect home and community cultural experiences and some of which are new. 2.1

Later (4 to 5½ years)

1. Demonstrate increased attention to and engagement with a wider variety of sounds, vibrations, rhythms, and instruments, some of which are familiar or reflect home and community cultural experiences and some of which are new. 2.1

2.2 Responding to Music with Body Movements

Early (3 to 4½ years)

2. Use body movement to respond to music by themself or with others. 2.2

Later (4 to 5½ years)

2. Use body movement that more closely responds to the beat, dynamics (louds and softs), and tempo (speed) of music by themself or with others. 2.2

Develop Skills in Music

Skip to main content

2.3 Recognizing Sounds and Vibrations

Early (3 to 4½ years)

3. Notice and communicate differences between some vocal, instrumental, and environmental sounds and vibrations. 2.3

Later (4 to 5½ years)

3. Notice and communicate differences between a larger array of vocal, instrumental, and environmental sounds and vibrations with increased accuracy. 2.3

2.4 Exploring Vocal Expression and Instruments

Early (3 to 4½ years)

4. Explore vocally and with instruments; sing patterns, chants, and parts of songs by themself or with others. 2.4

Later (4 to 5½ years)

4. Expand vocal and instrumental exploration; sing patterns, chants, and entire songs alone or with others in varying pitches (highs and lows), dynamics (louds and softs), moods, and intensities. 2.4

2.5 Exploring Beat and Rhythmic Awareness

Early (3 to 4½ years)

5. Tap beats and rhythms with their hands, feet, and instruments or other percussive tools. 2.5

Later (4 to 5½ years)

5. Increase complexity and accuracy in tapping various beats and rhythms with their hands, feet, and instruments or other percussive tools. 2.5

2.6 Communicating Music Terms

Early (3 to 4½ years)

6. Recognize and name basic terms and elements related to music, such as the names of a few instruments or a few basic terms describing tempo (speed) or dynamics (louds and softs). 2.6

Later (4 to 5½ years)

6. Recognize and name a wider range of instruments and specific qualities of music, such as pitch (high or low), mood, tempo (speed), and dynamics (louds and softs). 2.6

Create, Invent, or Express Through Music

Skip to main content

2.7 Producing or Improvising Melodies and Rhythms

Early (3 to 4½ years)

7. Use vocal skills, instruments, and other tools to produce short melodies, chants, or songs using simple rhythms and tones, by themself or with others. 2.7

Later (4 to 5½ years)

7. Use vocal skills, instruments, and other tools to produce or improvise on melodies, chants, or songs using more complex rhythms and tones, by themself or with others. 2.7

Drama

Notice, Respond to, or Engage in Drama

3.1 Engaging in Drama

Early (3 to 4½ years)

1. Engage in pretend play by themself or with others, acting out scripts, some of which are familiar or reflect home and community cultural experiences and some of which are new. 3.1

Later (4 to 5½ years)

1. Engage in extended and flexible pretend play scenarios, by themself or with others, acting out scripts, some of which are familiar or reflect home and community cultural experiences and some of which are new. 3.1

3.2 Understanding Plot

Early (3 to 4½ years)

2. Demonstrate knowledge of the simple plot of a participatory drama. 3.2

Later (4 to 5½ years)

2. Demonstrate knowledge of the extended plot and conflict of a participatory drama. 3.2

Develop Skills in Drama

3.3 Showing Emotions

Early (3 to 4½ years)

3. Use gestures, expressions, and movements to intentionally show different emotions. 3.3

Later (4 to 5½ years)

3. Use gestures, expressions, and movements to intentionally show a wider range of emotions. 3.3

Skip to main content

3.4 Acting Out Prompts or Scripts

Early (3 to 4½ years)

4. Participate in acting out prompts or simple scripts by themself or with others (such as by following instructions or taking turns). 3.4

Later (4 to 5½ years)

4. Participate in acting out longer or more detailed prompts or scripts by themself or with others (such as by following instructions or taking turns). 3.4

3.5 Engaging in Role-Play

Early (3 to 4½ years)

5. Engages in role-play (representing a person, animal, or character) using a limited range of voices, movements, and gestures. 3.5

Later (4 to 5½ years)

5. Engages in role-play (representing a person, animal, or character) using a wider range of voices, movements, and gestures. 3.5

3.6 Vocal Projection

Early (3 to 4½ years)

6. Project their voice with some clarity using some dynamics (louds and softs). 3.6

Later (4 to 5½ years)

6. Project their voice with increased clarity using a range of dynamics (louds and softs). 3.6

3.7 Communicating Drama Terms

Early (3 to 4½ years)

7. Understand and communicate basic terms and elements related to drama. 3.7

Later (4 to 5½ years)

7. Demonstrate a broader understanding of terms and elements related to drama and an increased ability to communicate the terms. 3.7

Create, Invent, or Express Through Drama

3.8 Using Props or Costumes

Early (3 to 4½ years)

8. Add props or costumes to enhance the dramatization of familiar stories and fantasy play by themself or with others. 3.8

Later (4 to 5½ years)

8. Intentionally use a variety of props, costumes, or scenery to enhance the dramatization of familiar stories and fantasy play by themself or with others. 3.8

Skip to main content

3.9 Creating Scripts

Early (3 to 4½ years)

9. Create new scripts, reinvent, or embellish existing stories and act them out by themself or with others, with or without adult support. 3.9

Later (4 to 5½ years)

9. Intentionally create longer and more detailed scripts and stories, acting them out by themself or with others, with or without adult support. 3.9

Dance

Notice, Respond to, or Engage in Dance

4.1 Attending to and Engaging in Dance

Early (3 to 4½ years)

1. Attend to or engage in different movements, gestures, and expressions, some of which are familiar or reflect home and community cultural experiences and some of which are new. 4.1

Later (4 to 5½ years)

1. Demonstrate increased attention to or engagement with a variety of movements, gestures, and expressions, some of which are familiar or reflect home and community cultural experiences and some of which are new. 4.1

Develop Skills in Dance

4.2 Spatial Awareness and Coordination

Early (3 to 4½ years)

2. Demonstrate awareness of self and others in dance or when moving in space. 4.2

Later (4 to 5½ years)

2. Demonstrate increased awareness of self and others and coordination of movement in dance or when moving in space. 4.2

4.3 Responding to Tempo

Early (3 to 4½ years)

3. Respond to tempo (speed) and timing through movement. 4.3

Later (4 to 5½ years)

3. Respond to tempo (speed) and timing through movement with increased accuracy and skill. 4.3

Skip to main content

4.4 Learning Basic Dance Skills

Early (3 to 4½ years)

4. Respond to the instruction of one skill at a time in movement (such as jumping or falling). 4.4

Later (4 to 5½ years)

4. Respond to the instruction of more than one skill at a time in movement (such as turning, leaping, and turning again). 4.4

4.5 Communicating Dance Terms

Early (3 to 4½ years)

5. Understand and communicate basic terms and elements related to dance. 4.5

Later (4 to 5½ years)

5. Demonstrate a broader understanding of terms and elements related to dance (such as steps, tempo [speed], or types of dances) and an increased ability to communicate the terms. 4.5

Create, Invent, or Express Through Dance

4.6 Representation Through Dance

Early (3 to 4½ years)

6. Use music and movement patterns to act out and dramatize. 4.6

Later (4 to 5½ years)

6. Use music and movement patterns to act out and dramatize with increased skill. 4.6

4.7 Inventing and Improvising Dance

Early (3 to 4½ years)

7. Invent dance movements or improvise dances by themself or with others. 4.7

Later (4 to 5½ years)

7. Invent and recreate dance movements or improvise dances by themself or with others. Often initiate a sequence of movements or steps. 4.7

4.8 Communicating Feelings Through Dance

Early (3 to 4½ years)

8. Communicate simple feelings spontaneously and intentionally through dance and movement, by themself or with others. 4.8

Later (4 to 5½ years)

8. Communicate more complex feelings spontaneously and intentionally through dance and movement by themself or with others. 4.8