



3–5 Years

Creative Expression: Skills That Support Creative Expression

WHEN INTRODUCED AND EMPHASIZED: Weeks 5–7, 11, 16, 24–25, 29–31, 35–36, 41–42, and 48–50.

BEHAVIORS TO OBSERVE

- Creating Art
- Exploring Dance Movements
- Creating Music
- Creating Drama

OBSERVATION OPPORTUNITIES

Creating Art

In what ways does the child demonstrate skill in creating art as he/she:

- describes what he/she created (after Week 5, Day 2)?
- uses various media to create drawings (Week 7, Day 2 group activity)?
- makes a sculpture with clay or dough (Week 7, Day 3 group or center activity)?

Exploring Dance Movements

In what ways does the child explore dance movements as he/she:

- attempts to do movements pictured on an activity cube; describes how various movements are done (Week 11, Day 3 group or center activity)?
- moves and dances in the room; describes dance movements (after Week 11, Day 3)?

Creating Music

In what ways does the child show emerging skills in making music as he/she:

- creates music with his/her voice or another instrument (after Week 16, Day 1)?
- uses his/her voice as an instrument (Week 16, Day 2 group activity)?
- turns music into a song by singing words that go with the music (Week 16, Day 2 center activity)?



Creating Drama

In what ways does the child imitate another person or animal to create drama as he/she:

- uses puppets and changes his/her voice to tell a story (Week 29, Day 1 center activity)?
- acts out a familiar story (after Week 29, Day 1) ?
- pretends to be a different person (Week 30, Day 1 group activity)?

FOLLOW-UP LEARNING SUPPORTS

Reinforce

The following activities are designed to support the ongoing development of skills that support creative expression.

Creating Art

- Provide two types of media and encourage children to make a mixed-media creation, such as a picture made with crayons and watercolor paints.
- Invite children to describe how they made a piece of art.
- Invite pairs of children to create a piece of art together.

Exploring Dance Movements

- Invite children to take turns pretending to be a dance teacher who demonstrates one or several dance movements for other children to try.
- Encourage a small group of children to create and perform a dance routine.

Creating Music

- Play familiar instrumental music and encourage children to sing words to make the music into a song.
- Provide instruments for children to practice playing quietly and loudly to reinforce the concept of volume. Invite children to describe what volume is more challenging to use and why.
- Invite children to suggest songs they would like to sing during transition times.

Creating Drama

- Read a familiar story to children and stop before the ending. Invite children to act out the familiar ending of the story or create a new ending that they act out.
- Provide props for a familiar story and invite children to use their voices, facial expressions, and movements to act out the story.



Reintroduce

The following activities are designed specifically to support the development of skills that support creative expression that may be challenging for some children. These activities are also appropriate for all children.

Creating Art

- Repeat the Week 5, Day 3 group activity to provide practice in using dots to create art.
- Describe what you see individual children doing as they create art. Example: "Savannah is using long strokes with a thick paintbrush. She is moving her paintbrush across her paper. She is using green paint. I think the paint will feel smooth when it dries."
- Encourage children to describe their works of art that you display in the room.
- Use group activities from Week 6, Days 1 and 2 and Week 7, Days 1–3 to remind children of different types of art and art tools. Encourage children to try different tools to create their art.

Exploring Dance Movements

- Repeat the Week 1, Day 2 group activity to review the meaning of dance.
- Dance with children and describe movements you and/or children make. Examples: "I am making forward movements. Let's do forward movements together." "I am bowing. Please bow with me." "I am stretching. What direction would you like to stretch?"
- Use transition times to practice dance movements. Example: Stretch and bend while waiting for children to join an activity.
- Demonstrate and describe dance movements that seem challenging for children to do. See activity plans for Week 11, Days 1–3.
- Invite a child or small group of children to dance with you, pursuing one movement at a time. Example: "Let's do a forward movement. . . . Now, let's stretch."

Creating Music

- Use the Week 1, Day 2 group activity to support children's understandings of music, musical instruments, and songs.
- Repeat the Week 16, Day 1 group activity to provide practice in using voices as a musical instrument.
- Repeat the Week 16, Day 2 group activity to remind children that words and music make up a song. Choose another familiar song from *Music for Babies: Greatest Baby Lullabies* and encourage children to sing with you.
- Hum and sing songs during transition times to remind children that we can use our voices to make music.



Creating Drama

- Reintroduce the concept of drama by reviewing the Week 1, Day 3 group activity.
- Use the Week 29, Day 1 group activity to engage a small set of children in pretending to be characters in the story of *Goldilocks and the Three Bears*. Encourage children to imitate their characters' voices.
- Provide small mirrors for children to look at their attempts to make different facial expressions as part of a review of the Week 29, Day 2 group activity.
- Repeat the Week 29, Day 3 group activity to review how to imitate someone else's body movements.

EXAMPLES OF PORTFOLIO ENTRIES

Children in our room are learning skills that support creative expression. Recently I observed Kayla engaged in creative expression on different days. Kayla created different forms of art, including a painting, a drawing, and a sculpture. She also demonstrated skill with several basic dance movements. Recently Kayla used her voice to sing and hum, and added some words to music to make a song. We will continue to provide experiences for Kayla to further develop her creative expression skills.

Children in our room are learning skills that support creative expression. Recently I observed Jose engaged in creative expression on different days. Jose created a painting and several drawings, and took several steps and moved his arms as part of a group activity focused on dance movements. Jose seems interested in music but hesitant to sing or hum. We will continue to provide experiences for Jose to further develop his creative expression skills.

Children in our room are learning skills that support creative expression. Recently I observed Devin engaged in creative expression on different days. Devin made marks with a paintbrush and, in response to a staff member's question, described what he was painting. He declined an opportunity to use play dough. Devin told me that he likes to make loud beats with rhythm sticks and did not want to make quieter sounds in a group activity focused on making louder and quieter music. Devin seems interested in music and hums to tunes we sing. We will continue to provide experiences for Devin to further develop his creative expression skills.