

COMPARISON: HEAD START CHILD OUTCOMES FRAMEWORK, MARYLAND MODEL FOR SCHOOL READINESS, AND MARYLAND GUIDELINES FOR HEALTHY CHILD DEVELOPMENT AND CARE

<p align="center">MARYLAND GUIDELINES FOR HEALTHY CHILD DEVELOPMENT AND CARE (MDHCD) Age 3</p>	<p align="center">HEAD START CHILD OUTCOMES FRAMEWORK (HS) For exiting Head Start children</p>	<p align="center">Maryland Model for School Readiness (MMSR) For exiting pre-kindergarten children</p>
<p align="center">The Arts Music</p>	<p align="center">The Arts Music</p>	<p align="center">The Arts Music</p>
	<p>Music</p> <ul style="list-style-type: none"> • Experiments with a variety of musical instruments • Participates with increasing interest and enjoyment in a variety of musical activities, including listening, singing, finger plays, games and performance 	<p>1:0 Perceiving and Responding: Aesthetic Education Students will demonstrate the ability to perceive perform, and respond to music. Perceiving and Responding</p> <ol style="list-style-type: none"> 1. Develop an awareness of the characteristics of musical sounds and the diversity of sounds in the environment. <ol style="list-style-type: none"> a. Explore a range of classroom instruments such as wood blocks, triangles, rhythms sticks, maracas, guiros, jingle bells, sand blocks, cymbals and tambourines b. Listen for repeated patterns in music c. Respond to changes heard in music fast/slow, loud/soft (quiet), long/short, high/low d. Explore sounds in selected environments 2. Experience performance through singing and playing instruments <ol style="list-style-type: none"> a. Sing songs that use the voice in a variety of ways b. Listen to examples of adult male voices, adult female voices, and children’s voices c. Practice “wait and listen” before imitating rhythmic and melodic patterns d. Explore steady beat through singing, speaking, and playing classroom instruments

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		<p style="text-align: center;">Perceiving and Responding (continued)</p> <ol style="list-style-type: none"> 3. Respond to music through movement <ol style="list-style-type: none"> a. Express music through movement, developing the concept of personal space (“bubble space”) b. Respond to steady beat through locomotor and body movement c. Listen for simple directions or verbal cues in singing games d. Explore a variety of locomotor and non-locomotor movements to show meter 4. Experiment with standard and individually created symbols to represent sounds <ol style="list-style-type: none"> a. Demonstrate mechanics of reading from left to right

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		<p>2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experiences.</p> <p style="text-align: center;">Historical, Cultural, and Social Context</p> <ol style="list-style-type: none"> 1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression <ol style="list-style-type: none"> a. Explore music used in daily living b. Sing songs representative of different activities, holidays and seasons in a variety of world cultures. 2. Become acquainted with the roles of music in the lives of people <ol style="list-style-type: none"> a. Explore a rich repertoire of music representing its roles in the lives of people: lullabies 3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines <ol style="list-style-type: none"> a. Explore creative expression through music, dance, creative dramatics, and the visual arts b. Participate in music activities that emphasize alphabet recognition, spatial relationships and counting

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		<p>Historical, Cultural, and Social Context (continued)</p> <p>4. Develop knowledge of a wide variety of styles and genres through the study of music history</p> <p>a. Listen to two versions of the same piece and identify them as same or different, e.g. a vocal version and a strictly instrumental version</p>
		<p>3.0 Creative Expression and Production: Students will demonstrate the ability to organize musical ideas and sounds creatively</p> <p align="center">Creative Expression and Production</p> <p>1. Develop the ability to improvise music through experimentation with sound</p> <p>a. Experiment with sound patterns through exploration of classroom instruments</p> <p>b. Use the voice to improvise animal and environmental sounds</p> <p>2. Develop readiness for composing and arranging by experimenting with sound</p> <p>a. Explore the use of pictorial representations for sound</p> <p>b. Use body percussion to create rhythmic sound patterns</p>

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		<p>4.0 Aesthetics and Criticism: Students will demonstrate the ability to make aesthetic judgments</p> <p align="center">Aesthetics and Criticism</p> <p>1. Evaluate selected musical compositions using established criteria</p> <p>a. Listen to a variety of short musical examples (vocal and instrumental)</p>
<p align="center">The Arts Visual Arts</p>	<p align="center">The Arts Visual Arts</p>	<p align="center">The Arts Visual Arts</p>
<p align="center">Exploring Art Materials</p> <ul style="list-style-type: none"> • Enjoys swirling and squishing the finger paint as he moves it around on paper • Tears paper to make a collage • Uses tools with the play dough such as a rolling pin or a cookie cutter • Use markers and crayons to color a picture • Paints at easel, not wanting to stop until the paper is filled with color 	<p align="center">Creative Arts</p> <p>Art</p> <ul style="list-style-type: none"> • Begins to understand and share opinions about artistic products and experiences 	<p>1.0 Perceiving and Responding: Aesthetic Education Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through the visual art.</p> <p align="center">Aesthetic Education</p> <p>1. Identify and describe observed form</p> <p>a. Identify colors, lines, and shapes that are found in the environment</p> <p>b. Use colors, lines and shapes to communicate observed ideas</p>

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		<p>Perceiving and Responding (Continued)</p> <ol style="list-style-type: none"> 2. Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine <ol style="list-style-type: none"> a. Identify the subject matter of various works of art b. Use color, line, and shape to represent ideas visually from observation, memory, and imagination 3. Use the elements of art and principles of design to organize personally meaningful compositions <ol style="list-style-type: none"> a. Explore color, line, and shape in artworks b. Use color, line, and shape to make artworks
		<p>2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of visual arts as a basic aspect of history and human experience</p> <p style="text-align: center;">Historical, Cultural, and Social Context</p> <ol style="list-style-type: none"> 1. Determine ways in which works of art express ideas about oneself, other people, places, and events <ol style="list-style-type: none"> a. Observe works of art and identify ideas expressed by the artists b. Use selected works of art as inspiration express ideas visually and verbally

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		<p>Historical, Cultural, and Social Context (continued)</p> <ol style="list-style-type: none"> 2. Classify reasons why people create and use art by studying artworks and other sources of information <ol style="list-style-type: none"> a. Identify and sort artworks by theme b. Describe and share personal artworks 3. Differentiate among works by artists representative of different times and cultures <ol style="list-style-type: none"> a. Identify the subject matter of selected artworks b. Categorize the subject matter of artworks as the same or different 4. Compare similarities and differences in the processes used to interpret and express ideas in the visual arts and other disciplines <ol style="list-style-type: none"> a. Identifies the visual qualities of works of art and the environment b. Uses a variety of visual arts processes to express ideas
	<p style="text-align: center;">Creative Art</p> <p>Art</p> <ul style="list-style-type: none"> • Gains ability in using different art media and materials in a variety of ways for creative expression and representative • Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic 	<p>3.0 Creative Expression and Production: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art</p> <p style="text-align: center;">Creative Expression and Production</p> <ol style="list-style-type: none"> 1. Create images and forms from observation, memory, and imagination <ol style="list-style-type: none"> a. Explores art media, processes, and techniques b. Manipulates art media, materials and tools safely c. Creates artworks that explores color, line, shape to express ideas

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	<p align="center">Creative Arts</p> <p>Art</p> <ul style="list-style-type: none"> • Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects 	<p>Creative Express and Production (continued)</p> <p>2. Investigates a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know and feel</p> <ol style="list-style-type: none"> a. Create images to communicate ideas b. Identify color, line, and shape in artworks
		<p>4.0 Criticism and Aesthetics: Students will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgments</p> <p align="center">Criticism and Aesthetics</p> <ol style="list-style-type: none"> 1. Develop and apply criteria to evaluate personally created artworks and artworks of others <ol style="list-style-type: none"> a. Observe and respond to selected artworks

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	<p align="center">Creative Arts</p> <p>Dramatic Play</p> <ul style="list-style-type: none"> • Participates in a variety of dramatic play activities that become more extended and complex • Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations. 	<p>1.0 Perceiving and Responding: Aesthetic Education - The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.</p> <p align="center">Aesthetics Education</p> <ol style="list-style-type: none"> 1. Describe ways that theatre depicts universal theme and stories <ol style="list-style-type: none"> a. Listens to and performs nursery rhymes and finger plays b. Explores theme and ideas about people and events through improvisational play 2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances <ol style="list-style-type: none"> a. Explore expressive qualities in dance, music, theatre, and visual arts <p>2.0 Historical, Cultural, and Social contexts – The students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.</p> <p align="center">Historical, Cultural, and Social Context</p> <ol style="list-style-type: none"> 1. Express a broad range of human responses to a variety of stimuli <ol style="list-style-type: none"> a. Listen to and imitate sounds in the environment b. Sing and move to a variety of traditional children’s songs

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		<p>Historical, Cultural, and Social Context (continued)</p> <p>2. Demonstrate knowledge of theatrical conventions as performers and as an audience</p> <p style="padding-left: 20px;">a. Retell familiar stories</p> <p>3.0 Creative Expression and Production: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative presentations</p> <p style="padding-left: 40px;">Creative Expression and Production</p> <p>1. Use a variety of theatrical elements to communicate ideas and feelings</p> <p style="padding-left: 20px;">a. Pantomime characters from books or rhymes</p> <p style="padding-left: 20px;">b. Use sound effects, costumes, and properties to enhance the quality of dramatic activities</p> <p style="padding-left: 20px;">c. Explore the expressive qualities of a variety of locomotors and non-locomotors movements</p> <p style="padding-left: 20px;">d. Improvise roles and behaviors associated with a variety of animals</p> <p>2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations</p> <p style="padding-left: 20px;">a. Observe and identify what characters do in a variety of settings</p> <p style="padding-left: 20px;">b. Imitate actions of observed characters and objectives.</p>

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		<p>4.0 Aesthetics and Criticism: Students will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments</p> <p align="center">Aesthetics and Criticism</p> <ol style="list-style-type: none"> 1. Identify, analyze, and apply criteria to assess individual and group theatre processes <ol style="list-style-type: none"> a. Observe and respond to theatrical experiences 2. Identify, analyze, and apply criteria to assess dramatic texts and other literature of the theatre <ol style="list-style-type: none"> a. Identify characters in stories
<p align="center">The Arts Dance</p>	<p align="center">The Arts Dance</p>	<p align="center">The Arts Dance</p>
	<p align="center">Creative Dance</p> <p>Movement</p> <ul style="list-style-type: none"> • Expresses through movement and dancing what is felt and heard in various musical tempos and styles • Shows growth in moving in time to different patterns of beat and rhythm in music 	<p>1.0 Perceiving and Responding: Aesthetic Education Students will demonstrate the ability to perceive, perform, and respond to dance</p> <p align="center">Aesthetic Education</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of how elements of dance are used to communicate meaning <ol style="list-style-type: none"> a. Demonstrate selected locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings b. Combine selected characteristic of elements of dance using sensory stimuli to create movement body parts and positions; shapes and levels; swinging; fast and slow

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		<p>Aesthetic Education (continued)</p> <p>2. Demonstrate kinesthetic awareness and technical proficiency in dance movement</p> <ul style="list-style-type: none"> a. Explore locomotors and non-locomotor movements using kinesthetic awareness b. Respond to prompts related to timing while executing locomotors and non-locomotors movements c. Perform and name selected dance movements d. Reproduce movement demonstrated by the teacher <p>3. Respond to dance through observation, experience and analysis</p> <ul style="list-style-type: none"> a. Apply the language of dance to observed movement b. Explore the uses of dance movements
		<p>2.0 Historical, Cultural, and Social Context – Students will demonstrate an understanding of dance as an essential aspect of history and human experience</p> <p style="text-align: center;">Historical, Cultural, and Social Context</p> <p>1. Demonstrate knowledge of dances from a variety of cultures</p> <ul style="list-style-type: none"> a. View dances from other cultures b. Perform selected traditional dances from various cultures

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		<p>Historical, Cultural, and Social Context (continued)</p> <ol style="list-style-type: none"> 2. Relate dance to history, society and personal experiences <ol style="list-style-type: none"> a. View selected contemporary and representative dance styles from other times and places and label them b. Create movements that express specific moods 3. Demonstrate understanding of the relationships between and among dance and other content areas <ol style="list-style-type: none"> a. Explore ways that line and shape are used in dance and other content areas
		<p>3.0 Creative Expression and Production – Students will demonstrate the ability to create and perform dance</p> <p style="text-align: center;">Creative Expression and Production</p> <ol style="list-style-type: none"> 1. Develop the ability to improvise dance <ol style="list-style-type: none"> a. Improvise movements to communicate ideas and concepts in response to a variety of stimuli b. Use improvisation to link two or more locomotor or non-locomotor movements c. Communicate ideas from stories, poems, or songs, using improvisation

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		<p>Creative Expression and Production (continued)</p> <ol style="list-style-type: none"> 2. Develop the ability to combine the elements, aesthetic principles and choreographic forms of dance to communicate meaning <ol style="list-style-type: none"> a. Communicate movement ideas using the elements of dance b. Use dance movements to tell narrative stories c. Demonstrate repetition in movement 3. Develop performance competencies in dance <ol style="list-style-type: none"> a. Recognize how specific performance competencies (maintaining formation, maintaining personal space, entrance and exit) affect dance presentation
		<p>4.0 Aesthetic Criticism – Students will demonstrate the ability to make aesthetic judgments in dance</p> <p style="text-align: center;">Aesthetic and Criticism</p> <ol style="list-style-type: none"> 1. Identify and apply criteria used to evaluate choreography and performance <ol style="list-style-type: none"> a. Recognize and describe locomotor and non-locomotor movements in dance performances b. Recognize selected characteristics of the elements of dance in performances (body parts and positions, shapes and levels, and tempo) c. Demonstrate audience behaviors that are respectful of the performers

