Early Childhood Specialized Bootcamp Training

June 17-28, 2019

Developed by the Mississippi Department of Education (MDE) in partnership with North Mississippi Education Consortium (NMEC)

Coordinated by:
Dr. Jill Dent
Director of Early Childhood Education, MDE

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Early Childhood Program Specialist, NMEC and Co-Director, University of Mississippi Graduate Center for the Study of Early Learning
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State Superintendent of Education

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Chief Academic Officer

Tenette Smith, Ph.D.
Executive Director
Office of Elementary Education and Reading

The Office of Early Childhood

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Director

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Early Learning Collaborative Coordinator

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Early Childhood Instructional Specialist

Candice Taylor
Early Childhood 619 Coordinator

Kristi Gary
Office of Early Childhood Coordinator

Monica F. May, M.S.
Assistant Director

Robin Haney
Data/Report Coordinator

Kelly Carmody and Leigh-Anne Gant
Early Childhood Regional Coordinator

Amye Hoskins and Jayme Jones
Professional Development Specialist

Amanda Adams and Angela Towers
Family Engagement Transition Coach

Adrienne Mercer
Deeda Paul
Kathy Wall
Lydia Boutwell
Marisa Prewitt
Merry Pennell
Oki Ragins
Sharon Errickson
Sandra Watkins
Tammy Wallace
Tonya Pickens
Early Childhood Coaches
Early Childhood Specialized Bootcamp Training Agenda

June 17th – 21st

**Week 1**

**Monday, June 17**

Gena Puckett & Monnie Vail  
The Graduate Center for the Study of Early Learning  
North Mississippi Education Consortium  
*Moving Forward*

Gena Puckett & Monnie Vail  
The Graduate Center for the Study of Early Learning  
North Mississippi Education Consortium  
*Abstract to Active*

Dr. Susan Buttross, L.S., M.D.  
The University of Mississippi Medical Center  
*Supporting Early Childhood Development*

**Tuesday, June 18**

Cathy Grace  
The Graduate Center for the Study of Early Learning  
North Mississippi Education Consortium  
*Who Made You the Teacher?*  
*Turning Lemons into Lemonade*

Pam Myrick-Mottley  
Early Childhood Consultant  
*Trauma Sensitive Classroom*

**Wednesday, June 19**

Pam Myrick-Mottley  
Early Childhood Consultant  
*Using Conscious Discipline to Support a Trauma Sensitive Classroom*

**Thursday, June 20**

Jill Dent  
The Office of Early Childhood  
Mississippi Department of Education  
*Impacting the Traffic Control System of Young Minds*

Joyce Greer and Lydia Boutwell  
The Office of Early Childhood  
Mississippi Department of Education  
*Schedules, Standards, and Planning...Oh My!*
Kelly Carmody and Leigh-Anne Gant
Office of Early Childhood
Mississippi Department of Education

*Linking Lesson Plans and Learning Centers*

Friday, June 21

<table>
<thead>
<tr>
<th>Adrienne Mercer</th>
<th>Deeda Paul</th>
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</thead>
<tbody>
<tr>
<td>Kathy Wall</td>
<td>Marisa Prewitt</td>
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<tr>
<td>Merry Pennell</td>
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<td>Sharon Errickson</td>
<td>Sandra Watkins</td>
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<td>Tammy Wallace</td>
<td>Tonya Pickens</td>
</tr>
</tbody>
</table>

Early Childhood Coaches
Office of Early Childhood
Mississippi Department of Education

*Make-n-Take Putting the Pieces Together*
Week 2

Monday, June 24
Ginger Koestler
Office of Student Intervention Services
Mississippi Department of Education
*Managing Behaviors in Early Childhood*

Nicole Briceno
Mississippi Early Childhood Inclusion Center
The University of Southern Mississippi
*Follow Me: Monitoring Development*

Lee Anne Grace Barnes
Tupelo School District
*Utilizing Music to Foster Early Literacy*

Tuesday, June 25
Sandy Elliott and Laurie Weathersby
Office of Student Intervention Services
Mississippi Department of Education
*English Learners and Literacy*

Brittany Herrington
REACH-MS
The University of Southern Mississippi
*Teaching Pyramid Observation Tool (TPOT)*

Jayme Jones
Office of Early Childhood
Mississippi Department of Education
*Let Language do the Talking*

Wednesday, June 26
Amye Hoskins and Monica May
Office of Early Childhood
Mississippi Department of Education
*Stepping into STEM*

Candice Taylor
Office of Early Childhood
Mississippi Department of Education
*Making Adjustments*
Elizabeth Stone and Amye Hoskins  
Office of Early Childhood  
Mississippi Department of Education  
CLASS Overview  
CLASSy Connections

Thursday, June 27  
Limeul Eubanks  
Office of Elementary Education and Reading  
Mississippi Department of Education  
Come Join Me on an Artistic Exploration

Friday, June 38  
Amanda Adams, Angela Towers, and Monica May  
Office of Early Childhood  
Mississippi Department of Education  
Family Engagement and Transition

Melissa Banks  
Office of Student Intervention Services  
Mississippi Department of Education  
#Techforlittles

Gena Puckett & Monnie Vail  
The Graduate Center for the Study of Early Learning  
North Mississippi Education Consortium  
Wrapping Up and Moving On

Final Questions & Answers
**Week 1 Early Childhood Specialized Bootcamp Training 2019 Schedule**

*(Policy, practices, and checklists will be embedded in discussions throughout presentations.)*

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday 06.17</th>
<th>Tuesday 06.18</th>
<th>Wednesday 06.19</th>
<th>Thursday 06.20</th>
<th>Friday 06.21</th>
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<tr>
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<td>AM LIVE FROM BELDEN AND PM LIVE FROM HATTIESBURG</td>
<td>LIVE FROM HATTIESBURG</td>
<td>AM LIVE FROM JACKSON, JACKSON, AND PM LIVE FROM GREENVILLE</td>
<td>LIVE THROUGHOUT THE STATE (TBD)</td>
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<tr>
<td>8:30AM-9:45AM</td>
<td>MONNIE VAIL AND GENA PUCKETT Moving Forward</td>
<td>CATHY GRACE Who Made You the Teacher?</td>
<td>PAM MOTTLEY Using Conscious Discipline to Create a Trauma Sensitive Classroom</td>
<td>JILL DENT Impacting the Traffic Control System of Young Minds</td>
<td>EARLY CHILDHOOD COACHES Make-n-Take Putting the Pieces Together</td>
</tr>
<tr>
<td>9:45AM-10:00AM</td>
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<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
</tr>
<tr>
<td>10:00AM-11:15AM</td>
<td>MONNIE VAIL AND GENA PUCKETT Abstract to Active</td>
<td>CATHY GRACE Turning Lemons into Lemonade</td>
<td>PAM MOTTLEY Using Conscious Discipline to Create a Trauma Sensitive Classroom</td>
<td>JOYCE GREER AND LYDIA BOUTWELL Schedules, Standards, and Planning...Oh My!</td>
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</tr>
<tr>
<td>11:15AM-11:30AM</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
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<tr>
<td>11:30AM-1:00PM</td>
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<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
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<tr>
<td>1:00PM-2:15PM</td>
<td>MONNIE VAIL AND GENA PUCKETT Abstract to Active</td>
<td>PAM MOTTLEY Trauma Sensitive Classroom</td>
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<tr>
<td>2:15PM-2:30PM</td>
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<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
</tr>
<tr>
<td>2:30PM-3:45PM</td>
<td>DR. SUSAN BUTTROSS Supporting Early Childhood Development</td>
<td>PAM MOTTLEY Trauma Sensitive Classroom</td>
<td>PAM MOTTLEY Using Conscious Discipline to Create a Trauma Sensitive Classroom</td>
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</tr>
<tr>
<td>3:45PM-4:30PM</td>
<td>Q&amp;A</td>
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</table>

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### Week 2 Early Childhood Specialized Bootcamp Training 2019 Schedule

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<td>AM LIVE FROM JACKSON, HATTIESBURG, AND PM LIVE FROM BELDEN</td>
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<td>LIVE FROM JACKSON</td>
<td>LIVE FROM JACKSON</td>
<td>AM LIVE FROM OLIVE BRANCH, JACKSON, AND PM FROM BELDEN</td>
<td></td>
</tr>
<tr>
<td>8:30AM-9:45AM</td>
<td>GINGER KOESTLER</td>
<td>SANDY ELLIOTT and LAURIE WEATHERSBY</td>
<td>AMYE HOSKINS</td>
<td>LIMEUL EUBANKS</td>
<td>AMANDA ADAMS, ANGELA TOWERS, and MONICA MAY</td>
</tr>
<tr>
<td></td>
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<td>English Language Learners and Literacy</td>
<td>Stepping into STEM</td>
<td>Come Join Me on an Artistic Exploration</td>
<td>Family Engagement</td>
</tr>
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<td>9:45AM-10:00AM</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
</tr>
<tr>
<td>10:00AM-11:15AM</td>
<td>NICOLE BRICENO</td>
<td>SANDY ELLIOTT and LAURIE WEATHERSBY</td>
<td>CANDICE TAYLOR</td>
<td>LIMEUL EUBANKS</td>
<td>MELISSA BANKS</td>
</tr>
<tr>
<td></td>
<td>Follow Me: Monitoring Development</td>
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<tr>
<td>1:00PM-2:15PM</td>
<td>LEE ANNE GRACE BARNES</td>
<td>BRITTANY HERRINGTON</td>
<td>ELIZABETH STONE AMYE HOSKINS</td>
<td>LIMEUL EUBANKS</td>
<td>MONNIE VAIL AND GENA PUCKETT</td>
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<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
<td>BREAK</td>
</tr>
<tr>
<td>2:30PM-3:45PM</td>
<td>LEE ANNE GRACE BARNES</td>
<td>JAYME JONES</td>
<td>ELIZABETH STONE AMYE HOSKINS</td>
<td>LIMEUL EUBANKS</td>
<td>FINAL QUESTIONS &amp; ANSWERS</td>
</tr>
<tr>
<td></td>
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<td>Let Language do the Talking</td>
<td>CLASSy Connections</td>
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Come Join Me on an Artistic Exploration

Early Childhood Training

2019 Pre-K Specialized Bootcamp

Limeul L. Eubanks, B.A., M.Ed., M.F.A
The Arts: Dance, Media Arts, Music, Theatre, Visual Arts
World Languages
Office of Secondary Education
leubanks@mdek12.org

Mississippi Department of Education

VISION
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
**State Board of Education Goals**

**FIVE-YEAR STRATEGIC PLAN FOR 2016-2020**

1. **All Students Proficient and Showing Growth in All Assessed Areas**
2. **Every Student Graduates from High School and is Ready for College and Career**
3. **Every Child Has Access to a High-Quality Early Childhood Program**
4. **Every School Has Effective Teachers and Leaders**
5. **Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes**
6. **Every School and District is Rated “C” or Higher**

**Norms**

- In every chair a learner; in every chair a leader
- Speak to be understood; listen to understand
- Return to being present; work to stay engaged
- Take care of yourself; take care of each other
- Maintain a safe space for meaningful conversations
Goal and Objectives

**Goal:** To provide teachers with an understanding of the essential aspects of the Mississippi College- and Career-Readiness Arts Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts.

**Objectives**
- Review the essential aspects of the Mississippi College- and Career-Readiness Arts Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts.
- Examine the connections between the essential elements of the arts disciplines and their relationship to other content areas.
- Investigate ways to use the Arts Learning Standards in lesson planning, instructional strategies and assessment methods that foster best practices in arts integration.

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Warm Up

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Visual Arts Learning Experience

Different Types of Lines
**Visual Arts Learning Experience – Vocabulary for Different Types of Lines**

**Straight Line**

![Straight Line Image]

**Curved Lines**

![Curved Lines Image]
Visual Arts Learning Experience – Vocabulary for Different Types of Lines

Diagonal Lines

Wavy Lines
**Visual Arts Learning Experience – Vocabulary for Different Types of Lines**

**Zigzag Lines**

![Zigzag Lines Image]

**Scalloped Lines**

![Scalloped Lines Image]
Visual Arts Learning Experience – Vocabulary for Different Types of Lines

Dotted Lines

Dashed Lines
Visual Arts Learning Experience – Vocabulary for Different Types of Lines

Spiral Lines

Visual Arts Learning Experience – Vocabulary for Different Types of Lines

- Straight Line
- Curved Lines
- Diagonal Lines
- Wavy Lines
- Zigzag Lines
- Scalloped Lines
- Dotted Lines
- Dashed Lines
- Spiral Lines
Visual Arts Learning Experience – Painting Different Types of Lines

Painting with fingers

Adding Texture using a fork

Painting with Scissors

Painting with Sponge

Painting with Palette

Painting with Brushes
Recap

Think-Ink-Pair-Share

- **Think**: think about the process you went through during the arts experience. What sequence of steps did you go through?
- **Ink**: write down key words about the process.
- **Pair**: pair up with a partner you are not sitting with.
- **Share**: share with them the process you used and how you felt doing so.

Drawing Development in Children

Visual Arts Learning
### Visual Arts Learning: The Scribbling Stage

**Age: 2 Years - Irregular Scribbling Characteristics:**

First disordered scribbles are simply records of enjoyable kinesthetic activity, not attempts at portraying the visual world. After six months of scribbling, marks are more orderly as children become more engrossed. Soon they begin to name scribbles, an important milestone in development. Random scribbles begin at age one-and-a-half, but quite quickly take on definite shapes. Circular movement is first because it is most natural anatomically.
Visual Arts Learning: The Pre-Schematic Stage

Age: 3-4 Years - Controlled Scribbling Characteristics:
First conscious creation of form occurs around age three and provides a tangible record of the child’s thinking process. The first representational attempt is a person, usually with circle for head and two vertical lines for legs. Later other forms develop, clearly recognizable and often quite complex. Children continually search for new concepts so symbols constantly change. At four or five, the child begins to tell stories or work out problems with his/her drawings, changing basic forms as needed to express meaning. Often once the problem is expressed, the child feels better able to cope with it.

Visual Arts Learning: The Schematic Stage

Age: 5-6 Years - Naming of Scribbling Characteristics:
The child arrives at a “schema,” a definite way of portraying an object, although it will be modified when he/she needs to portray something important. The schema represents the child’s active knowledge of the subject. At this stage, there is definite order in space relationships: everything sits on the base line. By five or six, children develop a set of symbols to create a landscape that eventually becomes a single variation repeated endlessly. A blue line and sun at the top of the page and a green line at the bottom become symbolic representations of the sky and ground. Landscapes are composed carefully, giving the impression that removing any single form would throw off the balance of the whole picture.
**Visual Arts Learning: Supporting Drawing Development in Children**

- **Scribble Stage (2 years):** Give toddlers ample opportunities to make marks with a variety of easily-grasped tools. Use colorful materials and introduce papers with a range of textures.
- **Pre-schematic Stage (3-4 years):** Ask children to explain their drawings and tell the stories that spring from their work. Avoid guessing what symbols may be; ask and listen.
- **Schematic Stage (5-6 years):** Discuss basic atmospheric perspective and overlapping to enhance an understanding of spatial relationships. Simple figure drawing increases awareness of all the parts of the body to be drawn. Continue to invite children to tell stories and talk about their work.

**Mississippi College- and Career-Readiness Arts Learning Standards**

for Dance, Media Arts, Music, Theatre, Visual Arts
Mississippi CCR Arts Learning Standards: Well-Rounded

WE BELIEVE EVERY CHILD DESERVES TO BE TAUGHT IN AND THROUGH THE ARTS, THUS NURTURING THE IMAGINATION AND CREATIVELY IMPACTING LIFE LONG LEARNING.

Creativity

Creativity Is…
• The act of turning new and imaginative ideas into reality.
• Characterized by the ability to perceive the world in new ways, to make connections between seemingly unrelated phenomena, and to generate solutions.

Creativity involves two processes: thinking, then producing.
• If students have ideas but don’t act on them, they are imaginative but not creative.
• To raise new questions, new possibilities, and to regard old problems from a new angle requires creative imagination.

Creativity is a skill that can be developed and learned.
• Learning to be creative requires practice and a supportive environment in which to flourish.
• Research shows that everyone has creative abilities. The more training you have and the more diverse the training, the greater potential for creative output.
A research study was conducted to test the creativity of 1,600 children, ages 3 to 5, who were enrolled in a Head Start program and then re-tested at age 10 and then again at age 15. The results from this study were astounding.

- Test results amongst 5 year olds: ___%
- Test results amongst 10 year olds: ___%
- Test results amongst 15 year olds: ___%
- Same test given to 280,000 adults: ___%


**Mississippi College and Career-Readiness Arts Learning Standards**

[Link to Mississippi College and Career-Readiness Arts Learning Standards](www.mdek12.org/ESE/Arts)

**Locating the ARTS Standards by Disciplines**
Arts Integration

Arts Integration is...

an APPROACH to TEACHING in which students construct and demonstrate UNDERSTANDING through an ART FORM.

Students engage in a CREATIVE PROCESS which CONNECTS an art form and another subject area and meets EVOLVING OBJECTIVES in both.

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https://artsedge.kennedy-center.org/educators/how-to/series/arts-integration/arts-integration

Artistic Literacy

• Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Authentic participation in the arts call for an understanding of the processes that lead to fluency in an art form.

• For authentic practice to occur in classrooms, teachers and students must participate fully and jointly in arts activities where they can exercise the creative practices of Imagine, Investigate, Construct, and Reflect as unique beings committed to giving meaning to their experiences.
### Philosophical Foundations and Lifelong Goals for Artistic Literacy

<table>
<thead>
<tr>
<th>The Arts as Communication</th>
<th>Lifelong Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>In today’s multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).</td>
<td>Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.</td>
</tr>
</tbody>
</table>

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<tr>
<th>The Arts as Creative Personal Realization</th>
<th>Lifelong Goals</th>
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<tr>
<td>Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.</td>
<td>Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Arts as Culture, History, and Connections</th>
<th>Lifelong Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals’ own and others’ cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.</td>
<td>Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality, significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.</td>
</tr>
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</table>

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<thead>
<tr>
<th>The Arts as Means to Wellbeing</th>
<th>Lifelong Goals</th>
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<tbody>
<tr>
<td>Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional well-being.</td>
<td>Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.</td>
</tr>
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<th>The Arts as Community Engagement</th>
<th>Lifelong Goals</th>
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<tr>
<td>The arts provide means for individuals to collaborate and connect with others in an enjoyable, inclusive environment as they create, prepare, and share artworks that bring communities together.</td>
<td>Artistically literate citizens seek artistic experiences and support the arts in their local, state, national, and global communities.</td>
</tr>
</tbody>
</table>

### Creative Practices

**Imagine**
- To form a mental image of concept

**Investigate**
- To observe or study through exploration or examination

**Construct**
- To make or form by combining or arranging a series of elements

**Reflect**
- To think deeply or carefully about his or her work

Through arts experiences, the creative practices will help students understand what it means to be artistically literate, and how that literacy can enrich their education and their lives through the use of 21st century skills which they develop through the arts.
Through arts experiences, the creative practices/process will help students understand what it means to be artistically literate, and how that literacy can enrich their education and their lives through the use of 21st century skills which they develop through the arts.
Artistic Processes

Artistic Processes are the way the brain and body make art and define the link between art making and the learner.
### Mississippi College- and Career-Readiness Arts Learning Standards

#### for Visual Arts

**MISSISSIPPI**
College- and Career-Readiness
Arts Learning Standards

for **VISUAL ARTS**

2017

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### Artistic Processes and Anchor Standards

#### Pre-Kindergarten through 8th Grade [VISUAL ARTS]

<table>
<thead>
<tr>
<th>VA: Cr1.1.PK</th>
<th>Generate and conceptualize artistic ideas and work.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Engage in self-directed <strong>play</strong> with materials.</td>
</tr>
<tr>
<td><strong>ENDURING UNDERSTANDING</strong></td>
<td>active thinking are essential life skills.</td>
</tr>
<tr>
<td><strong>ARTISTIC PROCESS</strong></td>
<td></td>
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<table>
<thead>
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<th>VA: Cr1.2.PK</th>
<th>Generate and conceptualize artistic ideas and work.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>a. Engage in self-directed, creative making.</td>
</tr>
<tr>
<td><strong>ENDURING UNDERSTANDING</strong></td>
<td>Artists and designers shape <strong>artistic investigations</strong>, following or breaking with traditions in pursuit of creative art-making goals.</td>
</tr>
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<thead>
<tr>
<th>Anchor Standard</th>
<th>TE / PLAN / MAKE</th>
</tr>
</thead>
</table>

#### ESSENTIAL QUESTION(S)

- What conditions, attitudes, and behaviors support **creativity** and innovative thinking? What factors prevent or encourage people to take creative risks? How does **collaboration** expand the creative process?
Performance Standards are discipline-specific, grade-by-grade articulations of student achievement toward developing the enduring understandings in Pre-Kindergarten to 8th grade and at three proficiency levels in high school (proficient, accomplished and advanced).

- The Performance Standards translate the enduring understandings into specific, measurable learning goals.

**Mississippi College- and Career-Readiness Arts Learning Standards**

**Enduring Understandings and Essential Questions**

**Enduring Understanding**

Enduring understandings establish important understandings and ideas that accompany a sequence of standards.

**Essential Questions**

Essential questions provoke inquiry and provide a jumping off point or hook for instruction.

**Process Components**

Process components are verbs that describe the actions artist-learners must do to complete a task in a set of standards.
### Enduring Understandings

Enduring understandings establish important understandings and ideas that accompany a sequence of standards.

#### Essential Questions

Essential questions provoke inquiry and provide a jumping off point or hook for instruction.
Process components are verbs that describe the actions artist-learners must do to complete a task in a set of standards.
Process Components are the subsets of actions that support and illuminate each artistic process relative to the arts, as expressed by individual arts disciplines. Process Component verbs describe the actions artist learners do to complete a task in each discipline specific grade-by-grade sequence of the Standards.

### Mississippi College- and Career-Readiness Arts Learning Standards

#### Process Components for Each Arts Disciplines

<table>
<thead>
<tr>
<th>Artistic Processes</th>
<th>Process Components for Dance</th>
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</thead>
<tbody>
<tr>
<td>CREATING</td>
<td>EXPRESS, FORM, REVIVE</td>
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<tr>
<td>PERFORMING</td>
<td>EXPRESS, EMBODY, PRESENT</td>
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<tr>
<td>RESPONDING</td>
<td>ANALYZE, INTERPRET, CRITIQUE</td>
</tr>
<tr>
<td>CONNECTING</td>
<td>SYNTHESIZE, RELATE</td>
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<table>
<thead>
<tr>
<th>Artistic Processes</th>
<th>Process Components for Media Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>CREATING</td>
<td>CONCEIVE, DEVELOP, CONSTRUCT</td>
</tr>
<tr>
<td>PERFORMING</td>
<td>PERCEIVE, INTERPRET, EVALUATE</td>
</tr>
<tr>
<td>RESPONDING</td>
<td>SYNTHESIZE, RELATE</td>
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<tr>
<td>CONNECTING</td>
<td>CONNECT</td>
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<table>
<thead>
<tr>
<th>Artistic Processes</th>
<th>Process Components for Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>CREATING</td>
<td>MUSIC, PLAN, MAKE, ENSURE, REFINE, PRESENT</td>
</tr>
<tr>
<td>PERFORMING</td>
<td>SELECT, ANALYZE, INTERPRET, REHEARSE, EVALUATE, REFINE, PRESENT</td>
</tr>
<tr>
<td>RESPONDING</td>
<td>SELECT, ANALYZE, INTERPRET, EVALUATE</td>
</tr>
<tr>
<td>CONNECTING</td>
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</table>

<table>
<thead>
<tr>
<th>Artistic Processes</th>
<th>Process Components for Theatre</th>
</tr>
</thead>
<tbody>
<tr>
<td>CREATING</td>
<td>ENVISION, CONCEPTUALIZE, DEVELOP, PERFORM</td>
</tr>
<tr>
<td>PERFORMING</td>
<td>SELECT, PREPARE, SHARE, PRESENT</td>
</tr>
<tr>
<td>RESPONDING</td>
<td>REFLECT, INTERPRET, EVALUATE</td>
</tr>
<tr>
<td>CONNECTING</td>
<td>EMPATHIZE, LISTEN, RESEARCH</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Artistic Processes</th>
<th>Process Components for Visual Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>CREATING</td>
<td>INVESTIGATE, PLAN, MAKE, REFLECT, REFINE, COMPLETE</td>
</tr>
<tr>
<td>PRESENTING</td>
<td>SELECT, APPRAISE, SHARE</td>
</tr>
<tr>
<td>RESPONDING</td>
<td>PRESERVE, ANALYZE, INTERPRET</td>
</tr>
<tr>
<td>CONNECTING</td>
<td>SYNTHESIZE, RELATE</td>
</tr>
</tbody>
</table>

### Mississippi College- and Career-Readiness Arts Learning Standards

#### Visual Arts Standards Example

**Pre. Kindergarten through 8th Grade [VISUAL ARTS]**

**VA: C.L.1.PK** Generate and conceptualize artistic ideas and work.
- Engage in self-directed creative making.

**VA: C.L.2.PK** Generate and conceptualize artistic ideas and work.
- Engage in self-directed creative making.

**High School [VISUAL ARTS]**

**VA: C.1.1.J** Generate and conceptualize artistic ideas and work.
- Use multiple approaches to begin creative endeavors.

**VA: C.1.2.J** Generate and conceptualize artistic ideas and work.
- Shape an artistic investigation into an aspect of present-day life using a contemporary practice of art or design.

---

[End of Document]
Words defined in the Glossary:

Collaboration - Joint effort of working together to formulate and solve creative problems.
Creativity - Ability to conceive and develop rich, original ideas, discover unexpected connections, and invent or make new things.
Innovative Thinking - Imagining or and conceiving something new and unexpected, including fresh ideas and ways of looking at things and new approaches to old problems as well as formulating new problems.
Materials - Substances out of which art is made or composed, ranging from the traditional to “non-art” material and virtual, cybernetic, and simulated materials.
Play - Spontaneous engaged activity through which children learn to experience, experiment, discover, and create.
### Mississippi College- and Career-Readiness Arts Learning Standards for Visual Arts

#### Pre-Kindergarten through 5th Grade [VISUAL ARTS]

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard</th>
<th>Description</th>
<th>Enduring Understanding</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK</td>
<td>VA: Cr1.PK</td>
<td>Generate and conceptualize artistic ideas and work.</td>
<td>Engage in self-directed play with materials.</td>
<td>What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</td>
</tr>
<tr>
<td>PK</td>
<td>VA: Cr2.PK</td>
<td>Generate and conceptualize artistic ideas and work.</td>
<td>Engage in self-directed, creative making.</td>
<td>How do artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? How do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</td>
</tr>
<tr>
<td>PK</td>
<td>VA: Cr2.PK</td>
<td>Organize and develop artistic ideas and work.</td>
<td>Use a variety of art-making tools.</td>
<td>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</td>
</tr>
<tr>
<td>PK</td>
<td>VA: Cr2.PK</td>
<td>Organize and develop artistic ideas and work.</td>
<td>Share materials with others.</td>
<td>How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?</td>
</tr>
</tbody>
</table>

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<th>Grade</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PK</td>
<td>VA: Cr3.PK</td>
<td>Organize and develop artistic ideas and work.</td>
<td>Create and tell about art that communicates a story about a familiar place or object.</td>
<td>How do objects, planes, and design shapes live and communicate? How do artists and designers determine goals for designing or reimagining objects, places, or systems? How do artists and designers create works of art and design that effectively communicate?</td>
</tr>
<tr>
<td>PK</td>
<td>VA: Cr3.PK</td>
<td>Refine and complete artistic work.</td>
<td>Share and tell about personal artwork.</td>
<td>What role does perseverance play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</td>
</tr>
<tr>
<td>PK</td>
<td>VA: Pr4.PK</td>
<td>Select, analyze, and interpret artistic work for presentation.</td>
<td>Identify reasons for saving and displaying objects, artifacts, and artwork.</td>
<td>How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for presentation or participation? Why do people value objects, artifacts, and artworks, and select them for presentation?</td>
</tr>
</tbody>
</table>
### Mississippi College-and-Career-Readiness Arts Learning Standards for Visual Arts

#### Pre-Kindergarten through 8th Grade [VISUAL ARTS]

**Mississippi College-and-Career-Readiness Arts Learning Standards for Visual Arts**

**VA: PK.S.1.PK**
- Develop and refine artistic technique and work for presentation.

**VA: Pr6.1.PK**
- Convey meaning through the presentation of artistic work.
  - Identify where art is displayed both inside and outside of school.

**VA: Re7.1.PK**
- Perceive and analyze artwork.
  - Recognize art in one’s environment.

**VA: Re7.2.PK**
- Perceive and analyze artwork.
  - Distinguish between images and real objects.

**VA: Cn10.1.PK**
- Synthesize and relate knowledge and personal experiences to make art.
  - Explore the world using descriptive and expressive words and art-making.

**VA: Cn11.1.PK**
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
  - Recognize that people make art.
Visual Arts Learning Experience

Learning To Create Like An Artist

COLOR - light reflected off objects; it has three main characteristics:
• Hue - the name of the color
• Value - the lightness and darkness
• Intensity - how pure or diluted a color is

LINE - an identifiable path of a point moving through space
• Defines the edges of shapes (2-D) and forms (3-D)
• Leads the eye around the composition

SHAPE AND FORM - defines objects in space
• Shapes have 2 dimensions-height and width
• Forms have 3 dimensions-height, width and depth
• Both can be organic or geometric

TEXTURE - the surface quality of an object
• In 2 – D work texture is implied
• In 3 – D work texture is actual

SPACE - refers to a feeling of depth or dimension
• Positive space and negative space and their relationship
Visual Arts Reading Experience

“What did I see?”

Describe what you are seeing in the picture/artwork:
• What (colors, shapes, lines, textures, etc.) can you name?
• What kinds of things did you see in the picture/artwork?
• What words would you use to describe the picture/artwork?
• What else did you notice?

Artistic Exploration

The Amazon Rainforest
Visual Arts Learning Experience – Collages
Visual Arts Learning Experience

Learning To Create Like An Artist

Visual Arts Visualization

Henri Rousseau
Tropical Forest with Monkeys, 1910, oil on canvas, John Hay Whitney Collection

www.activewild.com/animals-in-the-amazon-rainforest/
Visual Arts Visualization

www.activewild.com/animals-in-the-amazon-rainforest/
Artist: Henri Rousseau

www.activewild.com/animals-in-the-amazon-rainforest/
Artist: Henri Rousseau
Visual Arts Visualization

Anti-Creative Activities
Visual Arts Learning

**BIRDS.**

a. This picture shows one child’s drawing of a bird before exposure to coloring books.

b. Then the child colored a workbook illustration.

c. After coloring the workbook birds, the child lost creative sensitivity and self-esteem.
**Ways to Encourage Creativity**

- Encourage the child always to do their own work.
- Exhibit all the children’s work. Don’t favor the “talented ones.”
- Teach the child to be independent.
- Encourage the children to be original and inventive.
- Encourage the children always to finish their work.
- Provide ample time and opportunity to engage in art.
- Encourage children to be observant and aware.
- Teach children to care for materials.
- Teach children to concentrate on their thinking.
- Encourage children to be imaginative.
- Encourage children to experiment with materials.
- Utilize visual aids to strengthen your teaching.
- Always motivate with specific objectives in mind.
- Encourage the child to think in new directions.

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**Ways to Encourage Creativity**

- Don’t teach techniques which force all children to do the exact same thing.
- Don’t use pattern books, black lined copied materials.
- Don’t express fears about attempting original work.
- Don’t create the notion that art is busy work, playtime, or occasional fill-ins on the schedule.
- Don’t use imitative methods such as copying, tracing.
- Don’t impose adult standards on the child.
- Don’t expect children always to do beautiful pictures.
- Don’t compare children’s art work.
- Don’t be overly critical of children’s art work. Mistakes are a necessary part of learning.
- Don’t discriminate by favoring certain children.
- Don’t use the same materials repeatedly.
- Don’t use only one size paper.
Process Not Product

Art = process not product

...the basic law of children’s creativity is that it’s value lies not in its results, not in the product of the creation but in the process itself. - Vygotsky

Creative Practices: Imagine, Investigate, Construct, Reflect

[Images of creative activities and process-oriented learning]
Resources

Mississippi Department of Education  www.mdek12.org/

Arts Education  //mdek12.org/ESE/Arts

Arts Integration – Kennedy Center  
//artsedge.kennedy-center.org/educators/how-to/series/arts-integration/arts-integration

Animals and Plants Found in the Rainforest  
www.activewild.com/animals-in-the-amazon-rainforest/

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