

# CD M75: CA PRESCHOOL FOUNDATIONS AND FRAMEWORKS: PERFORMING ARTS

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**Originator**

scoulter

**College**

Moorpark College

**Discipline (CB01A)**

CD - Child Development

**Course Number (CB01B)**

M75

**Course Title (CB02)**

CA Preschool Foundations and Frameworks: Performing Arts

**Banner/Short Title**

CA Foun/Fram Performing Arts

**Credit Type**

Credit

**Start Term**

Fall 2023

**Catalog Course Description**

Introduces the performing arts domain of the California Preschool Learning Foundations and Frameworks including strands of music, drama, and dance. Provides practical strategies for implementing the curriculum frameworks developed for this domain. Prepares those working with students in early care and education programs including transitional kindergarten, kindergarten, and early education classrooms.

**Taxonomy of Programs (TOP) Code (CB03)**

1305.00 - \*Child Development/Early Care and Education

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

B (Transferable to CSU only)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

C - Clearly Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Faculty notes on field trips; include possible destinations or other pertinent information**

Early childhood programs in the community pre-school; Resource and referral program in the County

**Grading method**

(L) Letter Graded

**Alternate grading methods**

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

17.5

**Maximum Contact/In-Class Lecture Hours**

17.5

**Activity**

**Laboratory**

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

17.5

**Total Maximum Contact/In-Class Hours**

17.5

**Outside-of-Class****Internship/Cooperative Work Experience**

Paid

Unpaid

**Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

35

**Maximum Outside-of-Class Hours**

35

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

52.5

**Total Maximum Student Learning Hours**

52.5

**Minimum Units (CB07)**

1

**Maximum Units (CB06)**

1

**Student Learning Outcomes (CSLOs)****Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), and Content Standards for California Public Schools (kindergarten). |
| 2 | plan environments and opportunities to support children's development of appreciation of the arts including opportunities to express themselves through music, dance, and dramatic play.   |
| 3 | articulate the teacher's role in collaborating with families to support children's art awareness and expression.   |

**Course Objectives****Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | define the roles of the California Preschool Learning Foundations and Frameworks: Performing Arts in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), and Content Standards for California Public Schools (kindergarten). |
| 2 | apply knowledge of the performing arts strands to select materials and plan experiences to promote children's awareness of the arts.   |
| 3 | share strategies and design ideas for integrating performing arts opportunities across all areas of the curriculum.  |
| 4 | discuss the ways teachers collaborate with parents and other caregivers to support children's appreciation and participation in music, dance, and dramatic play.   |

## Course Content

### Lecture/Course Content

- **10% - Introduction to the California Preschool Learning Foundations: Performing Arts**
  - Purpose and use
  - Relationship to the Content Standards for California Public Schools (kindergarten)
  - Relationship to Desired Results Developmental Profile (DRDP)
- **40% - Implementation of the Foundations and Frameworks**
  - Planning curriculum based on observation of children's interests, skills and abilities
  - Creating daily experiences and routines as a vehicle to provide diverse opportunities for children to participate in music, drama, and dance
  - Selecting music, instruments and props
  - Dancing with young children
  - Integrating music, drama, and dance into all areas of the curriculum
- **10% - Partnering with parents and other caregivers to support artistic development**
- **10% - Supporting English language learners in developing English literacy skills while concurrently developing skills in the performing arts**
- **30% Performing Arts Strands**
  - Music
  - Drama
  - Dance

### Laboratory or Activity Content

n/a

## Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression  
Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams  
Film/video productions  
Group projects  
Individual projects  
Journals  
Objective exams  
Oral presentations  
Portfolios  
Problem-solving exams  
Quizzes  
Reports/papers  
Research papers  
Role playing  
Simulations  
Skills demonstrations  
Written homework  
Other (specify)  
Classroom Discussion  
Projects  
Participation  
Reports/Papers/Journals

### Other

Video documentation of curriculum projects incorporating aspects of the complete planning cycle such as observation, planning, implementation, and evaluation/documentation.

## Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations

Case studies  
 Class activities  
 Class discussions  
 Collaborative group work  
 Computer-aided presentations  
 Demonstrations  
 Distance Education  
 Field trips  
 Group discussions  
 Guest speakers  
 Instructor-guided interpretation and analysis  
 Instructor-guided use of technology  
 Internet research  
 Large group activities  
 Lecture  
 Modeling  
 Observation  
 Readings  
 Role-playing  
 Small group activities  
 Web-based presentations  
 Other (specify)

**Specify other method of instruction**

Video observation and analysis of a Performing Arts curriculum experience

**Describe specific examples of the methods the instructor will use:**

Instructor will use PowerPoint presentation, short videos, group activity, and classroom demonstration to explain course content. Instructor will bring students into the Child Development Center to conduct observations.

## Representative Course Assignments

### Writing Assignments

- Write an evaluation of an observed dramatic play activity.
- Write performing arts curriculum plans based upon criteria established in the California Preschool Curriculum Framework.
- Write an essay describing creative experiences in body movement and dance.

### Critical Thinking Assignments

- Analyze curriculum plans for appropriateness to individual children's various characteristics and abilities.
- Apply knowledge of the performing arts strands to select materials and plan experiences which promote awareness and appreciation of the arts.
- Analyze music/movement curricula for incorporation of best practices in early childhood education.

### Reading Assignments

- Read a current Child Development journal article pertaining to course topics such as integrating music, drama, and dance into all areas of the curriculum.
- Read a current news article pertaining to course topics such as integrating music, drama, and dance into all areas of the curriculum.

### Skills Demonstrations

- Role-play a conversation between a teacher and a child's caregiver(s).
- Role-play a conversation between a teacher and an administrator.
- Present analysis of a current news article on a course topic to the class.
- Present analysis of a current Child Development journal article on a course topic to the class.

## Outside Assignments

### Representative Outside Assignments

- Write up an observation of a classroom teacher facilitating a performing arts activity.
- Read professional journal articles on concepts related to dance and drama for children.
- Develop lesson plans and performing arts activities designed for preschool children.

## Articulation

### Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Chabot College	ECD 36	Visual Arts: Preschool Foundations	1

## District General Education

### A. Natural Sciences

### B. Social and Behavioral Sciences

### C. Humanities

### D. Language and Rationality

### E. Health and Physical Education/Kinesiology

### F. Ethnic Studies/Gender Studies

### Course is CSU transferable

Yes

### CSU Baccalaureate List effective term:

S2018

**CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

**Description**Isbell, Rebecca and Sonia Yoshizawa. *Nurturing Creativity: An Essential Mindset for Young Children's Learning*. National Association for the Education of Young Children, 2016.**Resource Type**

Textbook

**Description**Isenberg, Joan and Mary Jalongo. *Creative Thinking and Arts-Based Learning: Preschool Through Fourth Grade*. 7th ed., Pearson, 2018.**Resource Type**

Textbook

**Description**Feierabend, John. *First Steps in Music for Preschool and Beyond: The Curriculum*. GIA Publications, 2020.**Resource Type**

Other Resource Type

**Description**California Department of Education. California Preschool Curriculum Framework, Vol. 2. 2011, <http://www.cde.ca.gov/sp/cd/re/documents/psframeworkvol2.pdf>. Accessed 14 Sept 2022.

**Resource Type**

Other Resource Type

**Description**

California Department of Education. *Desired Results Developmental Profile (DRDP) – Preschool View*. 2015, <http://www.cde.ca.gov/sp/cd/ci/documents/drdp2015preschool.pdf>. Accessed 14 Sept 2022.

**Resource Type**

Other Resource Type

**Description**

California Department of Education. *California Preschool Learning Foundations, Volume 2*. 2010, <http://www.cde.ca.gov/sp/cd/re/documents/psfoundationsvol2.pdf>. Accessed 14 Sept 2022.

**Resource Type**

Other Resource Type

**Description**

California Department of Education. *California Preschool Program Guidelines*. 2015, <http://www.cde.ca.gov/sp/cd/re/documents/preschoolprogdlns2015.pdf>. Accessed 14 Sept. 2022.

**Resource Type**

Other Resource Type

**Description**

California Department of Education. *DRDP-K; Desired Results Developmental Profile – K*. 2015, [http://www.drdpk.org/docs/DRDP2015K\\_Final\\_12032015.pdf](http://www.drdpk.org/docs/DRDP2015K_Final_12032015.pdf). Accessed 14 Sept. 2022.

**Library Resources**

**Assignments requiring library resources**

Research using the Library's print and online resources via databases such as Exchange Press Articles on Demand and EBSCO ERIC.

**Sufficient Library Resources exist**

Yes

**Example of Assignments Requiring Library Resources**

Journal article review and analysis; and research, using the Library's print and online resources, on topics such as music, dance and drama for children.

**Distance Education Addendum**

**Definitions**

**Distance Education Modalities**

- Hybrid (1%–50% online)
- Hybrid (51%–99% online)
- 100% online

**Faculty Certifications**

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes



Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

## Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and the instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements, and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email the instructor through both the learning management system inbox and faculty provided email account.
Face to Face (by student request; cannot be required)	The instructor may hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with the instructor as needed. Faculty may encourage online students to form “study groups” in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
Other DE (e.g., recorded lectures)	Faculty may use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: Recorded Lectures, Narrated Slides, Screencasts, Instructor created content, MC Online Library Resources, Canvas Peer Review Tool, Canvas Student Groups (Assignments, Discussions), Websites and Blogs, Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week to be available for synchronous chat and be available in the discussion board to answer questions in live time.
Telephone	Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.
Video Conferencing	Video tools such as Zoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

**Hybrid (51%–99% online) Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and the instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements, and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email the instructor through both the learning management system inbox and faculty provided email account.
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**100% online Modality:**

<b>Method of Instruction</b>	<b>Document typical activities or assignments for each method of instruction</b>
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and the instructor to facilitate student success and strengthen student learning outcomes.

E-mail	E-mail, class announcements, and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email the instructor through both the learning management system inbox and faculty provided email account.
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## Examinations

### Hybrid (1%–50% online) Modality

On campus  
Online

### Hybrid (51%–99% online) Modality

On campus  
Online

## Primary Minimum Qualification

CHILD DEV/ECE

## Review and Approval Dates

### Department Chair

09/01/2022

### Dean

09/06/2022

### Technical Review

09/15/2022

### Curriculum Committee

9/20/2022

**DTRW-I**

MM/DD/YYYY

**Curriculum Committee**

MM/DD/YYYY

**Board**

MM/DD/YYYY

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000587060

**DOE/accreditation approval date**

MM/DD/YYYY