Nevada's Pre-Kindergarten Standards

GUIDEBOOK FOR FAMILIES

Creative Arts

May 2008

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CREATIVE ARTS

Nevada's Pre-Kindergarten
Content Standards

May 2008

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In cooperation with the Nevada State Department of Education and
State of Nevada Office of Early Care & Education

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Introduction to Creative Arts

Nevada's Pre-kindergarten standards are a joint effort supported by the Nevada Department of Education's Office of Special Education, Elementary and Secondary Education, and School Improvement Programs, as well as the State of Nevada, Department of Human Resources, Welfare Division, Child Care Assistance Department and the Child Care and Development Fund. These agencies have been challenged by the *Good Start, Grow Smart* initiative to work together to develop standards to be used by all early childhood education programs in Nevada as a guide for child outcomes for preschool.

These standards should be understood as what children may know by the end of preschool before entering kindergarten. It is important to understand that if your child does not meet the standards this does not mean they will be ineligible or unsuccessful in kindergarten or beyond. These standards are guides that can be used with all children in any early education setting such as childcare centers, family childcare homes, Head Start, preschools and school district Pre-K programs.

During the early years, imagination and creativity are at their height. Early childhood programs should value and recognize these attributes in children, and build on them as a way to facilitate development and learning. Opportunities for creativity should be integrated throughout all areas of the early childhood curriculum. Children should be provided with a wide range of materials and time to explore them. It is the process rather than the end products that is most important, since children experience and learn many skills through the process. Depending on their previous experiences, individual dispositions, age or developmental level, and unique interests, children will express their creativity in a variety of ways. Children learn by interacting with the environment, their peers, and significant adults. This interaction often is in the context of play. Creativity is particularly supported through play, when children use imagination, experiment with roles, use a wide range of tools and props, find creative solutions to problems, and gain insight into the world around them.

Creativity presents itself in many ways. The following standards consider creativity in four distinct areas:

- Visual Arts
- Music and Movement
- Dramatic Play
- Creative Thinking

Research supports the importance of the arts in academic achievement (CNAEA, 1994). By expressing and appreciating the arts, one develops thought processes and communication skills (Althouse, Johnson, & Mitchell). Arts involve all content areas. Early childhood curriculum is not taught in isolated segments, but is integrated across content areas. The arts connect the content areas, and give children a means of developing new ways of understanding their world.

Note to teachers: Each of the following pages contains a Pre-K Creative Arts standard. The numbers for each standard match the original Pre-K Content Standards document, but may reworded in this manual for simplicity purposes. Many of the activities suggested in this guidebook can be found on the Virtual Pre-K website and can be accessed through: https://www.virtualpre-k.org/

Acknowledgements

The attached standards are a joint effort supported by the State Department of Education and the State Department of Human Resources, Welfare Division; Child Care Assistance Department and the Child Care and Development Fund. These state agencies have been challenged by the *Good Start, Grow Smart* initiative to work together on developing standards to be used by all early childhood education programs in Nevada as a guide for child outcomes for preschoolers. Future federal funding will be contingent on the completion and implementation of the Pre-Kindergarten (hereafter, shortened to Pre-K) Content Standards.

The Nevada Pre-K standards describe appropriate outcomes for children at the end of their preschool experience before entering kindergarten. Therefore, when reading the standards one should think in terms of the child's final learning outcomes before entering kindergarten. The standards are guidelines to be used with all children in any early education setting such as childcare centers, family childcare homes, Head Start, preschools and school district Pre-K programs.

A complete version of Nevada's Pre-K Standards can be downloaded from the Nevada Department of Education website at: http://www.doe.nv.gov/equity/prekstandards.htm or a copy can be obtained by contacting Tina Springmeyer at TSpringmeyer@washoe.k12.nv.us .

CREATIVE THINKING

Children approach problems in a creative manner.

(Pre-K Standard 1.0)

Families may see children begin to:

- Make a variety of sounds with their voices
- Create and sing chants.
- Approximate pitch and increase singing range.
- Recognize and select a variety of simple songs, finger plays, musical games, and musical activities alone and with others
- Select and recognize a variety of songs from diverse cultures.

ACTIVITY: MAKING A MEMORY MATCHING GAME

Materials: scissors, cardstock paper, magazines, computer clip art, pencils, markers, glue

Cut pictures from magazines or computer clip art of various things with your child, or draw pictures on paper. Find pictures that match or are related in some way (e.g. chicken-egg, baseball-bat, different items of the same color or shape). Glue these pictures onto squares of cardstock paper. Turn all of the pictures over picture side down. Take turns flipping over two cards at a time to find two that match or are related. When all of the cards are matched, the game is over.

Tips to help your child begin to approach problems in a creative manner:

- Allow your child to make choices in their daily lives.
- Encourage your child to solve situations in more than one way.
- If difficulties arise for your child, use them as an opportunity to teach them how to solve a problem.
- Engage in lots of two way conversations with your child.
- Encourage your child to use their imagination and think in a creative way.
- Play with puzzles and games (e.g. Memory, Candy Land) with your child.

Children demonstrate motivation to learn and persistence in approaching tasks.

(Pre-K Standard 2.0)

Families may see children begin to:

- Choose more challenging tasks.
- Show an ability to delay gratification to complete a larger task.
- Express satisfaction when accomplishing a task and achieving a goal.
- Demonstrate persistence by trying again when faced with challenges.

ACTIVITY: I CAN DO IT JAR (Virtual Pre-K Lesson 5A: All About Me)

THIS ACTIVITY ENCOURAGES:

- fine motor skills
- self-confidence
- a sense of achievement

HOW DO I DO IT?
Cover the top of the jar with a square of paper and secure it with the rubber band. Cut a slit in the paper with scissors. Then make a label for the jar that says, "I Can Do It!," and cut the other sheets of paper into strips. When your child learns a new skill, write it on a strip of paper and let him/her drop it into the jar. Skills could include squeezing his/her own toothpaste and brushing teeth, putting on socks and shoes, laying out clothes for the next day, fastening and unfastening clothing by him/herself, and helping to clear the table after meals. As the jar fills up, open it and read the strips of paper out loud to your child - s/he'll beam to hear what s/he's accomplished!

TIP:
It may take some time for your child to master certain tasks. Be patient as s/he learns these new skills and offer encouraging words to give him/her a sense of confidence as s/he works at them.

WHAT'S THE POINT?
The purpose of this activity is to help your child build self-confidence. The tasks s/he learns will also help develop small muscle strength and flexibility, which s/he'll use as s/he develop writing and reasoning skills.

CREATIVE THINKING

Tips to help your child begin to demonstrate motivation to learn and persistence in approaching tasks:

- Allow your child to have long periods of time for play and exploration.
- Encourage your child to engage in activities that are interesting to them.
- Ask your child questions about their play.
- Follow your child's lead when playing with them.
- Praise your child for sharing their ideas and activities with you.
- Show care and respect for your child's ideas or work that they have done.
- Help your child participate in helping with household tasks.

Children create a variety of connections between and among activities, domains, ideas, experiences and/or people.

(Pre-K Standard 3.0)

Families may see children begin to:

- Combine objects in a variety of ways.
- Categorize experiences, people and ideas in a variety of ways.
- Create stories and scenarios by combining experiences and ideas.

ACTIVITY: MAKE NEWSPAPER SCULPTURES

Materials: Newspaper, tape

Take three sheets of newspaper and stack them. Roll the stack of newspaper into a thin tube and tape it to prevent it from unrolling. Make many thin rolls of newspaper. Take the rolls and encourage your child to build with the newspaper rolls and make sculptures. Use tape to fasten rolls together and create stability.

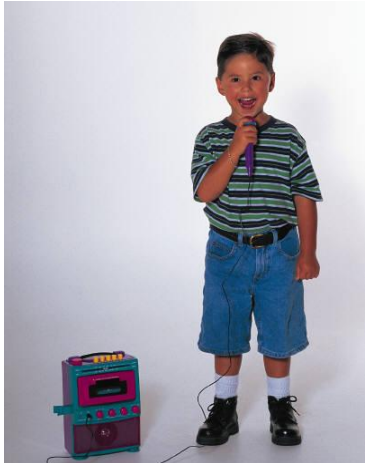
CREATIVE THINKING

Tips to help your child create a variety of connections between and among activities, domains, ideas, experiences and/or people:

- Engage in many conversations with your child.
- Encourage your child to think in more than one way.
- Read lots of books about a variety of topics with your child and talk about them.
- Take community outings with your child to engage in new activities and interact with others.
- Encourage your child to express themselves through drawing, writing, construction, and movement (e.g. dance).
- Allow your child to dictate stories to you and write them down for them.
- Play with your child using toys that can be used in more than one way such as legos, wooden blocks, dollhouse etc.

Children sing a varied repertoire of music alone and with others

(Pre-K Standard 1.0)



Families may see children begin to:

- Make a variety of sounds with their voices.
- Create and sing chants.
- Approximate pitch and increase singing range.
- Recognize and select a variety of simple songs, finger plays, musical games, and musical activities alone and with others.
- Select and recognize a variety of songs from diverse cultures.

ACTIVITY: HOMEMADE INSTRUMENTS

Materials: household kitchen items such as pots, pans, spoons, wooden bowl. You may also use recycled items such as oatmeal canisters, Kleenex boxes, rubber bands, paper towel cardboard tubes etc.

Children can use metal or wooden pans and bowls as drums. Two lids for pans can be used as cymbals. You can also use an oatmeal canister as a drum. You can take an old Kleenex box and wrap rubber bands around the box to make a guitar instrument. Empty paper towel tubes can also be used as kazoos or horns.

MUSIC AND MOVEMENT

Tips to help your child sing a variety of music alone and with others:

- Play music for your child to listen to.
- Sing songs, finger plays, and nursery rhymes with your child.
- Encourage your child to listen to variety of music.
- Create music with your child by clapping, snapping, stomping etc.
- Encourage your child to play with toy or “homemade” instruments.
- Encourage your child to try to make animal or environmental sounds.
- When reading books, encourage your child to make “sound effects” for the story.
- Listen to cultural music or music in another language with your child.
- Check out music CD’s from the library with your child.

MUSIC AND MOVEMENT

Children perform a varied repertoire of music on instruments alone and with others.

(Pre-K Standard 2.0)

Families may see children begin to:

- Play and identify a variety of musical instruments.
- Participate in a rhythm instrument band.
- Accompany simple music with rhythm instruments or clapping.

Tips to help your child perform a variety of music on instruments alone and with others:

- Read books with musical themes with your child.
- Sing and play toy instruments with your child.
- Encourage your child to make instruments out of household items or recycled materials.
- Pretend to be in a music band with your child.
- Move and dance around to different types of music with your child.
- Have your child clap, tap, and stomp to the beat of the music you play.

ACTIVITY: COMMUNITY OUTING TO THE LIBRARY

Materials: library card

Most libraries have children's music CD's, DVD's and books on tape to check out at no cost to your family. They may also have cultural music and music in other languages. Plan a trip to the library and go check it out.

MUSIC AND MOVEMENT

Children improvise melodies, variations, and accompaniments.

(Pre-K Standard 3.0)

Families may see children begin to:

- Improvise simple songs and rhythmic patterns using voice, body or instrument.
- Take familiar songs and change words, feelings, voice or dynamics.

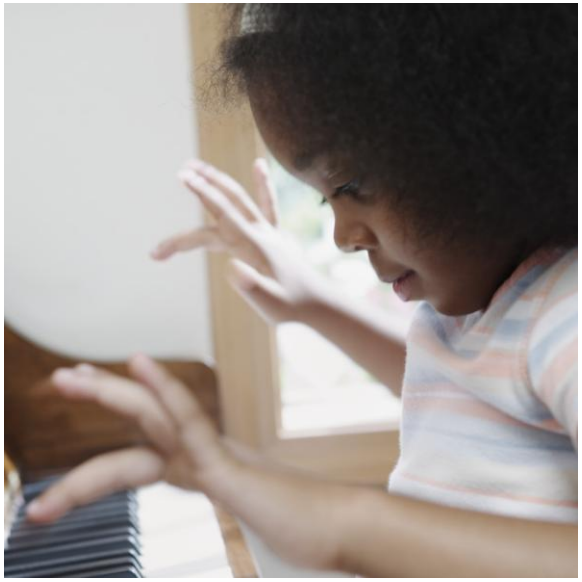
Tips to help your child improvise melodies, variations, and accompaniments:

- Expose your child to many different songs and music.
- Encourage your child to make up songs and music.
- Help your child write down songs they make up.
- Praise your child for singing or performing music for you.

ACTIVITY: RAZZLE DAZZLE MICROPHONE

Materials: foil, paper towel cardboard tube cut in half, scotch tape

Make a microphone with your child for them to practice singing songs. Wrap the paper towel tube in foil and secure with scotch tape. Make a ball with some foil to set on top of the cardboard tube, secure with tape. Sing away!



MUSIC AND MOVEMENT

Children listen to, analyze, and describe music.

(Pre-K Standard 6.0)

Families may see children begin to:

- Identify simple elements of music such as loud/soft and fast/slow.

Tips to help your child listen to, analyze, and describe music:

- Sing familiar songs with your child.
- Talk with your child about different ways to sing or make music (e.g. slow, fast).
- Talk about songs and music that you hear with your child, describe how they sound (e.g. soft, loud).

ACTIVITY: MAKE SHAKERS

Materials: plastic eggs, empty containers with lids (e.g. yogurt containers or film canisters), rice, beans, bells, buttons, small rocks, glue, tape

Make musical shakers by putting different materials into plastic eggs or empty containers with lids. Secure the eggs or lids with glue and tape to keep the materials safely enclosed. Shake the shakers. Try to guess what is inside each egg or containers. Sing fast or slow songs and move the shakers to the beat.

Another Idea: Fill two eggs or containers with identical materials. See if your child can match the eggs or containers by the sound they make.

MUSIC AND MOVEMENT

Children evaluate music and music performances.

(Pre-K Standard 7.0)

Families may see children begin to:

- Demonstrate a preference in music.

Tips to help your child evaluate music and music performances:

- Allow your child to choose favorite songs and music to be played.
- Give or make a variety of musical instruments for your child to play with.
- Expose your child to different music events held in the community.

ACTIVITY: FAMILY JUKEBOX

Materials: index cards, crayons, colored pencils, markers, shoebox

Take index cards and write the titles of your child's favorite songs on the cards. Have your child draw pictures of the songs on the cards. Put these song cards in an empty shoebox. Take turns drawing out the song cards and sing the songs together.

Another Tip: You can decorate the shoebox with your child using foil, sequins, and drawings to make it more attractive.

MUSIC AND MOVEMENT

Children demonstrate relationships between music, the other arts, and disciplines outside the arts.

(Pre-K Standard 8.0)

Families may see children begin to:

- Demonstrate math and language skills while participating in music.

ACTIVITY: MATH STICK PUPPETS (FIVE LITTLE MONKEYS)

Materials: Paper, markers, scissors, Popsicle sticks, tape

Make stick puppets for your child to use when singing math songs. Draw or cut out pictures of monkeys. Tape the pictures to Popsicle sticks with tape. Hold up the puppets as you sing with your child. Talk about how many are jumping on the bed and how many fell off the bed.

"Five Little Monkeys"
Five little monkeys jumping on the bed
One fell off and bumped his head
The mama called the doctor
And the doctor said,
"No more monkeys jumping on the bed!"

Continue with 4, 3, 2, 1 monkeys jumping on the bed

Another idea: You can make several different sets of stick puppets for different math songs. Store them in envelopes or Ziploc baggies, put in a shoebox or container for storage.

Tips to help your child demonstrate relationships between music, the other arts, and disciplines outside the arts:

- Sing counting songs such as "Five Little Monkeys", "Five Little Ducks", and "Five Little Speckled Frogs" with your child.
- Sing songs with repetitive patterns such as "There Was an Old Lady Who Swallowed a Fly" and "This Old Man" with your child.
- Sing chants and nursery rhymes such as "One Two Buckle My Shoe."
- Clap, snap, or stomp as you sing with your child.
- Sing songs about colors, animals, and shapes etc.
- Check out books or CD's from the library that have educational songs in them.

MUSIC AND MOVEMENT

Children demonstrate an understanding of movement through skills, techniques, choreography, and as a form of communication

(Pre-K Standard 10.0)

Families may see children begin to:

- Move in a variety of ways to music.
- Move with and without music using a variety of props such as scarves, balloons, hoops, etc.
- Respond to changes in tempo.

Tips to help your child demonstrate an understanding of movement through skills, techniques, choreography, and as a form of communication:

- Encourage your child to move and dance to music.
- Use props such as scarves or ribbons to dance with.
- Dance with your child, move to the beat of the music.
- Play songs with different tempos or speeds, encouraging your child to move to the way the music sounds.

ACTIVITY: DOLLAR STORE DANCE PROPS

Materials: ribbons, paper party streamers, paper plates, sticks, tape, stapler

Buy the above materials in a neighborhood Dollar Store or thrift store. Cut long pieces of ribbon and streamers that can be waved around like a banner. Your child can either hold the ribbon and streamers in their hands or you can attach the ribbon and streamers to sticks or paper plates.

DRAMATIC PLAY

Children recognize the components of theatrical production including script writing, directing, and production.

(Pre-K Standard 1.0)

Families may see children begin to:

- Act out a role observed in his/her life experiences, for instance, mother, baby, doctor.
- Make up new roles, for instance, from experience and familiar stories.
- Direct peers and/or follow directions from peers in creating dramatic play schemes.
- Act out roles that involve another child(ren) in a related role, for instance, mother and baby, grocer and shopper.
- Use available materials as either realistic or symbolic props as part of dramatic play.
- Use dress-up clothes or costumes and other props in dramatic play.

Tips to help your child recognize the components of theatrical production including script writing, direction, and production:

- Encourage your child to engage in pretend and imaginative play.
- Act out roles of familiar people and characters with your child.
- Show your child how to play cooperatively by taking turns leading the play.
- Read books with your child and encourage them to act out the story.
- Give your child dress up clothes and costumes to engage in fantasy play.
- Encourage your child to use materials as props such as pretending a block is a telephone.

ACTIVITY: A FEW DRAMATIC PLAY BASICS

Materials: small plates, cups, bowls, cookware, silverware, empty food containers

You can either buy commercially made toy dishes or you can give your child use real dishes such as old teacups, saucer plates sauce pans, etc. Save your empty food containers for your child to pretend to cook and eat with. Some play scenarios that can be acted out with these materials are home living, chef's kitchen, and restaurant.

Another tip: You can make pretend food to put on play dishes by cutting out pictures of food from grocery ads. These food pictures can also be used to make pretend menus with your child.

DRAMATIC PLAY

Children understand and demonstrate the role of the actor in the theater.

(Pre-K Standard 2.0)

Families may see children begin to:

- Discriminate among persons, animals, and objects by identifying characteristics (e.g., the sounds animals make).
- Imitate roles observed in child's life experiences.
- Assume the role of a familiar person or thing and talk in the language/tone appropriate for that person or thing.

ACTIVITY: CHARADES

Materials: none

Play a game of charades with your child. You may choose a theme if desired such as "animal charades" or "community helper charades". Take turns acting out the role or character with your child. Try to guess who the other is pretending to be.

Another Idea: Some other themes to consider when playing this game, "zoo animals", "marine animals", "farm animals", "insects", "transportation vehicles", and "favorite cartoon characters."

Tips to help your child understand and demonstrate the role of the actor in the theater:

- Encourage your child to act out a variety of characters and roles in their pretend play.
- Help your child demonstrate how different characters behave, move, and sound.
- Allow your child to use props and dress up clothes during pretend play.
- Read books with your child and encourage them to act out the roles of the characters with their voices and bodies.

DRAMATIC PLAY

Children apply and demonstrate critical and creative thinking skills in theater, film, television, or electronic media.

(Pre-K Standard 3.0)

Families may see children begin to:

- Differentiate between pretend and real.

ACTIVITY: MAKE GOGGLE GLASSES

Materials: plastic rings from six pack of soda, scissors, crayons, sequins, glue, string, tape

Cut apart two rings from the plastic rings being careful to leave the two rings attached in the middle to make glasses. Decorate the border of the glasses by coloring it with crayons or gluing sequins on to it. Attach a string to the sides with tape so your child can slip the glasses over their head.

Another tip: You can also use colored saran wrap to make lenses for the goggle glasses.

Tips to help your child apply and demonstrate critical and creative thinking skills in theater, film, television, or electronic media:

- Allow your child to engage in a variety of pretend play.
- Talk with your child about pretend play and real situations and how they should respond to them.
- Read books about pretend and real characters and talk about the differences between pretend and reality.
- Allow your child to make costumes from household or recycled materials.
- Play with puppets with your child, act out characters with the puppets.

Children make connections with theater, the other arts, and academic disciplines.

(Pre-K Standard 5.0)

Families may see children begin to:

- Use music, movement, and visual arts in dramatic play.
- Use language arts, math, science, and other disciplines in dramatic play (e.g., finger plays, counting, grocery store, life cycles).

ACTIVITY: CARDBOARD BOX

Materials: medium to large sized cardboard boxes

Give your child the cardboard box. Talk with them about what they could pretend it could be.

Some ideas: a car, a gas pump, a rocket ship, a bus, a house, a fort, or an animal home. The possibilities are endless!

Another idea: Give your child some additional materials to add to the cardboard box such as a sheet, remnants of carpet, or materials to decorate the box (e.g. crayons, markers etc.)

DRAMATIC PLAY

Tips to help your child make connections with theater, the other arts, and academic disciplines:

- Help your child include music during their pretend or fantasy play.
- Encourage your child to sing or play music during their play.
- Allow your child to decorate their play areas with art, signs, etc.
- Give your child the freedom to rearrange toys and use household items for pretend play.
- Encourage your child to act out roles and perform for you.
- Encourage your child to use costumes, puppets etc. in pretend play.
- Give your child play money, measuring cups, and measuring spoons to practice math skills during play.
- Give your child cookbooks, recipe cards, junk mail, books about careers to provide inspiration for pretend play.

VISUAL ARTS

Children know and apply visual arts media, techniques, and processes.

(Pre-K Standard 1.0)

Families may see children begin to:

- Use a variety of media, techniques, and processes in art activities that are of the child's creation without a model.

SOME IDEAS FOR MATERIALS TO DRAW OR PAINT ON:

Newspaper
Shoe boxes
Shoe box lids
Sandpaper
Egg cartons
Paper Towel Rolls
Paper Plates
Junk Mail Envelopes
Cardboard
Paper Grocery Sacks
Computer or Copy Paper
Aluminum Foil
Wrapping Paper

Tips to help your child know and apply visual arts media, techniques, and processes:

- Offer a variety of materials for your child to draw or paint with such as paints, pencils, markers etc.
- Give your child a variety of sizes and types of paper to work with, such as newspaper, copy paper, junk mail, writing tablets etc.
- Give your child long periods of time to create drawings, painting, and playdough sculptures.
- Encourage your child to be creative and not copy a model.
- Talk with your child about what they are creating.
- Praise your child for their work and what they learned not what the end product looks like.
- Allow your child to store their artwork to finish at another time.
- Read books about art and artists with your child.

VISUAL ARTS

Children use knowledge of visual characteristics, purposes, and functions.

(Pre-K Standard 2.0)

Families may see children begin to:

- Identify color, shape, and texture through art experiences.

ACTIVITY: PAINT SWATCH MATCH

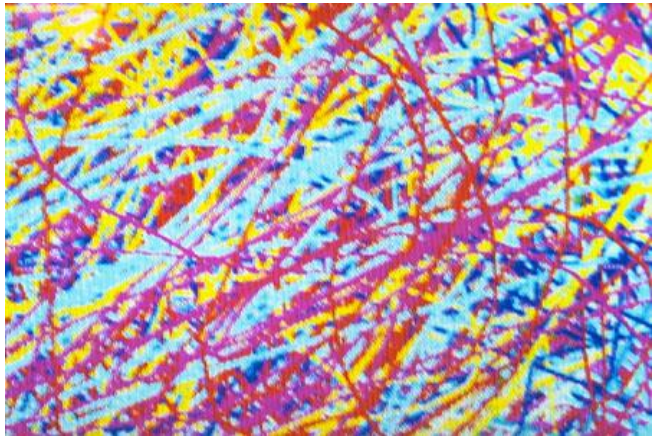
Materials: 2 sets of paint swatches (available in stores where house paint is sold)

Make sure to have two sets of paint swatches, for example have to strips of shades of red. Cut the paint swatches in squares. Talk about the colors and how they are lighter and darker. Mix up the squares. See if your child can match the shades of colors together. Praise them for their efforts.

Another Idea: You can also create a collage with the squares using glue and something to glue the squares on.

Tips to help your child use knowledge of visual characteristics, purposes, and functions:

- Talk with your child about colors, shapes, and textures of things that they see in their environment.
- Read books about colors, shapes, and textures with your child.
- Allow your child to experiment with new colors and mixing colors when they do art projects.
- When your child shows you their work ask them about the colors and shapes that they used.
- Praise your child for their work using comments about the colors or shapes used rather than empty praise such as “good job.”



VISUAL ARTS

Children choose, apply, and evaluate a range of subject matter, symbols, and ideas.

(Pre-K Standard 3.0)

Families may see children begin to:

- Recognize various art forms (e.g., photographs, statues, paintings, and drawings).
- Create works that express or represent experiences, ideas, feelings, and fantasy using various media.

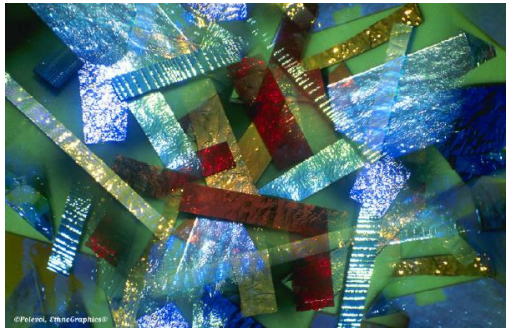
Tips to help your child choose, apply, and evaluate a range of subject matter, symbols, and ideas:

- Encourage your child to notice things in their environment and talk about them.
- Encourage your child to talk about their experiences, fantasies, and feelings.
- Allow your child to express their ideas in a visual way such as drawing.
- Read books with your child and point out the pictures, colors and shapes that you see.
- Give your child a variety of materials to draw, paint, or sculpt with.
- Go on community outings with your child, discuss the things that you saw and did.

ACTIVITY: NATURE COLLAGE

Materials: bag, leaves, small rocks, pinecones, flowers, grass, small twigs etc., glue, tape, a base to attach the materials on such as paper, piece of cardboard etc.

Go on a nature walk with your child. See if you can find materials to make a collage with. Look at the colors and shapes of the things you find. Put them in a bag. Glue the found materials onto a base to make a nature collage.



VISUAL ARTS

Children understand the visual arts in relation to history and cultures

(Pre-K Standard 4.0)

Families may see children begin to:

- Create a work of art that expands on an experience, such as after a field trip, or as part of a cultural event.

ACTIVITY: COMMUNITY OUTINGS

Materials: paper, crayons, markers, or pencils

When you take your child out in the community for an event or even a family gathering such as a birthday party, encourage them to talk about what they saw, what they did, and how they felt about it. Write down what they tell you. Encourage them to draw a picture of what they did.

Another Idea: You can create a book or journal with your child that you can refer back to and talk about your adventures.

Tips to help your child understand the visual arts in relation to history and cultures:

- Go on community outings with your child to the library, museums, cultural events etc.
- Talk with your child about what you see in your environment and community outings.
- Have your child draw or paint a picture of something they saw or did on an outing.
- Take pictures of your child during community outings, look at the pictures and talk about what you did.

VISUAL ARTS

Children analyze and assess characteristics, merits, and meanings in their own artwork and the work of others.

(Pre-K Standard 5.0)

Families may see children begin to:

- Recognize their own and others' art work.
- Demonstrate respect for the art work of others.
- Describe or respond to their own creative work or the creative work of others.

THINGS THAT CAN BE USED FOR PAINTBRUSHES:

Sponges
Twigs
Toothbrushes
Eye Droppers
Fly Swatters
Feathers
Leaves
String
Cotton Balls
Straws

Tip: If you worry about the mess paint can make, do messy art activities outdoors. You can also use a plastic shower curtain liner to protect surfaces and an old t-shirt to protect clothing. Store a dish-bucket of warm soapy water and a towel nearby for clean-up. Encourage your child to participate in cleaning up.

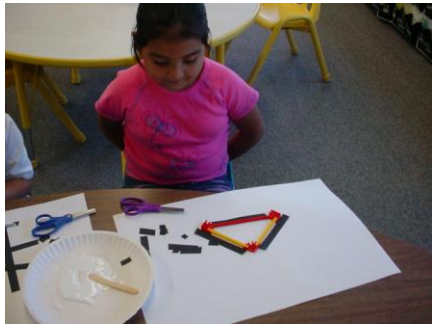
Tips to help your child analyze and assess characteristics, merits, and meanings in their own artwork and work of others:

- Encourage your child to show you their artwork and share it with others.
- Show care and respect for your child's artwork.
- Talk with your child about their artwork and ask questions about it.
- Praise your child artwork by making comments about the colors, shapes, and figures they drew rather than empty praise such as "it's beautiful."
- Display your child's artwork in your home.

VISUAL ARTS

Children demonstrate relationships between visual arts, the other arts, and disciplines outside the arts.

(Pre-K Standard 6.0)



Families may see children begin to:

- Use visual arts as a means to express their feelings, thoughts, knowledge and skills in content areas such as language arts, science, and math.
- Use visual arts in dramatic play, music, and movement activities.

ACTIVITY: CREATE AN ART BOOK

Materials: 3 Ring Binder, samples of your child's art, their dictated stories about their art.
Help your child make a book with their art and writings. When reading with your child make this book and option to read. Look at the pictures they made, notice the colors and shapes they used, count the numbers of things they drew, and read their stories aloud to them. As they create more art and stories add it to their art collection book.

Another Idea: If your child does not like to draw or paint and prefers construction with blocks or playdough. Take photographs with a camera or draw a picture of their work and put it in their book.

Tips to help your child demonstrate relationships between visual arts, the other arts, and disciplines outside the arts:

- When you write down a story that your child dictates with you, encourage them to draw or paint a picture of their story.
- If your child tells a story about their artwork write it down for them.
- When talking with your child about their art, model words such as big, small, shapes, and counting the number of items you see.
- Ask your children about what colors, shapes, and numbers of items they used in their artwork.
- Encourage your child to create artwork of things found in nature such as plants, flowers, and animals.
- Allow your child to experiment with lots of colors and shapes in their artwork.
- Focus more on what your child learns from exploring rather than what the artwork looks like when it is finished.
- Encourage your child to do artwork indoors and outdoors.
- Talk with your child about how colors have shades from light to dark and shapes take many forms.
- Encourage your child to create artwork about things that are interesting to them.

Resources:

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Additional Websites:

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www.aahperd.org/naspe/template.cfm?template=toddlers.html (National Association for Sport and Physical Education (NASPE) Physical Activity Guidelines for Infants and Toddlers)

www.aahperd.org/NASPE/pdf_files/brochure.pdf (NASPE's Kids in Action: Fitness for Children Birth to Age 5)

www.kidshealth.org (The Nemours Foundation KidsHealth)

www.pbs.org/teachersource/prek2/issues/index.shtm (PBS TeacherSource)

www.fitness.gov/funfit/funfit.html (The President's Council for Physical Fitness and Sports: Fit 'n Active Kids)

www.zerotothree.org (Zero to Three: National Center for Infants, Toddlers and Families)

www.doe.nv.gov/equity/prekstandards.htm (To download complete copy of Nevada's Pre-K Standards)

www.ed.gov (Federal Even Start Family Literacy)

www.naeyc.org (National Association for the Education of Young Children (See Position Statement on School Readiness and Signs of Quality Programs)

www.nas.edu or www.4nationalacademies.org (National Research Council)

www.ed.gov (U.S. Department of Education)

www.ala.org/ALSCTemplate.cfm?Section=ALSC (American Library Association)

www.nea.org/parents (National Education Association)

www.ncpie.org/ (National Coalition for Parent Involvement in Education)

www.npin.org (National Parent Involvement Network)

www.acs.ucalgary.ca/~dkbrown/ (The Children's Literature Web Guide)

www.pta.org (Parent Teacher Association)

www.virtualpre-k.org/reno/en/ (Virtual Pre-K website)

www.teachersandfamilies.com (Teachers and Families Working Together)

www.teachersfirst.com (Teachers First website)