**REFLECTIONS, WONDERINGS, & ARTS EXPERIENCES**

<table>
<thead>
<tr>
<th>2. UNIVERSALITY</th>
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<tbody>
<tr>
<td>“That’s Dancing”</td>
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<tr>
<th>3. EMBODIEMENT</th>
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<tr>
<td>Feeling - Thoughts</td>
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<th>4. LANGUAGE</th>
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<tr>
<td>In Three Words</td>
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<th>5. ADVANCE DEVELOPMENT</th>
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<tr>
<td>Teacher as Artist</td>
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| 6. What do we need to know and be able to do in our 21st Century World? |

**REFERENCES, WEBSITES, & RESOURCES:**

A wealth of Websites, Articles and References can be found at [http://patpinciotti.com/](http://patpinciotti.com/). Look under the page heading NAEYC for information.

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**The Universality of the Arts for the 21st Century**

National Association for Education of Young Children

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**LEARNING OUTCOMES**

1. **WONDERINGS…**
   - **What is Art?**
   - **How do the Arts benefit a society?**
   - **Why are the Arts important for children?**

2. **LEARNING OUTCOMES**
   - Recognize the arts as mediums for children to develop 21st Century Learning Skills: creativity, critical and creativity thinking, collaboration and communication as supported by brain research and evidence-based practices.
   - Recognize the value and importance of their personal ability to apply the arts in their everyday life to effectively create a multi-literacy, arts-infused classroom.
   - Explain a transformed perspective of the arts by experiencing its language, universality, cognitive-emotional connection, and process for advancing learning.

**BIG IDEAS**

The ARTS are:

- Universal
- Embodied
- A Language
- Advance Development
1. **ARTS are UNIVERSAL:** Community, collaborations and culture in focus
   - The arts afford opportunities to experience the universality of human emotions and human endeavors.
   - Our body/brain system seeks and sustains aesthetic experiences.
   - The arts help us adopt another’s point of view and imagine possible worlds.

2. **ARTS are EMBODIED:** Cognition and emotions connected
   - The arts begin in the body and engage the entire physiology.
   - The arts exemplify the connection between body and mind, thoughts and feelings.
   - The arts are social forms of mind making and meaning making.

3. **ARTS are a LANGUAGE:** Communication and multiple literacies explored
   - The arts consist of multiple ways to communicate ideas, thoughts, feelings, and imagination.
   - Like our verbal language, each of the arts is a symbol system that involves specific structural, functional, and aesthetic aspects.
   - The arts empower children to construct, communicate, and express understanding and meaning.

4. **ARTS advance DEVELOPMENT:** Critical and creative thinking process defined
   - The arts are generated naturally and spontaneously.
   - The arts engage children in a constructive learning process engaging both creative and critical thinking.
   - The Arts have the power to transform an experience, self, and others.

### Aesthetic Operations

<table>
<thead>
<tr>
<th><strong>Aesthetic Operations</strong></th>
<th><strong>Visual Arts</strong></th>
<th><strong>Dance/Movement</strong></th>
<th><strong>Music</strong></th>
<th><strong>Drama/Theatre</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REPEAT</strong></td>
<td>Repeated lines, colors, shapes, rhythm</td>
<td>Rhythmic, repeated movements, steps, textures create rhythms, flow in a composition</td>
<td>Rhythmic repeated sounds, tempo, direction, levels to create a whole/flow</td>
<td>Repeated gestures, actions words to create character and dialogue</td>
</tr>
<tr>
<td><strong>FORMALIZE</strong></td>
<td>Structure or balance that creates overall unity</td>
<td>Beginning shape, middle movements and ending shape</td>
<td>Organization of a musical composition, meter, phrasing</td>
<td>Setting and plot structure</td>
</tr>
<tr>
<td><strong>DYNAMIC VARIATE</strong></td>
<td>Change and contrast in pattern, size, scale, proportion, color movement, texture, Keeps interest, eye moving, sustained attention in a work of art</td>
<td>Movement at varying levels (high, middle, low); Large and small movements: degree of change, contrast, force &amp; time Coordinated or random moves</td>
<td>Dynamics which includes range, tone, duration, accent and contrasts; Includes both sound and stillness</td>
<td>Distinct contrast of characters, images and ideas such as good vs evil; Variation in setting, and dramatic action moves story along, creates mood</td>
</tr>
<tr>
<td><strong>EXAGGERATE</strong></td>
<td>Use of art elements to make something more noticeable, prominent, gain attention</td>
<td>Overstated movements in height, speed, force</td>
<td>Use of sound, stillness, instrument, or voice to make something noticeable</td>
<td>Overstated use of action, props, language, or imagery to create effect or drama</td>
</tr>
<tr>
<td><strong>SURPRISE</strong></td>
<td>Novel use of materials, imagery, or art elements to astound, shock</td>
<td>Unanticipated or amazing movements or use of space, or force or timing</td>
<td>Fresh or unusual sound, sequence, or juxtaposition of sounds, revelation</td>
<td>Unanticipated or different action, turn of events, unexpected story ending</td>
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### IMPACT & BENEFITS
- Mutuality
- Belonging
- Competence
- Meaning
- Artifying