

## ***IDAHO EARLY LEARNING EGUIDELINES***

### **GOAL 46: CHILDREN USE CREATIVE ARTS TO EXPRESS AND REPRESENT WHAT THEY KNOW, THINK, BELIEVE, OR FEEL.**

**Domain 4:** General Knowledge

**Sub-Domain:** Creative Arts

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

DOMAIN 4: GENERAL KNOWLEDGE			
SUB-DOMAIN: CREATIVE ARTS			
EXPRESSION AND REPRESENTATION			
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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Responds to light, color, sound, texture, and motion.	<ul style="list-style-type: none"> <li>▪ Seeks visual complexity such as light and dark or strong patterns.</li> <li>▪ Visually tracks moving colorful objects or persons.</li> <li>▪ Gazes at pictures, photographs, and mirrors.</li> <li>▪ Calms to repetition, but shows interest when repetition ceases and a new sensation is offered (e.g. sucks harder on a pacifier, turns toward new sensation, or makes sounds).</li> <li>▪ Mimics sounds, facial expressions, and gestures of another person.</li> <li>▪ Responds with smiles, sounds, or calming to music and when rhythmically moving in caregiver's arms.</li> <li>▪ Responds to preferred and non-preferred textures and sensory experiences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide visual contrasts of colors, patterns, contrast, and light in baby's environment.</li> <li>▪ Imitate and respond to child's sounds and visual cues.</li> <li>▪ Actively describe to child what you see.</li> <li>▪ Make up and sing songs to and with child during daily routines and activities (e.g. "Rain, rain, little clouds" sung to the tune of Twinkle, Twinkle Little Star" or "The wheels on the stroller go bump, bump, bump").</li> <li>▪ Provide visual and tactile textures for child to see and touch.</li> <li>▪ Provide environmental supports during routines that are specific (e.g. mobiles or pictures in the diapering area).</li> </ul>

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6 to 18 Months	Actively seeks out visual, auditory, and tactile stimulation through kinesthetic and sensory exploration.	<ul style="list-style-type: none"> <li>▪ Explores sounds by making changes in pitch and loudness.</li> <li>▪ Mimics sounds, including people, animals, insects, and environmental sounds such as "Boom!"</li> <li>▪ Responds to and initiates experiments with a variety of sound sources such as rattles, bells, or clapping.</li> <li>▪ Uses a variety of movements (hand, feet, full body, and head) to express self.</li> <li>▪ Dances or moves to rhythms.</li> <li>▪ Imitates actions of a person, animal, or object.</li> <li>▪ Uses a variety of art materials (finger paint, markers, crayons).</li> <li>▪ Shows preferences for colors, textures, shapes, and sizes.</li> <li>▪ Tries on clothing, hats, shoes, and simple costumes for play, dancing, or simply for the sake of trying on the item.</li> <li>▪ Recognizes self in mirror, intentionally moving to the reflection.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sing and move rhythmically while holding child.</li> <li>▪ Offer a variety of music for children to hear and to move to.</li> <li>▪ Provide real instruments that are safe for children to touch.</li> <li>▪ Provide safe rattles and other toys that make sounds that are responsive to a child's touch.</li> <li>▪ Provide creative movement activities such as free dance, marching, chanting, imitating animals, recreating actions from favorite stories, and reciting finger plays.</li> <li>▪ If you expect toddlers to sing along or do a particular movement, slow the beat of the rhythm, or sing the verses slowly so the child can participate.</li> <li>▪ Provide open ended toys that foster creativity that can be multi-purpose (blocks, scarves, dress-up clothing that represents more than one theme).</li> <li>▪ Provide simple choices of art medium for exploration (e.g. washable paint, large washable markers, pudding paints).</li> <li>▪ Engage the child in experiments with safe materials such as small amounts of water, colored paper, crayons, markers, flannel, and natural materials such as grass, snow, or safe food items (watch for choking hazards).</li> </ul>

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16 to 38 Months	Uses singing, drawing/painting, and movement to express self and to find meaning in experiences.	<ul style="list-style-type: none"> <li>▪ Uses a variety of materials for tactile experience and exploration (paint, glue, 3-dimensional materials, musical instruments, dance).</li> <li>▪ Participates in messy play activities such as painting, water-play, and building sand structures, without undue stress.</li> <li>▪ Chooses artistic activities some of the time when offered.</li> <li>▪ Explores various ways of moving with or without music.</li> <li>▪ Explores simple songs using voice and/or instruments.</li> <li>▪ Makes up songs and uses the voice as the primary instrument.</li> <li>▪ Engages in pretend play with hats, clothing props, shoes, purses, and other props.</li> <li>▪ Seeks out picture books; especially with photographs of familiar objects or places.</li> <li>▪ Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences.</li> <li>▪ Uses objects for more than one purpose (e.g. big hat used for a baby carrier).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Show appreciation of the child's art by commenting on children's efforts.</li> <li>▪ Take pictures and videos of children's efforts and let them watch them.</li> <li>▪ Model appreciation of art made by people outside the classroom or family.</li> <li>▪ When children create art, and you want to be sure their names are on the art, respect the child's thoughts about where to write their names or narration (e.g. front or back, top or bottom, big or little, child writes letters or teacher writes the letters).</li> <li>▪ Exhibit child's artwork at the children's eye level and in places where the child can view their efforts.</li> <li>▪ Show value of art efforts by assuring that creative arts are represented in everyday plans and schedules.</li> <li>▪ Introduce child to a variety of creative arts and materials and encourage open-ended exploration.</li> <li>▪ Provide opportunities to finger paint and paint with brushes at tables.</li> <li>▪ Provide opportunities to paint with a large brush and one or two colors at a low easel.</li> <li>▪ Provide a variety of live and recorded music.</li> <li>▪ Engage the child in the use of simple musical instruments (e.g. rhythm sticks, drums, and tambourine).</li> <li>▪ Display local and classic art forms from child's cultural background.</li> <li>▪ Provide puppets and suggested story lines for children to mimic and create.</li> <li>▪ Teach children to "piggy back" new songs on tunes they already know ("Twinkle, Twinkle" tune with words that describe sweeping the floor).</li> <li>▪ Offer dress-up clothing in an open box without a lid so that children</li> </ul>

			<p>can create roles and scenarios.</p> <ul style="list-style-type: none"> <li>▪ Offer props to encourage replaying dramas, career play, family scenarios, and community events.</li> <li>▪ Provide creative movement experiences that are structured and unstructured, including toys and materials such as scarves and musical instruments (dancing, animal fantasy, recalling and expanding favorite stories and routines, and finger plays).</li> <li>▪ Provide access to easy clean-up for those children so that issues with “messy” play are easier to dispel.</li> </ul>
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36 to 60 Months	Uses artistic expression and language to communicate emotions and make meaning of experiences.	<ul style="list-style-type: none"> <li>▪ Participates in group music experiences (e.g. songs, finger plays, chants, musical instruments).</li> <li>▪ Sings or hums simple songs using variation in voice and with simple instruments.</li> <li>▪ Repeats some words from an often-repeated song.</li> <li>▪ Makes up simple repetitive songs using the voice as the instrument.</li> <li>▪ Asks to sing a particular song.</li> <li>▪ Takes on roles and offer simple themes in dramatic play activities (e.g. pantomimes movement of familiar things, acts out stories, takes on roles, and reenacts events from own life).</li> <li>▪ Tests out one type of art repeatedly before moving on to another (e.g. painting at easel several days in a row, using different colors, or covering the whole paper with paint).</li> <li>▪ Uses a variety of media and tools to create original works of art.</li> <li>▪ Creates art work with details representing ideas, experiences, and feelings. May tell a story about the artwork or when asked, suggest narration for the artwork.</li> <li>▪ Performs simple elements of dramatic presentation (e.g. bowing, clapping, microphones, audience, actors, stage).</li> <li>▪ Uses clay and other medium to create three-dimensional sculptures or to pound or pull apart to express strong emotion.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Point out and talk about various types of art and materials found in books, photographs, and on the computer.</li> <li>▪ Each day, plan for creative art activities.</li> <li>▪ Provide structured and unstructured creative art activities.</li> <li>▪ Offer a variety of materials for free form creations (e.g. watercolors, collage materials, paints, paper, scissors, glue, crayons).</li> <li>▪ Provide space, time, materials, and a place for storing incomplete artistic products.</li> <li>▪ Offer space, time, and intentional planning for dance, murals, clay, dramatic creation, marching, and chanting.</li> <li>▪ Provide a variety of supplies, time, and space for artistic exploration and expression.</li> <li>▪ Involve child in diverse musical activities (song, dance, rhythm, and playing musical instruments) from his/her own and other cultural backgrounds.</li> <li>▪ Seek children’s permission and suggestions for displaying their creative art efforts.</li> <li>▪ Have a digital camera always ready to document children’s creative efforts. Make a file that includes a sequence showing beginning to final products.</li> </ul>

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<p><b>60 Months through Kindergarten</b></p>	<p>Displays a repertoire of skills for using tools for art, music, and words to express knowledge, thoughts, and feelings.</p>	<ul style="list-style-type: none"> <li>▪ Responds to and creates music and rhythms to express thoughts, feelings, and energy.</li> <li>▪ Expresses feelings and ideas using art, music, drama, and movement.</li> <li>▪ Uses simple instruments such as rhythm sticks, tambourines, or drums to create rhythm, beat, and patterns.</li> <li>▪ Shows interest in more complicated instruments (e.g. guitar, keyboards, marimba, drums).</li> <li>▪ Makes up songs, rhyming verses, repetitive rhythmic patterns, and story lines to tell and retell events and express feelings.</li> <li>▪ Plans and works alone and with others in a variety of art projects.</li> <li>▪ Shows persistence and elaboration when engaging in artistic projects.</li> <li>▪ Uses poetry as a springboard to drama.</li> <li>▪ Illustrates ideas then dictates narration for the picture.</li> <li>▪ Uses novel ways to use objects and media for creative expression (e.g. combining paper cups, collage scraps, and carpentry to make a mobile).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Offer an assortment of art materials in readily available spaces and places.</li> <li>▪ Provide time and space for artistic expression daily.</li> <li>▪ In curriculum planning, assure that creative arts are included for both structured and unstructured activities.</li> <li>▪ Intentionally plan for creative arts activities both indoors and outdoors.</li> <li>▪ Display art projects completed by child, as well as copies of classic art, if possible.</li> <li>▪ Take child on trips to museums and community centers to view what other people have created and to share ideas and feelings about art. Offer reproductions and art books when museums are not available.</li> <li>▪ Take child to music, dance, and theatre performances.</li> <li>▪ Develop a classroom stage for children’s presentations. Include digital videos, microphones, and curtains for an environment that encourages performance.</li> <li>▪ Encourage child to draw, paint, sing, or move the way he/she feels.</li> <li>▪ Introduce child to more complex musical instruments (guitar, piano) and instruments from diverse cultures.</li> <li>▪ Display children’s efforts for dictation and illustrations of ideas, stories, and events in public settings and in a child’s personal portfolio.</li> <li>▪ Read aloud original and classic poetry to children, varying tone and cadence as you read.</li> <li>▪ Teach children to write and recite their own poetic rhyming or prose.</li> </ul>