

Companion Guide

“Transforming Veggies: Exploring the Characteristics of Raw and Cooked Vegetables” Johanna Barbosa, Wolf Trap Teaching Artist

*In this video, **Wolf Trap Teaching Artist Johanna Barbosa** connects **dance and movement strategies** to select **STEM and language learning goals**. She demonstrates an arts-integrated experience that gives children an opportunity to **make and describe observations and predictions, form shapes, experience spatial relationships and build motor skills**.*

This experience is designed to provide educators an opportunity to:

- Engage in arts-integrated experiences that promote active learning.
- Link creative movement and frozen poses with STEM and language learning goals like predicting, comparing, and contrasting.

Target Ages: pre-K, ages 3 to 5

Key Vocabulary: observe, predict, shape, color, texture, onion, hard, round, crispy, rigid, root, compact, layers, inside, wiggly, flexible, soft, sizzle

Connections to Early Childhood Learning Goals

- Language and Literacy: Child understands and builds vocabulary.
- STEM/Compare and Categorize: Child compares, contrasts, and categorizes objects and groups based on attributes such as appearance, weight, function, texture, smell, and sound.
- Motor Development: Child develops awareness of body in space, develops large/small muscles, movement, and coordination.

Arts Concepts Highlighted in this Experience

- Dance/Movement
 - Children will have opportunities to connect their predictions with associated creative movements and frozen shapes.
 - Children will form shapes and make patterns with their bodies.
 - Children will explore locomotor (moving through space) and non-locomotor (moving in place) movements.

Extending the Experience

- Adults can share spoken observations of children as they move, such as, “I see (child’s name) making a curvy shape” or “I see (child’s name) wiggling to the right and to the left.” Describing children’s movements builds vocabulary and explores positional words, while acknowledging individual children within a movement experience.

- Observe or talk about other familiar raw and cooked vegetables. Describe, compare, contrast them—and create frozen poses and movements related to their attributes.
- Consider other materials and elements in the environment that transform—for example, water into ice, sugar or salt into crystals, or seeds into plants. Observe, describe, compare, and contrast what you see. The observations and comparisons are inspirations for movement, movement patterns, and frozen poses.

Getting Ready to Try this Experience with my Classroom or Group

- Is there anything I need to do to prepare children and adults for this experience?
- Where could I do this experience? Do I need to adjust my space to make it successful?
- Do I need special materials to do this or are there any additional resources I can use to scaffold this experience?
- When does this experience work best for my class or group?

Reflections for Inclusive Practice

- Do I need to adjust this experience for the motor or mobility needs of children or adults in my class or group?
- Do I need to change the content or context of this experience to make it more relevant or accessible to the children and adults I work with?
- How can I implement this experience to consider the language needs of the children and adults I am working with?

Resources

Head Start Early Learning Outcomes Framework

<https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>

Notes from the Teaching Artist:

Johanna Barbosa enjoys preparing food for her friends and family. "When I created this experience, I hoped to inspire teachers to foster creativity and imagination in their classrooms using dance and creative movement as tools, allowing them to engage early learners in their activities."

Johanna Barbosa is a Virginia-based dance artist and Wolf Trap Teaching Artist.

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