

Family and Child Education (FACE) Preschool Standards

Creative Arts



Creative Arts nurture a child’s spirit and spark imagination. Expression of ideas, thoughts, emotions, and creativity are a few of the positive outcomes of providing preschool children with Arts experiences. It is important for teachers and parents to understand that art for young children is more about process than a final product. Through that process of self-expression, children discover and inquire and learn in a variety of ways. They may ponder such questions as, “What happens when I mix these two colors?” or “How tall can I build this structure?” or simply delight in the act of twirling around the room with a colorful scarf, feeling the rhythm and beat of the music.

The standards for Creative Arts encompass a wide spectrum of creativity and imagination that can occur in an early childhood classroom. These standards are a broad overview of Art, Music, Movement and Dramatic Play. Notice direct connections to all of the other standards – for example, Science (mixing colors), Physical (movement), Social Studies (dramatic play), Math (counting beats and rhythm), Language and Literacy (singing songs), Social-Emotional (rocking a baby doll, pretending to read to a teddy bear).

Creative Arts are not frivolous or “extra” activities for children, they are essential. Creative activities are also cultural in nature. Celebrate that creativity and your child’s Native culture in the classroom everyday. Plan creative experiences for children within the context of their daily routine.

Materials for creative arts experiences are important. Provide a variety of materials for children to explore and manipulate – real, natural and found materials (bottle caps, cotton balls, sticks, boxes, an old toaster) – and store them in accessible areas all over the classroom. Items for creative play need to be accessible for children. Paint, brush and paper on the easel says, “Come paint.” Real objects in the House Area – an old curling iron, Grandma’s aprons, a worn pair of cowboy boots, empty food containers – say, “Let’s pretend.” Scarves and tambourines and drums and kazoos and streamers in a special basket say, “Come dance and play music.”

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Invite parents to share their creativity! Talk to them about the importance of passing on dance, music, art and play to their children. Provide some Parent Time activities for parents to explore their own creativity, too. Use PACT Time and other family-together times for parents and children to enjoy art.

The *Creative Arts Standards* are organized as follows:

- Art
- Music
- Movement
- Dramatic Play

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Art

Creating Art

Standard 1. Uses a variety of materials, media, tools, techniques and processes to explore and create.

Indicator	Examples
<p>1.1 Uses a variety of materials, media, tools and processes to create works of art.</p>	<p>The child:</p> <ul style="list-style-type: none"> • Uses paint on different objects, such as rocks, leaves, milk cartons, to create a project. • Uses marbles to move paint across paper while painting. • Mixes two colors of play dough in sculpture. • Knows and identifies colors when using in an art project. • Braids three pipe cleaners together for hair for a portrait. • Uses sidewalk chalk to draw lines and circles. • Draws a picture of family with clothes and facial features. • Paints a picture about her Grandma’s birthday party and shares the story.

Examples of materials and media include: paper, rocks, sand, clay, plaster, glue, fabric, fibers, sticks, dried plants, salt, dough, crayons, markers, paint, chalk, pipe cleaners, straws, plastic lids, popsicle sticks, newspaper, magazines, cardboard, shredded paper, paper towel cylinders, wood scraps, Styrofoam, and many varieties of found art.

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Examples of tools include: brushes, straws, sponges, sticks, fly swatters, cotton swabs, stampers, scissors, fingers and hands, rollers, cookie cutters, staplers, tape dispensers, hole punches, flowers, pencils, markers, crayons, ink pads, stickers.

Examples of techniques and processes include: scribbling, drawing, writing, painting, printing, using the computer, collage, building, weaving, stringing, braiding, cutting, bending, folding, tearing, stapling, gluing, tying, taping, stamping, punching, stacking, mixing.

Art in Context

Standard 2. Uses art to make sense of the environment and community.

Indicator	Examples
2.1 Participates in creative art activities that are a part of the child’s home community or culture.	<p>The child</p> <ul style="list-style-type: none"> • Draws a picture and tells a story about a recent Pow Wow. • Strings beads to wear as a necklace. • Draws animals or symbols used in his Native culture. • Child creates a weaving with sticks and yarn.
2.2 Relates models, pictures and drawings to real places and things	<p>The child</p> <ul style="list-style-type: none"> • Makes a map on the computer to his house and shows the teacher, “This is where I live.”

Art as Inquiry

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Standard 3. Reflects upon, describes and analyzes his work and the work of others.

Indicator	Examples
<p>3.1. Expresses creative and personal choices when engaging in, responding to, and sharing art activities.</p>	<p>The child</p> <ul style="list-style-type: none"> • Tells a story about a picture he drew. • Takes time to make choices about paper, paint colors, and types of brushes to use for a painting. • Child responds to others art, saying, “That picture has a lot of blue in it.” • Creates a block tower and says, “I am bigger than this tower.” • Says, “I like the way you made that” or “I think that needs more green dough there.”
<p>3.2 Changes the shape and arrangement of objects (wrapping, twisting, stretching, stacking) to make something new.</p>	<p>The child</p> <ul style="list-style-type: none"> • Breaks up Styrofoam pieces and glues to paper plates. “Here is some corn.”

Music

Creating Music

Standard 4. Uses a wide variety of instruments, techniques and music to explore and create.

Indicator	Examples

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<p>4.1 Explores and experiments with a variety of musical instruments, vocalizations, or sounds.</p> <p>4.2 Explores and experiments with instruments of his American Indian culture.</p>	<p>The child</p> <ul style="list-style-type: none"> • Using maracas, rattles, rainsticks, claves or tambourine, child keeps time with music. • Uses a tin pie pan and spoon to make a drum. • Participates in group rhythm instrument activities. • Makes choices of instruments. • Child makes up her own verse and movements to a favorite tune/song. • Joins in at Circle or large group times to repeat rhymes, do finger plays, and sing songs. • Makes up new words to a rhyme, creating silly endings. “Jack and Jill went up the hill to fetch a pail of milk!” • Chooses songs, rhymes, instruments to perform with the group and becomes a leader in performance. • Participates in community or tribal music experiences, such as Pow wow.
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Music in Context

Standard 5. Uses music to make sense of the environment and community.

Indicator	Examples
<p>5.1 Listens, participates in, and responds to different types of music (pop, classical, jazz, Native American chants, bluegrass, lullabies, marches, country).</p>	<p>The child</p> <ul style="list-style-type: none"> • Rocks a baby doll when she hears a Native lullaby. • Says, “I like the music with the drums in it.”

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	<ul style="list-style-type: none"> • Creates own dance while listening to music • Twirls a scarf back and forth in the air and sings and moves to the music.
5.2 Creates music that expresses the experiences of own culture and culture of others.	<p>The child</p> <ul style="list-style-type: none"> • Joins in the Pow Wow humming to a song or keeping time with the rhythm. • Makes up own words or melodies to a new song while listening to Native American music.

Music as Inquiry

Standard 6. Responds to music through various means.

Indicator	Examples
6.1 Talks about, responds to, and describes music created by self and others.	<p>The child</p> <ul style="list-style-type: none"> • Talks about favorite music. “I like that Sponge Bob song best.” • Says, “I don’t like country music.” • Asks what instrument makes that low sound. Says, “Sounds like thunder.” • When asked, “What shall we sing today?” frequently expresses favorite songs to sing or musical instruments to play. • Says, “I hear the drums in that song. Do you hear them? They go, drum, drum, drum.”

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Movement

Creative Movement

Standard 7. Moves in a variety of ways to explore and create.

Indicator	Examples
71. Uses creative movement to express ideas, experiences, or feelings.	The child <ul style="list-style-type: none">• Says, “I’m dancing slow today because I’m sad.”• Says, “The music is fast, let’s dance faster and faster!”• Child marches, slowing down or speeding up with the music.• Helps the teacher think of new ways to move to a familiar chant.
7.2 Participates in group movement and dance experiences.	The child <ul style="list-style-type: none">• Eagerly joins in movement and dance activities and helps make choices of activities.
7.3 Shows growth in moving in time to different patterns of beat and rhythm in music.	The child <ul style="list-style-type: none">• Using bells or a drum, keeps time with the rhythm on a Native American song on CD.• Begins to keep a steady beat when drumming or using rhythm sticks, particularly using two hands.

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Creative Movement in Context

Standard 8. Uses creative movement to make sense of the environment and community.

Indicator	Examples
8.1 Joins in dance and movement activities that are part of the home community and culture.	The child <ul style="list-style-type: none">• Joins in the Pow Wow dance using hoops.• Uses ribbons to experiment with rhythms while listening to Native American music.• Imitates the dance steps of adults during a Native dance.

Creative Movement as Inquiry

Standard 9. Responds to creative movement through various means.

Indicator	Examples
9.1 Responds to and describes dance and creative movement of self and others.	The child <ul style="list-style-type: none">• Says, “I like the way the dancer turns on her toes.”• Says, “I want to wear my jingle dress and dance the way my sister does.”

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Dramatic Play

Creating Dramatic Play

Standard 10. Uses dramatic play and props to explore and create.

Indicator	Examples
<p>10.1 Participates in a variety of dramatic play activities that become more extended and complex.</p>	<p>The child</p> <ul style="list-style-type: none"> • Sets up a store and invites friends to “go shopping.” • Pretends to be a teacher and reads a book to the stuffed bear. • Plays the wolf in “The Three Little Pigs.” • Says, “My grandfather told me a story about the wind. I’ll be the wind.” • Plays a daddy and a baby by changing his voice.
<p>10.2 Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</p>	<p>The child</p> <ul style="list-style-type: none"> • Says, “I’ll be the doctor and the nurse. You be the patient.” • Orders a cheese pizza and reaches into his pocket for imaginary money to pay for the meal. • Pretends to put on a hat and coat to go outside.

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Dramatic Play in Context

Standard 11. Uses dramatic play to make sense of environment and community.

Indicator	Examples
<p>11.1 Participates in dramatic play situations that reflect the routines, rituals, and celebrations of the school, community and culture.</p>	<p>The child</p> <ul style="list-style-type: none"> • Pretends to be a teacher and reads a story to doll. • Pretends to cook dinner, serve it, and wash the dishes. • Says, “We’re going to the tribal house to pick up grandpa, want to come?” • Says, “I’m making a pot, like my mom.” • Says, “We’re going to town to sell our jewelry. What can we use as jewelry? This yarn will work.” • Pretends to be a store clerk and rings up purchased items and puts them in a bag. • Dramatizes participating in a Pow Wow. • Asks friends to join him in making tamales using play dough.

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Dramatic Play as Inquiry

Standard 12. Responds to dramatic play experiences.

Indicator	Examples
12.1 Adds details and new elements to dramatic play situations over time.	The child <ul style="list-style-type: none">• Gets more props for her friends. “We need more nails to build this house.” Uses pipe cleaners.• Listens as friends plan what they are going to do.• Says, “You can be the wolf today. I can be the pig.”
12.2 Makes observations during role-playing characters (human or animal) in a variety of imaginary settings.	The child <ul style="list-style-type: none">• Laughs at a funny incident.• Applauds other children’s performances.