

Creative Arts

- Music
- Art
- Movement
- Dramatic Play

Creative arts activities open an avenue for the application of individual ideas, feelings, and expressions. In the preschool environment, creative arts can be integrated into all curriculum areas to develop an appreciation for the arts.

Creative arts foster creative and individual expression, self-esteem, imagination, and appreciation of cultural diversities. With the introduction of the various components—music, movement, dramatic expression, and visual arts—the preschool child is encouraged to explore and express him/herself creatively.

Creative arts help children learn to read! By using materials and tools to create “pictures,” sculptures and other two and three dimensional projects. Children develop skills in visualization and representation that are very important in the process of learning to read.



On a daily basis, young children are given opportunities for creative activities, emphasizing the experience rather than the outcome. These experiences should be concrete, hands-on learning activities, offered in a risk-free environment where all children are encouraged to express themselves freely.

Strategies to support inclusive learning environments:

- ❖ Provide materials that can be easily adapted for independent participation
- ❖ Materials should be easily accessible to encourage participation
- ❖ Adapt the environment to promote participation, engagement, and learning using a variety of textures

Some general accommodations to support children with special learning or developmental needs can be found on page 9 and in Rule 51.

Music

Widely Held Expectations

- Child is able to sing, play, move and create music, expressing individual imagination
 - Takes the lead in music activities
 - Develops an appreciation for music
- Child responds to music through movement
 - Responds to the beat of songs or instrumental music with more complex movements (walking or jumping to the beat)
 - Uses music as an avenue to express thoughts, feelings, and energy
 - Describes and carries out movement sequences
- Child is able to distinguish between different types of music (loud/soft, fast/slow, happy/sad, etc.)

Learning in Action: Examples

The Child

- Participates in music activities (listening, singing, finger plays, games, performances, etc.)
- Uses props to respond with expression to music (scarves, streamers, instruments, etc.)
- Knows the words of often-repeated songs, humming or singing them during other parts of the day
- Makes up songs to accompany their play activities
- Imitates movement to a steady beat

The Adult

- Encourages children's interest in music, creative movement and dance
- Provides opportunities for children to experience movement through music
- Introduces children to different kinds of music (jazz, rock, ethnic, classical, etc.)
- Uses music or songs as cues to transition to a new activity or signal a quiet work time

THE ENVIRONMENT INCLUDES

- Materials for children to create their own instruments
- Musical instruments and recordings for children to experience music of various types

Related Standards

Nebraska K-12 State Standards

- Reading/Writing
- 1.1.2
 - 1.1.4
 - 1.2.1
 - 1.3.1

Nebraska Rule 11

Regulations

- 004.05A9
- 004.05C
- 004.06C
- 004.06D
- 004.06E

Head Start

Outcomes

Framework

- 5.1.1
- 5.1.2
- 5.3.2

Art

Widely Held Expectations

- Child progresses in exploration and experimentation with new materials
 - Uses materials to make a simple representation and describes or demonstrates how it was made
- Child gains experience in making shapes and linear patterns
 - Draws or paints images with a few details
- Child broadens artistic exploration
 - Develops confidence in own creative expression through process-oriented experiences
- Child uses materials to build and create a structure to represent another item (blocks become a castle, clay becomes a snake, etc.)

Learning in Action: Examples

The Child

- Participates in individual and group art activities
- Uses new materials to paint pictures (cotton swabs, straws, twigs, marbles, etc.)
- Tries a variety of materials and ways of using the materials (using a big brush to paint broad strokes, combining colors, etc.)
- Attaches materials using tape, stapler, string, etc.

The Adult

- Provides opportunities to discuss art that the child has created
- Provides opportunities for exploration of the relationship of space and objects as well as color, balance, texture and design
- Points out various forms of media found in books, photographs/prints in a wide variety of settings
- Provides opportunity to observe various artists who use different techniques and art media

THE ENVIRONMENT INCLUDES

- A variety of art materials (paint, crayons, markers, watercolors, collage materials, paper, scissors, glue, stamp pads, templates, stencils, clay, playdough computer paint programs, etc.) that are easily accessible to children
- Space to display children's artwork, and works by various artists both in the program and the community

Related Standards

Nebraska K-12 State Standards

Reading/Writing

1.1.4

Science

1.1.1

1.1.2

1.2.1

Nebraska Rule 11

Regulations

004.05A9

004.05C

004.06C

004.06D

004.06E

Head Start

Outcomes

Framework

5.2.1

5.2.2

5.2.3

5.2.4

Movement

Widely Held Expectations

- Child expresses strong emphasis, steady beats and changing dynamics in various musical tempos and styles through movement
 - Responds to the beat of songs or instrumental music with more complex movements (walking or jumping to the beat, clapping, etc.)
- Child demonstrates a sense of balance and body coordination
 - Demonstrates a wide variety of positions (stretch, bend, rock, twist, etc.)
- Child represents experiences through movement
 - Demonstrates concepts (feelings, directions, words, ideas, etc.)

Learning in Action: Examples

The Child

- Uses movement to interpret or imitate feelings, animals, and such things as plants growing, or a rainstorm
- Shows creativity using his/her body (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn, etc.)
- Uses props to create special movements and dances (scarves, streamers, instruments, etc.)

The Adult

- Provides opportunities for children to move their bodies to various rhythms and musical tempos
- Introduces games and activities that involve balance and body coordination
- Plans indoor and outdoor activities involving balancing, running, jumping and other vigorous movements, to increase children's understanding of movement

THE ENVIRONMENT INCLUDES

- Materials, equipment and experiences that allow children to practice developing skills in movement and rhythm
- Opportunities to view people, animals, and various objects that move

Related Standards

Nebraska K-12 State Standards

Science

1.1.2

1.1.3

Mathematics

1.4.1

1.6.1

Nebraska Rule 11 Regulations

004.05A9

004.05C

004.06C

004.06D

004.06E

Head Start Outcomes Framework

5.3.1

5.3.3

Dramatic Play

Widely Held Expectations

Related Standards

Nebraska K-12
State Standards
Reading/Writing
1.1.4
1.2.1
1.3.1

Nebraska Rule 11
Regulations
004.05A9
004.05C
004.06C
004.06D
004.06E

Head Start
Outcomes
Framework
5.4.1
5.4.2

- Child participates in a variety of dramatic play activities
 - Uses words, actions and materials to portray a role, situation or setting
 - Engages in role play with two or more children
- Child imagines and clearly describes characters, their relationships and their environment in dramatic play situations
 - Assumes the role of someone or something else, or talks in language relevant to the assumed role

Learning in Action: Examples

The Child

- Expresses creativity using puppetry, storytelling, dance, plays, pantomime and theater
- Participates in discussions after attending a dramatic performance
- Acts out a story read aloud during circle time
- Talks to and plays with pretend friends, stuffed animals and other toys
- Engages in role play in various activities such as dress-up, dramatic play, in the block area, etc.

The Adult

- Provides opportunities for children to act out books, nursery rhymes and assume roles in other ways
- Encourages children to tell and act out stories, stressing beginnings and endings to introduce sequencing
- Participates with children in various forms of dramatic expression including those from other cultures

THE ENVIRONMENT INCLUDES

- Field trips (to art events, concerts, dance and theatrical performances, cultural fairs, etc.)
- A well equipped dramatic play center for active imaginative play with a variety of props (home-living, fire station, police station, beauty parlor, grocery/department store, circus, fast food restaurant, doctor's office/hospital, bakery, gas station, florist, school, etc.)

Resources

Active for Life: Developmentally Appropriate Movement Programs for Young Children--
Stephen W. Sanders

The Big Messy Art Book: But Easy to Clean Up--Mary Ann F. Kohl

The Colors of Learning: Integrating the Visual Arts into the Early Childhood Curriculum--
Rosemary Althouse, Margaret H. Johnson and Sharon T. Mitchell

Creativity and the Arts for Young Children--Rebeca T. Isbell and Shirley C. Raines

Learning to Read Through the Arts--Bernadette O'Brien

Movement Plus Music: Activities for Children Ages 3-7--Phyllis S. Weikart

More Than Painting: Exploring the Wonders of Art in Preschool and Kindergarten--Sally Moomaw
and Brenda Hieronymus

*Mudworks: Bilingual Edition/Edicion Bilingue--Creative Clay, Dough and Modeling Experiences/
Experiencias Creativas Con Arcilla, Masa y Modelado (Spanish/English Bilingual Edition)*--
Mary Ann F. Kohl and Kathleen Kerr

Music In Our Lives, the Early Years (NAEYC)--Dorothy T. McDonald

Making Learning Visible: Children as Individual and Group Learners--Project Zero and Reggio
Children

Visual Arts and Early Childhood Learning--Christine Marme-Thompson

Weaving In the Arts: Widening the Learning Circle--Sharon Blecher and Kathy Jaffee

These books and many other resources may be borrowed by Nebraska residents from the Early Childhood Training Center. A web-based search of these media materials is offered at www.esu3.org/ectc or telephone contact may be made by calling 1-402-597-4826 or 1-800-89CHILD.

Books for Children

A Birthday Basket for Tia-- Pat Mora

Arroz con Leche--Lulu Delacre

Barn Dance--Bill Martin, Jr.

Color--Ruth Heller

From Head to Toe--Eric Carle

Harold and the Purple Crayon--Crockett Johnson

Hucklebones--Mickey Klar Marks

The Legend of the Indian Paintbrush--Tomie dePaola

Mouse Paint--Ellen Stoll Walsh

Sing a Song of Popcorn: Every Child's Book of Poems, illustrated by nine Caldecott Medal artists