

What Learning are Children Constructing in the Atelier?

“The atelier becomes a place of research, invention, and empathy expressed by means of the 100 languages.” *(Reggio Children)*

Discipline	Objectives			
Art	Artistic Process	Standard	Children will...	
			<i>PS3 & 4</i>	<i>Kindergarten</i>
	Creating	Generate and conceptualize artistic ideas and work.	Engage in self-directed play with materials. Engage in self-directed, creative making.	Engage in exploration and imaginative play with materials. Engage collaboratively in creative art-making in response to an artistic problem.
		Organize and develop artistic ideas and work.	Use a variety of art making tools. Share materials with others Create and tell about art that communicates a story about a familiar place or object.	Through experimentation, build skills in various media and approaches to art-making. Identify safe and non-toxic art materials, tools, and equipment. Create art that represents natural and constructed environments.
		Refine and complete artistic work.	Share and talk about personal artwork.	Explain the process of making art while creating.
Presenting	Select, analyze, and interpret artistic work for presentation	Identify reasons for saving and displaying objects, artifacts and artwork.	Select art objects for portfolio and display, explaining why they were chosen.	

		Develop and refine artistic techniques and work for presentation	Identify places where art may be displayed or saved.	Explain the purpose of a portfolio or collection.
		Convey meaning through the presentation of artistic work	Identify where art is displayed both inside and outside of school.	Explain what an art museum is and distinguish how an art museum is different from other buildings.
	Responding	Perceive and analyze artistic work	Recognize art in one's environment. Distinguish between images and real objects.	Identify uses of art within one's personal environment. Describe what an image represents.
		Interpret intent and meaning in artistic artwork	Interpret art by identifying and describing subject matter.	Interpret art by identifying subject matter and describing relevant details.
		Apply criteria to artistic artwork	Select a preferred artwork.	Explain reasons for selecting a preferred artwork.
	Connecting	Synthesize and related knowledge and personal experiences to make art	Explore the world using descriptive and expressive words and art-making	Create art that tells a story about a life experience.
		Related artistic ideas and works with societal, cultural, and historical context to deepen understanding	Recognize that people make art.	Identify a purpose of an artwork.
	Music	Artistic Process	Standard	Children will...
<i>PS3 & 4</i>				<i>Kindergarten</i>
Creating		Generate musical ideas for various purposes	With substantial guidance, explore and experience a variety of music.	With guidance, explore, and experience music concepts. With guidance, generate musical ideas.
	Select and develop musical ideas for defined purposes and contexts	With substantial guidance, explore favorite musical ideas (ie. movement, vocalization, instruments)	With guidance, demonstrate and choose favorite musical ideas.	

			With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.	With guidance, organize personal musical ideas using iconic notation and or/ recording technology.
		Evaluate and refine selected musical ideas to create musical works that meet appropriate criteria	With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal ideas.	With guidance, apply personal, peer, or teacher feedback in refining musical ideas.
		Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality	With substantial guidance, share revised personal musical ideas with peers.	With guidance, demonstrate a final version of personal musical ideas to peers.
	Performing	Select varied musical works to present based on interest, knowledge, technical skill, and context	With substantial guidance, demonstrate and state preference for varied musical selections.	With guidance, demonstrate and state personal interest in varied musical selections.
		Analyze the structure and context of varied musical works and their implications for performance	With substantial guidance, explore and demonstrate awareness of musical contrasts.	With guidance, explore, and demonstrate awareness of musical contrasts in a variety of music selected for performance.
		Develop personal interpretations that consider creators' intent.	With substantial guidance, explore music's expressive qualities (ie. dynamics, tempo).	With guidance, demonstrate awareness of expressive qualities that support the creators' expressive intent.
		Evaluate and refine personal and ensemble performances, individually or in collaboration with others	With substantial guidance, practice and demonstrate what they like about their own performance.	With guidance, apply personal, peer, and teacher feedback to refine performances.

			With substantial guidance, apply personal, peer, and teacher feedback to refine performances.	With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.
		Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.	With substantial guidance, perform music with expression.	With guidance, perform music with expression. Perform appropriately for the audience.
Responding		Choose music appropriate for a specific purpose or context	With substantial guidance, state personal interests and demonstrate why they prefer some music selections over the others.	With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.
		Analyze how the structure and context of varied musical words inform the response	With substantial guidance, explore musical contrasts in music.	With guidance, demonstrate how specific music concepts are used in music.
		Support interpretations of musical works that reflect creators'/performers' expressive intent.	With substantial guidance, explore music's expressive qualities.	With guidance, demonstrate awareness of expressive qualities that reflect creators' or performers' expressive intent.
		Support evaluations of musical works and performances based on analysis, interpretation, and established criteria	With substantial guidance, talk about personal and expressive preferences in music.	With guidance, apply personal and expressive preferences in the evaluation of music.
Connecting		Synthesize and relate knowledge and personal experiences to make music	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Science	Objective for Development & Learning		Children will...	
			<i>PS3 & 4</i>	<i>Kindergarten</i>
	Uses Scientific Inquiry Skills		Communicate what they see, think, and wonder through the 100 languages	Communicate what they see, think, and wonder through the 100 languages
	Demonstrates knowledge of the characteristics of living things		Name, describe, and represent plants and animals in their environment	Categorize living and non-living things. Demonstrate understanding that living things grow, change, and reproduce
	Demonstrates knowledge of the physical properties of objects and materials		Explore a wide array of materials, name and describe their characteristics. Compare and contrast materials.	Conduct experiments to explore the physical properties of materials. Communicate findings through verbal and written communication
	Demonstrates knowledge of Earth's environment		Name, describe, and represent elements of the environment around them	Describe and represent how plants and animals grow and change in various habitats around the world
	Uses tools and other technology to perform tasks		Use cameras to document experiences with adult support	Use cameras to document experiences with independence
Social-Emotional	Objective for Development & Learning		Children will...	
			<i>PS3 & 4</i>	<i>Kindergarten</i>
	Regulates own emotions and behaviors	Manages feelings	Look at a situation differently or delay gratification	Controls strong emotions in an appropriate manner most of the time

		Follows limits and expectations	Manage atelier rules, routines, and transitions with occasional reminders	Applies rules in new but similar situations
		Takes care of own needs appropriately	Takes responsibility for own well-being	Takes responsibility for own well-being
	Establishes and sustains positive relationships	Forms relationships with adults	Engages with trusted adults as mutual resources and to share interests	Engages with trusted adults as resources and to share mutual interests
		Responds to emotional cues	Identifies basic emotional reactions of others and their causes accurately	Recognizes that others' feelings about a situation might be different from their own
		Interacts with peers	Initiates, joins in, and sustains positive interactions with a small group of two or three children	Interacts cooperatively in groups of four or five children
		Makes friends	Establishes a special friendship with one other child, but the friendship might only last a short while	Maintains friendships for several months or more
	Participates cooperatively and constructively	Balances needs and rights of self and others	Initiates the sharing of materials in the atelier	Cooperates and shares ideas and materials in socially acceptable ways
		Solves social problems	Suggests solutions to social problems	Resolves social problems through negotiation and compromise