

REFLECTIONS, WONDERINGS, & ARTS EXPERIENCES

<p>2. UNIVERSALITY <i>"That's Dancing"</i></p>	
<p>3. EMBODIEMENT Feeling - Thoughts</p>	
<p>4. LANGUAGE In Three Words</p>	
<p>5. ADVANCE DEVELOPMENT Teacher as Artist</p>	
<p>6. What do we need to know and be able to do in our 21st Century World?</p>	

REFERENCES, WEBSITES, & RESOURCES:

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

The Universality of the Arts for the 21st Century

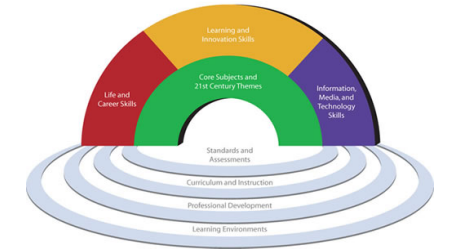
National Association for Education of Young Children

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Rebecca Gorton – Northampton Community College, Bethlehem, PA ~ Administrator Emeritus - rjlg62@gmail.com

Lynn Hartle – The Penn State University, Brandywine, PA ~ Professor - lhartle@hotmail.com

Patrica Pinciotti – East Stroudsburg University, East Stroudsburg, PA ~ Professor - tapp7x@gmail.com



I. WONDERINGS....

What is Art?

How do the Arts benefit a society?

Why are the Arts important for children?

LEARNING OUTCOMES

1. 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
2. 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.
3. 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

Key Concepts	Guiding Principles	THOUGHTS - FEELINGS
1. ARTS are UNIVERSAL: Community, collaborations and culture in focus	<p>The arts afford opportunities to experience the universality of human emotions and human endeavors.</p> <p>Our body/brain system seeks and sustains aesthetic experiences.</p> <p>The arts help us adopt another's point of view and imagine possible worlds</p>	
2. ARTS are EMBODIED: Cognition and emotions connected	<p>The arts begin in the body and engage the entire physiology.</p> <p>The arts exemplify the connection between body and mind, thoughts and feelings.</p> <p>The arts are social forms of mind making and meaning making.</p>	
3. ARTS are a LANGUAGE: Communication and multiple literacies explored	<p>The arts consist of multiple ways to communicate ideas, thoughts, feelings, and imagination</p> <p>Like our verbal language, each of the arts is a symbol system that involves specific structural, functional, and aesthetic aspects.</p> <p>The arts empower children to construct, communicate, and express understanding and meaning.</p>	
4. ARTS advance DEVELOPMENT: Critical and creative thinking process defined	<p>The arts are generated naturally and spontaneously</p> <p>The arts engage children in a constructive learning process engaging both creative and critical thinking</p> <p>The Arts have the power to transform an experience, self, and others.</p>	

Aesthetic Operations	Aesthetic Operations in Action – Attention!
REPETITION	Brain seeks Patterns – Anticipates Expectations Identifies and Predicts Rhythms
FORMALIZATION	Orderliness and Symmetry – Balance in Space Overall Harmony
DYNAMIC VARIATION	Contrast – Abhorrence of Coincidences Movement – Variety – Vitality - Growth
EXAGGERATION	Peek Shift – Isolation – Emphasis – Essence Proportion and Scale
SURPRISE!	Novelty – Manipulation of Expectations Elicits a Range of Emotions

IMPACT & BENEFITS

- Mutuality
- Belonging
- Competence
- Meaning
- Artifying



Aesthetic Operations	Visual Arts	Dance/ Movement	Music	Drama/Theatre
Repetition repeated elements, rhythm, anticipation	Repeated lines, colors, shapes, textures create rhythms, flow in a composition	Rhythmic, repeated movements, steps, direction, levels to create a whole/flow	Rhythmic repeated sounds, tempo, beats to create a composition	Repeated gestures, actions words to create character and dialogue
Formalization simplification, pattern, structure, balance	Structure or balance that creates overall unity	Beginning shape, middle movements and ending shape	Organization of a musical composition, meter, phrasing	Setting and plot structure
Dynamic Variation contrast, marked difference, degree of distinction, pay attention anew	Change and contrast in pattern, size, scale, proportion, color movement, texture, Keeps interest, eye moving, sustained attention in a work of art	Movement at varying levels (high, middle, low); Large and small movements; degree of change; contrast, force & time Coordinated or random moves	Dynamics which includes range, tone, duration, accent and contrast; Includes both sound and stillness	Distinct contrast of characters, images and ideas such as good vs evil; Variation in setting, and dramatic action moves story along, creates mood
Exaggeration embellish, more noticeable, change size, amplify, overstate,	Use of art elements to make something more noticeably prominent, gain attention	Overstated movements in height, speed, force	Use of sound, stillness, instrument, or voice to make something noticeable	Overstated use of action, props, language, or imagery to create effect or drama
Surprise revelation, amaze, startle, astonish, unexpected, awe	Novel use of materials, imagery, or art elements to astound, shock	Unanticipated or amazing movements or use of space, force or timing	Fresh or unusual sound, sequence, or juxtaposition of sounds, revelation	Unanticipated or different action, turn of events, unexpected story ending