



**ARTS FOR  
LEARNING**  
EARLY CHILDHOOD

MECLP Webinar:

# ***Why the Arts are Integral to Early Childhood Education***

## Presenters

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Professional Development,  
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*Education Director of  
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**Caroline Ferrante**

*Resident Teaching Artist:  
Early Childhood, Arts for  
Learning Maryland*



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# ***Why the Arts are Integral to Early Childhood Education***

**Valerie Branch**

*Education Director of Early  
Childhood, Arts for Learning  
Maryland*



# BACKGROUND

- > The arts offer a holistic approach to play based learning that early childhood aged children need to thrive and succeed as healthy, functioning adults.
- > They provide an opportunity for children to engage in activities that ultimately prepare them to have the courage to attempt and try new things, explore their own creativity, and find their unique 'voice'.
- > Educators have limited access to understanding both the benefits of, and how to use, the arts as an approach to teaching and learning.





# THEORY OF CHANGE

- > Demands and external pressures
- > Educators need to make their case
- > There is no “one size fits all” approach
- > A multi-level approach to change
- > Adults throughout Maryland will need to not only feel seen, heard, loved and valued, but know it for certain to feel brave enough to try new things and to contribute towards this change.







# ACTION PLAN STEPS



**Learning hub  
for teaching  
artists**

**On-site  
support for  
educators**



**Arts and Arts  
Integrated  
learning hub  
for educators**

**Inclusivity**



**Annual/Bi-  
annual early  
childhood arts  
integration  
conference**





- > Educators feel both empowered and supported
- > Parents and caregivers have input
- > Children have choice in how they learn
- > Administrators remain open to the idea of creating learning spaces that accommodate all learners



## SHARED LEADERSHIP

*All voices are heard and valued*



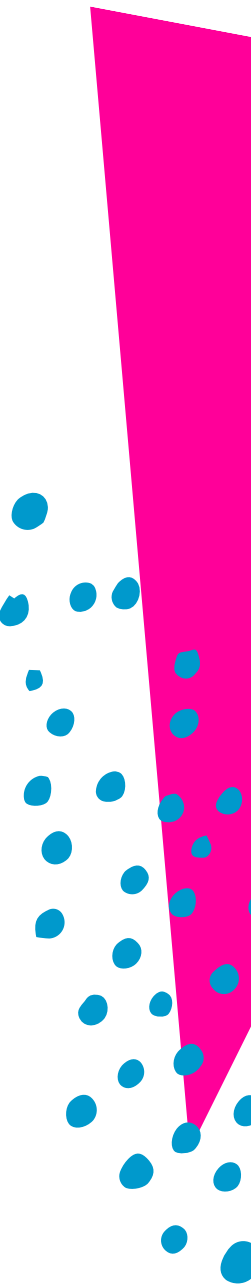


# MEASURING PROGRESS

*Success will be measured through surveys, student and teacher attendance as well as referral rates.*

## RESULTS

- Educators will report feeling more comfortable using arts- based/arts-integration strategies and techniques in their daily teaching practice.
- Educators will have more autonomy in creating and shifting (current) curriculum to include arts-based and arts integration strategies.
- Teaching Artists and Educators will have more opportunities for collaboration to create developmentally appropriate arts integrated experiences for children.
- Key stakeholders will ensure that the arts are acknowledged as a vital part of early childhood curriculum goals and objectives.







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# ***Early Childhood Arts-Integration for Expectant Families through Eight Years of Age***

**Laura Annunziata**

*Assistant Director*

*Professional Development*

*Wolf Trap Foundation*



# EARLY CHILDHOOD ARTS-INTEGRATION

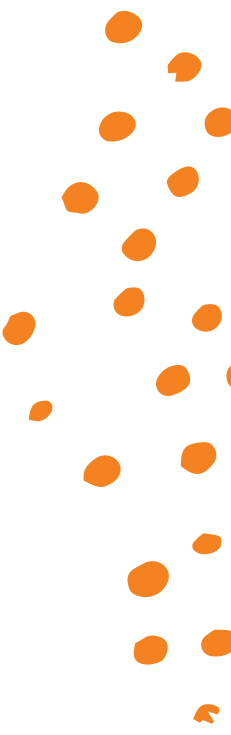
*Expectant Families through Eight Years of Age*

## PERFORMING ARTISTS/ART FORMS

- > Music
- > Dance/Movement
- > Drama
- > Storytelling
- > Puppetry

## SETTINGS

- > Center-based
- > Home-based
- > Family Childcare
- > Public School
- > Out-of-School Programs
- > Community Programs
- > Library-Based





# PERFORMING ARTS STRATEGIES



# CURRICULAR CONTENT / LEARNING STANDARDS OF FRAMEWORK

## EXAMPLE: DRAMA STRATEGIES

- Perform a role or create characters
- Develop storytelling
- Create sound effects
- Use imaginary travel to create imagery
- Use real and imaginary props
- Use imagination to create or develop character with the body/voice
- Interact within a setting or environment, in and out of role-play
- Use language/narrative, in and out of role play
- Interact with narrative or conflict, in and out of role-play
- Use Coffee Can Theater to introduce character/setting/story

## HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (ELOF)

### Preschooler Language and Communication Sub-Domain:

Attending and Understanding

#### Goal P-LC 1:

Child attends to communication and language from others

Developmental Progression	
36 to 48 Months	48 to 60 Months
Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.

Indicators
<b>By 60 Months</b> <ul style="list-style-type: none"><li>• Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others.</li><li>• Shows ongoing connection to a conversation, group discussion, or presentation.</li></ul>

# GENERAL GUIDELINES

- Responds to the developmental needs of the children.
- Demonstrates meaningful, intentional, and purposeful communication with young children.
- Models active learning and discovery.
- Makes connections with language/literacy skills or STEM curriculum and standards.
- Promotes success through realistic, achievable, and measurable objectives.
- Demonstrates effective classroom management strategies.
- Reflects early childhood best practices.





# RESIDENCY COMPONENTS



- > Pre-Residency Planning Meeting
- > Teaching Artist Observation
- > Planning and Ongoing Communication
- > Residency Sessions
- > Teaching Artist / Educator Debrief Discussions
- > Ongoing Planning Meetings
- > Educator Feedback via Evaluation

***Classroom Residencies place the educator partner at the center (as the learner) in the presence of children/adults.***

# CREATING A COMMUNITY OF PRACTICE FOR TEACHING ARTISTS THROUGH PROFESSIONAL DEVELOPMENT

## > TRAINING

- New Artist Training
- 0-3
- STEM
- Early Elementary

## > PEER-TO-PEER SUPPORT

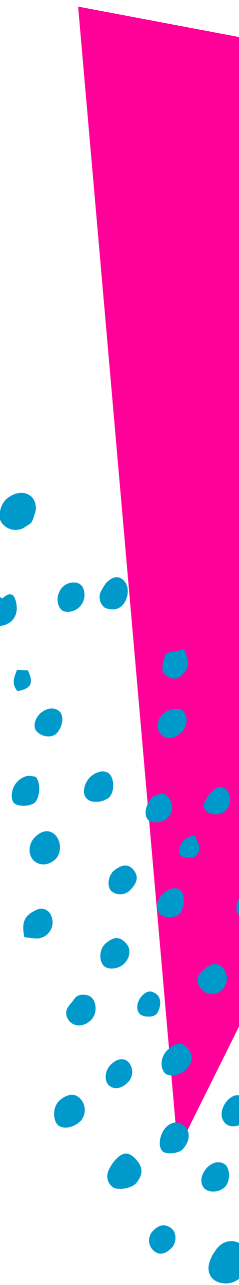
- Onboarding
- Troubleshooting
- Content Development

## > ONGOING PD

- Multiple Access Points (In-person, Live Virtual, Asynchronous)
- Topical, Peer-Sharing, New Resources

## > TRAINING TEAM AND MASTER TEACHING ARTISTS

## > DEVELOPMENT OF REGIONAL/NATIONAL/INTERNATIONAL NETWORKS (TAS AND ECE SPECIALISTS)







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# ***Arts Integration in Action***

**Caroline Ferrante**

*Resident Teaching Artist: Early  
Childhood, Arts for Learning  
Maryland*

# WELCOME TO THIS WORLD *Music, Literacy, and SEL Integration Strategy*

## > **Call and Response singing promotes Social Emotional Competency**

- *Rabinowitch, C. (2020). The Potential of Music to Effect Social Change. Music & Science.*

## > **Singing promotes Cooperation**

- Good A., Russo F. A. (2016). Singing promotes cooperation in a diverse group of children. *Social Psychology, 47, 340–344.*

## > **Steady beat correlates with greater empathy and belonging**

- Trainor L. J., Cirelli L. (2015). *Rhythm and interpersonal synchrony in early social development. Annals of the New York Academy of Sciences, 1337, 45–52.*

## > **Language Acquisition: Music plays a role in expressive language development**

- Malloch S., Trevarthen C. (2009). *Communicative musicality: Exploring the basis of human companionship. Oxford University Press.*

## > **Pitch matching: Aids in phoneme and tone matching in expressive language (even into adulthood)**

- Liang, A., & Taft, M. (2020). *The Relationship Between L2 Phonological Processing and Early Musical Training in Adult Bilinguals. Music & Science.*





# HOW WOULD I SCAFFOLD THAT SKILL TO AN EDUCATOR IN A PROFESSIONAL DEVELOPMENT RESIDENCY?



Meet with educators in planning and orientation meetings; identify standards

Co-lead body percussion steady beat with me.

The teacher leads the steady beat with my support.

The teacher leads the song and steady beat in a teacher-led lesson.

1

3

5

7

2

4

6

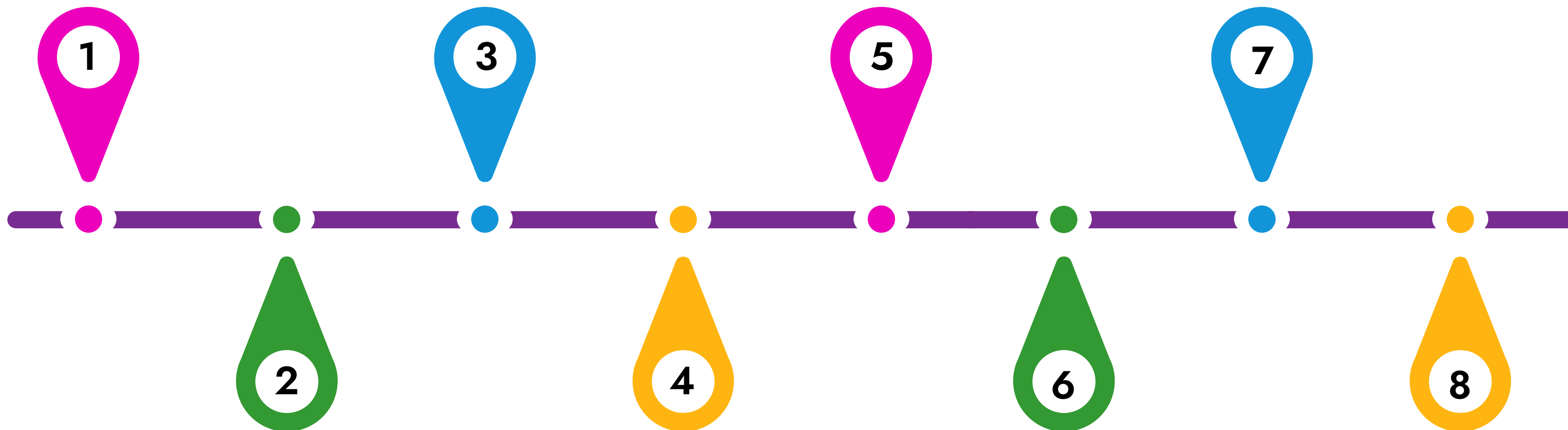
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Participate with children as you did today.

The teacher leads the children in the echo of the call-and-response.

The teacher leads the song with my support- students sing echo.

Meet with the teacher in an evaluation meeting.






# QUESTIONS AND COMMENTS







**Interested in more  
information about how to get  
involved with Arts for  
Learning Early Childhood or  
to partner on ideas related to  
the Change Project?**

**Contact Valerie Branch:  
[valerie.b@artsforlearningmd.org](mailto:valerie.b@artsforlearningmd.org)**