

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

### **GOAL 47: CHILDREN DEMONSTRATE UNDERSTANDING AND APPRECIATION OF CREATIVE ARTS.**

**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  |  |   |   |
| UNDERSTANDING AND APPRECIATION   |  |   |   |
| GOAL 47: CHILDREN DEMONSTRATE UNDERSTANDING AND APPRECIATION OF CREATIVE ARTS. |  |   |   |
| Age Range  | Developmental Growth                         | Child Indicators  | Caregiver Strategies  |
| Birth through 8 Months   | Responds reflexively to sensory stimulation. | <ul style="list-style-type: none"> <li>▪ Turns toward sounds, tones, voices, music, colors, and shapes.</li> <li>▪ Interacts with others through touch and motion.</li> <li>▪ Reacts to changes in light, sound, color, texture, and movement.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Be mindful of the visual and auditory environments in a child's near environment.</li> <li>▪ Offer variation in light, sounds, and touch.</li> <li>▪ Protect baby's eyes and ears from bright lights and very loud sounds, so that exploring with senses is pleasant and stimulating, rather than frightening and painful.</li> <li>▪ Regularly vary the range and rhythms of sounds in the child's environment (e.g. singing, speaking, and humming).</li> <li>▪ Move to a variety of rhythms with the child in arms.</li> <li>▪ Provide visual stimulation with a variety of colors, patterns, and pictures within child's visual spaces.</li> <li>▪ Plan a stimulating sensory environment near the floor, as children have floor time and begin sitting on the floor or creeping/crawling.</li> <li>▪ Provide a range of textures for child to safely explore.</li> <li>▪ Show your enjoyment of music and participation in musical activities around child (sing aloud).</li> </ul> |

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| Age Range  | Developmental Growth  | Child Indicators  | Caregiver Strategies  |
| 6 to 18 Months   | Responds to visual, auditory, and tactile stimulation with kinesthetic and sensory exploration. | <ul style="list-style-type: none"> <li>▪ Explores pictures, books, or structures that represent dance, music, theatre, and visual arts.</li> <li>▪ Moves to rhythms and songs.</li> <li>▪ Seeks repetition of familiar songs and rhythmic patterns.</li> <li>▪ Responds to changing light, colors, patterns, and textures.</li> <li>▪ Shows interest in tactile experiences that include sand, water, mud, varying temperatures, soft or hard surfaces, and textured surfaces and objects.</li> <li>▪ Shows interest in art materials (e.g. crayons, markers, pens, paints, paper, notebooks).</li> </ul> | <ul style="list-style-type: none"> <li>▪ Provide an intentionally planned aesthetic environment.</li> <li>▪ Expose child to music from a variety of cultures and styles (jazz, rock, bluegrass, world beat, Latin, classical).</li> <li>▪ Take exploration walks and take time to point out and examine shapes, color, and light in the immediate environment. Plan plenty of time for children to look and touch.</li> <li>▪ Comment aloud when you see interesting colors, pictures, or a stimulating view.</li> <li>▪ Provide low intensity flashlights in a darkened room for children to see the interplay of light.</li> <li>▪ Provide a variety of cultural images within the child's environment.</li> <li>▪ Model and hold children as you dance and move with the child.</li> <li>▪ Provide daily opportunities for child to work with and explore art materials, including materials from nature and traditional art materials.</li> <li>▪ Offer time and opportunity for children to simply explore art medium without expectation of a finished, discernible picture.</li> </ul> |

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| Age Range  | Developmental Growth  | Child Indicators  | Caregiver Strategies  |
| 16 to 38 Months  | Explores tools and materials to create with light, color, image, music, movement, and textures. | <ul style="list-style-type: none"> <li>▪ Observes and responds to artwork produced by other individuals and/or cultures.</li> <li>▪ Imitates others' movements after participating in or watching them perform games, dances, or songs.</li> <li>▪ Exhibits interest when watching music, dance, or theatre performances by other individuals.</li> <li>▪ Identifies favorite storybook characters.</li> <li>▪ May show interest and work with different art materials like play dough, crayons, markers, scissors, pens, paper, notebooks, and book making.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Engage child in daily musical activities, games, instruments, singing, and books.</li> <li>▪ Maintain the classroom with eye appealing displays of beautiful pictures, items from nature, and works of art.</li> <li>▪ Offer natural items for exploration and creation and decomposing (e.g. leaves, rocks, bark, shells, grasses, fruits and vegetables, and various soils).</li> <li>▪ Display the work of artists through prints, posters, paintings, and books from child's own and other cultural backgrounds.</li> <li>▪ Display children's artwork at their eye level.</li> <li>▪ Provide multiple opportunities for child to listen to music of all cultures and styles.</li> <li>▪ Provide multiple opportunities for child to dance and move to music of many cultures.</li> <li>▪ Provide opportunities for child to work with and explore art materials such as natural materials, art materials such as paint, clay, and glue, and open-ended materials such as paper cups, sponges, and collage items.</li> </ul> |

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| Age Range  | Developmental Growth  | Child Indicators   | Caregiver Strategies   |
| 36 to 60 Months  | Responds to and creates symbolic and representation art, music, dance, and dramatic themes. | <ul style="list-style-type: none"> <li>▪ Watches and mimics other children as they create art (e.g. sees a child dancing, and then tries to mimic the dance steps).</li> <li>▪ Listens attentively at a concert, play, or puppet show.</li> <li>▪ Hums, sings, or moves to the rhythm of recorded music.</li> <li>▪ Explores and participates in various expressions of art (e.g. music, drama, visual art, sculpture).</li> <li>▪ Uses art materials such as paint, markers, clay, glue, scissors, and paper for process and artistic expression.</li> <li>▪ Notices various forms of art found in own environment.</li> <li>▪ Wonders about or asks questions about works of art, paintings, songs, dance, and theatre.</li> <li>▪ Plays creatively with “dress up,” clothes, costumes, and uniforms that are typical of the roles and people in their everyday life.</li> <li>▪ Attempts to imitate and portray favorite characters in shows or books.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Attend and view live musical performances with children.</li> <li>▪ Daily, provide a range of art materials, times, and places and spaces for visual arts.</li> <li>▪ Engage the child in various forms of dramatic expression (puppetry, story-telling, dance, plays, pantomime, theater).</li> <li>▪ Offer pictures and posters of people in rich costume and pictures of rich cultural art. Place these near art areas, dramatic play areas, and music areas.</li> <li>▪ Engage child in the observation and expression of what was seen when watching people from a variety of cultures creating art.</li> <li>▪ Invite artists to the classroom to create their particular type of art.</li> <li>▪ Provide opportunities for child to explore various art media independently after seeing professional artists using art materials.</li> <li>▪ Talk with children about creating pictures, songs, or drama, and give them time, props, and encouragement, rather than making a model for them to copy.</li> <li>▪ Involve child in musical experiences that reflect diverse cultures (singing, dancing, listening, acting).</li> <li>▪ Arrange for long-term art projects (mural, beading, music, dance, weaving, carving, and mask-making) with guest artists from child’s own and other cultural backgrounds.</li> <li>▪ Engage children in singing and music daily.</li> </ul> |

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| Age Range  | Developmental Growth  | Child Indicators   | Caregiver Strategies  |
| 60 Months through Kindergarten   | Chooses and expresses opinions about aesthetic likes and dislikes, recognizes familiar cultural forms, and is willing to explore new forms. | <ul style="list-style-type: none"> <li>▪ Describes all art forms and considers potential intentions of the artist.</li> <li>▪ Appreciates the artistic creations of others; the skill of a dancer; or someone's ability to play a musical instrument, sing, or act.</li> <li>▪ Exhibits excitement when a picture or sculpture reminds him/her of people, objects, or events in own life.</li> <li>▪ Comments on the artwork of other children, asking simple questions about methods used and noticing details.</li> <li>▪ Demonstrates understanding of artistic roles in pretend play scenarios (e.g. pretends to be a ballerina or painter).</li> <li>▪ Communicates preferences in types of artistic activities.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Provide an environment that is aesthetically pleasing, with attention to color, light, clutter, and structures.</li> <li>▪ Take child on field trips to museums or street fairs and encourage child to identify his/her favorite painting or object and discuss why.</li> <li>▪ Talk about feelings and opinions after seeing a performance or looking at a piece of art.</li> <li>▪ Provide child with experiences of art forms and performing groups from their own and other cultural backgrounds.</li> <li>▪ Expose children to dance, musical and theatre events, and performances (e.g. community programs, school performances, fairs, and traditional cultural presentations).</li> <li>▪ Provide children with time, space, and materials to re-create their own expression following a performance, film, or art event.</li> <li>▪ Offer opportunities for children to explore and create art, music, and drama in everyday classroom activities.</li> <li>▪ Invite performing artist to the classroom, and have them perform for the children (e.g. an artist creates a canvas painting from start to finish during work time; a ballerina comes in warm-up suit, applies makeup and adds tutu, then dances a ballet; a sculptor creates a piece from beginning to end).</li> </ul> |