



Alignment of



The Creative Curriculum[®] *for* Preschool



WITH

Alignment of *The Creative Curriculum*[®] for Preschool
With
Virginia's Foundation Blocks for Early Learning

This document aligns the content in the *Virginia's Foundation Blocks for Early Learning* with the goals and ideals of *The Creative Curriculum*[®] for Preschool. *The Creative Curriculum*[®] for Preschool is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

References

Virginia Department of Education. (2013). *Virginia's foundation blocks for early learning*. Richmond, VA: Author. Retrieved http://www.doe.virginia.gov/instruction/early_childhood/preschool_initiative/foundationblocks.pdf

Teaching Strategies, LLC. (2010). *The Creative Curriculum*[®] for preschool. Washington, DC: Author

| Virginia Foundation Blocks for Early Learning | How <i>The Creative Curriculum</i>® for Preschool meets Virginia Foundation Blocks for Early Learning |
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| Virginia Literacy Foundation Block 1 | |
| Oral Language | |
| The child will develop listening and speaking skills by communicating experiences and ideas orally. | |
| a). Listen with increasing attention to spoken language, conversations, and texts read aloud. | Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories |
| b). Correctly identify characters, objects, and actions in a text with or without pictures and begin to comment about each. | Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult |
| c). Make predictions about what might happen in a story. | Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions Comprehends and responds to books and other texts Retells stories Retells familiar stories using pictures or props as prompts |
| d). Use complete sentences to ask and answer questions about experiences or about what has been read. | Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult |
| e). Use appropriate and expanding language for a variety of purposes, e.g., ask questions, express needs, get information. | Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items |
| f). Engage in turn taking exchanges and rules of polite conversation with adults and peers, understanding that conversation is interactive. | Uses appropriate conversational and other communication skills Uses social rules of language Uses acceptable language and social rules while communicating with others; may need reminders |

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| g). Listen attentively to stories in a whole class setting. | <p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> |
| h). Follow simple one- and two-step oral directions. | <p>Listens to and understands increasingly complex language</p> <p>Follows directions</p> <p>Follows directions of two or more steps that relate to familiar objects and experiences</p> |
| Virginia Literacy Foundation Block 2 | |
| Vocabulary | |
| The child will develop an understanding of word meanings through the use of appropriate and expanding vocabulary. | |
| a). Use size, shape, color, and spatial words to describe people, places, and things. | <p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Describes and tells the use of many familiar items</p> <p>Explores and describes spatial relationships and shapes</p> <p>Understands spatial relationships</p> <p>Uses and responds appropriately to positional words indicating location, direction, and distance</p> |
| b). Listen with increasing understanding to conversations and directions. | <p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> |
| c). Use expanding vocabulary with increasing frequency and sophistication to express and describe feelings, needs, and ideas. | <p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Describes and tells the use of many familiar items</p> |
| d). Participate in a wide variety of active sensory experiences to build vocabulary. | <p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Describes and tells the use of many familiar items</p> |

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| Virginia Literacy Foundation Block 3 | |
| Phonological Awareness | |
| The child will manipulate the various units of speech sounds in words. | |
| a). Identify words that rhyme and generate simple rhymes. | Demonstrates phonological awareness Notices and discriminates rhyme Fills in the missing rhyming word; generates rhyming words spontaneously |
| b). Identify words within spoken sentences. | Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Hears and shows awareness of separate words in sentences |
| c). Begin to produce consonant letter sounds in isolation. | Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Verbally separates and blends onset and rime |
| d). Successfully detect beginning sounds in words. | Demonstrates phonological awareness Notices and discriminates alliteration Matches beginning sounds of some words |
| e). Begin to isolate or produce syllables within multisyllable words. | Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Hears and shows awareness of separate syllables in words |
| Virginia Literacy Foundation Block 4 | |
| Letter Knowledge and Early Word Recognition | |
| The child will demonstrate basic knowledge of the alphabetic principle and understand that the letters in written words represent the sounds in spoken words. | |
| a). Identify and name uppercase and lowercase letters in random order. | Demonstrates knowledge of the alphabet Identifies and names letters Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order |
| b). Identify the letter that represents a spoken sound. | Demonstrates knowledge of the alphabet Uses letter–sound knowledge Shows understanding that a sequence of letters represents a sequence of spoken sounds |

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| c). Provide the most common sound for the majority of letters. | Demonstrates knowledge of the alphabet Uses letter–sound knowledge Produces the correct sounds for 10–20 letters |
| d). Begin to match uppercase and lowercase letters. | Demonstrates knowledge of the alphabet Identifies and names letters Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order |
| e). Read simple/familiar high-frequency words, including child’s name. | Demonstrates knowledge of print and its uses Uses print concepts Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line |
| f). Notice letters in familiar everyday context and ask an adult how to spell words, names, or titles. | Demonstrates knowledge of the alphabet Uses letter–sound knowledge Shows understanding that a sequence of letters represents a sequence of spoken sounds |
| Virginia Literacy Foundation Block 5 | |
| Print and Book Awareness | |
| The child will demonstrate knowledge of print concepts and understand the connection between the spoken and written word. | |
| a). Identify the front and back covers of a book. | Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers |
| b). Identify the location of the title and title page of a book. | Demonstrates knowledge of print and its uses Uses and appreciates books Knows some features of a book (title, author, illustrator); connects specific books to authors |
| c). Identify where reading begins on a page (first word). | Demonstrates knowledge of print and its uses Uses print concepts Indicates where to start reading and the direction to follow |

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| d). Follow text with a finger, pointing to each word as it is read from left to right and top to bottom with assistance. | Demonstrates knowledge of print and its uses Uses print concepts Indicates where to start reading and the direction to follow |
| e). Distinguish print from pictures. | Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation |
| f). Turn pages one at a time from the front to the back of a book. | Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers |
| Virginia Literacy Foundation Block 6 | |
| Writing | |
| The child will write using a variety of materials and technology to convey thoughts, ideas, and experiences. | |
| a). Distinguish print from images or illustrations. | Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation |
| b). Demonstrate use of print to convey meaning. | Demonstrates emergent writing skills Writes to convey meaning Early invented spelling |
| c). Copy or write letters and numbers using various materials. | Demonstrates emergent writing skills Writes to convey meaning Early invented spelling |
| d). Print first name independently. | Demonstrates emergent writing skills Writes name Accurate name |
| e). Begin to use correct manuscript letter and number formation. | Demonstrates emergent writing skills Writes name Accurate name |

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| f). Copy various words associated with people or objects within the child's environment. | Demonstrates emergent writing skills Writes to convey meaning Early invented spelling |
| g). Use phonetically spelled words to convey messages or tell a story. | Demonstrates emergent writing skills Writes to convey meaning Early invented spelling |
| h). Understands that writing proceeds left to right and top to bottom. | Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation |

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| Virginia Mathematics Foundation Block 1 | |
| Number and Number Sense | |
| The child will count with understanding and use numbers to tell how many, describe order, and compare. | |
| a). Count forward to 20 or more. Count backward from 5. | Uses number concepts and operations Counts Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting |
| b). Count a group (set/collection) of five to ten objects by touching each object as it is counted and saying the correct number (one-to-one correspondence). | Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object |
| c). Count the items in a collection of one to ten items and know the last counting word tells “how many.” | Uses number concepts and operations Counts Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting |
| d). Compare two groups (sets/collections) of matched objects (zero through ten in each set) and describe the groups using the terms more, fewer, or same. | Uses classification skills Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many |
| e). Use ordinal numbers (first through fifth) when describing the position of objects or groups of children in a sequence. | Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools |

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| Virginia Mathematics Foundation Block 2 | |
| Computation | |
| The child will recognize change in groups (sets/ collections) when objects are both added to and taken away from the groups (sets/collections). | |
| a). Describe changes in groups (sets/ collections) by using more when groups of objects (sets) are combined (added together). | Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many |
| b). Describe changes in groups (sets/ collections) by using fewer when groups of objects (sets) are separated (taken away). | Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many |
| Virginia Mathematics Foundation Block 3 | |
| Measurement | |
| The child will identify and compare the attributes of length, capacity, weight, time, and temperature. | |
| a). Recognize attributes of length by using the terms longer or shorter when comparing two objects. | Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools |
| b). Know the correct names for the standard tools used for telling time and temperature, and for measuring length, capacity, and weight (clocks, calendars, thermometers, rulers, measuring cups, and scales). | Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools |
| c). Use the appropriate vocabulary when comparing temperatures, e.g., hot, cold. | Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools |
| d). Use appropriate vocabulary when describing duration of time, e.g., hour, day, week, month, morning, afternoon, and night. | Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers |

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| Virginia Mathematics Foundation Block 4 | |
| Geometry | |
| The child will describe simple geometric shapes (circle, triangle, rectangle, and square) and indicate their position in relation to an individual and to other objects. | |
| a). Match and sort shapes (circle, triangle, rectangle, and square). | <p>Explores and describes spatial relationships and shapes Understands shapes Identifies a few basic shapes (circle, square, triangle)</p> <p>Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p> |
| b). Describe how shapes are similar and different. | <p>Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p> |
| c). Recognize and name shapes (circle, triangle, rectangle, and square). | <p>Explores and describes spatial relationships and shapes Understands shapes Identifies a few basic shapes (circle, square, triangle)</p> |
| d). Describe the position of objects in relation to other objects and themselves using the terms next to, beside, above, below, under, over, top, and bottom. | <p>Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance</p> |

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| Virginia Mathematics Foundation Block 5 | |
| Data Collection and Statistics | |
| The child will participate in the data gathering process in order to answer questions of interest. | |
| a). Collect information to answer questions of interest to children. | Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools |
| b). Use descriptive language to compare data by identifying which is more, fewer, or the same in object and picture graphs. | Uses symbols and images to represent something not present Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools |
| Virginia Mathematics Foundation Block 6 | |
| Patterns and Relationships | |
| The child will identify simple patterns of concrete objects and use them to recognize relationships. | |
| a). Sort and classify objects according to one or two attributes (color, size, shape, and texture). | Uses classification skills Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers |
| b). Identify and explore simple patterns, i.e., AB, AB; red, blue, red, blue. | Demonstrates knowledge of patterns Copies simple repeating patterns |
| c). Use patterns to predict relationships between objects, i.e., the blue shape follows the yellow shape, the triangle follows the square. | Demonstrates knowledge of patterns Extends and creates simple repeating patterns |

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| Virginia Science Foundation Block 1 | |
| Scientific Investigation, Reasoning, and Logic | |
| The child will make observations, separate objects into groups based on similar properties, use simple investigation tools, develop questions based upon observations using the five senses, and conduct simple scientific investigations | |
| a). Use the five senses to explore and investigate the natural world. | Uses scientific inquiry skills |
| b). Use simple tools and technology safely to observe and explore different objects and environments. | Uses tools and other technology to perform tasks |
| c). Ask questions about the natural world related to observations. | Uses scientific inquiry skills Demonstrates knowledge of the characteristics of living things |
| d). Make predictions about what will happen next based on previous experiences. | Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation Uses scientific inquiry skills |
| e). Conduct simple scientific investigations. | Uses scientific inquiry skills |
| Virginia Science Foundation Block 2 | |
| Force, Motion, and Energy | |
| The child will describe and compare different kinds of motion that objects can make and will describe how simple tools work. | |
| a). Describe, demonstrate, and compare the motion of common objects in terms of speed and direction, e.g., fast, slow, up, down. | Demonstrates knowledge of the physical properties of objects and materials |
| b). Describe and demonstrate the effects of common forces (pushes and pulls) on objects. | Demonstrates knowledge of the physical properties of objects and materials |
| c). Describe the effects magnets have on other objects. | Demonstrates knowledge of the physical properties of objects and materials |
| d). Investigate and describe the way simple tools work, e.g., a hammer, a wheel, a screwdriver. | Demonstrates knowledge of the physical properties of objects and materials |

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| Virginia Science Foundation Block 3 | |
| Matter/Physical Properties | |
| The child will develop language to describe physical properties of objects and use the identified properties to sort the objects. | |
| a). Describe and sort objects by their physical properties, e.g., color, shape, texture, feel, size and weight, position, speed, and phase of matter (solid or liquid). | Demonstrates knowledge of the physical properties of objects and materials |
| b). Recognize water in its solid and liquid forms. | Demonstrates knowledge of the physical properties of objects and materials |
| c). Describe the differences between solid and liquid objects. | Demonstrates knowledge of the physical properties of objects and materials |
| d). Sort objects based on whether they sink or float in water. | Demonstrates knowledge of the physical properties of objects and materials |
| Virginia Science Foundation Block 4 | |
| Matter/Simple Physical and Chemical Reactions | |
| The child will conduct simple science experiments to examine changes in matter when substances are combined. | |
| a). Predict changes to matter when various substances are to be combined. | Uses scientific inquiry skills Demonstrates knowledge of the physical properties of objects and materials |
| b). Observe and conduct simple experiments that explore what will happen when substances are combined. | Uses scientific inquiry skills Demonstrates knowledge of the physical properties of objects and materials |
| c). Observe and record the experiment results and describe what is seen. | Uses scientific inquiry skills Demonstrates knowledge of the physical properties of objects and materials |

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| Virginia Science Foundation Block 5 | |
| Life Processes | |
| The child will observe and describe the characteristics of living things, compare the growth of a person to the growth of a plant and an animal, and describe the basic needs and the basic life processes of each. | |
| a). Describe what living things need to live and grow (food, water, and air). | Demonstrates knowledge of the characteristics of living things |
| b). Identify basic structures for plants and animals (plants-roots, stems, leaves; animals-eyes, mouth, ears, etc.). | Demonstrates knowledge of the characteristics of living things |
| c). Recognize that many young plants and animals are similar but not identical to their parents and to one another. | Demonstrates knowledge of the characteristics of living things |
| Virginia Science Foundation Block 6 | |
| Interrelationships in Earth/Space Systems | |
| The child will be able to observe and explore major features of the natural world around him/her, both on Earth and in the sky. | |
| a). Use vocabulary to describe major features of Earth and the sky. | Demonstrates knowledge of Earth's environment |
| b). Identify objects in the sky – moon, stars, sun, and clouds. | Demonstrates knowledge of Earth's environment |
| c). Classify things seen in the night sky and those seen in the day sky. | Demonstrates knowledge of Earth's environment |
| d). Explore and sort objects in the natural environment (sand, pebbles, rocks, leaves, moss, and other artifacts). | Demonstrates knowledge of Earth's environment |

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| Virginia Science Foundation Block 7 | |
| Earth Patterns, Cycles, and Change | |
| The child will identify simple patterns in his/her daily life and identify things that change over time. | |
| a). Make daily weather observations and use common weather related vocabulary to describe the observations, e.g., sunny, rainy, cloudy, cold, hot, etc. | Demonstrates knowledge of Earth's environment |
| b). Identify how weather affects daily life. | Demonstrates knowledge of Earth's environment |
| c). Describe basic weather safety rules. | Demonstrates knowledge of Earth's environment |
| d). Observe and recognize the characteristics of the four seasons and the changes observed from season to season. | Demonstrates knowledge of Earth's environment |
| e). Observe and classify the shapes and forms of many common natural objects, e.g., rocks, leaves, twigs, clouds, the moon, etc. | Demonstrates knowledge of Earth's environment |
| f). Compare a variety of living things to determine how they change over time (life cycles). | Demonstrates knowledge of the characteristics of living things |
| g). Describe home and school routines. | Demonstrates knowledge of Earth's environment |
| Virginia Science Foundation Block 8 | |
| Resources | |
| The child will practice reusing, recycling, and conserving energy on a daily basis. | |
| a). Identify ways that some things can be conserved. | Demonstrates knowledge of Earth's environment |
| b). Recognize that some things can be reused. | Demonstrates knowledge of Earth's environment |
| c). Recognize that some things can be recycled. | Demonstrates knowledge of Earth's environment |
| d). Understand and use vocabulary such as conserve, recycle, and reuse. | Demonstrates knowledge of Earth's environment |

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| Virginia History and Social Science Foundation Block 1 | |
| History/Similarities and Differences | |
| The child will identify ways in which people are alike and different. | |
| a). Recognize ways in which people are alike and different. | Shows basic understanding of people and how they live |
| b). Describe his/her own unique characteristics and those of others. | Demonstrates knowledge about self Shows basic understanding of people and how they live |
| c). Make the connection that he/she is both a member of a family and a member of a classroom community. | Demonstrates knowledge about self Shows basic understanding of people and how they live |
| d). Engage in pretend play to understand self and others. | Uses symbols and images to represent something not present Engages in sociodramatic play Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes |
| e). Participate in activities and traditions associated with different cultural heritages. | Shows basic understanding of people and how they live |
| Virginia History and Social Science Foundation Block 2 | |
| History/Change Over Time | |
| The child will develop an awareness of change over time. | |
| a). Describe ways children have changed since they were babies. | Remembers and connects experiences Recognizes and recalls Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view Explores change related to familiar people or places |
| b). Express the difference between past and present using words such as before, after, now, and then. | Remembers and connects experiences Recognizes and recalls Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view Explores change related to familiar people or places |

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| <p>c). Order/sequence events and objects.</p> | <p>Remembers and connects experiences Recognizes and recalls Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view</p> <p>Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p> |
| <p>d). Ask questions about artifacts from everyday life in the past.</p> | <p>Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation</p> |
| <p>e). Recount episodes from stories about the past.</p> | <p>Uses language to express thoughts and needs Tells about another time or place Tells stories about other times and places that have a logical order and that include major details</p> <p>Remembers and connects experiences Recognizes and recalls Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view</p> |
| <p>f). Take on a role from a specific time, use symbols and props, and act out a story/narrative.</p> | <p>Uses symbols and images to represent something not present Engages in sociodramatic play Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p> |
| <p>g). Describe past times based on stories, pictures, visits, songs, and music.</p> | <p>Uses language to express thoughts and needs Tells about another time or place Tells stories about other times and places that have a logical order and that include major details</p> |

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| Virginia History and Social Science Foundation Block 3 | |
| Geography/Location | |
| The child will develop an increased awareness of the physical relationship between and among people and places. | |
| a). Identify and describe prominent features of the classroom, school, neighborhood, and community. | Shows basic understanding of people and how they live |
| b). Engage in play where one item represents another (miniature vehicles, people, and blocks). | Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else |
| c). Make and walk on paths between objects, e.g., from the door to the window. | Demonstrates simple geographic knowledge |
| d). Represent objects in the order in which they occur in the environment. | Uses symbols and images to represent something not present Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols |
| e). Experience seeing things from different elevations. | Demonstrates simple geographic knowledge |
| Virginia History and Social Science Foundation Block 4 | |
| Geography/Descriptive Words | |
| The child will use words to indicate the relative location of objects and people including direction words, comparison words, and attribute words. | |
| a). Use words to describe features of locations in the environment and man-made structures found in stories and seen in everyday experiences. | Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance Demonstrates simple geographic knowledge |
| b). Use direction words (on, under, over, behind, near, far, above, below, toward, and away) one direction at a time. | Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance |

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| c). Use comparison words (closer, farther away, taller, shorter, higher, lower, alike, different, inside, and outside). | <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p> <p>Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance</p> |
| d). Use attribute words (hard, soft, rough, and smooth). | <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p> |
| e). Use labels and symbols for what the child has seen. | <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p> <p>Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> |
| Virginia History and Social Science Foundation Block 5 | |
| Economics/World of Work | |
| The child will develop an increased awareness of the types of work people do and the variety of tools people use in their jobs. | |
| a). Identify pictures of work and name the jobs people do. | Shows basic understanding of people and how they live |
| b). Describe what people do in their community job. | Shows basic understanding of people and how they live |
| c). Match tools to jobs. | Shows basic understanding of people and how they live |
| d). Match job sites to work done. | Shows basic understanding of people and how they live |
| e). Role play the jobs of workers. | Shows basic understanding of people and how they live |

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| Virginia History and Social Science Foundation Block 6 | |
| Economics/Making Choices and Earning Money | |
| The child will recognize that people make choices because they cannot have everything they want and that people work to earn money to buy the things they want and need. | |
| a). Identify choices. | Shows basic understanding of people and how they live |
| b). Recognize that everyone has wants and needs. | Shows basic understanding of people and how they live |
| c). Recognize that our basic needs include food, clothing, and shelter. | Demonstrates knowledge about self |
| d). Choose daily tasks. | Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs Shows basic understanding of people and how they live |
| e). Role play purchasing situations where choices are made. | Shows basic understanding of people and how they live |
| Virginia History and Social Science Foundation Block 7 | |
| Civics/Citizenship | |
| The child will participate as a member/citizen of a classroom community. | |
| a). Cooperate with others in a joint activity. | Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems |
| b). Recognize the need for rules to help get along with others. | Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders |

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| c). Participate in creating rules for the classroom. | Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders |
| d). State personal plans for learning center activities. | Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks |
| e). Participate in discussing and generating solutions to a class problem. | Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems |
| f). Share thoughts and opinions in group settings. | Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems |
| g). Demonstrate responsible behaviors in caring for classroom materials. | Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors |
| h). Identify the needs of other people by helping them. | Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors |

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| Virginia Health and Physical Development Foundation Block 1 | |
| Skilled Movement/Locomotor Skills | |
| The child will demonstrate motor skills and movement patterns needed to perform a variety of physical activities. | |
| a). Demonstrate beginning forms of the locomotor skills of jumping, hopping, and galloping. | Demonstrates traveling skills Moves purposefully from place to place with control |
| b). Perform these locomotor skills in response to teacher-led creative dance. | Explores dance and movement concepts |
| Skilled Movement/Non-locomotor Skills | |
| The child will demonstrate motor skills and movement patterns needed to perform a variety of physical activities. | |
| a). Maintain a stable static position while practicing specific balances on different bases of support, e.g., standing on toes or standing on one foot. | Demonstrates balancing skills Sustains balance during simple movement experiences |
| b). Maintain balance while performing a controlled spin. | Demonstrates balancing skills Sustains balance during simple movement experiences |
| c). Maintain balance while walking on a painted line or a low balance beam that is no more than three inches above the floor. | Demonstrates balancing skills Sustains balance during simple movement experiences |
| d). Maintain balance while climbing up steps and walking on a horizontal ladder placed on the floor. | Demonstrates balancing skills Sustains balance during simple movement experiences |
| e). Perform crisscross pattern activities. | Demonstrates traveling skills Coordinates complex movements in play and games |
| Manipulative Skills | |
| The child will demonstrate motor skills and movement patterns needed to perform a variety of physical activities. | |
| a). Manipulate a variety of objects during structured and unstructured physical activity settings. | Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements |
| b). Manipulate small objects using one hand independently, the other hand independently, and both hands working on the same task. | Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements |

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| c). Demonstrate increasing ability to coordinate throwing, catching, kicking, bouncing, and juggling movements. | Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements |
| d). Coordinate eye-hand and eye-foot movements to perform a task. | Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements |
| Virginia Health and Physical Development Foundation Block 2 | |
| Movement Principles and Concepts | |
| The child will use the movement concepts of directions, levels, pathways, and effort while performing locomotor (move body from one place to another), non-locomotor (move around axis of body), and manipulative (move in conjunction with object) skills. | |
| a). Apply knowledge of movement concepts by performing various locomotor movements while changing directions (right, left, up, down, forward, and backward), levels (high, medium, and low), pathways (straight, curved, and zigzag), and effort (fast, slow, hard, and soft). | Demonstrates traveling skills Coordinates complex movements in play and games |
| b). Identify fundamental movement patterns such as running and jumping. | Demonstrates traveling skills Moves purposefully from place to place with control |
| c). Begin and expand movement vocabulary. | Demonstrates traveling skills Coordinates complex movements in play and games Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items |
| d). Perform various locomotor movements demonstrating changes in directions, levels, pathways, effort, and relationships in space while listening to music, or responding to a drum beat, the beat of a tambourine, verbal instruction, or other signals. | Demonstrates traveling skills Coordinates complex movements in play and games |

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| Virginia Health and Physical Development Foundation Block 3 | |
| Personal Fitness | |
| The child will participate in structured and unstructured physical activity designed to achieve a health-enhancing level of physical fitness. | |
| a). Participate in activities that allow the child to experience and recognize a rise in the heart rate and breathing rate. | <p>Demonstrates traveling skills Moves purposefully from place to place with control</p> <p>Demonstrates balancing skills Sustains balance during simple movement experiences</p> <p>Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements</p> |
| b). Participate in activities designed to strengthen major muscle groups. | <p>Demonstrates traveling skills Moves purposefully from place to place with control</p> <p>Demonstrates balancing skills Sustains balance during simple movement experiences</p> <p>Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements</p> |
| c). Participate in activities that enhance flexibility. | <p>Demonstrates traveling skills Moves purposefully from place to place with control</p> <p>Demonstrates balancing skills Sustains balance during simple movement experiences</p> <p>Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements</p> |

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| Virginia Health and Physical Development Foundation Block 4 | |
| Responsible Behaviors | |
| The child will demonstrate the ability to cooperate with others and follow safety rules while participating in physical activities. | |
| a). Demonstrate safe behaviors by participating appropriately during physical activity, accepting feedback, and taking responsibility for behavior when prompted. | Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs Demonstrates traveling skills Moves purposefully from place to place with control |
| b). Share equipment and space, and take turns with help from the teacher. | Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors |
| c). Work well with others. | Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children |
| d). Listen to and follow simple directions. | Listens to and understands increasingly complex language 8b. Follows directions Follows directions of two or more steps that relate to familiar objects and experiences |
| Virginia Health and Physical Development Foundation Block 5 | |
| Physically Active Lifestyle | |
| The child will participate in physical activity every day and explain why physical activity is good for health. | |
| a). Identify the activities that they like and dislike. | Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs |
| b). Describe what it means to be physically active and then have the opportunity to actively pursue the activities they have described. | Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being |

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| c). Participate in activities geared toward different levels of proficiency. | Demonstrates traveling skills Moves purposefully from place to place with control |
| d). Identify places at home, in the neighborhood, and in the community where children can play safely and be physically active. | Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being |
| Virginia Health and Physical Development Foundation Block 6 | |
| Health Knowledge and Skills | |
| The child will identify healthy and unhealthy foods, and simple practices and habits that promote health and prevent illness. | |
| a). Indicate awareness of hunger and fullness. | Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being |
| b). Identify foods and the food groups to which they belong, e.g., vegetables, fruits, dairy, meats, and grains. | Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being |
| c). Distinguish food and beverages on a continuum from more healthy to less healthy. | Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being |
| d). Demonstrate an understanding that eating a variety of fresh fruits and vegetables with lots of different colors helps the body grow and be healthy. | Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being |
| The child will identify healthy and unhealthy foods, and simple practices and habits that promote health and prevent illness. | |
| a). Demonstrate how to correctly wash hands. | Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs |
| b). Demonstrate covering the mouth or nose when coughing or sneezing. | Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs |
| c). Identify habits that keep us healthy. | Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs |

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| d). Explain the importance of rest. | <p>Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs</p> <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p> |
| e). Be able to communicate when one is not feeling well. | <p>Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs</p> <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p> |
| Virginia Health and Physical Development Foundation Block 7 | |
| Information Access and Use | |
| The child will identify trusted adults and begin to learn how to seek reliable health information. | |
| a). Understand that health care providers can help them when they are not feeling well. | <p>Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs</p> |
| b). Identify people they can trust, e.g., police, firefighters, family members, and teachers, and understand they will keep them safe. | <p>Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders</p> <p>Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs</p> |

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| <p>c). Be able to differentiate between safe and unsafe situations.</p> | <p>Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders</p> <p>Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs</p> |
| <p>d). Begin to share feelings and express how they feel.</p> | <p>Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs</p> <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p> |
| <p>Virginia Health and Physical Development Foundation Block 8</p> | |
| <p>Community Health and Safety</p> | |
| <p>The child will understand how to make good decisions about simple health issues to promote a safe and healthy community when alone, with family, at school, and in other group settings.</p> | |
| <p>a). Follow safety rules on the playground with adult assistance and reminders.</p> | <p>Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders</p> <p>Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs</p> |

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| <p>b). Follow emergency protocols after practicing safety drills, e.g., fire, earthquake, and lockdown drills.</p> | <p>Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders</p> <p>Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs</p> |
| <p>c). Demonstrate pedestrian safety and vehicle awareness.</p> | <p>Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders</p> <p>Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs</p> |
| <p>d). Understand bicycle/tricycle safety and the importance of wearing a helmet.</p> | <p>Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders</p> <p>Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs</p> |
| <p>e). Know how to make an emergency phone call.</p> | <p>Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs</p> |
| <p>f). Act safely around pools, ponds, and other water, e.g., oceans, rivers, creeks, ditches, and swamps.</p> | <p>Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders</p> <p>Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs</p> |

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| Virginia Personal and Social Development Foundation Block 1 | |
| Self-Concept | |
| The child will demonstrate self-confidence and self-reflection. | |
| a). Demonstrate knowledge of personal information including first and last name, gender, age, birthday, parents' names, teacher's name, school name, town or city where they live, and street name. | Demonstrates knowledge about self |
| b). Begin to recognize and express own emotions using words rather than actions. | Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items |
| c). Recognize self as a unique individual and respect differences of others. | Demonstrates knowledge about self |
| d). Develop personal preferences regarding activities and materials. | Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs Demonstrates knowledge about self |
| e). Demonstrate self-direction in use of materials. | Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors |
| f). Develop increasing independence in school activities throughout the day. | Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs |
| Virginia Personal and Social Development Foundation Block 2 | |
| Self-Regulation | |
| The child will show self-direction and responsibility. | |
| a). Contribute ideas for classroom rules and routines. | Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders |
| b). Follow rules and routines within the learning environment. | Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders |

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| c). Use classroom materials purposefully and respectfully. | Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors |
| d). Manage transitions and adapt to changes in routine. | Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders |
| e). Develop positive responses to challenges. | Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification |
| Virginia Personal and Social Development Foundation Block 3 | |
| Approaches to Learning | |
| The child will show eagerness and persistence as a learner. | |
| a). Show interest and curiosity in learning new concepts and trying new activities and experiences. | Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas |
| b). Demonstrate ability to learn from experiences by applying prior knowledge to new situations. | Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation |
| c). Increase attention to a task or activity over time. | Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions |
| d). Seek and accept help when needed. | Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it |
| e). Attempt to complete a task in more than one way before asking for help. | Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Changes plans if a better idea is thought of or proposed |

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| Virginia Personal and Social Development Foundation Block 4 | |
| Interaction with Others | |
| The child will interact easily with one or more children and with familiar adults. | |
| a). Initiate and sustain interactions with other children. | Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children |
| b). Demonstrate verbal strategies for making a new friend. | Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups Uses language to express thoughts and needs Speaks clearly Is understood by most people; may mispronounce new, long, or unusual words |
| c). Interact appropriately with other children and familiar adults by cooperating, helping, sharing, and expressing interest. | Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children |
| d). Participate successfully in group settings. | Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children |
| e). Demonstrate respectful and polite vocabulary. | Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs Uses appropriate conversational and other communication skills Uses social rules of language Uses acceptable language and social rules while communicating with others; may need reminders |

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| f). Begin to recognize and respond to the needs, rights, and emotions of others. | Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors |
| Virginia Personal and Social Development Foundation Block 5 | |
| Social Problem Solving | |
| The child will learn and use appropriate verbal skills to resolve conflicts with peers and to ask for help when needed. | |
| a). Express feelings through appropriate gestures, actions, and words. | Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items |
| b). Recognize conflicts and seek possible solutions. | Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems |
| c). Allow others to take turns. | Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns |
| d). Increase the ability to share materials and toys with others over time. | Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors |
| e). Include others in play activities. | Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children |

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| Virginia Music Foundation Block 1 | |
| Music Theory/Literacy | |
| The child will develop an awareness of the mechanics of music. | |
| a). Understand the vocabulary of music. | Explores musical concepts and expression |
| b). Understand that written music represents sounds by using notes. | Explores musical concepts and expression |
| c). Understand that composers write music, musicians sing or play instruments, and dancers utilize music elements in expressing dance. | Explores musical concepts and expression |
| d). Identify common musical instruments. | Explores musical concepts and expression |
| Virginia Music Foundation Block 2 | |
| Performance | |
| The child will participate in musical performance on a regular basis. | |
| a). Demonstrate the difference between singing and speaking. | Explores musical concepts and expression |
| b). Develop the understanding that the child's body and voice are musical instruments. | Explores musical concepts and expression |
| c). Participate in opportunities to use singing voice and musical instruments. | Explores musical concepts and expression |
| d). Practice good manners when participating in musical performance. | Regulates own emotions and behaviors Follows limits and expectations Applies rules in new but similar situations Explores musical concepts and expression |
| e). Repeat simple musical patterns using voice, body, and instruments. | Demonstrates knowledge of patterns Copies simple repeating patterns Explores musical concepts and expression |

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| Virginia Music Foundation Block 3 | |
| Music History and Cultural Context | |
| The child will develop an appreciation of different styles of music. | |
| a). Understand that music comes from many different places in the world. | Explores musical concepts and expression |
| b). Understand that music sounds differently depending on who created it and when it was written. | Explores musical concepts and expression |
| c). Develop an appreciation for different types of music. | Explores musical concepts and expression |
| Virginia Music Foundation Block 4 | |
| Analysis, Evaluation, and Critique | |
| The child will investigate how music is used formally and informally, and engage in multiple visual, aural, and hands-on musical experiences by singing, dancing, and using a variety of materials and instruments. | |
| a). The child will talk about and compare musical patterns and sounds. | Explores musical concepts and expression |
| b). The child will recognize differences and similarities among music styles. | Explores musical concepts and expression |
| c). The child will explore the creation and purpose of music in personal and social life. | Explores musical concepts and expression |
| d). The child will participate in music activities that involve sharing, taking turns, and cooperation. | Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children Explores musical concepts and expression |
| e). The child will identify types of music he/she prefers. | Explores musical concepts and expression |

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| Virginia Music Foundation Block 5 | |
| Aesthetics | |
| The child will listen and respond to recorded and live music performances. | |
| a). Use the body and motion to express a response to a musical selection. | Explores musical concepts and expression Explores dance and movement concepts |
| b). Express a response to a musical selection by using available visual arts supplies. | Explores musical concepts and expression |
| c). Use words to describe how a musical selection makes the child feel. | Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items Explores musical concepts and expression |

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| Virginia Visual Arts Foundation Block 1 | |
| Visual Communication and Production | |
| The child will develop an awareness of the mechanics of the visual arts and produce various forms on a regular basis. | |
| a). Understand that artists create visual arts using many different tools. | Explores the visual arts |
| b). Understand that the visual arts take many forms. | Explores the visual arts |
| c). Use a variety of materials, textures, and tools for producing visual art. | Explores the visual arts |
| d). Develop and use fine motor skills necessary to produce two- and three-dimensional works of art. | Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements Explores the visual arts |
| Virginia Visual Arts Foundation Block 2 | |
| Art History and Cultural Context | |
| The child will develop an understanding of the cultural importance of the visual arts. | |
| a). Understand that all cultures have art that reflects their experiences and identity. | Explores the visual arts |
| b). Understand that works of art can be a historical record of a certain time period in history. | Explores the visual arts |
| c). Develop an appreciation for the various forms of visual arts. | Explores the visual arts |

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| Virginia Visual Arts Foundation Block 3 | |
| Analysis, Evaluation, and Critique | |
| The child will respond to the visual arts in a variety of ways using the body and multiple materials. | |
| a). Use the body to express a response to a work of art. | Explores the visual arts Explores dance and movement concepts |
| b). Understand that each person responds to and creates works of art in unique ways. | Explores the visual arts |
| c). Use available art supplies to express an individual response to an art form. | Explores the visual arts |
| d). Use words to describe a response or reaction to a visual arts selection. | Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items Explores the visual arts |
| e). The child will identify types of works of art that he/she prefers. | Demonstrates knowledge about self Explores the visual arts |
| Virginia Visual Arts Foundation Block 4 | |
| Aesthetics | |
| The child will examine and express different views and experiences through the visual arts. | |
| a). Understand that the visual arts express feelings, experiences, and cultures. | Explores the visual arts |
| b). Talk about different kinds of art and recognize the idea, theme, or purpose. | Explores the visual arts |
| c). Create specific works of art based on a common theme, concept, or emotion. | Explores the visual arts |
| d). Collect, compare, and use natural objects and objects made by people. | Explores the visual arts |
| e). Understand the purpose of an art museum. | Explores the visual arts |