

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

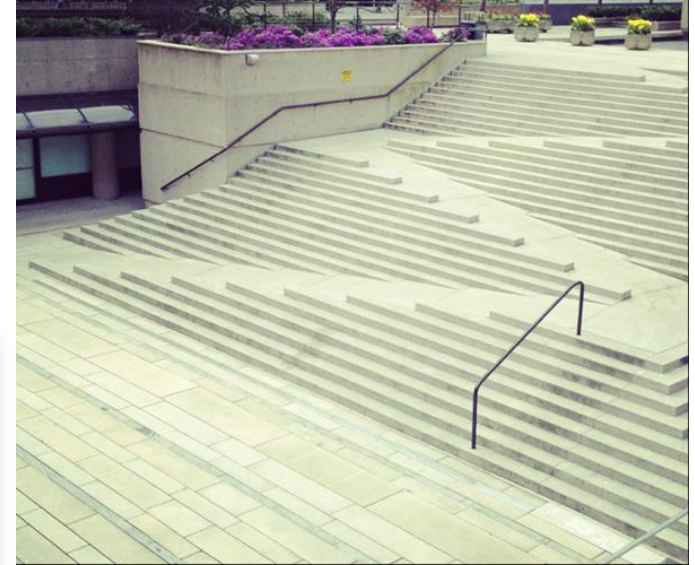
Who Are Your Students?



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)
- . Ed Tech Developer's Guide (2015)
- . National Education Technology Plan (2016)

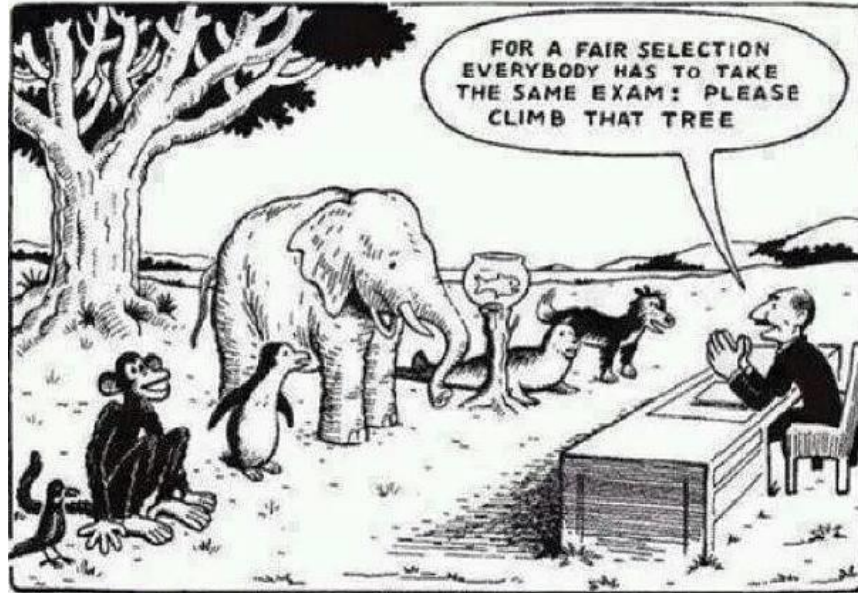
Disability Simulation



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.

SETTING

THE STAGE

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.
- Sensory issues – Make yourself aware of the surroundings – Too loud? Too crowded? – “Visit” your centers on the students’ level.



Activity

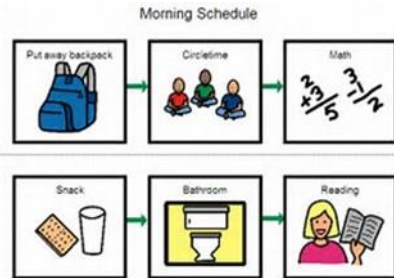


Turn and Talk



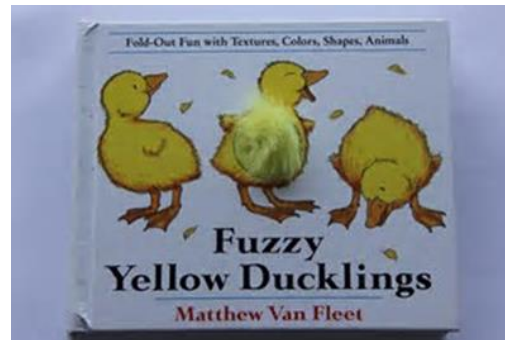
Visual Supports

- 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



These icons are available for purchase from Boardmaker. For more information, visit www.boardmaker.com.



Communication Support

- Voice Output Device
 - Go Talk
 - Tango
 - Dynavox Tobii
 - Proloquo2Go



Proloquo2go

Communication Supports

- Switches

- Big Mack

- Little Mack

- Step-by-Step

- Two button Switch



FOCUSING ON

THE STANDARDS

Early Learning 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.

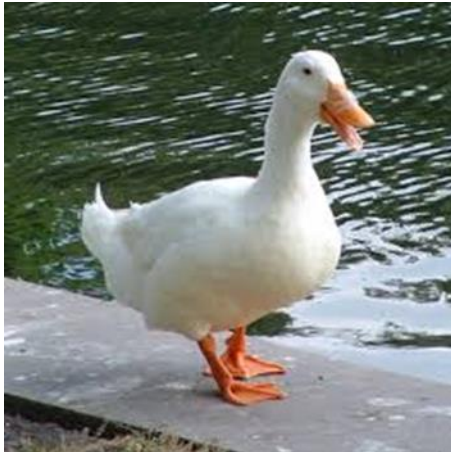
English Language Arts

4 FOUR-YEAR-OLD CHILDREN

Reading Standards for **LITERATURE**

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.*”).



English Language Arts

- 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.

English Language Arts

4

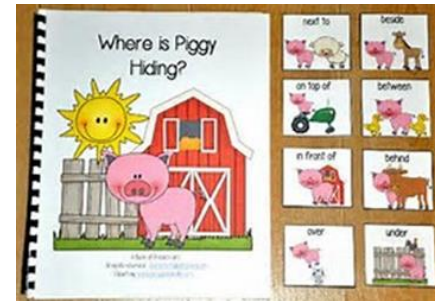
FOUR-YEAR-OLD CHILDREN

Standards for **LANGUAGE**

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*).

- Interactive books provide a way to practice language skills.
- Purposefully implement language in lessons.



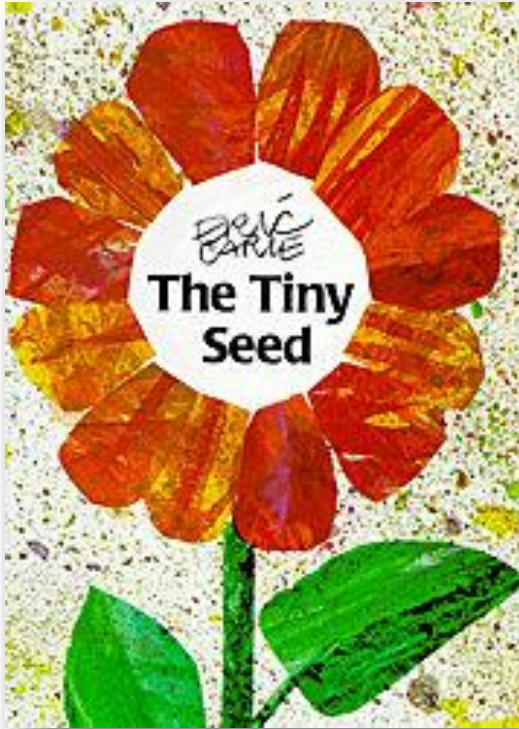
4 FOUR-YEAR-OLD CHILDREN SCIENCE Standards

TECHNOLOGY

Identify and explore a variety of technology tools.

1. Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.
- 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



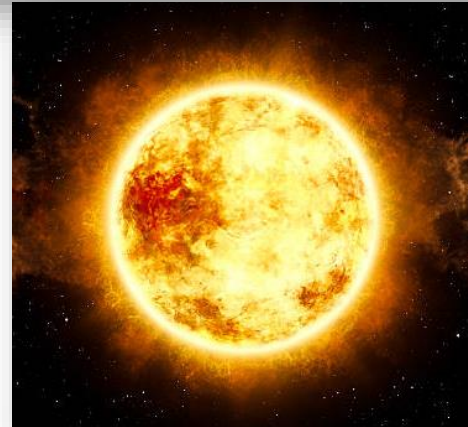
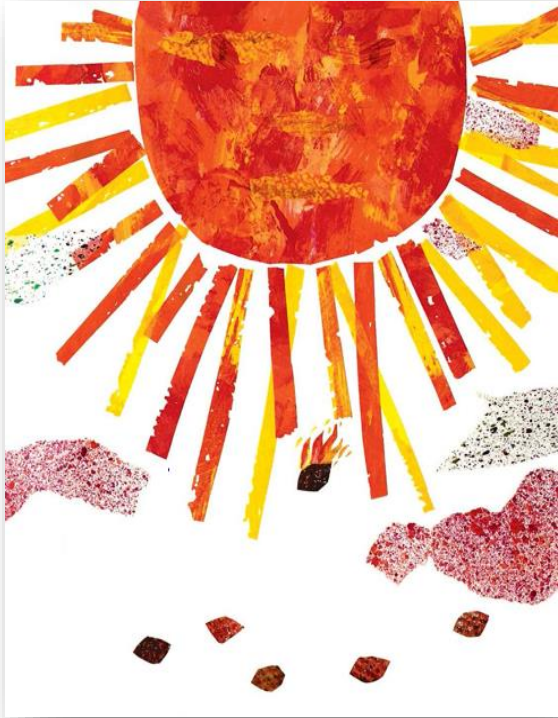
Integrated Lesson



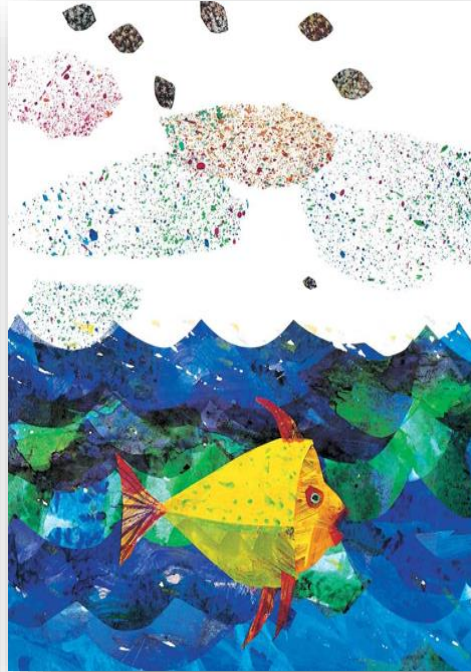
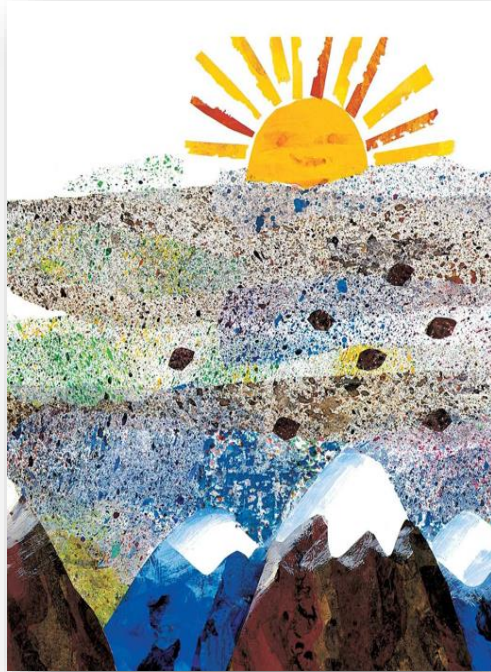
Integrated Lesson



Integrated Lesson



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Integrated Lesson



Integrated Lesson



4 FOUR-YEAR-OLD CHILDREN

MATHEMATICS Standards

COUNTING AND CARDINALITY

Know number names and the count sequence.

1. With prompting and support, recite numbers 1 to 30 in the correct order.
2. With prompting and support, recognize, name, and attempt writing numerals 0 – 20.

- 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.

Approaches to Learning

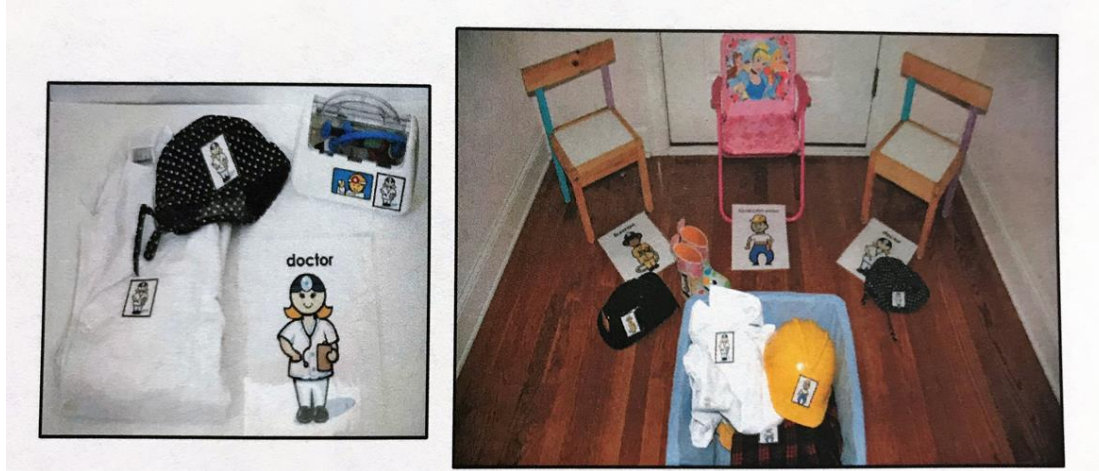
4 FOUR-YEAR-OLD CHILDREN

APPROACHES TO LEARNING Standards

PLAY

Engage in play.

1. Cooperate with peers during play by taking turns, sharing materials and inviting others to play.
- 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.



Approaches to Learning

PERSISTENCE AND ATTENTIVENESS

Demonstrate persistence and attentiveness.

3. Seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).
- 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>

Social and Emotional Development

4 FOUR-YEAR-OLD CHILDREN

SOCIAL AND EMOTIONAL Standards

SOCIAL DEVELOPMENT

Build and maintain relationships with others.

2. Interact appropriately with other children.
 - a. Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).



- 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.

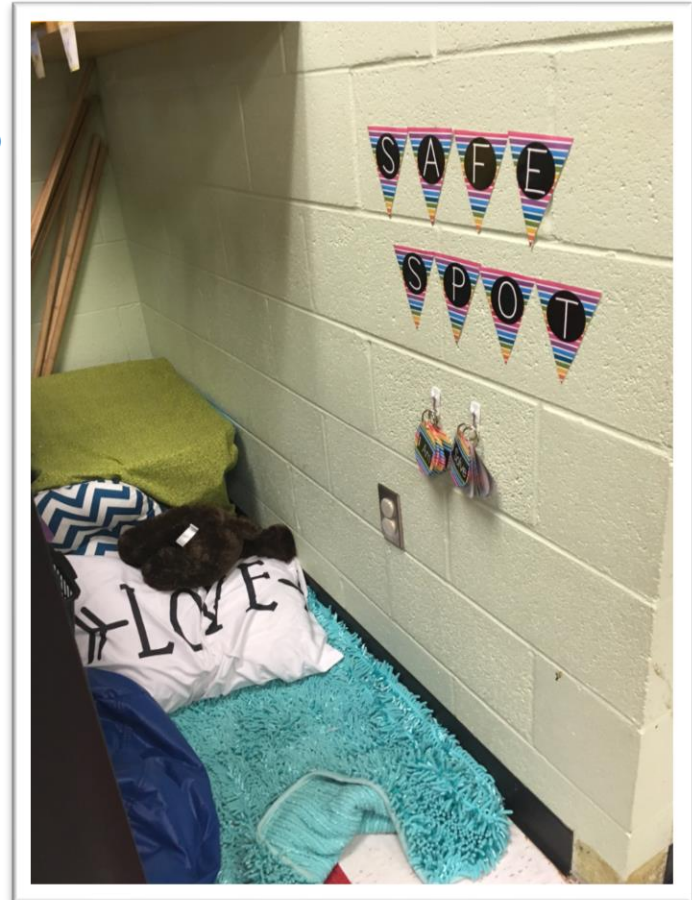
Social and Emotional Development

EMOTIONAL DEVELOPMENT

Recognize and adapt expressions, behaviors and actions.

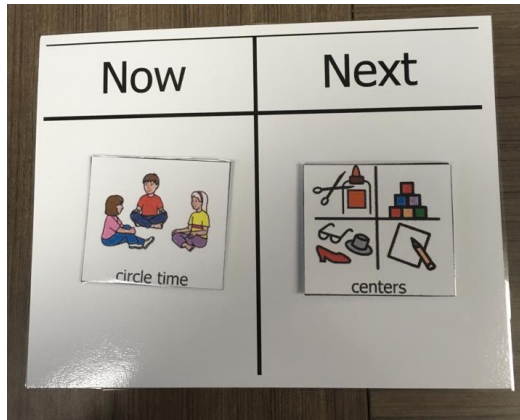
5. Show impulse control with body and actions.
 - a. Control own body in space (e.g., move safely through room without harm to self or others).
 - b. Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).

- 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

4 FOUR-YEAR-OLD CHILDREN

SOCIAL STUDIES Standards

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

4

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.

Creative Expressions

4 FOUR-YEAR-OLD CHILDREN CREATIVE EXPRESSIONS Standards

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

Artistic Processes	Process Components for Visual Arts
CREATING	INVESTIGATE, PLAN, MAKE, REFLECT, REFINE, COMPLETE
PRESENTING	SELECT, ANALYZE, SHARE
RESPONDING	PERCEIVE, ANALYZE, INTERPRET
CONNECTING	SYNTHESIZE, RELATE



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	VA: Cr1.1.PK	Generate and conceptualize artistic ideas and work.	INVESTIGATE / PLAN / MAKE
		a. Engage in self-directed play with materials .	
		<p>ENDURING UNDERSTANDING Creativity and innovative thinking are essential life skills that can be developed.</p>	<p>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?</p>
VA: Cr1.2.PK	Generate and conceptualize artistic ideas and work.	INVESTIGATE / PLAN / MAKE	
	a. Engage in self-directed, creative making.		
	<p>ENDURING UNDERSTANDING Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p>	<p>ESSENTIAL QUESTION(S) 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 criteria are needed to formulate artistic investigations?</p>	
VA: Cr2.1.PK	Organize and develop artistic ideas and work.	INVESTIGATE	
	a. Use a variety of art-making tools.		
	<p>ENDURING UNDERSTANDING Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p>	<p>ESSENTIAL QUESTION(S) 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?</p>	
VA: Cr2.2.PK	Organize and develop artistic ideas and work.	INVESTIGATE	
	a. Share materials with others.		
	<p>ENDURING UNDERSTANDING Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p>	<p>ESSENTIAL QUESTION(S) 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?</p>	


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	VA: Cr2.3.PK	Organize and develop artistic ideas and work.	INVESTIGATE	
		a. Create and tell about art that communicates a story about a familiar place or object.		
	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?
	VA: Cr3.1.PK	Refine and complete artistic work.	REFLECT / REFINE / COMPLETE	
		a. Share and talk about personal artwork.		
	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

	PRESENTING	VA: Pr4.1.PK	Select, analyze and interpret artistic work for presentation.	SELECT
		a. Identify reasons for saving and displaying objects, artifacts, and artwork.	ENDURING UNDERSTANDING Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.	ESSENTIAL QUESTION(S) How are artworks cared for and by whom? What criteria , methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
PRESENTING	PRESENTING	VA: Pr5.1.PK	Develop and refine artistic techniques and work for presentation.	ANALYZE
		a. Identify places where art may be displayed or saved.	ENDURING UNDERSTANDING 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.	ESSENTIAL QUESTION(S) What methods and processes are considered when preparing artwork for presentation or preservation ? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio , or a collection?
PRESENTING	PRESENTING	VA: Pr6.1.PK	Convey meaning through the presentation of artistic work.	SHARE
		a. Identify where art is displayed both inside and outside of school.	ENDURING UNDERSTANDING Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues and communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.	ESSENTIAL QUESTION(S) What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

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



RESPONDING	VA: Re7.1.PK	Perceive and analyze artistic work.	PERCEIVE
		<p>a. Recognize art in one's environment.</p> <p>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.</p> <p>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?</p>	
RESPONDING	VA: Re7.2.PK	Perceive and analyze artistic work.	PERCEIVE
		<p>a. Distinguish between images and real objects.</p> <p>ENDURING UNDERSTANDING Visual imagery influences understanding of and responses to the world.</p> <p>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?</p>	
RESPONDING	VA: Re8.1.PK	Interpret intent and meaning in artistic work.	ANALYZE
		<p>a. Interpret art by identifying and describing subject matter.</p> <p>ENDURING UNDERSTANDING People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>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?</p>	
RESPONDING	VA: Re9.1.PK	Apply criteria to evaluate artistic work.	INTERPRET
		<p>a. Select a preferred artwork.</p> <p>ENDURING UNDERSTANDING People evaluate art based on various criteria</p> <p>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?</p>	

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



CONNECTING

VA: Cn10.1.PK

Synthesize and relate knowledge and personal experiences to make art.

SYNTHESIZE

- a. Explore the world using descriptive and expressive words and art-making.

ENDURING UNDERSTANDING

Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

ESSENTIAL QUESTION(S)

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?

VA: Cn11.1.PK

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

RELATE

- a. Recognize that people make art.

ENDURING UNDERSTANDING

People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

ESSENTIAL QUESTION(S)

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?

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

Artistic Processes

CREATING

PERFORMING

RESPONDING

CONNECTING

Process Components for Theatre

ENVISION, CONCEPTUALIZE, DEVELOP, REHEARSE

SELECT, PREPARE, SHARE, PRESENT

REFLECT, INTERPRET, EVALUATE

EMPATHIZE, INTERRELATE, RESEARCH



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



PK

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

CREATING	TH: Cr1.1.PK	Generate and conceptualize artistic ideas and work.	ENVISION / CONCEPTUALIZE
		<ul style="list-style-type: none"> a. With prompting and support, transition between imagination and reality in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). b. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). 	
		<p>ENDURING UNDERSTANDING Theatre artists rely on intuition, curiosity, and critical inquiry.</p>	<p>ESSENTIAL QUESTION(S) What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</p>
	TH: Cr2.1.PK	Organize and develop artistic ideas and work.	DEVELOP
		<ul style="list-style-type: none"> a. With prompting and support, contribute through gestures and words to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). b. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). 	
		<p>ENDURING UNDERSTANDING Theatre artists work to discover different ways of communicating meaning.</p>	<p>ESSENTIAL QUESTION(S) How, when, and why do theatre artists' choices change?</p>
TH: Cr3.1.PK	Refine and complete artistic work.	REHEARSE	
	<ul style="list-style-type: none"> a. With prompting and support, answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). 		
	<p>ENDURING UNDERSTANDING Theatre artists refine their work and practice their craft through rehearsal.</p>	<p>ESSENTIAL QUESTION(S) How do theatre artists transform and edit their initial ideas?</p>	

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



PK

PERFORMING

TH: Pr4.1.PK	Select, analyze, and interpret artistic work for presentation.	SELECT
	a. With prompting and support, identify characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	
	<p>ENDURING UNDERSTANDING Theatre artists make strong choices to effectively convey meaning.</p> <p>ESSENTIAL QUESTION(S) Why are strong choices essential to interpreting a drama or theatre piece?</p>	
TH: Pr5.1.PK	Develop and refine artistic techniques and work for presentation.	PREPARE
	a. With prompting and support, understand that imagination is fundamental to dramatic play and guided drama experience (e.g., process drama, story drama, creative drama). b. With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	
	<p>ENDURING UNDERSTANDING Theatre artists develop personal processes and skills for a performance or design.</p> <p>ESSENTIAL QUESTION(S) What can I do to fully prepare a performance or technical design?</p>	
TH: Pr6.1.PK	Convey meaning through the presentation of artistic work.	SHARE / PRESENT
	a. With prompting and support, engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	
	<p>ENDURING UNDERSTANDING Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.</p> <p>ESSENTIAL QUESTION(S) What happens when theatre artists and audiences share a creative experience?</p>	



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EDUCATION

Ensuring a bright future for every child

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



RESPONDING

TH: Re7.1.PK

Perceive and analyze artistic work.

REFLECT

- 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?

RESPONDING

TH: Re8.1.PK

Interpret intent and meaning in artistic work.

INTERPRET

- 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.

EVALUATE

- 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



CONNECTING	TH: Cn10.1.PK Synthesize and relate knowledge and personal experiences to make art. EMPATHIZE	
	<p>a. With prompting and support, identify similarities between a story and personal experience in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> <table border="1"> <tbody> <tr> <td> ENDURING UNDERSTANDING Theatre artists allow awareness of interrelationships between self and others to influence and inform their work. </td> <td> ESSENTIAL QUESTION(S) 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>	ENDURING UNDERSTANDING Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.
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CONNECTING	TH: Cn11.1.PK Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. INTERRELATE	
	<p>a. With prompting and support, use skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> <table border="1"> <tbody> <tr> <td> ENDURING UNDERSTANDING Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood. </td> <td> ESSENTIAL QUESTION(S) 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>	ENDURING UNDERSTANDING Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.
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CONNECTING	TH: Cn11.2.PK Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. RESEARCH	
	<p>a. With prompting and support, identify stories that are similar to one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>b. With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> <table border="1"> <tbody> <tr> <td> ENDURING UNDERSTANDING 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) 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>	ENDURING UNDERSTANDING Theatre artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.
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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

Domain and Area Assessed	% Passed Consistently
Gross Motor	
Movement and locomotion in the supine and prone position	100%
Balance in sitting	80%
Balance and mobility in standing and walking	0%
Adaptive	
Feeding	56%
Personal hygiene	50%
Undressing	0%
Communicative	
Transition to words	75%
Comprehension of words and sentences	100%
Produces communicative signals, words and sentences	83%
Cognitive	
Pre-academic	58%
Interaction with objects	100%
Social	
Interaction with adults	100%
Interaction with environment	50%
Interaction with peers	61%

Case Study – Integrating the Standards

- Choose standard and activity adapted for student.
- What other standards did you address through that activity?

Ice Cream Activity

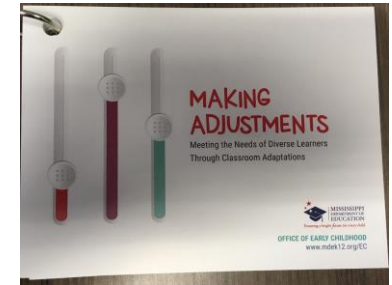


Resources

- <https://www.pre-kpages.com/supporting-sensory-needs-in-the-classroom/>
- <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.





MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright *future* for every child

Candice Taylor

619 Coordinator/
Early Childhood Instructional Specialist
cataylor@mdek12.org
601-359-2932 601-359-2567

Teresa Laney, M.S. CCC-SLP

Office Director
Special Education
TLaney@mdek12.org
601-359-3498

Limeul Eubanks, Staff Officer III

PreK-12 Dance, Media Arts, Music, Theatre, Visual Arts, and World Languages
LEubanks@mdek12.org
601-359-3461