

Strand Topic: Creative Expression / Aesthetic Development

A: Invention and Imagination- children’s increasing ability to imagine, create, invent, and participate in an array of open-ended activities.¹

Essential Question: How do young children express creativity and experience beauty?¹

Standard (Indicator)	Concepts and Competencies (Skills/ Sequencing and Pacing) <i>The Learner Will ...</i>	Supportive Practices (Learning Experiences) <i>The Adult Will ...</i>	Materials and Resources	Possible Assessments
Uses words, their bodies, objects, and/or materials for self-expression. ¹	<ul style="list-style-type: none"> • Express themselves through words and body language. 	<ul style="list-style-type: none"> • Model vocal and body expression while reading. • Discuss and demonstrate body language. • Help learners pair body language with words and tone of voice. • Provide experiences where learners can express themselves freely. 	<ul style="list-style-type: none"> • Books that can be read dramatically • Various art materials • Directed creative play • Free play opportunities 	<ul style="list-style-type: none"> • Gallops across the yard like a horse • Participates in vocal or body expression while reading books
Creates stories and pictures. ¹	<ul style="list-style-type: none"> • Use imagination to create stories and pictures. • Demonstrate the use of imagination by creating drawings and telling his or her own stories. 	<ul style="list-style-type: none"> • Provide time for the learner to be creative through drawing, painting, and playing with different materials. 	<ul style="list-style-type: none"> • Paper, paints, brushes crayons markers • Dress up clothes • Blocks or building materials or play sets 	<ul style="list-style-type: none"> • Learner uses color, shape and texture to create a design • Is able to verbally convey the meaning or story about their creative experience.

			<ul style="list-style-type: none"> • Story prompts 	
Engages in pretend play. ¹	<ul style="list-style-type: none"> • Demonstrate imagination through play. 	<ul style="list-style-type: none"> • Provide resources for learners to engage in pretend play. • Discuss the difference between real and pretend or “make believe.” 	<ul style="list-style-type: none"> • Puzzles • Dress up clothing • Play sets (food, school supplies, blocks, house, etc.). • Free play 	<ul style="list-style-type: none"> • Picking up a pretend phone and engaging in conversation • Invites another learner to play a pretend game such as house or school.
Participates in creative movement and singing. ²	<ul style="list-style-type: none"> • Participate in song and movement activities. 	<ul style="list-style-type: none"> • Provide music and instruments for learners to use while playing and dancing. 	<ul style="list-style-type: none"> • Music instruments and an area where everyone can dance 	<ul style="list-style-type: none"> • Learners will actively participate in creative movement and singing
Engages in dramatic play. ²	<ul style="list-style-type: none"> • Engage in dramatic play. 	<ul style="list-style-type: none"> • Introduce learners to plays. This could be through the use of a puppet theatre. • Provide learners with opportunities to engage in dramatic play. This could be accomplished by reading a story and encouraging learner to act it out or by using real life social-emotional scenarios. 	<ul style="list-style-type: none"> • Dress up clothing • Puppets • Books 	<ul style="list-style-type: none"> • Learners will show their ability to engage in various dramatic play for at least 5 minutes.
Approaches activities with flexibility and	<ul style="list-style-type: none"> • Approach activities with flexibility and 	<ul style="list-style-type: none"> • Explain the importance of flexibility and how 	<ul style="list-style-type: none"> • Games in which learners will lose, be excluded, or 	<ul style="list-style-type: none"> • When given an activity learners will

inventiveness. ²	inventiveness.	<p>sometimes things change.</p> <ul style="list-style-type: none"> • Provide opportunities in which learners need to be flexible. • Reward learners who are able to demonstrate flexibility. • Demonstrate how inventiveness and flexibility can work together to create a solution. • Provide encouragement and support to learners when working through a situation in which flexibility and inventiveness are needed. 	<p>challenged to find an inventive solution</p> <ul style="list-style-type: none"> • Group work • Age appropriate problem solving challenges 	<p>demonstrate flexibility and inventiveness</p>
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B: Curiosity - children’s ability to explore the world with a sense of joy, confidence, and wonder.¹

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Expresses curiosity. ¹	<ul style="list-style-type: none"> • Verbally express thoughts and questions. • Notice, wonder or make observations about presented materials. (e.g. Notices that it is darker when the sun goes behind a cloud. Wonders, “Why do leaves fall off of trees?”). • Practice noticing similarities and distinctions with peers. • Acknowledge similarities and distinctions verbally (questions or statements) or nonverbally (smiles, engages in activities of further exploration). 	<ul style="list-style-type: none"> • Expose learners to stimuli and demonstrate how to form questions about what they are experiencing. • Expose learners to stimuli and ask them to verbalize observations and questions. • Ask learners to compare and contrast pairs or groups of items. 	<ul style="list-style-type: none"> • Group activities where the focus is to wonder about and generate questions about a presented item. • Pictures of antonyms and synonyms. 	<ul style="list-style-type: none"> • Observations

<p>Sustains work on age-appropriate, interesting topics of study.²</p>	<ul style="list-style-type: none"> • Identify areas of interest. • Engage in play or work in areas of interest. • Remain on task, asking questions as needed, while working on a task/topic of interest. 	<ul style="list-style-type: none"> • Demonstrate how to ask questions. • Introduce learners to science experiments, and experimental inquiry in general • Allow free play time. • Present art projects with various mediums. 	<ul style="list-style-type: none"> • A variety of free play materials. 	<ul style="list-style-type: none"> • Observations
<p>Explores principles and elements of art on its most basic level.²</p>	<ul style="list-style-type: none"> • Explore using different art materials and mediums to make structured projects. • Explore using different materials and mediums to make creations from their own imagination. 	<ul style="list-style-type: none"> • Provide structured art projects. • Provide unstructured art projects or free choice with different art materials. 	<ul style="list-style-type: none"> • Provide a variety of art materials. 	<ul style="list-style-type: none"> • Observations • Work samples

C: Appreciation- children’s *attention* to different sensory characteristics, and their emerging *ability to distinguish details*.¹

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Makes up songs and rhythms. ¹	<ul style="list-style-type: none"> • Sing a song about what they are doing. 	<ul style="list-style-type: none"> • Use a drum or triangle to model and mimic the beat of the child’s song. 	<ul style="list-style-type: none"> • Simple musical instruments 	<ul style="list-style-type: none"> • Ask the child to sing their song again and note similarities and differences
Appreciates, displays, and describes their own work. ¹	<ul style="list-style-type: none"> • Create a drawing of themselves doing something they enjoy doing and discuss their picture. 	<ul style="list-style-type: none"> • Encourage learner to talk about their artwork and provide a variety of art materials as well as a place for children to display their work. 	<ul style="list-style-type: none"> • Art supplies 	<ul style="list-style-type: none"> • Children are able to draw, discuss, and feel comfortable displaying their artwork
Notices the creative expression of others. ¹	<ul style="list-style-type: none"> • Look at art displays in classroom and discuss these with peers. 	<ul style="list-style-type: none"> • Model appropriate language for learners-how to compliment others and not criticize. 	<ul style="list-style-type: none"> • Display area for children to hang their artwork 	<ul style="list-style-type: none"> • Children are able to speak kindly and respectfully to one another when discussing one another’s artwork
Explores and recognizes beat, rhythms, and a variety of musical genres. ²	<ul style="list-style-type: none"> • Demonstrate their perception and understanding of concepts such as “fast, slow, loud, and soft.” 	<ul style="list-style-type: none"> • Use explicit vocabulary to teach the elements of music and movement. Call attention to changes in music as children are listening. 	<ul style="list-style-type: none"> • A variety of rhythm instruments and recorded music 	<ul style="list-style-type: none"> • Children are able to reproduce movements and rhythms modeled by teacher. Children are able to use musical vocabulary to discuss their experiences.

<p>Responds to artistic creations or events.²</p>	<ul style="list-style-type: none"> • Participate in teacher – guided use of rhythm instruments. Dance to a variety of types of music. Develop awareness of their body in space in relation to others during movement 	<ul style="list-style-type: none"> • Will encourage learner to discuss their experiences. Will provide opportunities for individual and group activities in using rhythm instruments and in dance 	<ul style="list-style-type: none"> • A variety of rhythm instruments and recorded music. Visual representations – multimedia examples of music and dance 	<ul style="list-style-type: none"> • Ask learners what they liked and disliked about their experiences- what they found easy, difficult, fun
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D: Variety – children’s awareness and use of a *range* of materials and activities to express themselves.¹

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Expresses ideas and feelings in a variety of ways. ¹	<ul style="list-style-type: none"> • Point to a picture of a crying child when asked, “What’s the matter?” • Complete a difficult puzzle and yell out “I did it!” • Stomp his or her feet and say, “I’m mad!” • Bring a picture of a flower to an adult and say, “I love you.” 	<ul style="list-style-type: none"> • Model responding to situations in a variety of ways. • Encourage a variety of responses from children (e.g., “I noticed you’re smiling ... can you say how you’re feeling?”). 	<ul style="list-style-type: none"> • Books and interactions that focus on expressing oneself in a variety of ways 	<ul style="list-style-type: none"> • Observation
Uses and finds humor in a widening variety of situations. ¹	<ul style="list-style-type: none"> • March around the room to show off an array of inside-out clothing. • Repeat a series of knock-knock jokes with glee. • Playfully “hide” an 	<ul style="list-style-type: none"> • Provide opportunities for “silliness” in play, paired with words used for humor such as “That’s funny,” or “That was a funny joke!” • Ensure that the limits of 	<ul style="list-style-type: none"> • Stories and games that include humor and jokes 	<ul style="list-style-type: none"> • Observation

	object and giggle as the owner “looks” for it.	humor are conveyed through discussion and modeling (i.e., hiding someone’s belonging to be funny vs. hiding it to be mean, etc.).		
Uses a variety of art materials for tactile experience, exploration, and expression. ²	<ul style="list-style-type: none"> • Change words or tune of familiar songs to make new songs. • Use traditional and nontraditional supplies (e.g., egg cartons, pebbles, a shoe box) for both play and for creative expression. 	<ul style="list-style-type: none"> • Create opportunities for children to express themselves through a variety of art and music forms. • Encourage learners to experiment with different ways to use an object (e.g. “What could we make with this big box?”). 	<ul style="list-style-type: none"> • A wide variety of traditional and nontraditional art and music supplies 	<ul style="list-style-type: none"> • Work Samples
Uses a variety of technologies for producing or performing works of art. ⁵	<ul style="list-style-type: none"> • Explore musical instruments. • Use instruments to accompany music. • Use age-appropriate digital media applications to create music and art. • Use a variety of props to enhance movement activities (e.g., scarves, bean bags, ribbons). 	<ul style="list-style-type: none"> • Provide opportunities for children to explore a variety of technologies. • Provide a variety of props for play, art projects, and musical expression and movement. • Engage a local expert as a guest speaker/teacher. 	<ul style="list-style-type: none"> • Age appropriate technology such as voice and video recorders. • Age appropriate software (e.g., Crayola Art Studio, Kid Pix 3 Deluxe, Blues Clues Art Time Activity). • A variety of musical instruments and performance props. 	<ul style="list-style-type: none"> • Work Samples

	<ul style="list-style-type: none"> • Use recording devices (e.g., voice and/or video recorders) to capture music and/or movement performances. 			
Recognize and name a variety of art forms. ⁵	<ul style="list-style-type: none"> • Identify a photo, painting, drawing, dance, and songs. 	<ul style="list-style-type: none"> • Display children’s and professional art throughout the classroom at eye level. • Discuss the various types and characteristics of photography, painting, dance, performance. 	<ul style="list-style-type: none"> • Examples of student and professional photos, drawings, dances, and songs. 	<ul style="list-style-type: none"> • Observation

¹ New Hampshire Early Learning Curriculum Guidelines and Preschool Child Outcomes for Young Children with Disabilities, ages 2-5. (PTAN, 2005).

² New Hampshire Kindergarten Readiness Indicators (NH DOE, 2013).

³ Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten (Pennsylvania Department of Human Services and Pennsylvania Department of Education, 2013).