

WORK SAMPLES CHECKLIST

Child's Name _____ Dates _____

COMMENTS

Separation

- Separates from adult to do creative work alone
- Works independently without requiring adult presence or direction

Self-Care

- Independently selects materials
- Makes preparations to work (Example: Puts on a smock)
- Uses materials independently
- Cleans up spills, messes
- Writes name on work
- Places finished product in proper place
- Washes and dries hands if necessary
- Replaces materials to storage place

Physical Development

- Controls whole body movement during work
- Controls small muscles to hold tool
- Controls tool to form desired product
- Draws, prints, paints, pastes
- Squeezes glue bottle
- Picks up collage materials
- Manipulates clay or Play Doh
- Cuts with scissors
- Controls body to stay within the space (on the paper, building on a rug, clay on table)

Social Skills

- Represents important people in life and work
- Desires and can work near other children
- Shares materials and supplies
- Engages in positive commentary on other children's work
- Works cooperatively on a joint project

Emotional Development

- Uses art work to express emotions of happiness, anger, fear
- Verbalizes feelings about work
- Enjoys manipulation and creation
- Controls emotions of frustration when work meets difficulties
- Uses the media as a stress release, pounding clay, tearing paper, painting

Speech and Language Development

- Names scribbles, buildings, creations
- Talks about work using vocabulary connected with art materials and design
- Uses language to describe process, intent, and satisfaction with product
- Vocabulary reflects knowledge of shapes (circle, square, triangle, rectangle, lines)

CONTINUED

WORK SAMPLES CHECKLIST (continued)

COMMENTS

Memory and Attention Span

- Includes details in art from memories of experiences
- Focuses attention on project to produce a finished work
- Tunes out distractions of simultaneous play, talk, and work
- Gives attention and makes connections between designs, colors, patterns in environment, and own work

Math and Science

- Includes numerals and quantity in work
- Shows one-to-one correspondence in work designs
- Shows perceptual awareness of color, space, form
- Explores cause and effect and experimentation with variables in art media
(Example: Sees differences in paint when water and sand are added)
- Observes similarities and differences, forming theories and testing them out by manipulating the medium
- Working with clay or liquid—displays knowledge of the concept of conservation
(volume stays the same even though form changes—ball flattened is the same amount)

Literacy

- Includes alphabet letters in art work
- Recognizes the difference between drawing and writing
- Uses creative products as symbols of ideas
- Work illustrates or connects with stories
- Gives attention to art in story books and knows the difference between text and illustrations

Creativity

- Uses materials in a novel way, displaying flexibility in seeing new possibilities in materials
- Explores all facets of the medium
- Draws from experiences to create representations
- Incorporates creativity into other areas of play, constructing with blocks, drawing and constructing in dramatic play, forming designs in sand and other medium
- Demonstrates creativity in secondary awareness (seeing, hearing, touching, smelling, tasting)

Self-Identity

- Displays risk-free attitude in work
- Reveals self in content of work
- Work shows a sense of identity and individuality
- Expresses satisfaction in art work, confident self-esteem
- Portrays self, family, world in creative work
- Work demonstrates child's sex-role identification
- Work shows child moving from egocentric view of self to an awareness of self as part of larger society
- Indicates favorite art medium (singular), media (plural)

Group Time Behaviors

- Participates in cooperative and collaborative work

Interaction with Adults

- Involves adults in art work as (facilitator, participator, director)