



CREATIVE ARTS

2023

The arts provide children with a vehicle and organizing framework to express ideas and feelings. Music, movement, drama, and visual arts stimulate children to use words, manipulate tools and media, and solve problems in ways that simultaneously convey meaning and are aesthetically pleasing. As such, participation in the creative arts is an excellent way for young children to learn and use creative skills in other domains. The component within this domain addresses a child's willingness to experiment with and participate in the creative arts.

Children with disabilities may demonstrate alternate ways of meeting the goals of creative arts development. Children who cannot speak, for example, will focus on activities that are rhythmic rather than vocal, and children with hearing impairments will be able to respond to music by feeling the vibrations in the air. Children with cognitive disabilities also may reach many of these same goals, but at a different pace, with a different degree of accomplishment, and in a different order than typically developing children. However, the goals for all children are the same, even though the path and the pace toward realizing the goals may be different. Principles of universal design for learning (UDL) offer the least restrictive and most inclusive approach to developing environments and curricula that best support participation in creative arts for all children.

Remember: While this domain represents general expectations for creative arts development, each child will reach the individual learning goals at their own pace and in his or her own way.



CA 1: Experimentation and Participation in the Creative Arts



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Component 1: Experimentation and Participation in the Creative Arts

Standard 1.a: Children gain an appreciation for and participate in the creative arts related to music & movement, drama, and the visual arts.

By the following age ranges, children typically, for example:



0-9m

- › Make eye contact with singers and imitate by babbling during or after an adult sings or chants
- › Use objects as tools to make sounds, for example, banging blocks together with adult help
- › Respond to music and being sung to by listening and moving bodies (e.g., their heads, arms, and legs) with some intent and control
- › Engage in social play with adults
- › Show curiosity and explore sensory materials; enjoy feeling various pleasing sensations and textures
- › Attend to bright and/or contrasting colors in pictures, photographs, and/or mirror images



9-18m

- › Use facial expressions, sound (e.g., vocalization, clapping), and movement to encourage singers, music, or finger plays to continue or in response to cues.
- › Enjoy producing music and other sounds with simple instruments (e.g., triangles, tambourines, etc.)
- › Recognize and associate a certain song or sound with a particular meaning (e.g., hear a naptime song and think that it's safe, secure, and time to nap)
- › Stand with feet wide apart and sway to the sound of music

Continued



18-24m

- › Talk or sing to themselves for comfort or enjoyment (e.g., repeat the same song over and over)
- › "Play" musical instruments (e.g., attempt tap on a drum, press keys of a piano, ring a bell)
- › Dance to music in a group with support from adults
- › Explore roles through imaginative play, such as saying "boo" to an adult and acting scared when the adult says "boo" to them
- › Seek out imaginative play opportunities with trusted adults
- › Use a variety of art materials with increasing purpose (e.g., squeeze soft clay and dough into abstract shapes)

Continued



24-36m

- › Imitate simple songs and finger-play movements (e.g., imitate Itsy-Bitsy Spider finger movements but may not know all of song lyrics)
- › March with musical instruments with support from adults
- › Dance alone or with others
- › Use imaginative play as a vehicle to express their own life experiences and familiar stories
- › Watch and copy other children's play activities
- › Create representations of real objects in artwork and tell about their artistic creation
- › Demonstrate preferences for favorite colors

Continued



36-48m

- › Recite familiar songs and fingerplays (e.g., Twinkle, Twinkle Little Star, ABC song)
- › Explore musical instruments and use them to produce rhythms and tones
- › Begin to move their bodies with increasing control and expression
- › Act out the plots and characters found in familiar stories
- › Participate in pretend play with other children
- › Identify and sometimes name the content in their work of art (e.g., "I made a dog, and his name is Spot")

Continued



48-60m

- › Plan and create new songs and dances or add their own words to songs with support from adults
- › Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs
- › Move their bodies with increasing skill to express emotions and rhythms
- › Write and act out stories based upon familiar topics or characters
- › Intentionally plan and create content in a work of art and show persistence in completing it (e.g., a picture, a playdough sculpture, etc.)

Continued



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Continued from previous:

0-9m

See previous

9-18m

Continued from previous

- › Engage in more complex play sequences based on an understanding of everyday events and routines (e.g., pretend to drink from a cup and then say “Ah!” when finished)
- › Use a variety of materials in exploring and creating visual art (e.g., create marks with crayons, paint, or chalk)
- › Scribble spontaneously on paper or in sensory materials (e.g., sand; shaving cream)

18-24m

Continued from previous

- › Scribbles become more controlled with repeated motions (e.g., series of horizontal lines; sometimes naming their scribbles)

24-36m

Continued from previous

- › Begins to draw people with circle type head with arms and legs

36-48m

Continued from previous

- › Notice and communicate about the content of art, music, and drama (e.g., “I like dogs” to describe a picture of a dog)
- › Choose their own art for display in the classroom or for inclusion in a portfolio or book (e.g., bring drawing to their mailbox)
- › Begins adding more detail to drawings of people adding arm with fingers and more elaborate faces

48-60m

Continued from previous

- › Engage with displays of visual art, music, and drama, and may express preferences for types of artwork or art activities
- › Communicate about the composition of and elements appearing in art, music, and drama in increasing detail (e.g., “I like that drawing because they used lots of stars.”)
- › Choose own art for display in the classroom or for inclusion in a portfolio or book and explain their choices and preferences in some detail (e.g., “I used the color red and red is my favorite color.”)
- › Draws people with even more detail such as hair, eyelashes, trunks for bodies, and hands with fingers



Play is often talked about as if it were relief from serious learning. But for children play is serious learning. Play is really the work of childhood.

- Fred Rogers

