Arts and Literacy in Chinese Dual Language Preschool Program

Penelope Ho and Mary Lin
San Francisco Unified School District
Early Education Department
March 2017
Let’s Connect!
As a child, what was your favorite Visual or Performing Arts activity? Why?

How do you feel about teaching Visual and Performing Arts?
BAckground
Who are Young Dual Language Learners?

Dual language learners (DLLs) are children learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language.

--- Culturally and Linguistically Responsive, Office of Head Start
Dual Language Learners in SFUSD

- 62 languages represented in the District
- Largest language groups - Cantonese (over 5100) and Spanish (over 6600)
Research supports that...

Participation in well-designed and well-articulated elementary (PreK-8) second language programs will positively influence the development of literacy and mathematical skills in children.  
(Taylor-Ward, 2003)
"The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production."

-------Stephen Krashen
5 Principles in our DLL program

1. Recognize each child’s prior knowledge as the foundation for growth and development.

2. Family is the first teacher and the lifelong teacher.

3. The home language is the foundation of socio-emotional and cognitive development.

4. Create rich contexts to support academic language development in the home language and in the second language.

5. Intentionally structure the classroom environment and activities for student engagement, inclusion and for language-rich interactions.
A report by Americans for the Arts states that young people who participate regularly in the arts (three hours a day on three days each week through one full year) are four times more likely to be recognized for academic achievement, to participate in a math and science fair or to win an award for writing an essay or poem than children who do not participate.

---The Importance of Art in Child Development

By Grace Hwang Lynch
COmbining them all together
Visual Arts and Language

- Representational forms to make 2/3D art
- Name materials and tools used

CAPLF Vol 2

- Rich Context
- Student are engaged
- Parent Involvement
“Any language that the child is comfortable to communicate in.”

Sometimes they don’t say anything.
Making Lion Head for Chinese New Year celebration

Students learn vocabulary

Students’ interests

Teachers’ intentional provocation
DANCE

Dancing through following directions for receptive language.

CAPLF vol2
O dramatize movement
O create own movement
DANCE and Language
Music and Movement

- Involved culture
- Safe, fun, no pressure
- Inclusive of everyone
Goals:

1) Follow words in Songs
2) Dramatize Song
STudents perform on their own for FUN!
Songs
SONGS to DRAMA

Some songs are actually stories!!
Song-Story-Drama
“My kids do drama everyday! At the house area.” Looking at DRDP measures confused.
Reflection......
How will you intentionally incorporate the ARTS in your classroom curriculum?
The wider the range of possibilities we offer children, the more intense will be their motivations and the richer their experiences.

Loris Malaguzzi
Questions?