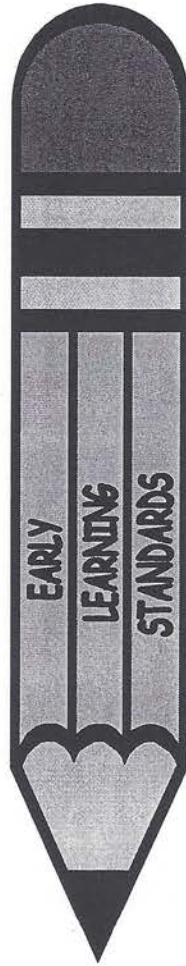


# CREATIVE ARTS



## for Pre-Kindergarten



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Creative expression is an important component of children's early learning experiences. Children who are given opportunities to develop their imagination and creativity through a variety of media are learning to express their individuality in interests, abilities and knowledge. When they view others' work, children are also learning to appreciate and respect differences in culture and viewpoint. Creative expression influences children's growing competence as creative problem solvers and provides insight about the world around them. Teachers support creative learning by providing process-oriented play experiences that encourage children to use their imagination and to experiment with new ideas and materials.

**Standard: Use a variety of visual art forms for creative expression and representation**

Indicator	Examples	Supportive Practices
CA 1.1 Show curiosity and explore visual materials and activities	The child will: <ul style="list-style-type: none"> <li>Use a variety of materials such as chalk, paint, crayon, pencils, markers, wood, collage, play dough</li> </ul>	The adult will: <ul style="list-style-type: none"> <li>Provide children with opportunities to explore a variety of art materials and tools</li> </ul>
CA 1.2 Demonstrate the ability to represent experiences, thoughts and ideas through the use of visual art forms	<ul style="list-style-type: none"> <li>Manipulate materials in a variety of ways: pounding, squeezing, cutting, rolling</li> <li>Draw artwork to explore and extend topics being studied in the classroom (after field trip)</li> </ul>	<ul style="list-style-type: none"> <li>Make art materials accessible to children throughout the majority of the day</li> <li>Provide opportunities for children to use 3-dimensional materials such as clay, play dough or wood</li> </ul>
CA 1.3 Select different media to express emotions and ideas	<ul style="list-style-type: none"> <li>Draw/paint a picture of a pet or family member</li> <li>Talk about the meaning of art work; answer questions about the work of art</li> <li>Draw a figure that shows a variety of emotions such as smiling, crying</li> <li>Independently choose different art materials to represent different types of thoughts or feelings</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to use materials for individual expression of feelings or thoughts</li> <li>Allow for individual and group projects to extend over a period of several days</li> <li>Relate art expressive activities to other classroom experiences</li> <li>Encourage children to talk about their artwork</li> </ul>
CA 1.4 Show care and persistence in a variety of art projects	<ul style="list-style-type: none"> <li>Use art media to create art without a model</li> <li>Draw a picture using different colors, varying the intensity of strokes and combines colors</li> <li>Use a growing number of details in representations and make increasingly more realistic representations</li> <li>Use line, shape, form, color, texture, design and pattern</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to use materials for individual expression of feelings or thoughts</li> <li>Allow for individual and group projects to extend over a period of several days</li> <li>Relate art expressive activities to other classroom experiences</li> <li>Encourage children to talk about their artwork</li> <li>Display children's art throughout the classroom</li> </ul>

**Standard: Express self through movement and music**

Indicator	Examples	Supportive Practices
CA 2.1 Express self through movement	<p>The child will:</p> <ul style="list-style-type: none"> <li>Participate in teacher-guided movement activities</li> <li>Initiate movement and music activities (select musical instruments during free choice time or spontaneously sing songs)</li> <li>Show an awareness of tempo, rhythm, pitch</li> <li>Respond to changes in tempo, rhythm and pitch</li> <li>Dance to different types of music such as jazz, classical and ethnic</li> <li>Explore rhythm instruments from different cultures</li> <li>Sing familiar songs, chants, and finger plays</li> <li>Improvise songs and rhythmic patterns</li> <li>Change words or tone of familiar songs to make new songs</li> </ul>	<p>The adult will:</p> <ul style="list-style-type: none"> <li>Provide large and small group activities that focus on movement and music participation</li> <li>Provide opportunities for children to explore a variety of musical instruments throughout the day, both individually and in groups</li> <li>Play a variety of music types for listening and for participation</li> <li>Call attention to the varying changes and styles in music as children are listening</li> <li>Encourage children to be creative during singing by changing words, song endings, etc.</li> <li>Create opportunities for children to express themselves to a variety of music forms through dance or body movements</li> <li>Introduce children to a variety of songs, finger plays and rhythms</li> <li>Provide a variety of props for musical expression such as scarves, hoops, etc.</li> </ul>
CA 2.2 Show beginning understanding of movement elements and techniques		
CA 2.3 Respond to different forms of music		
CA 2.4 Demonstrate ability to use movement and music		

**Standard: Participate in a variety of dramatic play experiences**

Indicator	Examples	Supportive Practices
CA 3.1 Represent fantasy and real-life experiences through pretend play	The child will: <ul style="list-style-type: none"> <li>Differentiate between real and pretend</li> </ul>	The adult will: <ul style="list-style-type: none"> <li>Create situations where children can role-play familiar roles or situations such as home living, grocery stores, fast food restaurants, etc.</li> </ul>
CA 3.2 Show imagination and creativity in play	<ul style="list-style-type: none"> <li>Imitate roles of people, animals or objects observed in the child's life experiences</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for children to initiate role play during a large portion of their day</li> </ul>
CA 3.3 Participate in teacher-guided dramatic activities (acting out a story)	<ul style="list-style-type: none"> <li>Assume the role of a familiar person or thing and uses appropriate language to represent it</li> </ul>	<ul style="list-style-type: none"> <li>Develop teacher-guided dramatic activities such as acting out a story</li> </ul>
CA 3.4 Express own ideas through dramatic play activities	<ul style="list-style-type: none"> <li>Act out roles from observations of life experiences (doctor, mother, baby)</li> <li>Make up new roles from experiences</li> </ul>	<ul style="list-style-type: none"> <li>Encourage role play problem-solving of classroom situations</li> </ul>
CA 3.5 Engage in cooperative pretend play with another child	<ul style="list-style-type: none"> <li>Use props or costumes during dramatic play activities</li> <li>Create props from available materials, either realistic or symbolic (stick becomes wand)</li> <li>Direct peers or follow peers' instructions about dramatic play schemes</li> <li>Participate with other children in dramatic play situations (mother and baby, doctor and patient)</li> </ul>	<ul style="list-style-type: none"> <li>Provide clothing, materials and props that facilitate make-believe play</li> <li>Equip the classroom dramatic play area with real-life materials such as real pots and pans, food boxes and cans, etc.</li> <li>Talk with children about real and pretend situations, helping them to understand the difference</li> <li>Provide opportunities for children to role play or create pretend situations with peers in small groups</li> <li>Encourage extension of children's dramatic play by interacting with them during pretend play and asking open-ended questions</li> </ul>

**Standard: Show a developing appreciation of a variety of art forms**

Indicator	Examples	Supportive Practices
CA 4.1 Understand and share opinions about others' artistic products and experiences	The child will: <ul style="list-style-type: none"> <li>Respond to others' creative work through body language, facial expression or oral language</li> </ul>	The adult will: <ul style="list-style-type: none"> <li>Provide opportunities for children to work on creative activities in groups or individually</li> </ul>
CA 4.2 Use oral language to describe or explain art	<ul style="list-style-type: none"> <li>Observe, applaud or comment on the work of others</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to positively comment on others' work</li> </ul>
CA 4.3 Use the different elements of creative art	<ul style="list-style-type: none"> <li>Answer questions about own artwork or creative actions ("tell me about your picture")</li> </ul>	<ul style="list-style-type: none"> <li>Encourage children to describe their own work</li> </ul>
CA 4.4 Appreciate listening to a variety of music forms	<ul style="list-style-type: none"> <li>Describe and share opinions about artwork when asked ("what do you think this picture is about?")</li> </ul>	<ul style="list-style-type: none"> <li>Ask children how music or art makes them feel</li> <li>Display children's and professional art throughout the classroom</li> </ul>
CA 4.5 Recognize and name a variety of art forms	<ul style="list-style-type: none"> <li>Choose to work with creative arts materials during choice time</li> <li>Respond to the creative work of others (hum, sway, tap foot)</li> <li>Identify a photo, painting, drawing, statue, etc</li> </ul>	<ul style="list-style-type: none"> <li>Provide a wide variety of creative expressive materials for children's use throughout the day</li> <li>Discuss the various types and characteristics of creative work such as painting, sculpture, photography</li> <li>Provide opportunities and examples of increasingly more complex art forms throughout the year</li> </ul>