

# Creative Arts

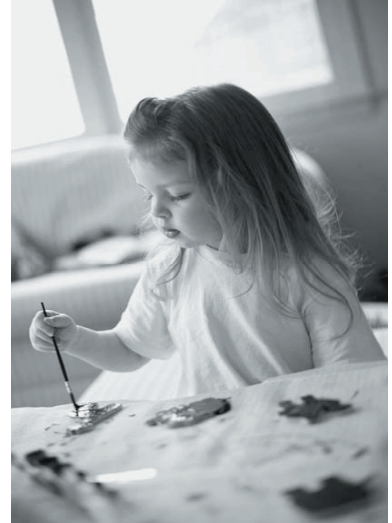
- Music
- Art

- Movement
- Dramatic Play

Creative arts experiences open an avenue for the development and expression of individual ideas, feelings, and interests. Although these are more readily observed in older preschoolers, they have their beginnings in the infant and toddler years.

Music, movement, dramatic play, and tactile sensory activities - including but not limited to art - can all provide opportunities for creative exploration and individual expression in children younger than three years of age.

Creative arts promote the growth of individuality, self-confidence, self-esteem, and imagination. They encourage expression of the child's personal and cultural uniqueness. They also provide opportunities to enhance the child's physical, social, and cognitive development.



Materials and activities should be available to provide creative arts experiences. The child's experience should provide a process for self-expression rather than focusing on a specific product or outcome. Children should be encouraged but not forced to participate in creative arts activities, in keeping with their level of development and individual interests. Child safety should be a primary consideration in any activities that are offered. As with all activities involving infants and toddlers, they must be concrete and hands-on in order to provide a meaningful learning experience.

## 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 of this document, and in NDE Rule 51.

# Music

## Infants (Birth to 18 Months)

### Widely Held Expectations

- Child becomes calm when sung to, or talked with in a soothing voice
- Child shows interest in and responds to music
- Child enjoys producing music and other sounds with rattles, bells, music boxes, etc.
- Child delights in new ability to produce sounds (smacks lips, squeals on purpose, etc.)

### Learning in Action: Examples

#### The Infant

- Responds to music in the environment (calms to lullaby, looks for sound from musical toy, etc.)
- Enjoys listening to favorite songs and may participate through simple movements such as clapping or touching body parts
- Enjoys own music and noises (bangs spoon on tray, claps and giggles, mimics sounds, etc.)

#### The Adult

- Provides musical experiences for the child in a variety of ways, (singing, musical toys, recorded music, etc.)
- Encourages the child's interest and participation in musical activities
- Exposes the child to a variety of types of music (lullabies, classical, children's songs, etc.) from a variety of cultures/languages/backgrounds

#### THE ENVIRONMENT INCLUDES

- A variety of types of music such as lullabies, classical, jazz, folk music, children's songs, and songs from other cultures and languages
- Simple instruments and toys that make sounds

# Music

## Toddlers (18 Months to 3 Years)

### Widely Held Expectations

- Child shows interest and participates in music activities through gestures, movement and dancing
- Child expresses self creatively to variations in music in the environment (rhythm, volume, tempo, etc.)
- Child enjoys producing music with instruments and singing simple songs
- Child enjoys repetition of favorite songs and other musical experiences

### Learning in Action: Examples

#### The Toddler

- Claps, bounces, and begins to dance to music
- Uses instruments to produce rhythm and musical sounds
- Experiments with a variety of sound-making objects
- Participates in musical activities (singing, dancing, finger plays, etc.)
- Knows and asks for favorite songs
- Participates in group singing activities for short periods of time

#### The Adult

- Provides musical experiences for the child in a variety of ways (singing, musical instruments, recorded music, etc.)
- Plans for and encourages the child's participation in musical activities including learning through repetition
- Exposes the child to a variety of types of music (classical, ethnic, children's songs, etc.) from a variety of cultures/languages/backgrounds

#### THE ENVIRONMENT INCLUDES

- A variety of types of music such as lullabies, classical, jazz, folk music, children's songs, and songs from other cultures and languages
- Simple instruments and toys that make sounds

# Art

## Infants (Birth to 18 Months)

### Widely Held Expectations

- Child responds to visual elements present in the environment (light, color, patterns, etc.)
- Child participates in and enjoys a variety of tactile/sensory experiences such as water, textures, etc.
- Child begins to use art media such as large crayons, finger paint, etc.
- Child explores the shape of objects

### Learning in Action: Examples

#### The Infant

- Looks at pictures and other types of displays in the environment
- Responds to sensory experiences such as water play, texture books or toys, etc.
- (Older infant) experiments with finger paint, large crayons, and other suitable art materials

#### The Adult

- Provides safe art materials and opportunities for children to use them in a variety of ways (avoids items that create a choking hazard, toxic or eye/skin-irritating materials)
- Provides a variety of visual displays in the environment (mobiles, pictures, etc.)
- Provides a variety of sensory experiences for children

#### THE ENVIRONMENT INCLUDES

- Colorful paper, markers, crayons, finger paint, smocks, etc.
- Opportunities for active exploration which is encouraged through access to materials and ease of clean-up
- Pictures and art displayed at the child's level

# Art

## Toddlers (18 Months to 3 Years)

### Widely Held Expectations

- Child experiments with art media by painting, scribbling, using play dough, etc.
- Child shows pride in ability to use art materials
- Child uses a variety of materials creatively to represent other items (blocks, dramatic play materials, clay, etc.)
- Child shows preferences for colors or pictures
- Child uses various tools to make marks (fingers, crayons, big brushes, etc.)

### Learning in Action: Examples

#### The Toddler

- Scribbles with a variety of art tools (large pencils, crayons, paint brushes, etc.)
- Experiments with new materials (clay, fingerpaint, markers, art paper, etc.)
- Uses a variety of materials to create art (play dough, popsicle sticks, yarn, paint, glue etc.)
- Enjoys showing his/her completed art to others

#### The Adult

- Provides safe art materials and opportunities for children to use them in a variety of ways (avoids items that create a choking hazard, toxic or eye/skin-irritating materials)
- Focuses on process rather than product in art activities, allowing children to use art as a form of self-expression
- Displays children's artwork; calls attention to and discusses displayed art with children

#### THE ENVIRONMENT INCLUDES

- Materials to experiment with (paint, easels, crayons, markers, various types of paper, soft clay, stamps, etc.)
- Opportunities for active exploration which is encouraged through access to materials and ease of clean-up
- Pictures and art displayed at the child's level
- Art equipment at child's level available and accessible throughout the day (low tables, crayons, paper, easels, paints, smocks, etc.)

# Movement

## Infants (Birth to 18 Months)

### Widely Held Expectations

- Child begins to discover own body
- Child demonstrates balance and body coordination in movement
  - Changes positions smoothly
- Child shows growing skill in physical activities
  - Progresses from rolling over to creeping, crawling, standing with help, cruising around furniture, to walking

### Learning in Action: Examples

#### The Infant

- Shows increasing body control (rolls, sits, crawls, walks, etc.)
- Kicks and wiggles upon hearing familiar sounds
- Likes to engage in movement activity with adult (dances, finger plays, etc.)
- Begins to initiate or imitate simple body movements (claps hands, touches body parts, etc.)
- Uses body to make sounds (slaps tray, bangs blocks, splashes water in tub, etc.)

#### The Adult

- Allows many opportunities for children to move and explore their environment
- Provides movement experiences through toys, materials, activities, and equipment
- Engages in movement activities with children and encourages their participation

### THE ENVIRONMENT INCLUDES

- Open space, both indoors and outdoors, for children to move freely according to their level of development and ability
- Open floor space and equipment to support safe active movement (crawling, cruising, walking, etc.)



# Movement

## Toddlers (18 Months to 3 Years)

### Widely Held Expectations

- Child demonstrates balance and body coordination in movement
- Child represents experiences and concepts through movement
- Child runs with ease, stops and starts with precision

### Learning in Action: Examples

#### The Toddler

- Shows increasing body control (hops, jumps, marches, etc.)
- Enjoys creative movement ("hops like a rabbit", "flies like a bird", etc.)
- Enjoys silly songs ("Ring Around the Rosey", "Hokey Pokey", etc.)
- Plays "Follow the Leader" around a simple course
- Enjoys riding and action toys (pretends to be riding a truck, motorcycle, plane, etc.)
- Imitates the ways adults use tools/appliances around the house
- Dances to music and songs

#### The Adult

- Provides movement experiences through materials, equipment, and simple games, both indoors and outdoors
- Engages children in movement activities and encourages their participation as a means of self-expression

#### THE ENVIRONMENT INCLUDES

- Open space, both indoors and outdoors, for children to move freely according to their level of development and ability
- Materials that encourage movement (riding toys, boxes for pretend play, balls, scarves, streamers for dancing, etc.)

# Dramatic Play

## Infants (Birth to 18 Months)

### Widely Held Expectations

- Child responds to pretend play activities initiated by adult (facial expressions, animal sounds, vehicles, peek-a-boo, etc.)
- Child uses body to make sounds (slaps tray, bangs blocks, splashes water, etc.)
- Child plays with dramatic play materials (animals, vehicles, dolls, etc.)

### Learning in Action: Examples

#### The Infant

- Focuses on and responds to adult facial expressions and voice tones
- Shows enjoyment in interaction with adults who provide dramatic play experiences (music and songs, facial expressions and gestures, animal sounds and actions, etc.)
- Imitates sounds, facial expressions, and gestures of another person
- Plays with toys that represent real objects (animals, vehicles, dolls, spoons, etc.)

#### The Adult

- Interacts with the child, using various facial expressions and voice tones
- Provides toys and materials that encourage the child to use representation for the real item (stuffed animals or puppets, dolls, spoons, cups, etc.)
- Shows enjoyment when the child initiates actions

### THE ENVIRONMENT INCLUDES

- A variety of toys and materials that encourage exploration and interaction (mirrors, phones, play food, etc.)
- Materials representing various cultures (pictures, food, dolls, books, clothes, music, toys, etc.)



# Dramatic Play

## Toddlers (18 Months to 3 Years)

### Widely Held Expectations

- Child participates in a variety of dramatic play activities
  - Uses words and/or actions to portray a role, situation, or setting
  - Uses a variety of dramatic play materials (dishes, dolls, cars/trucks, telephone)
  - Uses an object to represent something else (block becomes a phone, ball becomes an apple, etc)
- Child begins to assume the role of someone or something else in dramatic play
  - Engages in role play independently or next to other children
  - Acts out simple games or stories with adult support

### Learning in Action: Examples

#### The Toddler

- Engages in dramatic play activities alone or with others
- Relates or acts out scenes from home or other familiar setting
- Uses props that represent real objects (animals, vehicles, puppets, spoons, etc.)
- Enjoys pretending to be different things (elephant, monkey, tree in the wind, etc.)
- Babbles in a flow of words while pretending to "talk" to stuffed animals
- Plays actively in the dramatic play area sometimes watching and sometimes imitating actions

#### The Adult

- Plans for and provides opportunities for children to engage in dramatic play
- Provides materials to encourage dramatic play, including duplicates of popular toys to minimize conflict
- Interacts with children to encourage their involvement in dramatic play activities

#### THE ENVIRONMENT INCLUDES

- A variety of toys, materials, and equipment that stimulate dramatic play (dolls, phones, dishes, dress-up clothes, shoes, play food, hats, etc.)
- Duplicates of favorite toys
- Materials representing various cultures (flags, pictures, food, dolls, books, clothes, music, toys, etc.)

# Resources

*Beginning With Babies* -- Mary Lou Kinney and Patricia Witt Ahrens

*First Art: Art Experiences for Toddlers and Twos* -- Mary Ann F. Kohl

*Making Sounds, Making Music, and Many Other Activities for Infants: 7 to 12 Months* -- Judy Herr and Terri Swim

*Playtime Props for Toddlers* -- Carol Gnojewski and Priscilla Burris

*Poking, Pinching, and Pretending: Documenting Toddlers' Explorations with Clay* -- Dee Smith and Jeannie Goldhaber

*The Power of Play* -- Claire Lerner and Sharon Greenip

*Rhyming Books, Marble Painting, and Many Other Activities for Toddlers: 25-36 Months* -- Judy Herr and Terri Swim

*Your Child at Play: One to Two Years: Exploring, Daily Living, Learning and Making Friends (2nd Edition)* -- Marilyn Segal

*Your Child at Play: Two to Three Years: Growing Up, Language, and the Imagination (2nd Edition)* -- Marilyn Segal

## Books for Children

*1, 2, 3 Music!* -- Sylvie Auzary-Luton

*Baby Dance* -- Ann Taylor

*Clap Hands* -- Helen Oxenbury

*Color Zoo* -- Lois Ehlert

*From Head to Toe* -- Eric Carle

*In the Garden with Van Gogh* -- Julie Merberg

*The Lucy Cousins Book of Nursery Rhymes* -- Lucy Cousins

*Peek-A-Boo!* -- Janet Alhberg and Allan Ahlberg

*Rolie Polie Olie* -- Bill Joyce

*Many Colors of Mother Goose* -- Cheryl Willis Hudson

*A Picnic with Monet* -- Julie Merberg

*In My World* -- Lois Ehlert