PreK Strategies: Increasing Access

FOR A WELL-ROUNDED 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
MISSISSIPPI STATE BOARD OF EDUCATION

STRATEGIC PLAN GOALS

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
Who Are Your Students?

https://youtu.be/ITMLzXzgB_s
Who Are Your Students?
Who Are Your Students?

- Students with disabilities
- Dual Language Learners
- Gifted
- Typically Developing
- Low SES
- Homeless/Migrant
- Blank Slate
Universal Design
Universal Design for Learning (UDL)

- An educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments that can accommodate individual learning differences.
- Designs curriculum around learner variability from the beginning rather than accommodating disabilities retrospectively.
What is Universal Design for Learning?

• UDL is a framework that provides ALL students equal opportunities to learn.

• UDL encourages teachers to design flexible curricula that meet the needs of all learners.

• UDL is used in general education classrooms to make curriculum and instruction accessible and engaging.
UDL in State and Federal Policy

• Higher Education Opportunity Act (2008)
• National Education Technology Plan (2010)
• Every Student Succeeds Act (2015)
• National Education Technology Plan (2016)
Disability Simulation
Disability Simulation
Our Education System

Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.
Environmental Considerations

- Classroom arrangement – Provide a variety of spaces, but make sure you can see everyone all the time. Avoid putting things too close together. Some centers can be combined if needed.

- Classroom décor – Sometimes less is more. Some students can be overstimulated by a “busy” room.
Environmental Considerations

- Lighting – Try using natural light and lamps instead of harsh overhead lights.

Activity
Turn and Talk
Visual Supports

- Picture schedules – all or part of day
- Labels in classroom – pictures and words
Visual/Tactile Supports

- Interactive Books
- Modifications
- Multi-Sensory Books
Communication Supports

- Low-Tech
- High-Tech
- Routines/Choice-Making
Communication Supports

- Picture Exchange Communication System (PECS)
- Boardmaker
Communication Support

• Voice Output Device
  - Go Talk
  - Tango
  - Dynavox Tobii
  - Proloquo2Go
Communication Supports

- Switches
  - Big Mack
  - Little Mack
  - Step-by-Step
  - Two button Switch
FOCUSING ON
THE STANDARDS
The *Mississippi Early Learning Standards for Classrooms Serving Infants Through Four-Year-Old Children* organizes skills into these areas:

- English Language Arts
- Mathematics
- Social Studies
- Science
- Approaches to Learning
- Social and Emotional Development
- Physical Development
- Creative Expressions (Dance, Media Arts, Music, Theatre, Visual Arts)
Developmental Domains and Standards
Early Childhood Outcomes

Indicator 7 – Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

A. Positive social-emotional skills (including social relationships);

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and

C. Use of appropriate behaviors to meet their needs.
Key Ideas and Details

1. With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “What is the duck doing?” or respond to, “Tell me about the duck.”).
• Make sure the material is on the child’s comprehension level. For example, if he does not understand a drawing, use a photograph.

• For students with limited verbal skills, try a choice board or voice output device.

• Reply to a non-verbal child just as you would if he had verbalized, using repetition and extension.
Interactive books provide a way to practice language skills.

Purposefully implement language in lessons.

Conventions of Standard English

c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with).
Science

• Provide ample opportunities for students to practice with the tools.

• Make it relevant and interesting – provide choices to get and keep students engaged.
Integrated Lesson
Integrated Lesson
Integrated Lesson
Integrated Lesson
Integrated Lesson
Integrated Lesson
Integrated Lesson
Integrated Lesson
A boy has picked the flower to give to a friend.
Integrated Lesson
Integrated Lesson
Mathematics

Allow students to use technology to “recite” numbers.

Provide alternative ways to write numbers, such as using a variety of writing materials, using shaving cream or sand to write, or writing with a finger on a zip top bag of paint.
Provide games/activities in centers that require more than one person to complete.
Approaches to Learning

(Continued)

• Strategically place highly motivating items in close proximity to encourage students to play “near” if they are not ready to play together.

• Display photos of participants in turn-taking order for small-group game play.

• Program a switch at a learning center for student to invite another to play with them.
Approaches to Learning

**CURIOSITY AND INITIATIVE**

Demonstrate curiosity and initiative.

3. Make independent choices.

- Provide 2 picture cards to student and allow him to choose which activity he would like to do.
- Use individualized icons for students to place at the center they choose. When center sign is “full”, students have to find another center.
Program a switch for students to press to ask for help in specific areas of the classroom where assistance is often needed.

Teach students how to “interrupt” appropriately.

Provide students with a “Help” card to give to an adult or peer when they need assistance.

Teach students the sign for help. https://youtu.be/ziypTZ7HGR4
Consider direct instruction in social skills.

Role-play specific situations before they occur and reference your practice when situations actually arise.

Provide visual cues around the room.
Social and Emotional Development

EMOTIONAL DEVELOPMENT
Recognize and adapt expressions, behaviors and actions.

5. Show impulse control with body and actions.
   a. Control own body in space (e.g., move safely through room without harm to self or others).
   b. Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).

• Provide a calm space in the classroom and teach children to use it appropriately.
Social and Emotional Development

- Provide visual supports for expectations, procedures, and routines.
- Be consistent in expectations.
Social Studies

HISTORY AND EVENTS
Understand events that happened in the past.

1. With prompting and support, describe a simple series of familiar events.

• Practice with visuals such as sequencing cards made with photos of students.

• Try sequencing activities from that day or the previous day to get students used to the idea, then move on to more difficult sequences.
Physical Development

FOUR-YEAR-OLD CHILDREN

PHYSICAL DEVELOPMENT Standards

FINE MOTOR SKILLS

Demonstrate competency in fine motor skills needed to perform a variety of physical activities.

4. With prompting and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building and exploring (e.g., place small objects in bottle).

• Play games that require use of fine-motor skills.
• Use tongs/tweezers to pick up manipulatives during math activities.
• Put writing materials in centers that vary in size/shape.
OVERVIEW

The primary purpose of the 2017 Mississippi College- and Career-Readiness Arts Learning Standards is to provide a basis for curriculum development for grades Pre-Kindergarten-12th arts (dance, media arts, music, theatre and visual arts) teachers in Mississippi. This document describes what students should know and be able to do by the end of each grade level in preparation for college and career. These standards provide guidance in:

- Defining artistic literacy through a set of overarching Philosophical Foundations and Lifelong Goals that clarify long-term expectations for arts learning.
- Placing Artistic Processes and Anchor Standards as the focus of the work.
- Identifying Creative Practices in the application of the Artistic Processes across all learning.
- Specifying Enduring Understandings and Essential Questions that provide conceptual connections and articulate value and meaning within and across the art discipline.

Please see the links below for the Mississippi College- and Career-Readiness Arts Learning Standards 2017, which include specific standards for four-year old children.

- Mississippi College- and Career-Readiness Arts Learning Standards for Dance 2017
- Mississippi College- and Career-Readiness Arts Learning Standards for Media Arts 2017
- Mississippi College- and Career-Readiness Arts Learning Standards for Music 2017
- Mississippi College- and Career-Readiness Arts Learning Standards for Theatre 2017
- Mississippi College- and Career-Readiness Arts Learning Standards for Visual Arts 2017
Mississippi College- and Career-Readiness Arts Learning Standards for Visual Arts

<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, ANALYZE, SHARE</td>
</tr>
<tr>
<td>RESPONDING</td>
<td>PERCEIVE, ANALYZE, INTERPRET</td>
</tr>
<tr>
<td>CONNECTING</td>
<td>SYNTHESIZE, RELATE</td>
</tr>
</tbody>
</table>
# Mississippi College- and Career-Readiness Arts Learning Standards for Visual Arts

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

#### VA Cr1.1.PK
Generate and conceptualize artistic ideas and work.

<table>
<thead>
<tr>
<th>ENDURING UNDERSTANDING</th>
<th>ESSENTIAL QUESTION(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity and innovative thinking are essential life skills that can be developed.</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>
</tbody>
</table>

**INVESTIGATE / PLAN / MAKE**

- Engage in self-directed **play** with **materials**.

#### VA Cr1.2.PK
Generate and conceptualize artistic ideas and work.

<table>
<thead>
<tr>
<th>ENDURING UNDERSTANDING</th>
<th>ESSENTIAL QUESTION(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artists and designers shape <strong>artistic investigations</strong>, following or breaching with traditions in pursuit of creative art-making goals.</td>
<td>How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and <strong>criteria</strong> are needed to formulate <strong>artistic investigations</strong>?</td>
</tr>
</tbody>
</table>

**INVESTIGATE / PLAN / MAKE**

- Engage in self-directed, creative making.

#### VA Cr2.1.PK
Organize and develop artistic ideas and work.

<table>
<thead>
<tr>
<th>ENDURING UNDERSTANDING</th>
<th>ESSENTIAL QUESTION(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artists and designers experiment with forms, structures, <strong>materials</strong>, concepts, <strong>media</strong>, and <strong>art-making approaches</strong>.</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>
</tbody>
</table>

**INVESTIGATE**

- Use a variety of art-making tools.

#### VA Cr2.2.PK
Organize and develop artistic ideas and work.

<table>
<thead>
<tr>
<th>ENDURING UNDERSTANDING</th>
<th>ESSENTIAL QUESTION(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</td>
<td>How do artists and designers care for and maintain <strong>materials</strong>, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling <strong>materials</strong>, tools, and equipment? What responsibilities come with the freedom to create?</td>
</tr>
</tbody>
</table>

**INVESTIGATE**

- Share **materials** with others.
### Mississippi College- and Career-Readiness Arts Learning Standards for Visual Arts

**Pre-Kindergarten through 8th Grade [VISUAL ARTS]** *Words in red are defined in the Glossary.*

#### CREATING

<table>
<thead>
<tr>
<th>VA: Cr2.3.PK</th>
<th>Organize and develop artistic ideas and work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Create and tell about art that communicates a story about a familiar place or object.</td>
</tr>
</tbody>
</table>

**ENDURING UNDERSTANDING**
People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

**ESSENTIAL QUESTION(S)**
How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

<table>
<thead>
<tr>
<th>VA: Cr3.1.PK</th>
<th>Refine and complete artistic work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Share and talk about personal artwork.</td>
</tr>
</tbody>
</table>

**ENDURING UNDERSTANDING**
Artist and designers develop excellence through practice and constructive **critique**, reflecting on, revising, and refining work over time.

**ESSENTIAL QUESTION(S)**
What role does persistence 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?
### Mississippi College- and Career-Readiness Arts Learning Standards for Visual Arts

<table>
<thead>
<tr>
<th>VA: Pr4.1.PK</th>
<th>Select, analyze and interpret artistic work for presentation.</th>
<th>SELECT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENDURING UNDERSTANDING</strong></td>
<td>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.</td>
<td>ESSENTIAL QUESTION(S)</td>
</tr>
<tr>
<td>a. Identify reasons for saving and displaying objects, artifacts, and artwork.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>VA: Pr5.1.PK</th>
<th>Develop and refine artistic techniques and work for presentation.</th>
<th>ANALYZE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENDURING UNDERSTANDING</strong></td>
<td>Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</td>
<td>ESSENTIAL QUESTION(S)</td>
</tr>
<tr>
<td>a. Identify places where art may be displayed or saved.</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>VA: Pr6.1.PK</th>
<th>Convey meaning through the presentation of artistic work.</th>
<th>SHARE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENDURING UNDERSTANDING</strong></td>
<td>Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.</td>
<td>ESSENTIAL QUESTION(S)</td>
</tr>
<tr>
<td>a. Identify where art is displayed both inside and outside of school.</td>
<td></td>
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</tr>
</tbody>
</table>
### Mississippi College- and Career-Readiness Arts Learning Standards for Visual Arts

<table>
<thead>
<tr>
<th>VA: Re7.1.PK</th>
<th>Perceive and analyze artistic work.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Recognize art in one’s environment.</td>
</tr>
</tbody>
</table>

**ENDURING UNDERSTANDING**

Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

**ESSENTIAL QUESTION(S)**

How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

<table>
<thead>
<tr>
<th>VA: Re7.2.PK</th>
<th>Perceive and analyze artistic work.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Distinguish between images and real objects.</td>
</tr>
</tbody>
</table>

**ENDURING UNDERSTANDING**

Visual imagery influences understanding of and responses to the world.

**ESSENTIAL QUESTION(S)**

What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

<table>
<thead>
<tr>
<th>VA: Re8.1.PK</th>
<th>Interpret intent and meaning in artistic work.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Interpret art by identifying and describing subject matter.</td>
</tr>
</tbody>
</table>

**ENDURING UNDERSTANDING**

People gain insights into meanings of artworks by engaging in the process of art criticism.

**ESSENTIAL QUESTION(S)**

What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

<table>
<thead>
<tr>
<th>VA: Re9.1.PK</th>
<th>Apply criteria to evaluate artistic work.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Select a preferred artwork.</td>
</tr>
</tbody>
</table>

**ENDURING UNDERSTANDING**

People evaluate art based on various criteria.

**ESSENTIAL QUESTION(S)**

How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
### Mississippi College- and Career-Readiness Arts Learning Standards for Visual Arts

#### VA: Cn10.1.PK

**Synthesize and relate knowledge and personal experiences to make art.**

<table>
<thead>
<tr>
<th>ENDURING UNDERSTANDING</th>
<th>ESSENTIAL QUESTION(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</td>
<td>How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</td>
</tr>
</tbody>
</table>

**SYNTHEZIZE**

- a. 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.**

<table>
<thead>
<tr>
<th>ENDURING UNDERSTANDING</th>
<th>ESSENTIAL QUESTION(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</td>
<td>How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</td>
</tr>
</tbody>
</table>

**RELATE**

- a. Recognize that people make art.
<table>
<thead>
<tr>
<th>Artistic Processes</th>
<th>Process Components for Theatre</th>
</tr>
</thead>
<tbody>
<tr>
<td>CREATING</td>
<td>ENVISION, CONCEPTUALIZE, DEVELOP, REHEARSE</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, INTERRELATE, RESEARCH</td>
</tr>
</tbody>
</table>

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

## Pre-Kindergarten through 8th Grade

<table>
<thead>
<tr>
<th><strong>TH: Cr1.1.PK</strong></th>
<th><strong>ENVISION / CONCEPTUALIZE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CREATING</strong></td>
<td></td>
</tr>
<tr>
<td>Generate and conceptualize artistic ideas and work.</td>
<td></td>
</tr>
<tr>
<td>a. With prompting and support, transition between imagination and reality in <strong>dramatic play</strong> or a <strong>guided drama experience</strong> (e.g., process drama, story drama, creative drama).</td>
<td></td>
</tr>
<tr>
<td>b. With prompting and support, use <strong>non-representational materials</strong> to create props, puppets, and costume pieces for <strong>dramatic play</strong> or a <strong>guided drama experience</strong> (e.g., process drama, story drama, creative drama).</td>
<td></td>
</tr>
</tbody>
</table>

### ENDURING UNDERSTANDING
Theatre artists rely on intuition, curiosity, and critical inquiry.

### ESSENTIAL QUESTION(S)
What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

<table>
<thead>
<tr>
<th><strong>TH: Cr2.1.PK</strong></th>
<th><strong>DEVELOP</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CREATING</strong></td>
<td></td>
</tr>
<tr>
<td>Organize and develop artistic ideas and work.</td>
<td></td>
</tr>
<tr>
<td>a. With prompting and support, contribute through <strong>gestures</strong> and words to <strong>dramatic play</strong> or a <strong>guided drama experience</strong> (e.g., process drama, story drama, creative drama).</td>
<td></td>
</tr>
<tr>
<td>b. With prompting and support, express original ideas in <strong>dramatic play</strong> or a <strong>guided drama experience</strong> (e.g., process drama, story drama, creative drama).</td>
<td></td>
</tr>
</tbody>
</table>

### ENDURING UNDERSTANDING
Theatre artists work to discover different ways of communicating meaning.

### ESSENTIAL QUESTION(S)
How, when, and why do theatre artists’ choices change?

<table>
<thead>
<tr>
<th><strong>TH: Cr3.1.PK</strong></th>
<th><strong>REHEARSE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CREATING</strong></td>
<td></td>
</tr>
<tr>
<td>Refine and complete artistic work.</td>
<td></td>
</tr>
<tr>
<td>a. With prompting and support, answer questions in <strong>dramatic play</strong> or a <strong>guided drama experience</strong> (e.g., process drama, story drama, creative drama).</td>
<td></td>
</tr>
</tbody>
</table>

### ENDURING UNDERSTANDING
Theatre artists refine their work and practice their craft through rehearsal.

### ESSENTIAL QUESTION(S)
How do theatre artists transform and edit their initial ideas?
# Mississippi College- and Career-Readiness Arts Learning Standards for Theatre

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<tr>
<th>PERFORMING</th>
<th>TH: Pr4.1.PK</th>
<th>Select, analyze, and interpret artistic work for presentation.</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>a. With prompting and support, identify characters in <strong>dramatic play</strong> or a <strong>guided drama experience</strong> (e.g., process drama, story drama, creative drama).</td>
</tr>
<tr>
<td></td>
<td>ENDURING UNDERSTANDING</td>
<td>Theatre artists make strong choices to effectively convey meaning.</td>
</tr>
<tr>
<td></td>
<td>ESSENTIAL QUESTION(S)</td>
<td>Why are strong choices essential to interpreting a drama or theatre piece?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PREPARE</th>
<th>TH: Pr5.1.PK</th>
<th>Develop and refine artistic techniques and work for presentation.</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>a. With prompting and support, understand that imagination is fundamental to <strong>dramatic play</strong> and <strong>guided drama experience</strong> (e.g., process drama, story drama, creative drama).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. With prompting and support, explore and experiment with various <strong>technical elements</strong> in <strong>dramatic play</strong> or a <strong>guided drama experience</strong> (e.g., process drama, story drama, creative drama).</td>
</tr>
<tr>
<td></td>
<td>ENDURING UNDERSTANDING</td>
<td>Theatre artists develop personal processes and skills for a performance or design.</td>
</tr>
<tr>
<td></td>
<td>ESSENTIAL QUESTION(S)</td>
<td>What can I do to fully prepare a performance or technical design?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SHARE / PRESENT</th>
<th>TH: Pr6.1.PK</th>
<th>Convey meaning through the presentation of artistic work.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>a. With prompting and support, engage in <strong>dramatic play</strong> or a <strong>guided drama experience</strong> (e.g., process drama, story drama, creative drama).</td>
</tr>
<tr>
<td></td>
<td>ENDURING UNDERSTANDING</td>
<td>Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.</td>
</tr>
<tr>
<td></td>
<td>ESSENTIAL QUESTION(S)</td>
<td>What happens when theatre artists and audiences share a creative experience?</td>
</tr>
</tbody>
</table>
### Mississippi College- and Career-Readiness Arts Learning Standards for Theatre

#### TH: Re7.1.PK
**Perceive and analyze artistic work.**

- a. With prompting and support, recall an emotional response in **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama).

**ENDURING UNDERSTANDING**
Theatre artists reflect to understand the impact of drama processes and theatre experiences.

**ESSENTIAL QUESTION(S)**
How do theatre artists comprehend the essence of drama processes and theatre experiences?

#### TH: Re8.1.PK
**Interpret intent and meaning in artistic work.**

- a. With prompting and support, explore preferences in **dramatic play**, **guided drama experience** (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.

- b. With prompting and support, name and describe characters in **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama).

**ENDURING UNDERSTANDING**
Theatre artists’ interpretations of drama/theatre work are influenced by personal experiences and aesthetics.

**ESSENTIAL QUESTION(S)**
How can the same work of art communicate different messages to different people?

#### TH: Re9.1.PK
**Apply criteria to evaluate artistic work.**

- a. With prompting and support, actively engage in **dramatic play** or a **guided drama experience** (e.g., process drama, story drama, creative drama).

**ENDURING UNDERSTANDING**
Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

**ESSENTIAL QUESTION(S)**
How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?
Mississippi College- and Career-Readiness Arts Learning Standards
for Theatre

<table>
<thead>
<tr>
<th>CONNECTING</th>
<th>TH: Cn10.1.PK</th>
<th>Synthesize and relate knowledge and personal experiences to make art.</th>
<th>EMPATHIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>a. With prompting and support, identify similarities between a story and personal experience in <em>dramatic play</em> or a <em>guided drama experience</em> (e.g., process drama, story drama, creative drama).</td>
<td></td>
</tr>
<tr>
<td>ENDURING UNDERSTANDING</td>
<td>Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.</td>
<td>ESSENTIAL QUESTION(S)</td>
<td>What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONNECTING</th>
<th>TH: Cn11.1.PK</th>
<th>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</th>
<th>INTERRELATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>a. With prompting and support, use skills and knowledge from other areas in <em>dramatic play</em> or a <em>guided drama experience</em> (e.g., process drama, story drama, creative drama).</td>
<td></td>
</tr>
<tr>
<td>ENDURING UNDERSTANDING</td>
<td>Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.</td>
<td>ESSENTIAL QUESTION(S)</td>
<td>What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONNECTING</th>
<th>TH: Cn11.2.PK</th>
<th>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</th>
<th>RESEARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>a. With prompting and support, identify stories that are similar to one another in <em>dramatic play</em> or a <em>guided drama experience</em> (e.g., process drama, story drama, creative drama).</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. With prompting and support, tell a short story in <em>dramatic play</em> or a <em>guided drama experience</em> (e.g., process drama, story drama, creative drama).</td>
<td></td>
</tr>
<tr>
<td>ENDURING UNDERSTANDING</td>
<td>Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.</td>
<td>ESSENTIAL QUESTION(S)</td>
<td>In what ways can research into theatre histories, theories, literature, and performances alter the way a drama process or production is understood?</td>
</tr>
</tbody>
</table>
Creative Expressions: Visual Arts Experience
Creative Expressions – Visual Arts

• Adapted equipment
  - Paint brushes
  - Scissors
  - Easels
  - Grippers
  - Switch-adapted
Creative Expressions - Music

• Adapted equipment
  - Percussion instruments
  - Alternative grips - Velcro
  - Switch-adapted instruments
# Case Study – Integrating the Standards

<table>
<thead>
<tr>
<th>Domain and Area Assessed</th>
<th>% Passed Consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gross Motor</strong></td>
<td></td>
</tr>
<tr>
<td>Movement and locomotion in the supine and prone position</td>
<td>100%</td>
</tr>
<tr>
<td>Balance in sitting</td>
<td>80%</td>
</tr>
<tr>
<td>Balance and mobility in standing and walking</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Adaptive</strong></td>
<td></td>
</tr>
<tr>
<td>Feeding</td>
<td>56%</td>
</tr>
<tr>
<td>Personal hygiene</td>
<td>50%</td>
</tr>
<tr>
<td>Undressing</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Communicative</strong></td>
<td></td>
</tr>
<tr>
<td>Transition to words</td>
<td>75%</td>
</tr>
<tr>
<td>Comprehension of words and sentences</td>
<td>100%</td>
</tr>
<tr>
<td>Produces communicative signals, words and sentences</td>
<td>83%</td>
</tr>
<tr>
<td><strong>Cognitive</strong></td>
<td></td>
</tr>
<tr>
<td>Pre-academic</td>
<td>58%</td>
</tr>
<tr>
<td>Interaction with objects</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Social</strong></td>
<td></td>
</tr>
<tr>
<td>Interaction with adults</td>
<td>100%</td>
</tr>
<tr>
<td>Interaction with environment</td>
<td>50%</td>
</tr>
<tr>
<td>Interaction with peers</td>
<td>61%</td>
</tr>
</tbody>
</table>
Case Study – Integrating the Standards

• Choose standard and activity adapted for student.

• What other standards did you address through that activity?
Ice Cream Activity
Resources

- https://mdek12.org/EC
- http://ectacenter.org/topics/atech/udl.asp
- http://www.nmec.msresaservices.com/all-workshops/categories-mde
- https://gsmu.mdek12.org/Public/Course/Browse
Resources

• “Making Adjustments: Meeting the Needs of Diverse Learners Through Classroom Adaptations”

• CARA’s Kit

• Project Start
Questions
Remember

Not every flower blooms on the first day of spring.
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