

# Arts, Health and Physical Education Correlation

## Visual and Performing Arts Framework Components and Curriculum Applications

The California State Department of Education Visual and Performing Arts Framework (1996) specifies that, "Each of the arts disciplines – dance, music, theatre, and the visual arts – maintains a rich body of knowledge that enable students to understand their world in ways that support and enhance their learning in other core subjects. In addition, through this rich body of knowledge, students learn how each of the arts contributes to their own sensitivity of the aesthetic quality of life. Students learn to see what they look at, hear what they listen to, feel what they touch, and understand more clearly what they integrate into their own experience" (page 2). The components of a visual and performing arts curriculum include: artistic perception; creative expression; historical and cultural context; and aesthetic valuing. The unique natural environment of outdoor schools provides students with a variety of aesthetic experiences and opportunities for creative expression.

Sections of the four major content areas described in the Visual and Performing Arts Framework have been identified as important in a residential outdoor education program. These include components in: dance, drama/theatre, music, and visual arts. Students at an outdoor school often participate in skits, campfire songs, and nature crafts.

Visual and Performing Arts Components	Framework Page #	Examples of Outdoor Education Curriculum and Activities
<p><b>Goals of Visual and Performing Arts</b></p> <p><b>Artistic Perception:</b> To develop a capacity to enjoy artistic expression in diverse forms and to feel comfortable participating in all of the arts.</p> <p><b>Creative Expression:</b> To develop respect for originality in one's own creative expression and sensitivity and responsiveness to the expression of others.</p> <p><b>Aesthetic Valuing:</b> To develop the capacity to experience aesthetic qualities in the environment.</p>	<p>6</p> <p>6</p> <p>6</p>	<p>Participate in arts and crafts activities; skits, storytelling, and songs during campfire.</p> <p>Create art projects out of natural objects found in nature.</p> <p>Cooperate with cabin members to produce a campfire skit.</p> <p>Sing songs; make up verses.</p> <p>Politely listen to and watch performances by other groups.</p> <p>Enjoy the natural environment at the outdoor school.</p>

		<p>Appreciate plants, animals, and the nonliving things in nature. Observe a sunset, sunrise, constellations, forest, meadow, stream, etc.</p>
<p><b>Historical and Cultural Context:</b> To develop the capacity to understand and appreciate the art in the place and time of its creation.</p>	73	<p>Plan and dramatize environmental issues and/or themes.</p> <p>Tell stories or participate in campfire programs.</p>
<p><b>Music</b> To develop listening skills.</p> <p>To develop musical responsiveness, involvement, and discrimination.</p> <p>To develop performance skills, which include singing.</p> <p>To understand that music is a part of living and is related to historical and social movement; people use music to communicate and to express feelings, to lighten labors, to tell about their world, and to satisfy emotional needs.</p>	<p>53</p> <p>52</p> <p>55</p> <p>54</p>	<p>Listen carefully to learn songs.</p> <p>Take part in all aspects of singing.</p> <p>Learn various parts of songs.</p> <p>Sing rounds.</p> <p>Use hand signals and other body language to strengthen concepts and "visualize" what is being sung.</p> <p>Make and play "primitive" musical instruments.</p> <p>Sing many songs during campfire programs. Lead and/or perform songs in front of a group.</p> <p>Sing a wide variety of songs. Learn the origins and meanings of some songs and discuss why people like to sing.</p>
<p><b>Visual Arts</b> By focusing on process and product, assist students in developing the capacity to understand their own and others' creative expressions.</p>	91	<p>Participate in various arts and crafts using items and/or inspirations from nature. For example: Create a miniature replica of a forest. Sculpture items out of wood, clay, or rock. Build a texture board. Weave from natural objects.</p>

		Design a nature mosaic or collage. Sketch, draw, paint, or color a natural scene.
<b>Dance</b> Assist students in expanding their capacity to expresses themselves and be able to learn nonverbally.		Participate in movement activities designed to reinforce a concept or term. For example: The Water Cycle Photosynthesis Energy movement through a food chain

<b>Visual and Performing Arts Standards</b>	<b>Standard #</b>	<b>Examples of Outdoor Education Curriculum and Activities</b>
<b>Dance</b> Creating, performing, and participating in dance: Compare and demonstrate the difference between imitating movement and creating original material.  Connecting and applying what is learned in dance to learning in other art forms and subject areas and careers.	2.2    5.0	Students will participate in dances from different cultures.  Students will learn that movement is a way to explore ideas and concepts in different ways.
<b>Music</b> Creating, performing, and participating in music: Students apply vocal and instrumental music skills in performing a varied repertoire of music.  Connecting and applying what is learned in music to learning in other art forms and subject Areas and to careers.	2.0   5.0	Students will participate in the various songs that are sung at camp including songs about lessons they learn and campfire songs.  Students will learn that music is a way to explore ideas and concepts in different ways.
<b>Theater</b> Creating, performing, and participating in theater: creation/invention in theater  Use effective vocal expression, gesture, facial expression, and timing to create character.  Write and perform scenes or one-act plays the include monologue, dialogue, action, and setting together with a range of character	2.2  2.3  5.0	Students will participate in the various songs that are sung at camp including songs about lessons they learn and campfire songs.  Students will learn that music is a way to explore ideas and concepts in different ways.

types.  Connecting and applying what is learned in theater to learning in other Art forms and subject areas and to careers.		
<b>Visual Arts</b> Creating, performing, and participating in the visual arts: Communication and expression through original artwork.	2.0	Students will be given time at the end of each day to make an entry in their journal. Portions of the journal are set aside for both written expression and expression through drawing. Students are encouraged to sketch what they see and document their feelings in many different ways.

## Physical Education Framework Components And Curriculum Applications

The California State Department of Education **Physical Education Framework** (1994) specifies that "physical education...has (a direct bearing) on childrens' physical, mental, and social well-being." Also, "The healthy, physically active child is more likely to be academically motivated, alert, and successful" (pg. 1, 2). Sections of the three major physical education goals described in the Physical Education Framework have been identified as important in a residential outdoor education program. These include the development of movement skills and movement knowledge, self-image and personal development, and social development. The resident outdoor school provides many opportunities for students to participate in a wide variety of activities that promote all of these goals.

Physical Education Components	Framework Page #	Examples of Outdoor Education Curriculum and Activities
<b>Movement Skills And Movement Knowledge</b> Motor Learning.	18	Walk various trails.
Biomechanics.	18	Folk dance, dancing
Exercise Physiology and Health-related Physical Fitness.	19	Take part in-group activities including recreational games.  Take part in recreational games or instructional activities.  Students are encouraged to be active.
<b>Self-Image And Personal Development</b> Human Growth and Development.	20  20	Partake in activities with opportunities to accept and appreciate individual differences.

<p>Psychology.</p> <p>Aesthetics.</p>	<p>20</p>	<p>Explore interests and abilities through personal selection of available experiences.</p> <p>Partake in success-oriented, non-competitive activities with many opportunities for individual attention, recognition, and positive reinforcement.</p>
<p><b>Social Development</b></p> <p>Sociology and Historical Perspectives.</p>	<p>21</p>	<p>Improve social relationships through learning to play by the rules in friendly and responsible manner.</p> <p>Develop a group feeling in competitive activities with an emphasis on performing common tasks rather than on winning.</p> <p>Express opinions courteously, solve problems, and develop respect for others.</p> <p>Join in activities that develop desirable behavior such as polite table manners.</p> <p>Learn social etiquette during campfire.</p> <p>Participate in contests for cleanest and/or most quiet cabin, most well mannered table during meals, most prompt group, etc.</p> <p>Experience group dynamics by playing a variety of games and participating in other activities during recreation time.</p> <p>Practice politeness, share responsibilities, help solve problems that may arise, and establish a supportive caring environment with cabin mates.</p> <p>Share and/or teach an activity, a game, or a skill.</p>