

TEXAS
Prekindergarten Guidelines
(Updated 2015)

Approved by the Commissioner of Education, December 22, 2015

VIII. FINE ARTS DOMAIN

Art can help children learn to observe, organize, and interpret experiences through multiple mediums. They can express themselves through dance, music, dramatic play, painting, sculpture, drawing, and other movement. For prekindergarten children, art begins with exploration, discovering how things feel, look, and sound. Children need to experiment with manipulating and transforming materials and feel free to express ideas and experiences. Teachers can encourage this by providing opportunities for children to engage in the “process” of creating rather than worrying about the “product” that is created. Art can integrate across domains and support many aspects of development. Children can increase vocabulary, develop social emotional skills such as self-expression, and strengthen fine and gross motor skills.

VIII. FINE ARTS DOMAIN

A. Art Skills

Children explore a wide variety of materials and make discoveries about color, shape, and texture through art experiences. They learn to express what they know and begin to recognize how others express themselves through art. They also begin to gain control of fine-motor muscles and practice hand-eye coordination. The majority of art experiences should be model and/or sample free with focus being on the process. Teachers should avoid having a preconceived idea of what the end product should look like and refrain from “fixing” a child’s art work with the understanding that there is not a right or wrong way to create the art.

End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies
<p>VIII.A.1.</p> <p>Child uses a variety of art materials and activities for sensory experience and exploration.</p>	<p>The child:</p> <ul style="list-style-type: none"> • investigates with a variety of materials (crayons, paint, clay, markers). • manipulates modeling clay by rolling, pinching, squeezing, patting, and cutting. • mixes colors to make other colors (red and yellow finger paint to make orange). • uses different sizes of brushes to paint. • selects a variety of materials in the art center for exploration (painting with cotton swabs on paper). • comments on colors, shapes, space, textures, and objects in the environment. • creates artwork inspired by music. 	<p>The teacher:</p> <ul style="list-style-type: none"> • provides art materials that can be easily adapted for independent participation (different sizes of brushes, different colors of paint, markers, modeling clay, cotton swabs, straws, etc.). • rotates materials in the art center on a regular basis. • provides opportunities for exploration of the relationship of space and objects as well as color, balance, texture, and design (opportunities to construct 3-dimensional designs). • calls children’s attention to art within the environment (colors of a flower, markings on a butterfly’s wing, textures on the leaves of a tree). • provides time during the day for children to independently participate, engage, and experiment using a variety of textures of materials (centers). • scaffolds children’s thinking about artistic explorations by asking open-ended questions (“What happened when you mixed red and blue?”). • provides a space in the classroom for children to display their work.

End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies
<p>VIII.A.2.</p> <p>Child uses art as a form of creative self-expression and representation.</p>	<p>The child:</p> <ul style="list-style-type: none"> • talks about what he is going to create (“I’m going to paint a picture of my family.”). • describes own work (“This is me riding my bike.”). • demonstrates steps of creating own work (“First I rolled the clay into a ball. Then I . . .”). • creates drawings and paintings that gradually become more realistic and detailed. • uses a variety of materials to create art forms. • develops a vocabulary to share opinions about artistic creations and experiences. 	<p>The teacher:</p> <ul style="list-style-type: none"> • provides time in the schedule for children to describe and demonstrate work (show and tell at circle time). • scaffolds children’s thinking about artistic creations by asking open-ended questions (“Tell me about your painting.”). • exposes children to different examples of art (collages, paintings, mosaics, sculptures, posters). • allows children to use a variety of materials for individual creative pieces of art. • incorporates art vocabulary (forms, meanings, colors, textures, and shapes).
<p>VIII.A.3.</p> <p>Child demonstrates interest in and shows appreciation for the creative work of others.</p>	<p>The child:</p> <ul style="list-style-type: none"> • comments on the artwork of a classmate. • responds to comments made by classmates about a picture (“Yes, I drew a green house because that is my favorite color.”). • recognizes books illustrated by the same illustrator. • comments on pictures in books. • explores art from a variety of cultures. 	<p>The teacher:</p> <ul style="list-style-type: none"> • displays many examples of children’s artwork. • displays art, sculptures, and artifacts that are representative of various cultures. • provides books and photographs that depict a variety of art media (paints, pencils, paper) and artists’ styles. • takes children to art museums or invites local artists to the classroom. • reads aloud and calls attention to the illustrations in books.

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B. Music Skills

Four-year- old children express themselves through singing and movement and by playing simple instruments. Like art, music is a form of experiencing, learning, and communicating with others. Children learn to experiment with music concepts, volume, tempo, and sound. They begin to appreciate different types of music.

End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies
<p>VIII.B.1.</p> <p>Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.</p>	<p>The child:</p> <ul style="list-style-type: none"> • sings along with familiar songs during circle time (“Old McDonald Had a Farm”). • sings songs about concepts learned in the curriculum (singing about planting seeds when the theme is gardening, transportation songs, etc.). • joins in with familiar finger plays (“Eency Weency Spider”). • plays the classroom musical instruments (uses instruments to help retell a story, uses instruments to represent a character in a story). • chooses to listen to music during centers. • makes up and sings songs during the day. • creates own musical instruments using boxes, strings, rubber bands, and cans (props can be added to dramatic play or in other centers). • sings/plays songs from different cultures. • moves in rhythm to simple tunes and musical patterns. 	<p>The teacher:</p> <ul style="list-style-type: none"> • provides repetition of songs and finger plays to promote familiarity. • uses music or finger plays as a signal for transition to a new activity. • provides opportunities for children to explore musical instruments (drums, cymbals, triangles, maracas, etc.). • provides opportunities for children to experience different styles of music (jazz, rock, classical, and songs from other cultures and in other languages). • provides materials for children to create own instruments (boxes, strings, rubber bands, and cans). • provides opportunities for free movement to music. • uses small and large movements with songs in a variety of settings such as circle time and outside activities. • serves as a role-model for live music-making.

End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies
VIII.B.2. Child responds to different musical styles through movement and play.	The child: <ul style="list-style-type: none"> • uses props (scarves, streamers) to create movements to music. • follows the beat using body and musical instruments (walks or jumps to the beat). • distinguishes between different types of music (loud/soft, fast/slow, happy/sad, etc.). • starts and stops playing of musical instruments when the music starts or stops. • describes and expresses moods with a variety of music. • talks about different styles of music. 	The teacher: <ul style="list-style-type: none"> • exposes children to different styles and tempos of music through games and activities. • provides various props (scarves, streamers) and opportunities for musical exploration. • exposes children to musical experiences through concerts. • reads aloud books about music. • provides musical opportunities with a variety of moods for expression.

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C. Dramatic Expression Skills

Creative drama in prekindergarten involves young children in expressive and spontaneous productions. Children demonstrate their unique interpretation of music, songs, and stories through movement and dramatic experiences. These experiences contribute to children’s ability to communicate more effectively and engage in cooperative activity with others.

End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies
VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.	The child: <ul style="list-style-type: none"> • dramatizes a story read aloud (a familiar fairy tale). • engages in dramatic play with classmates (plays the part of different characters in a familiar book). • creates props to dramatize a story read aloud or represent mood. • recreates events from his own life. • uses movements to pantomime movements of various animals (moves like an elephant, sneaks like a mouse) and to develop motor skills. • uses voice to represent sound to act out characters in a story (high and low pitches). 	The teacher: <ul style="list-style-type: none"> • rereads books to promote familiarity. • provides props (cooking utensils such as tortilla presses, ladles, woks, steamers, chopsticks, baskets, etc.) for dramatic expression that reflect diversity in gender, culture, and occupations. • provides opportunities for children to act out familiar stories. • provides a variety of materials for children to create own props to recreate stories or dramatic representations. • participates in dramatic play with children. • exposes children to dramatic presentations by community theater groups or student groups.