

kINDER ArtsAround

K Teacher's Guide for Catholic Schools



**“CHILDREN HAVE TO BE EDUCATED BUT THEY
HAVE ALSO TO BE LEFT TO EDUCATE THEM
SELVES.”**

Ernest Dimmet

MISSION

The Mission of Kinder ArtsAround is to provide an opportunity for young minds to experience integration in the arts through play. Every lesson includes fun, engaging activities, with a desire to be naturally curious. It is then, that children will start to make connections about the world and the role the arts play in making their world a better place. An arts culture, spiritually driven will begin to form in a Kinder ArtsAround classroom!

VISION

The Vision of the Kinder ArtsAround program is to:

- let children become mesmerized and interested in music, dance, drama and many literacies (social, emotional, media, physical, cultural) experiencing creative exploration and discovery through the arts.
- help to connect the dots so children realize that the arts are not just something 'out there' but very much a part of their lives and within themselves.
- integrate the arts into other subject areas to get a richer experience.

PERMISSION

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General Overview of ArtsAround Programming

ArtsAround deals with real life issues and challenges, adventures, and conflicts: all in a joyous, active way. Everything is digitally ready for any teacher, with or without an arts background. ArtsAround programs encourage youth to experience active learning and develop a sense of community while searching for meaning in the way the world works. They will begin to appreciate the beauty through the 'arts around' them. They will cultivate better attitudes, create a culturally rich, positive school community and celebrate their accomplishments together.

KINDER ArtsAround

Kinder ArtsAround for Pre-K and K Students, offers 38 - 40 lessons over the course of the school year, which includes integration in many capacities.

ArtsAround The World

Primary Grades 1 – 3, together discover the world while taking an imaginary trip with an experienced Tour Guide (Teacher-in-role). All Primary grades visit the same country each month so they can share songs, playground games, stories, dramatizations, and dances, even speaking a few sentences to each other in the language of each country. Carefully selected short YouTube videos (media literacy) enhance the quick, active pace in every ATW lesson. There are 6-7 countries visited each year.

JJ ArtsAround

Both Junior and Intermediate lessons have an emphasis in Drama, Music, Dance Movement and Literacies: Media, Social, Emotional, Physical and Cultural. Themes are integrated into Social Studies, Science, Character Education or Religion, as well. Each grade has different lessons and themes. Often connected to themes listed in the grade specific curriculum.

“ARTSAROUND WILL ‘CULTIVATE, CREATE AND CELEBRATE’ THE VALUE OF A CULTURAL SCHOOL COMMUNITY WHERE PARTICIPANTS COLLECTIVELY GROW TO APPRECIATE THE BEAUTY OF THE ‘ARTSAROUND’ THEM!

Patricia Gough



ArtsAround is on the cutting edge because it:

1. offers detailed lessons based on pedagogical, scientific research that leads participants to use their brains in ways to maximize the brain's capacity. Stages of learning in each lesson involves; digging deeper; asking right questions; exploring possibilities; practice decision making; comparing results; and choosing the best action or response. Repeat this cycle for optimum growth and these habits will help youth do well in life.
2. has imbedded professional and personal growth attributes for the teacher that contribute to helping teachers shift their approaches and thinking in teaching and learning.
3. broadens perspectives by providing countless opportunities to solve various dilemmas by emphasizing decision-making in learning rather than a perfect lesson in teaching.
4. is integrated into topics studied in other subject areas making connections to real life.
5. is evidence-based through observation and by using specific assessment rubrics.
6. received 1.2 million \$\$\$ from the Ministry of Education to test drive the program across grades K-8 in two school boards for three years.
7. applied feedback and input from teachers, students and parents so the program could be adjusted to the incredible value it now offers.
8. only requests a school to have one keyboard, 3-4 Orff instruments (Studio 49 series) and a collection of percussion instruments to deliver all lessons from K-8.
9. lessens the stress and amount of time required for teachers when locating and prepping for three arts subjects in an already crowded curriculum. They only need to prep and can feel rest assured that all curriculum expectations are met!
10. is deliberately written to provide FUN for everyone involved!! Something often lost when delivering only content!

How ArtsAround Supports Catholic Values?

(EXCERPTS FROM THE ALLIANCE FOR CATHOLIC EDUCATION: UNIVERSITY OF NOTRE DAME)

A Catholic View of the World

Catholic School students learn that God is present and active in their lives and in the world. They learn to recognize the “footprints of God” in their daily experiences, especially, in the midst of, life’s challenges. They develop a sense of “sacramental awareness”. They see the signs of God’s love around them and become instruments of God’s grace in their own neighborhoods, communities and the world. In a Catholic view of the world, there is no such thing as a secular subject as all learning helps to develop and bring to full bloom that image of God that is in each person.

The Value of Relationships as a Reflection of the Divine

ArtsAround lessons address real-life issues and encourage students to think through challenges using the support of their classmates as a basis for trying out new ways of dealing. ArtsAround lessons invite Catholic teachers to refer to Catholic values as part of this support system. These life lessons lend themselves toward ‘sacramental awareness.’

Catholic school students learn to experience God’s grace and presence in their lives through their relationships with family, friends and teachers. The loving and supportive relationships they experience are reflections of the love and life-giving dynamic of the Trinity.

As a community we celebrate our successes and achievements. We share grief and downfalls. We, unite together in solidarity, and even challenge each other to become better reflections of the divine. We are made for community. Catholic school students are given the opportunity to explore the beauty and richness of Sacred Scripture seen through the lens of faith and lived out in daily practice. ArtsAround helps students see the value and richness the Arts can bring to their lives.



A Nuanced View of Scripture

Catholic students learn to apply Scripture to their own lives as a tool for prayer and the true guide for virtuous living. Catholic schools promote service as an essential component of their curriculum. ArtsAround provides opportunities for teachers to connect the dots with learning and faith merging as references to scripture and prayer.

Catholic schools promote self-discipline through clarity of moral vision that is based on the Gospel. Students are challenged to be Christ-like in word and action. They are asked to examine their choices and action, in light of the Ten Commandments and the Gospel law of love. They are given a theological foundation for ethical behaviour. Students are not good because they act in accord with rules and expectations. Rather, because students are good, i.e. sons and daughters of God, they are expected to act and make choices that are in keeping with this dignity.

A Moral Vision

ArtsAround creates reasons for students to express self-discipline through clarity of moral vision by providing specific activities for opportunities to apply learned techniques to classroom situations. These 'moral situations' are best rehearsed in the safety of a classroom with a Catholic educator guiding children to think before they act. So many Catholic values come into play during these sessions.

Catholic school students learn that excellence is a response to God's blessings. Academic excellence is not a gospel value in and of itself. The Sermon on the Mount doesn't say "Blessed are you who get all A's."

The Centrality of Arts, Ritual, Drama, Dance, Music to the Life of Faith with ArtsAround Curriculum that Makes a Difference

And, finally, ArtsAround recognizes that through Catholic education, students are exposed to the richness of their religious traditions. Music, Art, Literature, Dance, Drama and Ritual are rooted in the rich history of the Church and find their truest glory as an expression of divine praise. Students learn to help others and make a difference in the world around them! That is what ArtsAround aims to do: make a difference in the 'arts...around' them by promoting joyful, expressive cultural school communities integrated into a Christ-like presence. A match made in heaven!

Pat's Testimony

Hello, I am Patricia Gough, the Founder and Director of ArtsAround.

I wanted to add a note about Catholicism and Curriculum. I was fortunate to attend Catholic schools from K-Grade 12. My passion and mission in life has evolved because of my years in Catholic education. I LOVED teaching but I had difficulty with the number of schools I was in as Teacher, VP, and Principal, where the Arts were regarded low on the totem pole of priorities. I left education to propose viewing the Arts through a new lens. I wanted kids to embrace and benefit from the Arts as I did. I knew the Arts can become the bridge to going deeper and touching a child's soul like no other subject can-other than the principles of Catholicity. For me this meant writing an integrated arts program where real life issues combined with other subject areas can be blended with Catholic principles supporting students' choices and decisions.

My life as a Catholic has led me to demonstrate my gifts in a way that may never have occurred had I been raised without a faith-based system to rely on. I am truly grateful for this opportunity!



"Why is an A or B better than a C or D? Aren't all letters equal in the eyes of God?"



KINDER ArtsAround

Welcome to Kinder ArtsAround!

You have made a good choice about choosing ArtsAround as your integrated arts program. We're delighted you chose us! Thank you. Don't kid yourself (Pun intended) - ArtsAround is not just about integrating subjects in the arts but as a connector to themes and topics that interest young learners. If you are a K teacher than you can let Kinder ArtsAround drive your themes. If you are an itinerant or planning time teacher than be sure to brief the classroom teacher so s/he will know about what theme is next. The palette of possibilities is enormous.

An Integrated Lesson: Kinder ArtsAround lessons are integrated, fast paced, active lessons. Students move from physical literacy activities that get the children's heart rates up to media literacy, communication & social development through drama, music & dance. The themes encourage classroom teachers to use the arts as a strong component of their overall approach to learning. Kinder ArtsAround tries to relate everything back to real life and connectedness. It is all about authentic learning. Start them early in integration and they will naturally connect the dots.

Lesson Structure: The Expectations Section in each lesson includes the “Arts” expectations plus other areas of development. IF Kinder ArtsAround included EVERY expectation that relates to, Kindergarten lessons, the expectation pages would go on forever. You will see where communication, multiple literacies, play, math, science, healthy living etc. all connect. Please consider connecting Kinder ArtsAround themes into your regular classroom programming. It’s a match made in heaven!

Assessment: Rubrics and assessment ideas will be included in lessons. You will see anecdotal and record keeping charts there too. Check the website where you will find professional articles and ‘How-To’s’ about assessing. You’ll see some right in this Kinder ArtsAround Teacher Guide too.

Professional/Personal Development: Professional and personal development are also included at the ArtsAround website. Be sure to check the ArtsAround website to look at articles, YouTube videos, and auditory ways to learn what’s happening in the K world! You will be directed or reminded to go there from time to time. It’s always important to stay current and to become inspired by professional readings.

Integrating Visual Arts and Other Learning Centres: Since many K classes have Learning Centres, including visual art activities that align with the Kinder ArtsAround program makes it a natural fit. A Visual Arts Centre that will provide activities that last 1-2 weeks is a great way to get kids exploring what they are already learning in the arts. Reinforcement at its best! Be sure to check your Long-Range Plan in this Teacher’s Guide to know what topics are up and coming in order to prepare for visual arts and all other subjects this year.



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Introduction

About Kinder ArtsAround Lessons

Kinder ArtsAround lessons are deliberately fast paced. If you only have 40-50 minutes, the intent is to keep the children moving, thinking, discovering, learning and totally engaged. With such young minds it is important to continually change the energy in the room. This is something Kinder ArtsAround lessons do well. You (or they) will never be bored.



The YouTube videos are carefully chosen for this age group, so they are very short specifically to keep the children interested. The K kids may be watching 2-4 videos during one lesson. Usually, one as a Physical Literacy movement opener followed by 1-2 about the topic of the day and often including a song or dance on YouTube as well.

Some of you who are teaching this program are classroom teachers. Some of you may be planning or prep time teachers yet some may be itinerant teachers. ArtsAround works in any classroom. However, IF you are a K classroom teacher creating activities in other subject areas – especially visual arts - directly connecting your themes with the ArtsAround topics is recommended. That is a terrific way to integrate. It does require looking ahead and doing some preliminary planning. It is well worth the effort! Look at the Long-Range Plan Chart, at the ArtsAround website to inform you which themes are taught.

Note: Teachers who teach their own K class, may decide to take the various activities in one lesson and teach 10-15 minutes each day instead of one lesson per week. Or some of you may want to spend one afternoon or morning block enjoying ArtsAround. Your choices are endless as the arts can truly become an integral part of everyday lessons.

A Two-Year Program: Kinder ArtsAround is offered as a two-year program due to the JK/SK split found in most schools. If you were to return to these same lessons next year, you may have children sitting in your class who were already taught these lessons. If that is not your case, you are fortunate. You can re-teach the

lessons if you have an entirely different K class each year. Because Kinder ArtsAround is a digital-based program, it makes implementing amazingly easy. However, if it is a combined class with the same children, you would need to purchase next year's program to provide you with 40 new lessons. Then Cycle A and Cycle B Kinder ArtsAround programs just keep getting repeated.

WIFI Technology Required: Of course, it is easiest to teach this digital program from a tablet, iPad, laptop, or cell phone connected to a Smart Board or LCD projector and screen. Implementation would then only require pressing links since the music, dance, auditory stories, and YouTube videos are all streaming. Even assessment, sheet music, and lyrics can be displayed on the screen.

However, some preparation is required by you, so you are aware of the flow of the lesson, and you have prepared word cards, props etc. ahead of time: a small price to pay for such rich rewards. Leave the planning to us and we'll leave the preparations to you! Of course, you and especially your children, may have different and even better ideas about which direction they want lessons to go. Be sure to use their ideas! Let them have a voice and choice, too!

However, you also have the option to print the lessons - just for your own class. Please do not share them with others for copyright reasons. Also, by supporting ArtsAround through payment, you are supporting a team of artists/educators who are profoundly grateful for your business. Thank you for understanding!

Music Experience or Not? Some of you may have a strong background in music and may even play an instrument. What a wonderful enhancement that will bring to each lesson! For those who can't read music or feel you can't sing or dance, have no fears. ArtsAround provides music and YouTube video tutorials for you - the teacher - wherever possible. Due to copyright laws ArtsAround cannot download music for you to upload. However, if we ever provide a song without accompaniment, you can still go to iTunes/Spotify or wherever and find your own accompaniment - at your own expense. Of course, that cost is relatively small, and you would have the rights to use that music year after year.

Dance Experience or Not? Since Kindergarten classes consist of small children with very little experience in dance, ArtsAround tends to shy away from choreography in K. It may happen a few times but not often. Most of the dances encourage children to move freely. In music (singing and playing) the children will begin to understand the concept of 'repeated patterns' (ostinato). Make sure when the children dance, they come to realize that they can repeat patterns in movement and dance too.

Drama Experience or Not? In many cases, Drama is a subject area where teachers have little or no experience. For those of you who have worked in theatre or taught drama before, you will have fun watching these kids improvise, trying to remember the odd line and learning about stance, facial expression and body language when performing. That is when most of the arts skills will evolve. Some teachers cannot see a reason to let children explore in the word of make-believe. I think a very reliable genius, would dare to differ. This genius was heard saying: **"Imagination is more important than knowledge!"**

And again, was heard pronouncing that: **"Logic will get you from A to B, but imagination will take you everywhere!"** Yes, Einstein would most likely also agree that **Imagination is the beginning of creation!** ArtsAround would never have made it this far if its author stopped imagining! Drama is truly where creativity begins!

K Expectations: The learning expectations from the Ministry are in selected categories: Belonging and Contributing; Self-Regulation and Well Being; Demonstrating Literacy, Mathematics Behaviours and Problem Solving and Innovating. Although these expectations are found in the Ontario Curriculum, many other boards and provinces and even European countries' expectations are very similar. All excellent arts programs or any type of educational programs should consist of pedagogy based on a view of children as competent and capable.

"When educators view children as competent and capable, the learning program becomes a place of wonder, excitement, and joy for both the child and the educator." says the Ministry of Education in Saskatchewan.

Frequently Asked Questions

Who created this program?

Patricia Gough, Teacher, Vice-Principal and Principal- who is an advocate for competency education and personalized learning for children- is the creator and designer of the ArtsAround programs. She worked in collaboration with various teams of educators, researchers and neuroscientists who contributed greatly to the success of this wonderful discovery approach to learning about the world we live in. Pat is confident you will fall in love with the results of her passion-this is her labour of love!

Kinder ArtsAround is where children learn to be 'kinder' (pun intended) to each other, themselves, their school, home, neighbourhood and world through lenses that show them how they can choose to 'integrate the arts' into their own lives... and souls. A large feat for such young, formative minds! It is never too soon to add culture to daily doses of appreciating our beautiful world.

Why is Kinder ArtsAround a success?

Kinder ArtsAround is an active program designed to excite young children about music, dance, drama, social studies, science, healthy living practices and several literacies (physical, social, emotional, cultural etc.). Weekly lessons are usually 40-50 minutes long but can also last longer (or shorter if you are a K classroom teacher). Children at this age have a greater spontaneity and lack of inhibition when participating in the arts. Their musical tastes are just beginning to form, and they are eager to learn. These early years are the perfect time to introduce children to world stories, music, songs, culture, dance, visual art and dramatization. Most activities encourage, exploration, discovery and freestyle approaches based on inquiry and play- based learning.

But the real reason ArtsAround from K-8 is a success is because the lessons were tested for many years in the Hamilton Wentworth Catholic District School Board. The children even had input about what they liked to do, the topics they wanted to explore and the music, drama and movement/dance activities they enjoyed.

HWCDSB has itinerant teachers teaching ArtsAround. The itinerants also made recommendations. Co-op secondary students who assisted in ArtsAround classes in schools had a voice along with the elementary students and local artists. They all played a part in getting ArtsAround to the highest level of integration into curriculum, the school community, the neighbourhood, the country, AND even the world: A tremendously successful collaborative effort. Now that is impact!

Huge kudos must go out to the HWCDSB with special appreciation to Patricia Amos, past-Director of HWCDSB. Pat invited ArtsAround to be piloted in schools across the city and eventually in the whole school board. If it were not for Pat Amos, this program would not have soared.

Another big arts supporter throughout its expansion has been Morris Hucal, Superintendent of Education, who did everything to make this program a success. His support raised ArtsAround to a whole new level of visibility. The Senior Administration at HWCDSB today continues to avidly support ArtsAround. They have paved the way, so it is with deep gratitude that ArtsAround salutes HWCDSB! You helped make this dream come true! Thank you all!

What are the fundamental principles of play-based learning?

The fundamental principles of play-based learning are:

- the understanding of all children as competent, curious, capable of complex thinking, rich in potential and experience;
- developing responsible experiences;
- learning through exploration, play and inquiry;
- knowing educators are co-learners;
- using the environment as a third teacher;
- tracking pedagogical documentation;
- reflective practices and collaborative inquiry.

“WHEN CHILDREN ARE FULLY ENGAGED IN THEIR PLAY, THEIR ACTIVITY AND LEARNING ... [ARE] INTEGRATED ACROSS DEVELOPMENTAL DOMAINS. THEY SEEK OUT CHALLENGES THAT CAN BE ACCOMPLISHED. ... THROUGH PLAY, CHILDREN LEARN TRUST, EMPATHY, AND SOCIAL SKILLS”

Pascal, 2009

How do children benefit?

There are many goals of Kinder ArtsAround, but the main purpose is to encourage children to appreciate and love many styles of music, dance and drama. Our goal is to happily engage children in enriching arts activities through songs, games, stories, technology, literacies, drama, movement, music and integrated subjects such as Social Studies, Language, Healthy Living and Science in a fun and exciting atmosphere.

Within any one lesson, children may experience all of these opportunities:

- learn the basic elements of music: beat, form, tempo, rhythm, volume and dynamics.
- be exposed to basic musical vocabulary: names of instruments, proper terminology for speed, volume, style, genre.
- develop confidence through individual and group participation.
- to work on experimental inquiry to problem solve
- explore musical instruments.
- enhance imagination and creativity through musical exploration and artistic expression.
- move to music to encourage physical fitness, self-expression and to help understand musical form.
- learn to communicate/express their emotions.
- be exposed to various styles of music from around the world therefore enhancing their own cultural awareness and ethnic diversity leading to a better understanding of people and the world around them.

- listen attentively to folk tales, legends and fables from different cultures and actively become engaged in their dramatization.
- become comfortable performing in front of an audience (builds confidence and a healthy self-image).

What does AIT stand for?

The AIT acronym stands for **ArtsAround Integration Teacher**. All teachers who become part of the ArtsAround Team will realize by the time the first year is over that integration was truly at the core of each lesson. ArtsAround treats K children as competent, curious, complex thinkers. They can and will realize that what they learn and discover in music, dance or drama is also in the world around them. They will learn through play that the topics suggested in ArtsAround lessons will appear in Science, Communication, Language, Social Studies, Physical Education, Math, Religion or Character Education and Healthy Living too. They will sense the arts finding a place to live within them.

That is when you, the ArtsAround Integration Teacher (AIT) knows that these little people are well on their way to finding how culture has shifted their thinking and beliefs. The world, through the arts becomes a much richer place. Even their school community begins to form its own arts culture. You've assisted young children to become aware of and release and express their creativity from within! Wear the title of AIT proudly!

Kinder ArtsAround Resources

The resources mentioned can be shared by an entire school community. They are not intended just for the use of one classroom. Some resources are necessary to support the program. They will be titled Necessary Resources. The next level will be for those resources that are nice to have, and they truly can enhance performances, but they are not vital to get started. These will be titled I Wish I Had... And the last level will be titled In a Perfect World....as if that needs explaining.

About Carl Orff

You cannot implement this program without 4 Orff (xylophone) instruments. For anyone who does not know who Carl Orff is, you will very soon, as he is the impetus behind the ArtsAround programs. *Wikipedia*: "Orff developed an influential approach toward music education for children. Born in 1895 in Munich, Orff based his music on the unity of the arts symbolized by the ancient Greek Muses and involved tone, dance, poetry, image, design, and theatrical gesture. His "Musik für Kinder" ("Music for Children") books were not designed to be performance pieces for the average child. Many of the parts are challenging for teachers to play.

Instead, they were designed as examples of pieces that show the use of ostinato, bordun, and appropriate texts for children: more about those terms later. Teachers using Carl's sheet music are encouraged to simplify the pieces, to write original texts for the pieces and to modify the instrumentation to adapt to the teacher's classroom situation". Now is not the time to further your learning about Carl Orff. That will come. He was chosen as a perfect master of programming for ArtsAround because so much of what he does is improvisational....and lots of fun.

Necessary Resources for Kinder ArtsAround

1. **Technology:** To get online you need WIFI, a tablet, iPad, cell phone or laptop with a link to a screen or Smartboard for streaming purposes.

If you are an itinerant teacher or someone who does not have their own classroom OR has no storage space, let your principal know that you can't exist without your OWN AV cart that you'll load with instruments and all you need for ArtsAround lessons. You may need a place to park it too. Negotiate space in any closet anywhere, as long as you don't have to take the cart apart and find another cart every time you have Kinder ArtsAround. This is a truly important measure to put in place early in the year. You may prefer having the school budget purchase a metal cupboard with a lock for this purpose. Instruments are expensive and left alone can get broken or suddenly disappear!

- 2. Musical Instruments:** Four Orff instruments. You may have xylophones already at your school which is great, but in case you are an itinerant teacher, or you do not have a Music Room, consider looking at the Series 49 set of four Orff xylophones at any one of the links below. Most music stores do not sell ORFF and in some cases only one music store may be the dealer for ORFF in your area.

ArtsAround is not affiliated with any store, nor do we receive any kick back for these suggestions. This is purely a means of demonstrating what Orff instruments look like. Recommending Studio 49 series is mostly because of size, cost, storage, and portability. Studio 49 can stack! Here are some links if you have no idea. Of course, always ask for the 'educational price' because buying in bulk is always cheaper. 🌐 [MMB Music](#) or more here at 🌐 [Studio 49](#) or 🌐 [Pinterest](#).

It is always a clever idea to have one keyboard (preferably with a rhythm section) or a school piano available during ArtsAround. Even if you do not read music or play well, this instrument is great for pitching voices, singing scales and just giving kids lots of practice, listening to notes and deciding which is higher or lower.

- 3. Percussion Instruments:** You will need a class set of rhythm sticks. Yes, each student needs a pair! The fatter ones are called lummi sticks. They work too but they are pricier. Purchasing 4-6 sets of drumsticks makes the kids feel really cool. Choose a cross section of any of the percussion instruments you see in the picture included in this Teacher Guide.

This picture was taken when the instruments first arrived so you can remember what you got and what needs replacing later. However, in this picture you will see special effect instruments too. You do not need these yet. To be considered later. In percussion you will need 3-4 drums or tambours to begin. Djembe drums are those expensive African drums. Those are not required yet. Choose the ones you see in the picture.

If there's an ice cream store near you, that gives away or sells their ice cream buckets for a nominal fee, those are fine for drumming too. Little K kids love them! They can even paint them. 🍦 [Link here for more info about 'bucket drumming'](#)

Flash Cards and Laminated Staff: You will need a flash card set of 'Easy Rhythms' plus a large laminated musical staff for adding notes to a staff.

Here is one of the best K distributors in the business of musical education for K kids. Meet 🍷 [Denise Gagne](#). Her flash cards are worth every penny. For those who love 🍷 [Pinterest](#), you can also find many ideas there where you can make your own too.

5. **Props for Drama/Dance:** In Drama/Dance different props will be identified for specific areas. It is a clever idea to create your own prop box for your classroom. You will add to it each year as your program explodes as you get more familiar with what is required.

Here is a list of 'must-haves' such as a class set of flowing scarves. You can find many at www.amazon.ca Buy some at second hand stores or garage sales, wash them and they are good to use. You will also need a bolt of light weight fabric (as a symbol for water) where two children hold each end to make waves (about 3-4 meters long). Wands or batons or anything that twirls. Animal masks from the Dollar Store or Garage Sales. (Lessons will cue you which animals you will need).

Of course, any additional costumes that can be used and re-used or adapted to become something else is always worth picking up as you come upon them. Once you get into the lessons and catch onto this concept, you will never go to a liquidation centre or garage sale without this in the back of your mind.

Hats are cool items to accumulate and before you cry 'lice infection' extreme heat will kill lice. Either wash them in hot water or put them in the dryer for 15 minutes. When any child wears one for a portrait or a dance or drama presentation put a plastic bag inside it before s/he puts it on his/her head. When the show is over, throw out the bag immediately and replace it with another one for the next student. No health department input required.



I Wish I Had...for Kinder ArtsAround

This is your wish list. You will not need this now but it something to keep in mind.

1. A \$50.00-\$100.00 cash flow from the school to outfit the instruments, dance/drama boxes of props etc.as you see them when shopping. Keep your receipts to give to the office once you reach an agreed amount to spend.
2. Tablet/iPads/Device to download specific apps or teacher-selected games and activities related to the themes being studied. Many schools have iPads you can sign out from time to time. Many have easy downloadable, interactive music games too.
3. 2 sets of Boom whackers with the black lids to change octaves. One example available  [here](#). Lids or caps do cost extra.
4. A few special effect instruments like rain sticks, cabassa, thunder tubes.

In a Perfect World.... for Kinder ArtsAround

This is where you continue to add more expensive items that the children suggest. It is really what they feel is important to enhance programming. Some possibilities are:

1. A set of bells that look like [this](#).

2. Additional ORFF to build a bigger instrumental ensemble.
3. More special effect instruments.
4. Additional costume items for the dress up box.
5. Props for Dance.

**“YOU CAN’T USE UP CREATIVITY.
THE MORE YOU USE, THE MORE YOU HAVE.”**

Maya Angelou

Creative Drama in Kindergarten

Credit attributed to Gina Maria Gigliotti for parts of this article.

“Did you know that creative dramatic play can increase student’s motivation, participation, and desire to learn? Kindergarten children developmentally need to explore their environment through creative dramatics. It is through this exploration that children can experiment with distinct roles in society, as well as learning how to behave in different social situations. Children need different scenarios where they can interact with other children. Kinder ArtsAround helps kindergarten teachers to teach developmentally appropriate lessons so that the children can best learn.

Play is indeed part of the human genetic code. Everyone enjoys playing and there is research attesting to the positive benefits of “playing” in the classroom. “Creative drama is a form of imaginative play. It differs from random play because it is facilitated by a leader or a teacher who attempts to structure the play into a definite form. Often this form consists of a beginning, middle, and a conclusion. By emphasizing form, the teacher takes amorphous and random play and elevates it to the educational domain (Kelner).

Research supports the many benefits of creative dramatic play in the areas of cognitive development, social development, emotional development, physical development, and creative development. Children’s cognition develops as they begin to make connections between the imaginary world structured by the teacher

through dramatic play, and the reality that surrounds them in their everyday life. By stretching a story out, the children begin to practice their decoding skills as well as their sequencing skills. After having a chance to experiment with acting out a story, the children's verbal skills are expressed through vivid descriptions of what happened during the activity.

Children who are involved in creative dramatic play can interact with their classmates in a structured learning environment setting; thus, they are attaining vital social skills that are necessary for life. The AIT focuses on a set of specific objects and leads the class. The students collaborate with one another to solve problems and then resolve problems within a group consensus. The conversation and interaction among students during creative dramatic play mirrors the dramatic play most children engage in naturally. Therefore, students are engaged in learning much like they are engrossed in their unstructured creative dramatic play.

As children learn to empathize with characters in a story, they begin to recognize their own feelings when dealing with similar sensitive situations. They are allowed the freedom to explore feelings without the sometime harsh realities to lock them into thinking that they need to behave a certain way. "In the symbolic world of make-believe, children often express thoughts and concerns that would otherwise go undiscovered or remained repressed (Bolton)." Creative dramatic play is an excellent tool for K teachers to use to learn more about their students. As a result, K teachers can teach more effectively because they have a better understanding of the many emotions that children experience.

Finally, creativity is the basis for any classroom dramatic activity. The children must use their imagination for any of the dramatic play in the classroom to have any real value to their learning.

"THROUGH CREATIVE PROBLEM SOLVING, CREATIVE MOVEMENT, OR THE SPONTANEITY OF AN IMPROVISATION, DRAMA ENGAGES CHILDREN'S IMAGINATIONS AND STRETCHES THEIR CREATIVE THINKING."

Pleydell

Guidelines for Quality Music Education in Kindergarten

For those of you who teach K and have your class all year, this is what the experts say about music, in kindergarten. This list has been compiled from various sources of articles written by experts in pedagogy. Kinder ArtsAround offers everything on this list!

“Music education activities for young children shall include many opportunities to explore and discover the properties of sound through singing, moving, speech, playing instruments, listening, and manipulating sounds in many ways. Children should be encouraged to verbalize their discoveries and feelings, and to depict the properties of sound using pictures and symbols.

A successful kindergarten program requires at least 10-15 minutes of teacher directed music activities and instruction daily. This more formal coming together to make music once a day will help everyone to feel part of the group. In addition to this, every opportunity to integrate musical activities into the curriculum throughout the day should be taken. “Hello’ songs, ‘Goodbye” songs, songs about the weather, songs about having juice and so on will enhance learning in other subjects.

Sound experimentation can take place in small groups, also throughout the day. The music used in the curriculum must be of a high quality and will include age / skill appropriate nursery rhymes and songs, folk songs, and traditional children’s songs. The students come from a wide variety of cultural and economic backgrounds and should experience music from many lands and from a wide variety of cultures, eras and styles.

Young children learn best through play, through hands-on experiences and experimentation. The classroom should be musically stimulating to encourage children to explore the world of music. The teacher’s role in this activity will be to make suggestions and ask questions that spark the curiosity and imagination of children and develop their thinking skills.

Children will discover the properties of sound through experimentation. While traditional notation will not, as a rule, be introduced at this age, the properties of sound (tempo, dynamics, pitch, texture, timbre, and form, will be explored through age / skill appropriate activities. The children will demonstrate their understanding of these properties through speech and language, through art, in movement, and by playing simple percussion instruments. Teacher directed group musical experiences that integrate movement, music and speech are also important. Through these the young students develop musical skills such as in-tune singing, keeping a steady beat, clapping rhythmic patterns, and acquiring a repertoire of poems, songs, and dances.

Musical experiences, (both individual experimentation and group work) which include singing, moving, speech and poetry, chanting, playing instruments and listening, will foster a wide range of developmental skills. These skills include, language acquisition, speech development, the development of coordination and movement skills, expanded listening skills, and social skills such as working in a group and taking turns. Self- esteem and creative thinking will also be strengthened.

Through the acquisition of a rich repertoire of songs and many experiences in exploring sounds children will be provided with a vehicle for the expression of feelings, attitudes, and values.”



Creative Movement in Kindergarten

With thanks to Connie Bergstein Dow: Dancer and Blogger

One of the gifts of guided creative movement is that it helps children learn to control their bodies and develop awareness of moving in the space with other children. As children learn awareness and body control through movement, they become familiar with following your instructions, listening for cues, and respecting others as they move together in the shared space. You do not have to be a dancer to dance with your students. Movement is a natural and fun outlet for children, so use these simple tips to get started!

Carefully Explain Your Expectations

Before you begin a movement activity, create clear boundaries in the space. You might say to the children, "This is an activity that we will do standing in one place. Find your spot, and imagine you are in a bubble. Now touch all around the inside of your bubble. It is like a circle in space, isn't it? You are going to dance inside of your own bubble."

If the activity will be in a larger area with the children moving about as a group, delineate the space and explain it carefully to the children ("We will be moving around in the area that is covered by the rug," or "We are going to use the space inside these lines.") Allow the children to walk the perimeter of the space to reinforce the outer boundaries.

In addition to concrete spatial boundaries, give other instructions to the children before you start, based on the nature of the activity as well as your expectations. You might remind them that we dance with our bodies, and only use our voices if the teacher gives permission. You might also remind them that other children are dancing in the shared space, and it is important to be aware of and respect others while dancing.

Verbal and Visual Cues

It is extremely helpful to introduce a cue during movement activities that signals the children to stop immediately. Explain to the children the importance of responding to that cue and remind them that it is for their safety and the safety of their classmates. You can use a visual cue, such as a stop sign, a picture of a red light, a puppet, or dimming the lights. Or you can use an auditory cue, such as clapping your hands or tapping a drum or tambourine. Starting and stopping music is another good signal: dancing while the music is playing and freezing when the music is paused. The important thing is that the children get used to stopping on command, so that you can immediately rein in the energy and continually guide the activity in the way you are most comfortable.

The most important tip about movement is that it provides a new avenue for learning. Children learn by doing, and movement is a fun and accessible way for children to learn concepts kinaesthetically. Using playful and enriching movement activities in your K environment can open new and enjoyable opportunities for learning. Allow the movement explorations to evolve as children contribute suggestions and ideas, and you all will be rewarded with a rich movement adventure. Most of all, have fun and keep on dancing!



Assessment, Pedagogy & Engaging Spaces

It is worth your time to read a few articles on assessing children in Kindergarten or watch a few YouTube videos for insight and hopefully some inspiration. How to assess and when and what your documentation should look like are important questions to answer before your year begins. Is the intent of kindergarten just to let kids play?

Listen to Doug Clements talks about 'intentional play-based learning.' That is how Kinder ArtsAround was designed! Here he is talking about teaching Math in K.

▶ [Douglas Clements, Ph.D on Early Childhood Math Education at the White House](#)

▶ [Inquiry Based Learning: From Teacher-Guided to Student Driven](#) 4:56 minutes

Do you need ideas about setting up your room and creating an inviting environment? ▶ [Creating Engaging Spaces for Children](#) 4:34 minutes

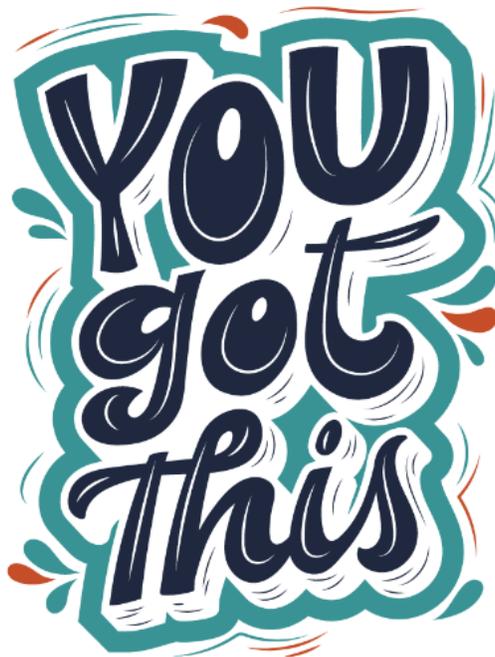
▶ [Embedded Formative Assessment by Dylan William](#) 6:36 minutes

Do not forget to look at all the assessments provided in your K Teacher Guide.

***“If I create from the heart, nearly everything works:
If, from the head, almost nothing.”***



Let ArtsAround help the beautiful young minds of the children in our schools discover how much more enjoyable life becomes when they are invited to ‘create from their hearts’!



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5" Cymbals



Cabasa



Tick Tock Block



Castanet



Hand Drum



Egg Shaker



Double Castanet



5" Triangle



Lollipop Drum



Handle Bells



Tom Tom



Claves



Sand Blocks



Guiro



Tap a Taps



Cowbell



Rhythm Rounders



Bell Set



Floor Tom



Maraca



8" Triangle

Kindergarten Language Used When Assessing

The following comments are not organized around terms. This list is meant to assist the AIT who may not be sure what to look for in specific areas of a well-rounded Kinder Program. This language may help you when speaking to parents or when evaluating the children for reporting.

Physical Education
<p>ACTIVE LIVING</p> <ul style="list-style-type: none"> - is learning to identify benefits of regular physical activity (e.g., it's fun, helps you grow stronger, keeps heart healthy) - identifies benefits of regular physical activity (e.g., it's fun, helps you grow stronger, keeps heart healthy) - with suggestions, is able to identify physical activities he enjoys doing - identifies physical activities he enjoys doing, such as... - is learning to identify the importance of food as fuel for physical activity - identifies the importance of food as fuel for physical activity, evident in... <p>PARTICIPATION</p> <ul style="list-style-type: none"> - with encouragement and/or insistence, participates daily in moderate to vigorous physical activities such as ... - participates daily in moderate to vigorous physical activities such as ... <p>MOVEMENT SKILLS</p> <ul style="list-style-type: none"> - is learning to perform movements in personal space while maintaining control - performs movements in personal space while maintaining control, evident during... - is learning to use body to create shapes (for example, bending, curling, pulling, pushing, stretching, swinging, and/or twisting) - uses body to create shapes (for example, bending, curling, pulling, pushing, stretching, swinging, and/or twisting) - is learning to perform specific movement skills such as walking, running, jumping, hopping, body rolling (log rolls, shoulder rolls) - performs specific movement skills such as walking, running, jumping, hopping, body rolling (log rolls, shoulder rolls) - with assistance, is able to use a ball or other object to perform skills such as ... (rolling or sliding an object toward a target, carrying an object, underhand throwing toward a target) - is able to use a ball or other object to perform skills such as ... (rolling or sliding an object toward a target, carrying an object, underhand throwing toward a target) <p>SAFETY, FAIR PLAY AND LEADERSHIP</p> <ul style="list-style-type: none"> - requires reminders to follow safety guidelines when participating in physical activity, such as ... (staying within boundaries, using equipment with supervision, listening to instructions) - identifies safety guidelines for participating in physical activity, such as ... - requires reminders to follow rules and directions when participating in physical activities, such as stopping on a signal, listening to directions, sharing equipment - follows rules and directions when participating in physical activities, such as ... - with reminders and modeling, is able to work cooperatively with classmates during physical activity (for example, respecting others' personal space, not pushing or shoving, taking turns) - works cooperatively with classmates during physical activity (for example, respecting others' personal space, not pushing or shoving, taking turns)



The Arts

Music

- is beginning to respond to beat in music
- is beginning to use movement to respond to a variety of music
- is beginning to demonstrate a willingness to participate in music activities, evident in...
- responds to beat in music, demonstrated in...
- uses movement to respond to a variety of music
- demonstrates a willingness to participate in music activities
- is beginning to perform rhythmic patterns from class songs
- is beginning to sing melodies
- is beginning to experience music from a variety of historical and cultural contexts (e.g., folk, classical, popular)
- performs rhythmic patterns from class songs, for example...
- can reproduce melodies, evident during...
- experiences music from a variety of historical and cultural contexts (e.g., folk, classical, popular)

Drama

- is beginning to demonstrate a willingness to express feelings and ideas
- is beginning to demonstrate respect for the contributions of others
- is beginning to describe his response to a dramatic work
- is beginning to demonstrate a willingness to work cooperatively
- is beginning to use vocal elements (high-low, loud-soft) when developing roles
- is beginning to demonstrate an awareness of a variety of movements used to express an idea, mood, or role
- is beginning to retell known stories in correct sequence
- is beginning to demonstrate a willingness to participate in drama activities that explore the roles of community members
- is beginning to demonstrate appropriate audience skills
- demonstrates a willingness to express feelings and ideas, evident during...
- demonstrates respect for the contributions of others, as demonstrated by...
- describes his response to a dramatic work
- demonstrates a willingness to work cooperatively, evident during...
- uses vocal elements (high-low, loud-soft) when developing roles
- demonstrates an awareness of a variety of movements used to express an idea, mood, or role
- retells known stories in correct sequence
- demonstrates a willingness to participate in drama activities that explore the roles of community members
- demonstrates appropriate audience skills, demonstrated during...

Visual Arts

- is beginning to demonstrate respect for his work and others, such as learning to give positive comments
- is beginning to demonstrate a willingness to display artwork
- is beginning to use a variety of materials, tools, equipment, and processes to make images, such as crayons, playdough, paint
- demonstrates respect for his work and others by ...
- demonstrates a willingness to display artwork
- uses a variety of materials, tools, equipment, and processes to make images, such as crayons, playdough, paint

Dance

- is beginning to move expressively to a variety of sounds and music
- is beginning to demonstrate a willingness to perform various dances
- moves expressively to a variety of sounds and music
- willing to perform various dances, such as...



Social Responsibility

- is usually friendly and, if asked, will help or include others
- sometimes needs prompting to participate in and contribute to classroom and group activities
- is usually welcoming, friendly, kind and helpful
- is welcoming, friendly, kind and helpful
- participates in and contributes to classroom and group activities
- in conflict situations, he tries to state feelings and manage anger appropriately but can become frustrated without adult intervention, therefore ...
- can identify simple problems and with help can generate ways to solve the problem
- in conflict situations, he tries to express feelings honestly and manages anger appropriately
- can identify problems and generate ways to solve the problem
- at times, can be respectful, therefore he is encouraged to...
- may not notice when others are treated unfairly
- treats others fairly and respectfully
- is interested in fairness

Social and Emotional

- is willing to share ideas in group discussions
- is easily distracted during ..., therefore he...
- requires reminders to focus and pay attention and participate when ..., thus he...
- has shown growth in his/her development of self-confidence by ...
- can speak to the whole group with poise and confidence
- is thoughtful of others at play
- is showing responsibility for his behavior and his belongings at school, such as ...
- shares ideas enthusiastically
- developing in self-concept areas, for example his is showing confidence in speaking to the group
- cries easily when things go wrong, like ..., therefore he...
- is confident and secure at school
- prefers to play with one or two friends
- is being encouraged to develop new friendships by...
- expresses him/herself easily
- can communicate ideas, such as...
- is learning to take turns when ...
- shares with others, as evident in...
- can lead or follow as appropriate in group play
- can independently choose activities, see them through and tidy up
- has become more independent when ...
- has gained in confidence when ...
- is willing to co-operate with others during ...
- tries to resolve conflicts independently, such as ...
- enjoys socializing with classmates
- developing leadership skills as he
- is tolerant of others, as demonstrated by...



Standard	Needs Strengthening	Developing	Secure	Exemplary
Performance Standard: Students will sing, alone and with others, a varied repertoire of music.	Student is beginning to demonstrate an understanding of the concepts taught.	Student inconsistently demonstrates an understanding of the concepts taught.	Student consistently demonstrates an understanding of the concepts taught.	Student applies and extends concepts taught.

Students will:

- Sing independently, with established vocal tone production (head voice*)
- Sing along with others while accurately responding to the cues of a conductor
- Sing using correct pitches
- Sing from memory a varied repertoire of songs
- Sing with accurate "singer's posture"
- Sing while maintaining rhythmic accuracy
- * Head voice singing is defined as a light, high, register

Standard	Needs Strengthening	Developing	Secure	Exemplary
Performance Standard: Students will play, alone and with others, a varied repertoire of music on instruments.	Student is beginning to demonstrate an understanding of the concepts taught.	Student inconsistently demonstrates an understanding of the concepts taught.	Student consistently demonstrates an understanding of the concepts taught.	Student applies and extends concepts taught.

Students will:

- Play independently with accurate technique
- Play along with others while accurately responding to the cues of a conductor
- Play using correct pitches
- Play from memory a varied repertoire of songs
- Play with accurate playing position
- Play while maintaining rhythmic accuracy
- *Proper playing position is defined as knuckles facing the ceiling, palms down, elbows out and off knees, and no pointing index fingers.
- Students should play in the middle of the bar and allow mallet to have a light bounce while striking bar.

Standard	Needs Strengthening	Developing	Secure	Exemplary
Creativity Standard: Students will improvise music.	Student is beginning to demonstrate an understanding of the concepts taught.	Student inconsistently demonstrates an understanding of the concepts taught.	Student consistently demonstrates an understanding of the concepts taught.	Student applies and extends concepts taught.

Students will:

- Improvise answers to given rhythmic questions
- Improvise answers to given melodic questions
- Improvise arioso responses (vocal)
- Improvise instrumental response
- Improvise Movement

Standard	Needs Strengthening	Developing	Secure	Exemplary
Creativity Standard: Students will compose and arrange music.	Student is beginning to demonstrate an understanding of the concepts taught.	Student inconsistently demonstrates an understanding of the concepts taught.	Student consistently demonstrates an understanding of the concepts taught.	Student applies and extends concepts taught.

Students will:

- Create grade level rhythm patterns through speech, movement, body percussion, and unpitched instruments

Standard	Needs Strengthening	Developing	Secure	Exemplary
Literacy Standard: Students will read and notate music.	Student is beginning to demonstrate an understanding of the concepts taught.	Student inconsistently demonstrates an understanding of the concepts taught.	Student consistently demonstrates an understanding of the concepts taught.	Student applies and extends concepts taught.

Students will:

- Read iconic notation for high/low, fast/slow, and long/short sounds
- Read iconic notation for form

Standard	Needs Strengthening	Developing	Secure	Exemplary
Response Standard: Students will listen to, analyze and describe music.	Student is beginning to demonstrate an understanding of the concepts taught.	Student inconsistently demonstrates an understanding of the concepts taught.	Student consistently demonstrates an understanding of the concepts taught.	Student applies and extends concepts taught.

Students will:

- Analyze and/or describe high/low, fast/slow, long/short, up/down, and loud/soft
- Identify aural examples of music from various historical periods and cultures
- Identify various uses of music
- Identify roles of musicians
- Show respect for music form various cultures and historical periods
- Identify same/different form patterns
- Respond through purposeful movement

Standard	Needs Strengthening	Developing	Secure	Exemplary
Response Standard: Students will evaluate music and music performances.	Student is beginning to demonstrate an understanding of the concepts taught.	Student inconsistently demonstrates an understanding of the concepts taught.	Student consistently demonstrates an understanding of the concepts taught.	Student applies and extends concepts taught.

Students will:

- Relate personal reactions to musical selections
- Demonstrate respect for the musical efforts and opinions of others

Standard	Needs Strengthening	Developing	Secure	Exemplary
Connections Standard: Students will relate music to the other arts and disciplines outside the arts.	Student is beginning to demonstrate an understanding of the concepts taught.	Student inconsistently demonstrates an understanding of the concepts taught.	Student consistently demonstrates an understanding of the concepts taught.	Student applies and extends concepts taught.

Students will:

Recognize commonalities between music and the other arts

Demonstrate the character traits of responsibility, self-discipline, and perseverance while participating in music

Identify ways in which the principles and subject matters of other content areas taught in school including language arts, mathematics, science, and social studies are related to music

Standard	Needs Strengthening	Developing	Secure	Exemplary
Connections Standard: Students will relate music to history and culture. (including movement)	Student is beginning to demonstrate an understanding of the concepts taught.	Student inconsistently demonstrates an understanding of the concepts taught.	Student consistently demonstrates an understanding of the concepts taught.	Student applies and extends concepts taught.

Students will:

Identify aural examples of music from various historical periods and cultures

Identify various uses of music

Identify roles of musicians

Show respect of music from various cultures and historical periods

Kindergarten Music Curriculum Map

Preface

In Kindergarten students develop an awareness of the elements of music through playful song experiences and creative movement. The conceptual sequence begins with opposites and contrasts with kindergarteners, who can identify characteristics and differences more easily when there is a contrast, such as high/low, fast/slow, loud/soft, long/short.¹

Through their participation in music activities the students can develop² these important learning skills:

- The ability to focus and gain intrinsic motivation
- Social comfort in participating
- Ease of movement-i.e., the physical ability to move and the desire to try to move
- The habit of singing
- Spatial and sequential reasoning
- Musical capacity and the ability to recognize and use previously-acquired language skills³

State Music Curriculum Standards

SINGING The student will develop the voice and body as instruments of musical expression. *In this standard the student sings to discover and enjoy the literature of children's songs and to explore and learn about the elements of music.*

PLAYING The student will play instruments as a means of musical expression. *In this standard the student plays classroom instruments to enhance the learning and enjoyment of songs.*

LISTENING The student will listen to, analyze, and describe music. *In this standard the student listens to feel the emotional qualities of the sounds of music and to notice and become acquainted with its elements.*

CREATING The students will create music through improvising, arranging, and composing. *In this standard the student creates music that expresses his thoughts and feelings and shows some understanding of music elements and skills.*



Key Concept for Differentiation

In an effort to assist teachers in the process of differentiation in Tier One teaching, key concepts have been identified in the curriculum maps as those specific objectives a teacher would focus on during small group instruction with struggling students. Key concepts cover minimum, basic skills and knowledge every student must master. Key concepts are not an alternative to teaching the entire Utah State Core Standards, rather they emphasize which concepts to prioritize for differentiation.

¹ *Music Expressions Teacher Resource Guide*, Warner Bros Publications 2003, pp. 13-16. ISBN 0-7579-1298-2 ² e.g., increased literacy, complex symbolization and meaning skills, integration of sensory data - Richards Institute of ETM, 1985 ³ e.g. rhythm, accent, timing, flow, pitch, voice inflections, phrasing in reciting a nursery rhyme, telling a story

ELEMENTS of MUSIC* <small>* melody, rhythm, harmony, sound & form</small>	Quarter 1: MELODY		KINDERGARTEN MUSIC <small>May 2013</small>
Music Content Objectives- MELODY	Vocabulary students should use	Lesson Activities	
<p>Through playful song experiences and creative movement</p> <ol style="list-style-type: none"> 1. I can sing with a light, unforced, beautiful childlike quality. 2. I can recognize when melodies move upward or downward or repeat, and make my voice match the pitches. 3. I can express myself through singing and moving to music. 	<p>song sing/speak light, unforced childlike quality</p> <p>move</p> <p>melody mi-re-do hand signs</p> <p>repeated tones steps/skips</p> <p>pitch: high/low up/down match pitch</p>	<p><u>First “I can”-</u> Use Hey, Hey, Look At Me (and/or other songs of limited range, e.g., Rain, Rain, Go Away), to help students sing with a light quality in their head voices – experiment on various pitches, not ignoring their high tones. Play with the vocal difference between speaking and singing. Teaching Ideas: *Our Amazing Voice!; Developing Singing Skills in the Classroom; 101 Ways to Repeat a Song</p> <p><u>Second “I can”-</u> Utilizing instructional strategies from <i>Favorite Songs</i> and/or <i>Let’s Do It Again</i>, help children discover melodic direction, repeated tones, and steps and skips. Sing Hot Cross Buns, and experience the descent of the melody using the hand signs as well as desired singing activities from text. Find additional songs with the same mi-re-do pattern, repeated tones, skips, steps, and help the children recognize them (e.g., Three Blind Mice, Old MacDonald, Mary Had a Little Lamb, Farmer in the Dell, This Old Man, Sally Go ‘Round the Sun, Teddy Bear).</p> <p><u>Third “I can”-</u>Play the singing games found in <i>Favorite Songs</i> and <i>Let’s Do It Again</i> for these songs: Bluebird, Bluebird, Three Blind Mice, London Bridge, Johnny Get Your Hair Cut, Shake Those Simmons Down, The Farmer in the Dell, Mulberry Bush.</p> <p><u>Holiday Idea</u> Enjoy singing songs such as this one as you approach the holiday season: Five Fat Turkeys, Boo!, Halloween Witches, The Witch Rides, Thanksgiving</p>	
Music Language Objectives	Resources		
<p>Through singing, moving, speaking, and/or hand signs -</p> <ul style="list-style-type: none"> I can clearly express how I feel about singing and moving. 	<p>Embedded links provide access to selected corresponding music teaching ideas, written scores, and mp3 files for singing, listening and dancing activities from publications such as FAVORITE SONGS AND MUSIC ACTIVITIES, THE MUSICAL CLASSROOM, and other valuable resources.</p> <p>K; PRE-K STATE MUSIC GUIDEBOOK: <i>Links to additional songs, teaching ideas, music notation, vocabulary, prof. music teaching associations</i></p>		
<p>Assessment: Video children at start and end of year; use registry to document growth and to improve teaching & learning.</p>			

ELEMENTS of MUSIC* <small>* melody, rhythm, harmony, sound & form</small>	Quarter 2: RHYTHM		KINDERGARTEN MUSIC
Music Content Objectives: RHYTHM	Vocabulary students should use	Lesson Activities	
<p>Through playful song experiences and creative movement</p> <p>☞ 1. I can develop the ability to play, clap, pat, and step the steady beat.</p> <p>I can develop the ability to play, clap, pat, and step the steady beat in songs and nursery rhymes in fast and slow tempos.</p> <p>3. I can develop the ability to play rhythm patterns in songs with long and short sounds, such as ti-ti ta.</p> <p>4. I can use good posture and breath support while singing with a light, unforced, beautiful childlike quality.</p>	<p>steady beat (pulse) tempo (fast/slow) repeat chant</p> <p>Matching word rhythms with rhythm syllables:</p> <p>word rhythm: <i>this old man</i> rhythm syllables: <i>ti-ti ta</i></p> <p>word rhythm: <i>look at me</i> rhythm syllables: <i>ti-ti ta</i></p> <p>word rhythm: <i>falling down</i> rhythm syllables: <i>ti-ti ta</i></p> <p>word rhythm: <i>jingle bells</i> rhythm syllables: <i>ti-ti ta</i></p> <p>finger play nursery rhyme</p> <p>strong beat</p> <p>rhythm instruments:</p>	<p>First "I Can" - Have students sing Twinkle, Twinkle Little Star, while walking in a steady beat – one syllable per step. The children may notice that they take two steps on half notes. Additionally students may want to take turns playing the beat on finger cymbals as they sing.</p> <p>Second "I Can"- Choosing contrasting tempos, have children perform songs, nursery rhymes and finger plays such as Bow Bow Belinda; Old MacDonald; Bluebird, Bluebird; Yankee Doodle; Little Bo Peep; Itsy Bitsy Spider; Three Little Muffins, Muffin Man</p> <p>Third "I can"- Using a rhythm instrument, have children identify and play the ti-ti ta patterns (short short long) in songs such as: Jingle Bells; Hey, Hey, Look at Me; Rain, Rain; Paw Paw Patch; This Old Man; London Bridge.</p> <p>Fourth "I can"- Lead children in singing holiday songs with a light quality in their head voices using good posture and breath support.</p> <p>Holiday Ideas- We Wish You A Merry Christmas: When children know the song, let them take turns playing the strong beat on a rhythm instrument that rings, e.g., triangle, jingle bells, finger cymbals; Jingle Bells: Help children think of other "winter" words that have the same ti-ti ta pattern as the words <i>jingle bells</i>: <i>icicles, snowmobiles, frozen ground, evergreens, Santa Claus</i>. They can chant the pattern as they clap them or play them on rhythm instruments.</p>	
Music Language Objectives	<p>finger cymbal jingle bell triangle rhythm stick</p> <p>good posture breath support</p>	Resources	
<p>Through singing, moving, speaking, clapping, playing instruments, drawing, and/or dramatizing-</p> <ul style="list-style-type: none"> I can clearly communicate what a steady beat is and what a rhythm pattern is. 			
<p>Assessment: Video children at start and end of year; use registry to document growth and to improve teaching & learning.</p>			

ELEMENTS of MUSIC* <small>* melody, rhythm, harmony, sound & form</small>	Quarter 3: HARMONY and SOUND		KINDERGARTEN MUSIC
Music Content Objectives: HARMONY AND SOUND	Vocabulary students should use	Lesson Activities	
<p>Through playful song experiences and creative movement</p> <ol style="list-style-type: none"> 1. I can identify and/or match sounds that have the same tone quality; e.g., smooth, scratchy, ringing, hollow. 2. I can add sounds to stories that enhance the telling. 3. I can use rhythm instruments to accompany songs on the steady beat as I sing. 4. I can hear and also show through movement and/or voice when music varies in mood and volume. 	<p>enhance echo</p> <p>tone quality instrumental colors</p> <p>melody bells</p> <p>sound/silence</p> <p>combine accompany</p> <p>movement</p> <p>volume (loud/soft)</p>	<p><u>First “I can”</u>- Lead children in sound perception activities such as those suggested in <i>The Teacher, The Child and Music</i>.</p> <p><u>Second “I can”</u> – Lead children in creating sound effects that represent characters or actions found in the story of Goldilocks and the Three Bears, The Wonderful World of Sound, and/or A Night in the Country.</p> <p><u>Third “I can”</u> – Help children choose a suitable instrument(s) to play the beat while singing such songs as: This Old Man; Hey, Hey, Look at Me; The Farmer In the Dell.</p> <p><u>Fourth “I can”</u>- Lead children in listening and showing through voice and/or movement the changes in volume (loud/soft) and mood or feeling, in Three Little Muffins, Five Fat Turkeys, Saint Saens’s: Carnival of the Animals, Debussy’s Clair de Lune, Copland’s Hoedown, Anderson’s Sandpaper Ballet, Plink, Plank, Plunk, Chicken Reel.</p> <p><u>Holiday Idea</u>: Enjoy listening to patriotic songs such as America, Battle Hymn of the Republic; Invite children to march, carry flag.</p>	
Music Language Objectives		Resources	
<p>Through singing, moving, speaking, hand signs, listening, drawing, and/or dramatizing-</p> <ul style="list-style-type: none"> I can clearly communicate what volume and tempo are in music. 		<p>ADDITIONAL LISTENING LINKS</p> <p>YouTube: musical recordings search engine</p> <p>Putumayo Kids World Music Adventures: CDs, folk songs, multicultural, and world music listening resource, examples</p> <p>Classics for Kids: recordings, listening maps, lesson ideas, composers, music dictionary, etc.</p> <p>San Francisco Symphony for Kids: all about orchestra; has listening selections</p>	
<p>Assessment: Video children at start and end of year; use registry to document growth and to improve teaching & learning.</p>			

ELEMENTS of MUSIC* <small>* melody, rhythm, harmony, sound & form</small>	Quarter 4: FORM	KINDERGARTEN MUSIC
Music Content Objectives: FORM	Vocabulary students should use	Lesson Activities
<p>Through playful song experiences and creative movement-</p> <ol style="list-style-type: none"> 1. I can recognize that melodic patterns and phrases may be the same, similar, or different. ➤ 2. I can recognize and describe contrasting ideas, moods, or feelings in music; i.e., humorous, peaceful, exciting, scary, energetic, sorrowful . ➤ 3. I can illustrate with my own movements the contrasting ideas, moods, or feelings in music. 	<p>symbol</p> <p>melodic patterns melodic phrases</p> <p>repeat (<i>same</i>) same/similar/different</p> <p>music characteristics: tempo: <i>fast/slow</i>; volume: <i>loud/soft</i>; pitch: (<i>high/low</i>) mood (<i>feeling</i>)</p>	<p><u>First “I Can”</u>- Children sing “Old MacDonald Had a Farm” while walking the beat. Help the children recognize the phrase length by changing walking direction at phrase end. Repeat the experience several times, including additional singing activities for this song from the state songbook. Then invite students to sit in a circle and reflect on which phrases are the same, similar, or different. Have the students choose a symbol to represent each phrase and then look at the “picture” of the song created by the phrases. (Have 3 symbols that are the same and one different). Children sing and play the game “Shake Those Simmons Down.” When they are familiar with singing the song, select three rhythm instruments, one of which is played to match the rhythm of the words “circle left” each time it is sung. Combine the instruments on the last phrase (“Shake Those Simmons Down”). Select other instruments and other children and repeat until everyone has had a chance to play.</p> <p><u>Second and Third “I cans”</u>- Guide children in responding to characteristics in music such as: Williams’s: Raiders of the Lost Ark Theme; Anderson’s Syncopated Clock; Debussy’s Claire de Lune; Vivaldi’s Seasons; Saint Saens’s The Swan from <i>Carnival of the Animals</i>; Grieg’s Morning Song from <i>Peer Gynt Suite</i>; Sousa’s Washington Post March.</p>
Music Language Objectives		Resources
<p>Through singing, moving, speaking, hand signs, listening, symbols, and/or creating:</p> <ul style="list-style-type: none"> • I can describe what I hear when I listen to music. 		
<p>Assessment: Video children at start and end of year; use registry to document growth and to improve teaching & learning.</p>		

Assessment in Kindergarten

Andrea, Rebecca, Katie, Tracey, Maram, Jeri

What is Assessment

What is Documentation

Assessment Techniques and Tools

Pedagogical Documentation - Developing a Plan

iPad Initiatives

Parent Involvement

"To give each child the best start possible, it is essential that early learning programs provide a variety of learning opportunities and experiences that are based on assessment information and the strengths, needs, and interests of the children "

(Full Day Early Learning – Kindergarten Program, p. 8)

OUR CASE

Our group will focus on the various forms of assessment, specifically the iPad, as the basis of documenting and tracking curriculum expectations during the busy, and often sporadic, play, which takes place in the new Full Day Kindergarten classrooms. Where papers, clipboards, and cameras may be effective and familiar tools for many kindergarten teachers, iPad technology requires a teacher to carry only one tool, capable of taking photos, jotting notes, and efficiently storing student information. The iPad need not replace assessment techniques such as anecdotal notes, student portfolios, or documentation panels, but it can substantially simplify and enhance these techniques. We would like to find tools and strategies for assessment that will give an authentic view of our students learning in the FDK program.

What is Assessment?



What is Assessment?

According to the Early Learning Full-Day Kindergarten Program document, "assessment refers to the gathering and interpretation of information over time through observable evidence of what a child can do, say and apply." (Ministry of Education 2010)

It is important to understand that assessment is ongoing and is used to promote student learning.

Why do we assess in Kindergarten?

All teachers use assessment to drive student learning forward. It is a concrete way for teachers to communicate to parents their child's strengths and areas for improvement.

What does assessment look like in Kindergarten?

The FDELK team uses observation and different methods of documentation to track student progress in all areas of learning.

What is Documentation?



What is Documentation?

The purpose of documentation in the FDK program is to capture evidence of student learning while informing the teaching and learning environment.

It provides a means through which to assess where students are and where they need to be; allowing the FDK team to plan out next steps and future goals.

Making Learning Visible!

What Documentation Looks Like

Here are some examples of the many ways to capture learning through documentation:

- Photos (of students' work or an event)
- Learning stories
- Portfolios
- Video/audio recordings (of students alone or interacting with one another)
- Documentation panels
- Samples of children's work
- Individual children's comments
- Transcriptions of conversations during group times
- Educator's observations about an event, experience, or development
- Parent's comments and observations

Assessment Techniques and Tools

Team members need to make careful choices about assessment methods to ensure that the methods are developmentally, culturally, and linguistically appropriate.

(Full Day Early Learning Kindergarten Program Document, 30).

Differentiating the Tools and Techniques

To do as the curriculum suggests and select assessment methods that are “developmentally, linguistically, and culturally appropriate”, teachers must be well aware of the various assessment tools and techniques available to them. They must also know which tool or technique is appropriate for which learning situation. The play based, full day kindergarten program demands constant observation and recording of student activity; the following assessment tools and techniques explain how this activity can be recorded, and how Ipads can help to make the recording process smooth and simple.

Anecdotal Notes

Reading		Name: [redacted]
Goals:		Strengths:
- use visual cues - does it look right? - more detailed recall w/ char. & set (c)		- uses meaning and pics - attitude
Date	Observation and Instruction	Next Steps to Meet Goal
9/4	reads, was picturing show phrases look all way thru text	
9/5	stuck on many, needed help	
9/8	stuck on high wks meaning reads ahead	increase sight words
9/11	made some on words at word meaning word & pic	stuck reads to pict with 2 gyo - ps 20w/nd w
9/11	running read - good job sb meaning and read	2 gyo OR - 1x at least in ER?
9/15	ready to planing - much screen time?	
9/17	less having at double words	

This assessment tool is used when an educator has time only to make quick notes about student behaviour or work. The notes are “short narrative descriptions of observations in the classroom” (Completely Kindergarten: Kindergarten Curriculum Guide, 51). For the fast pace of play-based kindergarten classrooms, anecdotal notes are perfect for quickly recording the details of an observation. For educators not wishing to carry paper, pencil, camera, and other assessment materials around the class, the Ipad offers programs such as Skitch, and Evernote, with which teachers can type their anecdotal notes.

Photographs, and Video and Audio Recordings



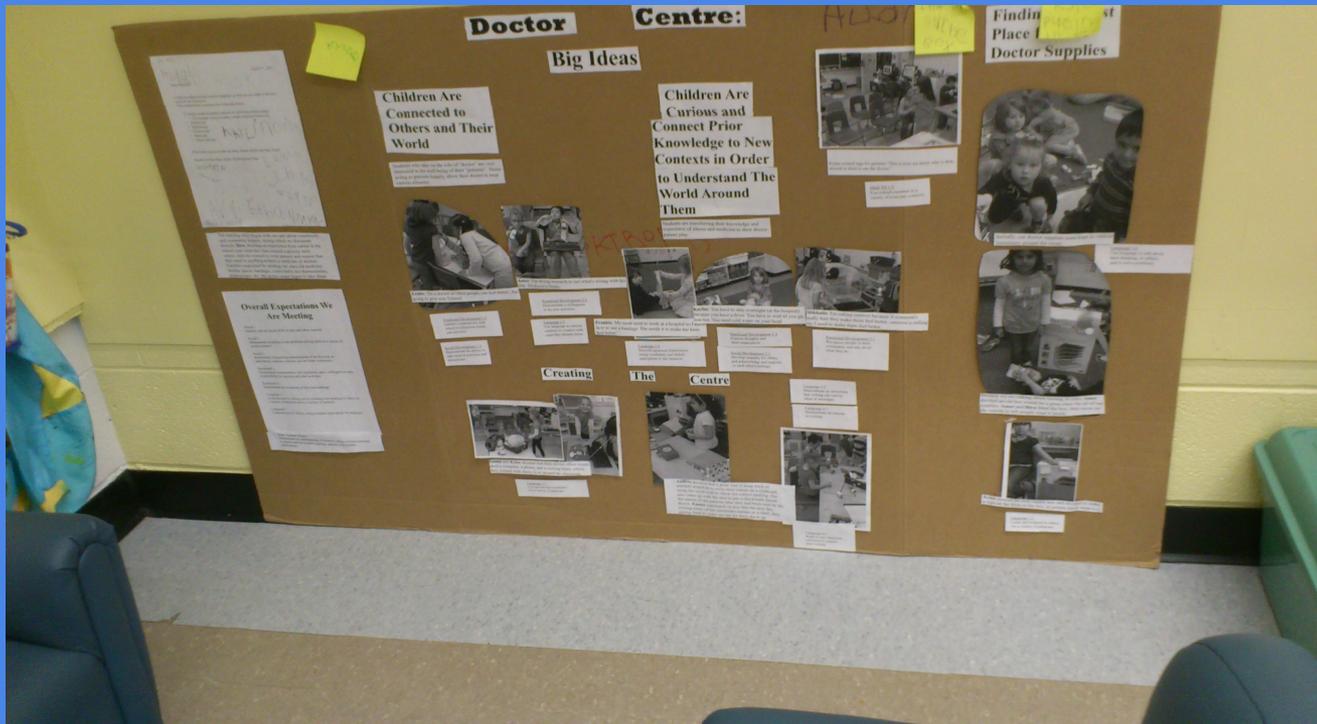
Recording and Photographing students is a technique that gives educators detailed evidence of student learning. Not only do these images serve as authentic examples of student work, but they can become integral pieces of classroom documentation such as student portfolios and documentation panels. Educators may want to try this technique when students are involved in particularly rich conversations or creations. The Ipad can be used for photo, video and audio recording purposes. Teachers no longer need to have separate devices for collecting the sounds and sights of their students' learning.

Documentation Panels

This tool can come in many forms. Some teachers opt to simply display images of students at work, including descriptions of the curriculum expectations being met; other educators create large scale, often portable panels that can include images, students writing, learning stories, curriculum big ideas and expectations, etc. These types of panels are made with the intention of allowing students and parents to interact with the documentation.

Documentation Panels, Cont'd

When a panel is interactive and portable, students can add to it, take ownership of their learning. It can also be moved to halls, or other areas where parents gather and can see the documentation. Their comments and ideas can be incorporated into the panel, making them feel involved in their children's learning. All images on the example below were captured using an Ipad.



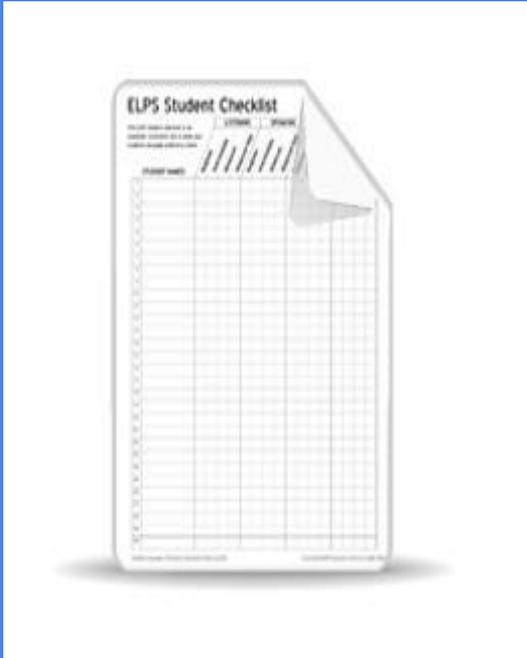
Work Samples and Portfolios



Student portfolios work well as kindergarten assessment tools because cognitively, emotionally, and physically, kindergarten children grow and change rapidly. Portfolios “show a progression of growth in a child’s development during a period of time through a collection of student work samples” (Completely Kindergarten: Kindergarten Curriculum Guide, 52).

Checklists

Checklists are best used by kindergarten educators when they are looking for specific expectations from their students. Checklists can “help teachers to focus their observations and to clarify thinking about what behaviors are indicative for successful learning” (Completely Kindergarten: Kindergarten Curriculum Guide, 52). The Ipad allows educators to use one tool for the creation, storage, and transportation of checklists. It is ideal for those teachers who do not wish to use the paper and pencil method of recording.



Conferencing

The technique that works best for understanding the thinking behind a child's work, is conferencing with that child. "Periods of time assigned for planned conversations with individual children or small groups are valuable in providing insight on children's thinking processes" (Completely Kindergarten, Kindergarten Curriculum Guide, 54). To catch every detail of a conference, teachers can use the Ipad for audio and/or video recording purposes.



Pedagogical Documentation Developing a Plan



Pedagogical Documentation

Pedagogical documentation is an ongoing process that brings about student growth and improvement. It can transform the understanding of teaching and learning by:

- Creating shared understanding between students, educators, and parents
- Celebrating the rights of individual learners
- Recognizing students' ownership of their learning
- Actualizing shared accountability
- Providing voice in learning for everyone

To maximize on the benefits of documentation, it needs to be a habit of classroom practice as well as become an attitude toward teaching and learning. Educators need to ask:

“How can we capture student thinking?”

(Ontario Ministry of Education, 2012)

Developing a Plan

It takes practice and time to decipher which experiences best support effective documentation and how to best collect evidence of learning (Seitz, 2008).

It is suggested to develop a documentation plan. Tips for doing so include:

Do you have a collaborative approach to documentation?

It is important to establish an education team committed to giving documentation high priority. Collective team reflection on and analysis of the learning evidence deepens understanding (Ontario Ministry of Education, 2012).

Parents can also contribute in the documentation process by sharing what learning happens at home

(Ministry of Education, 2010)



Developing a Plan

What is your primary purpose for documentation?

Knowing your purpose will help you sort through all the evidence and how to interpret it. For example, is your purpose to help children self-assess, ask good questions, and /or develop theories that give meaning to events and objects in their world?



Who is your audience?

How are you using this documentation? Documentation displays will have different purposes and should be designed to reflect them. For example, documentation that is displayed for students or parents on a bulletin board, will be very different than what is used for program planning.

(Ontario Ministry of Education, 2012)

Developing a Plan

What methods will you use for collecting information?

You need to know what you are going to do with all your evidence of student thinking. It is critical to have a plan in place not only for gathering the information, but how you will organize and analyze it.

This is where technology is of such great value. It allows you to go back and examine the information gathered. The devices (IPADS, digital cameras, video recorders, etc.) used for documenting need to be available at all times to enable educators to capture the learning when and where it happens.

Figure out what works best for you!

There is no one right way to document student learning. For documentation to be effective, the method(s) chosen must “fit” with the educator and work best for them.



(Ontario Ministry of Education, 2012)

iPad Initiatives



iPad Initiatives

1. Increase literacy rates
2. Benefit students with special needs
3. Improve overall learning experience
4. Meet the needs, strengths and weaknesses of individual students
5. Offer 1:1 instruction for students
6. Interactive and engaging tool

Initiative Considerations

1. Available and present human response
2. Effective and appropriate use
3. Quality of apps and determining success
4. Pre assessment and post assessment
5. Promote physical activity and develop fine motor skills
6. Funds and keeping up with mobile technology

Support

The Full Day Early Learning Kindergarten Program states that, “It is important for all young children to see themselves as scientists and as people who can work with technology as they investigate their world” (p. 113).

<http://www.youtube.com/watch?v=Ez3uBRskWdl>

Parent Involvement



Ways to Communicate Student Learning to Parents

1. Create a classroom website
2. Send individual emails to share positive information about their child's accomplishments
3. Post photo stories on the class website
4. Provide at-home educational activities
5. Create a family response link or form on the Web page to elicit comments, questions and feedback
6. Establish a family support discussion forum
7. Send group emails to remind parents of events
8. Ensure families' access to technology at home (if they do not have access, send home hard copies of the Website and emails, and use traditional methods of communication)
9. Offer a brief orientation of your Website
10. Set aside time for technology-communication



With the advances in technology, we are able to use tools such as the iPad and Classroom Websites, teachers can communicate student learning with parents on an ongoing basis.

Two Way Conversations





Teachers and parents are encouraged to converse back and forth, through emails, blogs and response forms.

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BIG BATTLES