

CURRICULUM TRACK

The Arts Integrated Pre-Kindergarten Classroom

Leah Hinton

Leah.Hinton@jcjc.edu

Melissa Young

Melissa.Young@jcjc.edu

**REVEALING STUDENT TALENT
THROUGH THE ARTS**

2012 Whole Schools Initiative Summer Institute

The Arts Integrated Pre-Kindergarten Classroom

Experience an arts integrated daily routine where young children and adults engage in active participatory learning experiences while meeting state competencies. We will learn about developing viewing, listening, speaking, reading, and writing skills for language/communication, math, science, social studies, and social-emotional development. You will see how exploration and experimentation lead to understanding and creativity when young children engage in hands-on experiences with real three dimensional objects while engaging the senses. You will participate in morning meeting time, small group, large group, learning center time, and transitions. The methods of "plan-do-review" and "accessing prior knowledge" are incorporated into the daily routine. (Max of 30 students)

Day 1: Morning Circle Time (Large Group)

1. Introductions
2. House Keeping
3. Plan-- Overview of Class for the Week/Day
4. Principles of Active Participatory Learning
5. Transition to Morning Circle Time with brain warm-up
6. Morning Circle Time
 - a. Pledge of Allegiance to the Flag of the United States of America
 - b. Season/Weather
 - c. Calendar
 - d. Attendance
 - e. Plan for the Day
 - f. Sing Unit Song
 - g. Large Group Music/Movement OR Group Game
 - h. Transition to Break
7. Break
8. Transition back to class-Brain warm-up
9. Discussion/Reflection
 - a. What is purpose of Morning Circle Time? What is NOT the purpose of Morning Circle Time?
 - b. How were you involved throughout Morning Circle Time? What skills or objectives were covered?
 - c. How were the fine arts used throughout Morning Circle Time?
What did the teacher do and say? What did you do, say, think about?
 - d. How did the teacher express her creativity in planning/preparation?
 - e. How did the "children" express their creativity?
 - f. How were the Principles of Active Participatory Learning incorporated into Morning Circle Time?
 - g. How can Morning Circle Time be used effectively for assessment?
10. Plan your own Morning Circle Time
 - a. Consider time allowed; learning actively/passively; space available; learning as group/individual
 - b. Remember to have a routine for consistency but to change the specific activity methods each week.
 - c. Active Participatory Learning
11. Present your individual or group ideas to class
12. Questions/Reflections/Review

Day 2: Plan-Do-Review and Small Group

1. Welcome back!
2. House Keeping
3. Plan-- Overview of Class for the Day
4. Review Principles of Active Participatory Learning
5. Transition to Planning Time
6. Planning Time
7. Work Time-"Do"
 - a. Learning Centers
 - b. Clean-up Warning
 - c. Clean-up Time
8. Transition to Recall Time
9. Recall Time
10. Transition to "Restroom Time"
11. Discussion/Reflection: Plan-Do-Review
 - a. What is purpose of Plan-Do-Review Time? What is NOT the purpose of Plan-Do-Review Time?
 - b. How were you involved throughout Plan-Do-Review Time? What skills or objectives were covered?
 - c. How were the fine arts used throughout Plan-Do-Review Time? What did the teacher do and say? What did you do, say, think about?
 - d. How did the teacher express her creativity in planning/preparation?
 - e. How did the children express their creativity?
 - f. How were the Principles of Active Participatory Learning incorporated into Plan-Do-Review Time?
 - g. How can Plan-Do-Review Time be used effectively for assessment?
12. Break
13. Small Group
 - a. Brain warm-up
 - b. Access Prior Knowledge
 - c. Plan
 - d. Instructions
 - e. "Do"
 - f. Clean-up Warning
 - g. Clean-up/Group Recall OR Individual Recall/Clean-up
14. Transition to "Outside Play"
15. Discussion/Reflection: Small Group
 - a. What is purpose of Small Group Time? What is NOT the purpose of Small Group Time?
 - b. How were you involved throughout Small Group Time? What skills or objectives were covered?
 - c. How were the fine arts used throughout Small Group Time? What did the teacher do and say? What did you do, say, think about?
 - d. How did the teacher express her creativity in planning/preparation?
 - e. How did the children express their creativity?
 - f. How were the Principles of Active Participatory Learning incorporated into Small Group Time?
 - g. How can Small Group Time be used effectively for assessment?
16. Plan your own Plan-Do-Review Time OR Small Group Time
 - d. Consider time allowed (Plan-Do-Review Time should be AT LEAST 1 hour long); learning actively/passively; space available for learning centers; interaction possibilities; learning in groups/individual (a small group is considered 2-7 children)
 - e. Remember to have a routine for consistency but to change the specific activity methods for Plan/Recall each week AND to change small group content each day/week
 - f. Active Participatory Learning
 - g. CONVERSATION!!!! NOT Giving Directions
17. Present your individual or group ideas to class

18. Questions/Reflections/Review

Day 3: Large Group (Unit Content)

1. Welcome back!
2. House Keeping
3. Plan-- Overview of Class for the Day
4. Review Principles of Active Participatory Learning
5. Transition to Large Group with brain warm-up
6. Large Group
 - a. Introductory Fingerplay
 - b. Plan
 - c. Topic Discussion
 - h. Story Time
 - i. Hands-on Experience
 - j. Clean-up
 - k. Review
 - l. Transition to Break
7. Break
8. Transition back to class-Brain warm-up
9. Discussion/Reflection
 - a. What is purpose of Large Group? What is NOT the purpose of Large Group?
 - b. How were you involved throughout Large Group? What skills or objectives were covered?
 - c. How were the fine arts used throughout Large Group?
What did the teacher do and say? What did you do, say, think about?
 - d. How did the teacher express her creativity in planning/preparation?
 - e. How did the children express their creativity?
 - f. How were the Principles of Active Participatory Learning incorporated into Large Group?
 - g. How can Large Group Time be used effectively for assessment?
10. Plan your own Large Group
 - a. Consider time allowed; learning actively/passively; space available; learning as group/individual
 - b. Start with good literature or interesting topic
 - c. Active Participatory Learning
11. Present your individual or group ideas to class
12. Questions/Reflections/Review