



Creative Arts (CA)



The creative arts include the visual arts (drawing, painting, ceramics, sculpture, printmaking, fiber, and multimedia), instrumental and vocal music, creative movement, and dramatic play (puppetry, storytelling, mime, and role playing). Support for children’s creative development is essential to foster their appreciation of the arts and their competence, self-reliance, and success. Children’s learning in all domains is enhanced by the integration of the creative arts with other areas of the curriculum. Teachers who encourage creativity nurture self-esteem and mutual respect. Children whose questions, individuality, and originality are honored see themselves as valued persons who can succeed in school and life.

1. Early Learning Expectation: Visual Arts. Children show how they feel, what they think, and what they are learning through experiences in the visual arts.

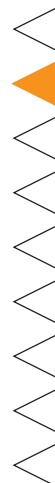
Emerging Indicators:

1. Use their own ideas to draw, paint, mold, and build with a variety of art materials (e.g., paint, clay, wood, materials from nature such as leaves).
2. Begin to plan and carry out projects and activities with increasing persistence.
3. Begin to show growing awareness and use of artistic elements (e.g., line, shape, color, texture, form).
4. Create representations that contain increasing detail.

2. Early Learning Expectation: Instrumental and Vocal Music. Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences.

Emerging Indicators:

1. Participate in musical activities (e.g., listening, singing, finger plays, singing games, and simple performances) with others.
2. Begin to understand that music comes in a variety of musical styles.
3. Begin to understand and demonstrate the components of music (e.g., tone, pitch, beat, rhythm, melody).
4. Become more familiar with and experiment with a variety of musical instruments.



3. Early Learning Expectation: Movement and Dance. Children show how they feel, what they think, and what they are learning through movement and dance experiences.

Emerging Indicators:

1. Can respond to selected varieties of music, literature, or vocal tones to express their feelings and ideas through creative movement.
2. Begin to show awareness of contrast through use of dance elements (e.g., time: fast/slow; space: high/middle/low; energy: hard/soft).
3. Begin to identify and create movement in place and through space.

4. Early Learning Expectation: Dramatic Play. Children show how they feel, what they think, and what they are learning through dramatic play.

Emerging Indicators:

1. Grow in the ability to pretend and to use objects as symbols for other things.
2. Use dramatic play to represent concepts, understand adult roles, characters, and feelings.
3. Begin to understand components of dramatic play (e.g., setting, prop, costume, voice).
4. Contribute ideas and offer suggestions to build the dramatic play theme.
5. Begin to differentiate between fantasy and reality.



5. Early Learning Expectation: Aesthetic Appreciation. Children develop rich and rewarding aesthetic lives.

Emerging Indicators:

1. Develop healthy self-concepts through creative arts experiences.
2. Show eagerness and pleasure when approaching learning through the creative arts.
3. Show growing satisfaction with their own creative work and growing respect for the creative work of others.
4. Can use alternative forms of art to express themselves depending on the avenues available to them (e.g., through the visual arts, if hearing impaired; through listening to music, if physically impaired).
5. Are comfortable sharing their ideas and work with others.
6. Use the creative arts to express their view of the world.
7. Begin to develop their own preferences for stories, poems, illustrations, forms of music, and other works of art.
8. Begin to appreciate their artistic heritage and that of other cultures.
9. Can talk about their creations with peers and adults.
10. Begin to develop creative arts vocabulary.

Examples of Children’s Experiences and Teaching Practices to Support Learning Expectations in Creative Arts

These examples and questions for teachers are intended to: 1) assist teachers in reflecting on their own practice in the classroom; 2) to help consider the experiences and prior learning of the children in their classrooms; and, 3) to visualize representative experiences and practices that lead toward reaching the Michigan Early Learning Expectations across the PK-3 age/grade levels.

The Examples provided in the Preschool ECSQ correspond to those found in the full PK-Grade 3 age/grade range as age and developmentally appropriate. See connected Examples in the Approaches to Learning Domain and related expectations in other domains that offer rich opportunities for integrated learning across the curriculum.

Examples of What Children Experience:

In the Visual Arts:

- Multiple opportunities to use a variety of art materials to create and explore the mediums, the results and the same concept using a variety of art materials.

- Time outside in the natural environment to observe and respect the visual beauty of nature; to draw and to connect the mathematical and scientific phenomena together as appropriate.
- Encouragement to develop confidence in their own creative expression largely through self-selected, process-oriented experiences.
- Explanations and demonstrations of how art tools and materials can be used and should be properly cared for and used safely,
- Opportunities to take the responsibility of caring for various art materials respectfully.
- Opportunities to use natural materials to design create or build both inside and outdoors.
- An environment with displays (at the child's eye level) of their art work, that of their peers and works by various local and professional artists with representations of various cultures. Displays that they have constructed themselves to show growth, to share with their parents.
- Encouragement to revise or add to their projects or documentations when they have new discoveries.
- Support for dual language learners in learning new 'art' processes or creative and descriptive vocabulary from both teachers and peers.
- Daily experiences that provide opportunities for exploration of the relationship of space and objects as well as color, balance, texture and design both indoors and outside.
- A sense of respect as they explain their personal works of art with a teacher, classmate, or parent, and describe how they were made.

**Through Music:**

- Pleasure when approaching learning through the creative arts, pleasure from listening to and making music.
- Growing satisfaction and a healthy self-concept about their own creative work with music and growing respect for the creativity of others.
- Adaptations and alternative forms of art so they can express ideas about music depending on the avenues available to them; e.g., through the visual arts, if hearing impaired; through listening to music, if physically impaired.
- Daily opportunities to make music alone and/or with others and opportunities to make choices about the music they like to listen to or move to.
- Time to express or interpret their reactions or feelings to a diverse range of music and dance from different cultures, musical genres and/or styles.
- The sights and sounds of the natural environment as a learning experience with musical undertones.

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- A beginning appreciation of their musical heritage and that of other cultures.

Through Movement and Dance:

- An environment that contains materials and equipment for children to practice developing skills in movement, rhythm and dance; including games and activities that involve balance and body coordination.
- Opportunities to participate in both structured and unstructured movement activities; encouragement to make up their own dance movements or use dance to interpret or imitate feelings or other situations.
- A rich vocabulary of expressions to describe movement; e.g., gallop, twist, stretch, creep, waltz, tap, swinging, swaying, etc.
- Opportunities to experience performances of dance; e.g., performances by community, school groups, intergenerational groups or professionals.
- Encouragements to tap into their undiscovered talents, enliven their day, and use their imagination.
- Opportunities to view and participate in movement experiences from a variety of cultures, especially those represented by families of the children in the class.

Through Dramatic Play and Theater:

- The opportunity to role play and/or pantomime characters from familiar and culturally relevant songs, stories and nursery rhymes in person or through puppet shows they create.
- Opportunities where children can role play familiar roles or situations, practice positive interactions, or use their imaginations.
- Time to create various forms of props, puppets, or costumes for their dramatic play; or to create group-constructed murals or sets inside or outdoors for use with their play and presentations.
- A flexible environment that stimulates the imagination with appropriate and varied props, furniture, materials and enough space and time for children to become fully engaged.
- Opportunities to observe plays or dramatic presentations of peers, older students or community groups that are age appropriate and add to the cultural experiences of young children.
- Scaffolding from teachers to provide just the “right” amount of support to help them notice and elaborate upon what is happening while they are involved in dramatic play.
- Encouragement from adults to see themselves as actors, creators, designers through their projects; acknowledgement through verbal recognition and/or digital recordings of their efforts.

Examples of What Teachers and Other Adults Do:**In the Visual Arts:**

- Point out various forms of the visual arts found in books, photographs/ prints, digital representations and in a wide variety of settings.
- Use the names of primary and secondary colors including black and white as they use various art materials; e.g., tempera, finger paint, watercolors, crayons, markers, chalks; provide opportunities for children to create “new” colors.
- Work with family members and community partners to arrange opportunities for children to observe various artists who use different techniques and art media, assuring that artists from a variety of cultures are represented.
- Provide opportunities for children to observe that physical and intellectual disabilities are not barriers to expressing through the creative arts.
- Make specific comments about the qualities of children’s work to support their creativity and encourage their own sense of style.
- Provide new and unusual materials and ways to use them to create. Maintain adequate space for art experiences and explorations.
- Arrange the classroom schedule so that children can participate in individual and group art activities.
- Assure that opportunities to create and explore the visual arts ensure or accommodates the participation of children with special needs.
- Use children’s work as a springboard to explore and discuss art forms independently and in small groups; e.g., extend children’s understanding of balance, as an element in creating sculpture, to balancing one’s body in different ways.
- Display and respect art from different cultures and artistic traditions; i.e. museum postcards and prints, calendar art, internet web sites, videos, or sculpture.
- Intentionally incorporate the visual arts across the curriculum.
- Document child progress in exploration and experimentation by collecting work samples, taking photographs, and making notes that reflect child growth in the arts.

In Music:

- Model how children can make music with instruments; use appropriate musical terminology and descriptive language when talking about music experiences.
- Maintain a supportive atmosphere in which all forms of creative expression are encouraged, accepted and valued; make music a joyful experience.



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- Adapt materials and experiences so children with disabilities can fully engage in various forms of music and other creative arts.
- Incorporate music into multiple areas of the curriculum, preferably on a daily basis; making connections, scaffolding learning, reinforcing creativity and the arts whenever possible.
- Participate in movement and dance activities with the children; model movement and support children’s developing skills.
- Plan opportunities for children to sing and make music in many ways; e.g., singing songs with clear, easy melodies, singing finger plays; singing independently, listening to and singing many nursery rhymes, lullabies, and songs from around the world; sing or play nonsense songs or call-and-response songs.
- Arrange for children to make sounds by exploring those made by various rhythm instruments, e.g., wood blocks, sand blocks, notched rhythm sticks, rain sticks; and by melody instruments, e.g., tone bar, xylophone, hand bells, piano.

In Movement and Dance:

- Recognize and help students understand that dance and movement is innate, a form of cultural expression and that all cultures organize movement into one or more forms of dance.
- Provide age and developmentally appropriate creative movement opportunities for children to use their imagination, creativity and build self-confidence.
- Plan indoor and outdoor activities involving balancing, running, jumping and other vigorous movements to increase children’s understanding of movement.
- Balance both child- and adult-led movement activities so that children experience kinesthetic learning by doing.
- Use movement experiences to prompt new vocabulary, social interaction, cooperation, language and conceptual development across multiple domains.
- Ensure that dancing is a joyful and accepted experience for all children.
- Adapt movement activities to assure the participation of children with physical, mental or learning disabilities.

In Dramatic Play and Theater:

- Utilize drama and the arts to fully engage children in learning.
- Encourage role play and problem-solving of classroom situations or reinforcing positive social skills. Help children identify emotions or problems that are surfacing in the classroom or on the playground in their dramatic play or drama work.

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- Build an environment that offers props of varying realism to meet the needs of both inexperienced and capable players, including realistic props (e.g., cash registers, stethoscopes, dolls, coins, a variety of dress-up clothes, objects from different cultures, story books, puppets, digital tools, safe objects from various parental work environments) and open-ended objects; (e.g., cardboard tubes, unit blocks, or pieces of cloth, masks) to encourage the imagination.
- Assume a role and join in, express a range of voices or characters to show children that pretend play is important and to introduce new ideas they might want to use in their play.
- Dramatize stories from children’s home cultures and ask families to share traditional stories from their cultures; provide or gather materials representing everyday life in cultures of the children in the classroom to incorporate in their dramatic play/theater activities.
- Encourage children to tell and act out stories, stressing beginnings and endings to introduce sequencing and other literacy skills.
- Take advantage of the potential that dramatic play and teacher-guided drama have to support development and learning across all domains.

