Nevada's Pre-Kindergarten Standards

GUIDEBOOK FOR TEACHERS

Creative Arts

May 2008

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CREATIVE ARTS

Nevada's Pre-Kindergarten Content Standards

May 2008

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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 finished product that is most important. Children learn many skills through the process experience. 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)

Teachers 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.

Tips to help children begin to approach problems in a creative manner:

- When problems occur in the classroom model for children how to come up with a variety of solutions.
- Role play situations for children to expose them to potential problems and how to solve them.
- When conflicts occur between children use it as an opportunity to teach them how to solve a problem.
- Ask children many open ended questions that require more than a yes or no answer.
- Ask children to explain how they reach their solutions to problems they encounter.
- Encourage children to find more than one way to solve problems.
- Offer a variety of materials in the classroom that are open ended in how they can be used (e.g. blocks, art materials, etc).
- Have a variety of tools for math, science, and other cognitive areas such as manipulatives, measuring tools, magnifying glasses etc.
- Allow children to use things in the classroom environment to adapt to challenges (e.g. using a large block as a stepstool)

Activity: "Extension Activities"

When children make something with blocks, manipulatives, art, or any other construction materials invite them to reconstruct what they made using a different kind of media. For example if they build something with the lego blocks encourage them to draw, paint, collage, or even build the design with another type of blocks (e.g. wooden). Another example could be to have children recreate their art (e.g. sculpture) in different forms. They can draw a picture of it, paint a picture of it, and then even make a collage picture of it. Take photos of this process to help the child see how they created more than one piece of art with the same design. Teacher Tips: Make a class book with pictures of children's work so they can look back at what they did to try it again or come up with new ways of making a creation. Encourage other children to look at their peer's work to give them inspiration to try something new.

Children demonstrate motivation to learn and persistence in approaching tasks.

(Pre-K Standard 2.0)

Teachers 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: "Documenting Children's Work"

Materials: Camera, printer

When a child or group of children begin a project of interest to them, such as building with blocks, take it as an opportunity to document what they are doing. Documentation gives children the opportunity to look at their work more closely and more often. It can help them keep going on a project longer and stay focused on their work. To begin, take one or more pictures of a child or children working on something in the classroom. The next day show them the picture(s) and revisit and talk about what they did the day before. Encourage them to continue and elaborate more on what they were doing or see if they want to try something new. Keep taking pictures of this process and then display the process near the area where the children worked for everyone to see and talk about.

Teacher Tips: You may want to invite children to share their work, show the pictures and talk about what they did with the whole group. Remember that you can document anything that the children do with art, manipulatives, dramatic play, music, outdoor play, conversations between children, and much more. You can also use this documentation to put in children's developmental portfolios to show families their progress in the classroom.

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

- Provide children with large amounts of time to explore and work with classroom materials.
- Permit children to choose activities that are particularly interesting to them.
- Encourage children to engage with classroom materials for longer periods of time.
- Offer materials that range from simple to complex and encourage children to work up to the more complex materials (e.g. simple puzzles to jigsaw puzzles).
- After a large amount of exploration time with materials, encourage children to create more complex things.
- Encourage children to try new things or elaborate on something they have done.
- Allow children to work individually and in small groups on ongoing projects that interest them.
- Set aside space in the classroom to store work (e.g. block structures, art, etc.) so children can work on projects for extended amount of time.
- Take photos of children's work and write down the things they say and post it at their eye level to inspire them to continue or change course.
- Take time to revisit a project that children have done and talk about how it will or will not carry on.
- Invite children to share their work with their classmates and encourage them to make comments or ask questions.

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

(Pre-K Standard 3.0)

Teachers 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: "Literacy, Literacy Everywhere!"

Materials: Books, variety of paper, notepads, clipboards, pens, pencils, markers

One really good way to expose children to many different ideas and experiences is to put books and writing materials in all centers of the classroom. Set aside an area or container in every center for books and writing materials. Here are some ideas for literacy in some classroom centers to get started.
Dramatic Play: books related to family and careers, cookbooks, recipe cards, grocery list paper, grocery ads, clipboards with paper envelopes, stationary, checkbooks with pretend checks, money, pens, and pencils.
Blocks: books related to building or construction, community helpers, and environmental print, large paper, clipboards with paper, blueprint paper, pens, and pencils.
Math/Manipulatives: books related to numbers, counting, shapes, and sizes, clip boards with paper, graph paper, paper with numbers on them, rulers, measuring tape, flashcards with numbers or things to count, pens, and pencils.
Science: books about nature, animals, insects, weather etc., clipboards with paper, pens, and pencils.
Art: books about colors, shapes, lines, drawing, painting sculpture, famous artists, variety of paper, and variety of art media.
Teacher Tip: Try and think of literacy items and add them to the music center, snack center, computer center, and writing centers.

CREATIVE THINKING

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

- Let children move freely among the centers in the classroom.
- Offer a variety of materials in all learning centers in the classroom.
- Allow children to move materials around the room to use them in diverse ways.
- Model for children how to make connections among ideas and topics that they are exposed to.
- Include all subject areas in all learning centers (e.g. have math materials available in all learning centers.)
- Expose children to lots of experiences, people, and ideas through discussions, books, and classroom visitors.
- Read or sing different versions of a story or song and talk about how they are similar and different.
- Encourage children to talk about their ideas and share them with others.
- Make journals for the children to draw and write their ideas or stories in.
- Make time for children to dictate their ideas or stories to you and then write them down.
- Help children think of topics they want to write about.
- Allow children to express their ideas and stories in multiple ways (e.g. visual arts, dramatic play, construction etc.)

Children sing a varied repertoire of music alone and with others

(Pre-K Standard 1.0)

Teachers 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: "Creating a Music Center"

The music center can take up as little or a lot of classroom space that you desire. It can be as simple as having a container with a few instruments, books related to music, and writing materials for the children to pull from a corner and play with. You can have a few instruments for a small group or enough instruments for the entire class to play with at once. You can add some dance and movement materials such as streamers and scarves. Find some books about musical instruments, singing, particular songs, and dancing. Class songbooks or index cards can be used to write down favorite or made-up songs. Include writing materials such as paper, blank sheet music, clipboards with paper, pens and paper. You might want to place the music center near a CD player so children can choose music to listen to, accompany with instruments, or dance to.

Tip: The instruments and materials in the music center can be homemade from recycled or household materials. Use pots, pans, wooden bowls and pie tins for percussion instruments. You can make maracas from plastic eggs, beans, and rice. Use the paper party streamers and scarves from a thrift store to dance with. Also consider taking the music center outdoors for more freedom to sing and dance.

MUSIC AND MOVEMENT

Tips to help children sing a varied repertoire of music alone and with others:

- Include musical activities in the classroom on a daily basis.
- Sing a variety of songs, fingerplays, chants, and rhymes.
- Expose children to a variety of styles in music (e.g. classical, folk, etc.).
- Talk about and demonstrate how to sing in low and high voices.
- Encourage children to sing songs in different pitches (e.g. high, low, soft, loud).
- Include a music center in your classroom complete with a variety of instruments and musical themed books.
- Allow children to make noise with their voices and/or musical instruments often.
- Encourage children to try and make different animal and environmental sounds.
- When reading books, encourage children to make sound effects that go with the story.
- Have musical themed or "singable" books available in the classroom.
- Create a book with all of the children's favorite songs for them to look at.
- Give opportunities for children to choose what songs or musical activities to play.
- Expose children to a variety of music and songs from different cultures.
- Learn songs in more than one language.

MUSIC AND MOVEMENT

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

(Pre-K Standard 2.0)

Teachers 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.

Activity: "Music Bingo"

Materials: pictures of instruments from computer clipart or internet, cardstock paper, markers, large beans or pennies, tape or CD of musical instruments playing

Create a musical bingo game for your classroom. Find pictures of a variety of musical instruments on computer clip art or from the internet. Print out at least 4-5 small pictures of each instrument to fit on the squares of the bingo boards. You can use instrumental CD's from your classroom, or record instruments sounds from the internet. Have a small group of children listen to the sounds and if they have that particular instrument on the board, they can place a bean or penny on it.

Teacher tips: You may want to listen to the music with the children and show them which instruments are playing before playing the game. You can also add variations to this game by using environmental sounds, animal sounds, and other sound effects.

Tips to help children perform a varied repertoire of music on instruments alone and with others:

- Have books about music and musical themed books available in the classroom.
- Play instrumental music and show children pictures of the instruments that are being played.
- Encourage children to make instruments from recycled materials.
- Encourage children to gather together and pretend to be in a rhythm instrument band.
- Move and dance around to different types of music.
- Have children clap, tap, stomp, etc. to the beat of music that they hear.

Children improvise melodies, variations, and accompaniments.

(Pre-K Standard 3.0)

Teachers 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.

Activity: "Recording a Song"

Materials: Tape recorder, blank cassette tape

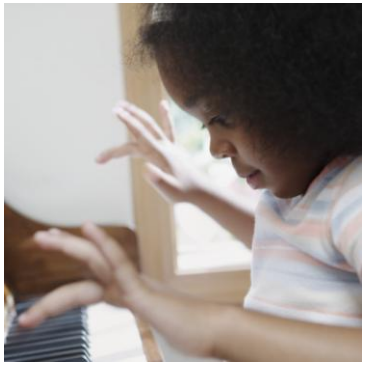
Invite a small group of children to record their songs onto a tape cassette. Play the music they recorded back to them so they can hear what they sound like. Allow children to record individual songs or sing in pairs or groups. Encourage children to sing familiar songs and to make up their own songs and sounds.

Tips to help children improvise melodies, variations, and accompaniments:

- Sing a variety of songs and expose children to them repeatedly.
- Model for children how to change words and sounds to create different songs and music.
- Model for children how to change the rhythm of a song (e.g. sing it faster, or slower)
- Show children how to change the feeling of a song by singing a familiar song in a happy voice, sad voice, etc.
- Encourage children to make up their own songs and music.
- Have children perform and sing their songs for their classmates.
- Write down the words to children's songs and create a class songbook.

Children listen to, analyze, and describe music.

(Pre-K Standard 6.0)



Teachers may see children begin to:

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

Activity: "Musical Drawing"

Materials: paper, markers, instrumental music

Show children how they can listen to music and draw scribbles on paper to the rhythm, beat, or speed of a song. Give them some paper and markers and let them draw to the music too. While they are drawing use words such as, slow, fast, loud, and soft.

Tips to help children listen to, analyze, and describe music.

- Take familiar songs and encourage the children to try and sing them slow and fast or loud and soft.
- Play music and have the children move to the rhythm, beat, or speed of the song.
- Play music and verbally identify if it is playing slow, fast, loud, or soft.
- Talk about songs that you know and whether they are slow, fast, soft, or loud.

MUSIC AND MOVEMENT

Children evaluate music and music performances.

(Pre-K Standard 7.0)

Teachers may see children begin to:

- Demonstrate a preference in music.

Activity: "Requesting Songs"

Materials: Large Popsicle sticks, small container

Write the names of 6 or more favorite songs onto large popsicle sticks and put in a container. When the children are sitting down for circle time or are waiting for a short time period of time, have children come up and pick out a popsicle stick, read the name of a song, and sing it.

Tips to help children evaluate music and music performances:

- Allow children to choose songs and music to be played in the classroom.
- Have a variety of musical instruments available for children to choose from.
- During circle time, give a choice of a few songs and have children vote on which one to sing.
- Make a class graph showing the children's favorite songs.
- Make a class book where children dictate stories about their favorite songs or music.

MUSIC AND MOVEMENT

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

(Pre-K Standard 8.0)

Teachers may see children begin to:

- Demonstrate math and language skills while participating in music.

Activity: "How Many Times?"

Materials: Instruments such as a drum, triangle, or bell

Play this game with a group of children. Hit or ring an instrument 1-5 times and then ask how many times the children heard it. Then have the children close their eyes or hide the instrument behind a partition. Tell the children to listen and count how many times they hear the instrument plays without being able to see it. Invite children to come up and play the role of the teacher in this game.

Tips to help children 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"
- Sing songs with repetitive patterns such as "There Was an Old Lady Who Swallowed a Fly" and "This Old Man."
- Sing mathematical chants such as "One, Two Buckle My Shoe".
- Sing songs and move the body in a patterned way (e.g. clap, stomp, clap stomp).
- Chant the children's names and clap, stomp, or snap out the syllables or letters in their names.
- Sing songs in all areas of the classroom environment.
- Sing songs related to art and science (e.g. color songs, animal songs)

MUSIC AND MOVEMENT

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

(Pre-K Standard 10.0)

Teachers 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 children demonstrate an understanding of movement through skills, techniques, choreography, and as a form of communication:

- Offer opportunities to move and dance to a variety of music.
- Play a variety of music to move to (e.g. quiet or active music)
- Have props such as balloons, scarves, and hoops to move and dance with.
- Have children move to the beat of a song.
- Play songs that change in tempo or speed and have the children move according to the way the music is playing.

Activity: "Marching to the Beat"

Materials: Percussion instrument such as a drum.

Model for the children how to march at varying speeds using words such as slow and fast. Then hit a drum at varying speeds and have children march around to the beats. Invite children to come and hit the drum and watch their classmates march to their beat.

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

(Pre-K Standard 1.0)

DRAMATIC PLAY

Teachers 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.

Activity: "Learning About Other Cultures in Dramatic Play"

Put props in the dramatic play that reflects another culture's traditions. These can be items such as chopsticks, cans and boxes of multicultural food, books about other cultures, multicultural food menus, and reading materials written in other languages, and pieces of fabric with multicultural patterns on them to decorate or dress up with.

Teacher Tips: Invite families to bring props or just simply visit the classroom and share their culture's traditions and values with the children.

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

- Encourage children to act out a variety of roles that they are familiar with and roles that are new to them.
- Give the children the freedom to act out many roles and situations.
- Provide costumes and props that your children see in their everyday life experiences.
- Read books about experiences that children are familiar with and can reenact.
- Provide books related to the theme of the dramatic play area (e.g. "grocery store") to give ideas for roles to play.
- Allow children to direct the play and encourage cooperation with each other.
- Offer open ended and or natural materials (e.g. pinecones, polished stones, seashells) to encourage more imaginative play.
- Put open ended dress up clothes (e.g. variety of scarves) to encourage more imaginative and fantasy play.
- Allow and encourage children to use materials from other areas in the classroom in their dramatic play (e.g. using a wooden block as a walkie talkie).

DRAMATIC PLAY

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

(Pre-K Standard 2.0)

Teachers 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.

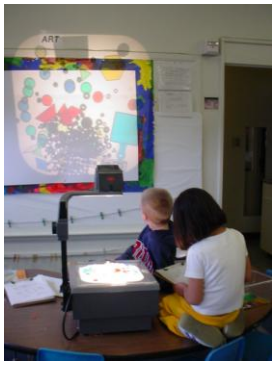
Tips to help children understand and demonstrate the role of the actor in the theater:

- Allow children to act out many different characters or roles in the classroom.
- Let the children demonstrate how different roles and characters sound and behave.
- Discuss with children about familiar people and characters and how they speak and move.
- Provide props and costumes to aid the children in acting out roles and characters.
- When reading books, talk about the characters and how they look, sound, and act.

Activity: "Charades"

Materials: index cards, glue, and pictures of different animals, community helpers, and other familiar characters

Glue pictures of different animals, community helpers, and other familiar characters from books or television onto index cards. Invite the children to come and play charades. Have one child pick a card, look at the picture, and act out the character without saying anything. Invite the other children to guess who their friend is acting like. Whoever guesses it right gets to be the next person to draw a card.



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

(Pre-K Standard 3.0)

Teachers may see children begin to:

- Differentiate between pretend and real.

Activity: "Monster Mash"

Materials: books about monsters such as "Go Away Big Green Monster" by Ed Emberley, "Where the Wild Things Are" by Maurice Sendak, and "There's a Nightmare in My Attic" by Mercer Mayer, art materials

Read books about monsters with the children. While talking about monsters talk about how monsters may seem real and scary but that they are only pretend. Have children make monster masks, puppets, and costumes. Encourage children to act out the roles of the monsters from the books or create their own role to play. Children may also be interested in drawing monsters, and dictating stories about them. Create a class monster book with a collection of the children's drawing and pictures.

DRAMATIC PLAY

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

- Allow children to pretend and act out a variety of roles and scenarios.
- Talk with children about pretend and real situations and how they should respond to each.
- Read fiction and non-fiction books and talk about the differences in pretend characters and real characters.
- Have the children make masks and costumes and demonstrate what is pretend and real.
- Have puppets available in class and let children act out roles with the puppets.
- Talk with children about fears and safety issues and how to cope.

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

(Pre-K Standard 5.0)

Teachers 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: Shadow Puppets

Materials: white bed sheet or large piece of white paper, a light, cardstock paper, scissors, wooden craft sticks or Popsicle sticks.

Make a shadow screen by hanging a white bed sheet or large sheet of paper vertically in a way that a light source can be placed behind it and people can play behind it. Turn off the lights in the room and show the children how they can make shadows behind the sheet or paper with their hands or body. Invite children to make shadow puppets. At first they may want to draw simple shapes, cut them out and see how they look behind the shadow screen. After further exploration, the children can make puppets that are more elaborate.

Teacher Tips: To get more ideas on how to create a variety of puppets look for books about puppets and puppetry in your local public library. Invite children to look at the ideas in these books for inspiration for their own puppets.

DRAMATIC PLAY

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

- Allow children to have music in the dramatic play center.
- Encourage children to sing or play music in dramatic play.
- Allow children to decorate the dramatic play center with art or other classroom materials.
- Let children rearrange the furniture in the dramatic play area as space allows.
- Make a theater area in the dramatic play to act out roles and have performances.
- Provide a puppet theater and puppets to act out stories.
- Include math related materials such as money, checks, credit cards, scales, and measuring cups/spoons.
- Provide science related materials such as cookbooks and health related materials.
- Supply books and writing materials in the dramatic play area.

VISUAL ARTS

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

(Pre-K Standard 1.0)

Teachers 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.

Activity: "Finding Pictures of Interest"

Ask children about what kinds of things they would like to draw, paint, or sculpt such as flowers, animals, etc. See if you can find pictures of these items in magazines or on the internet. Give the pictures to the children. Look at the pictures in great detail. Talk about the colors, shapes, and lines that they see. Invite children to draw, paint, or sculpt the picture that interests them.

Teacher Tips: The goal of this activity is to increase children's awareness of detail and be creative. The child's work does not have to look like the picture that they worked from. Additionally, make sure children have had a long period of time exploring an art material, such as paint, so that they understand how it works before inviting them to try and create an actual picture of something.

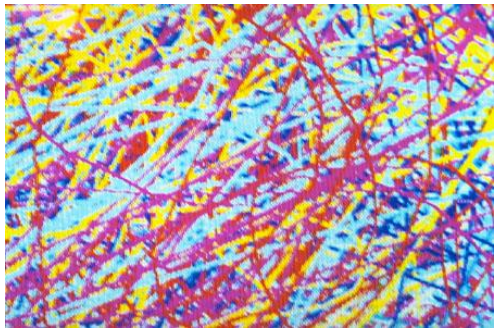
Tips to help children know and apply visual arts media, techniques, and processes:

- Provide a large selection of art tools (e.g. various paintbrushes, clay tools, etc.).
- Offer a variety of surfaces to create on such as various types, sizes and textures of paper, canvases, and easels.
- Give children a wide selection of options for creating art (e.g. sculpture, paint, collage)
- Allow children long periods for exploring the art materials before introducing them to a new technique or material.
- Encourage children to be creative and not copy a teacher model.
- Focus on what the children learn during the time they worked on the art project, not what it looks like in the end.
- Provide space in the classroom to store the children's art to work on at a later time.
- Include books about art techniques, art materials, and famous artists in the art center.
- Expose children to pictures of a variety of famous works of art.

VISUAL ARTS

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

(Pre-K Standard 2.0)



Teachers may see children begin to:

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

Activity: "Looking for Shapes or Lines in the Environment"

Materials: Camera, paper, markers or drawing pens

Read books about shapes or lines with children, talk about how shapes or lines are everywhere around us. Look around the classroom and outdoors and see if you can find shapes and lines. When children find a shape or line take a picture of it. Later give the children the pictures of the shapes and lines that they found in the environment. Invite them to choose one or more pictures and try to draw the shapes and lines that they see in the picture. Make a class book with the pictures and drawings that the children made.

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

- Talk to children about colors, shapes, and textures.
- Read books about colors, shapes, and textures.
- Look and talk about the colors, shapes, and textures in the environment.
- Provide art materials that have a range of colors, shapes, and textures.
- Give children a lot of time to explore how colors can mix and change, how to form shapes, and how to create different textures.
- Ask children questions about the colors, shapes, and textures they used in their artwork.
- When commenting on a child's artwork, avoid empty praise (e.g. "good job") and instead comment of the colors they used, the shapes you see, and how the texture feels.

VISUAL ARTS

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

(Pre-K Standard 3.0)

Teachers 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 children choose, apply, and evaluate a range of subject matter, symbols, and ideas:

- Expose children to pictures of different art forms such as photos, sculptures, painting and drawing.
- Talk with children about how art comes in many different forms.
- Read books about art, works of art, and artists.
- Place pictures of different art forms in the art area.
- Encourage children to talk about their experiences, fantasies, and feelings and to express them in a visual way.
- Give the children a variety of materials (e.g. drawing pens, paint, clay) to use to express their thoughts and feelings.
- After a field trip or classroom event, encourage children to create works about what they saw and heard.

Activity: "Drawing Pens vs. Markers"

Have a special container for drawing pens in the art center. The drawing pens should be different from the water based markers that are available at all times. These drawing pens could consist of permanent markers, ink gel pens, and calligraphy pens. Talk with the children about how the markers are for everyday use and how drawing pens are really special and they are for special drawings. Show them how to keep the caps on, how to push the tips gently down on the paper, and to put them back in the special container. When a child has a creative idea or you want to have a specific drawing project pull the pens out and go to work.

VISUAL ARTS

Children understand the visual arts in relation to history and cultures

(Pre-K Standard 4.0)

Teachers 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: "Drawing on a Field Trip"

Materials: Clipboards with paper, drawing pens

While on a field trip have the children draw what they see on the clipboard. Upon returning to class, talk to the children about what they saw and what they did. Have children share what they saw and their drawings with the whole class.

Teacher Tips: If time does not allow for drawing during the field trip. Take photographs of the experience and show them to the children upon returning to class. Invite the children to pick their favorite picture or event and draw it.

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

- Expose children too many different experiences and cultural events.
- Talk with children before and after a new experience.
- Have children create a work of art before going on a field trip or event to demonstrate what they think they might experience.
- If time allows, during a field trip have children draw what they see and experience.
- After a field trip or event have the children create a work of art to demonstrate what they experienced.
- Take photos of the field trip or event to help children recall their experiences and be able to create a work of art reflecting what they learned.
- Have the children share their art with their classmates.

VISUAL ARTS

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

(Pre-K Standard 5.0)

Teachers 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.

Activity: "Inspiring Materials"

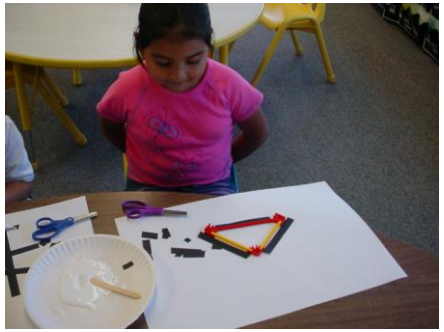
When a child brings a special or particularly unique object to school such as a flower, pine cone, or pretty stone invite them to share it with the class. Talk about the colors, shapes, and lines that they see in the object. Set the object on the art table and invite children to draw, paint or sculpt the object that their friend brought to school. Point out the different styles that the children used to recreate the object. Have the children share their work with each other. Display the children's work along with a photo of the object in the classroom.

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

- Allow children to show their artwork to you and share with others.
- Model how to be respectful towards works of art.
- Talk with children about their art and ask questions.
- Have children share their artwork during whole group time.
- Encourage children to be respectful and careful with their peers work.
- Model and encourage children to give constructive comments and ask questions about their peer's art.
- Display the children's artwork in the classroom in an attractive, neat style.

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

(Pre-K Standard 6.0)



Teachers 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: "Shades of Color"

Materials: paint swatches from retail stores, tempera paint, egg cartons

Pick up paint color swatches that show the shades of many different colors available for free at many retail stores. Show them to the children and talk about the colors that they see. Use words such as shades, light, dark, pastel, bright etc. Invite children to pick a color and see if they can recreate it by mixing small amounts of tempera paint in an egg carton or small containers.

Teacher Tips: Cover the mixed paint in egg cartons or containers with saran wrap or lids and have the children paint with the colors that they made at a later time.

VISUAL ARTS

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

- When children dictate stories, encourage them create a picture or work of art to accompany it.
- If children talk about their artwork, write down what they say, and post it near their art.
- When talking about art, model using mathematical words such as big/small, shapes, and count numbers of items you see.
- Ask children questions about colors, shapes, and numbers of items in their artwork.
- Offer children opportunities to create works of art related to science such as nature, animals, flowers etc.
- Allow children to explore color mixing with colored water o tempera paint.
- Offer visual art activities in the dramatic play area, music area, movement activities, and outdoors.
- Have materials and props that have a range of colors, shades, and shapes in the classroom.
- When the children see or do something of interest to them, encourage them to represent it in a visual way.

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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)

Appendix

The Pre-K Content Standards are guidelines for teachers to use when developing learning experiences for young children that are grounded in the following guiding principles:

Guiding Principles

1. Children are active learners.

- Children are not passive learners. Instead, they learn through physical, social, and mental activities (Piaget & Inhelder, 1969; Bredekamp & Copple, 1997). Because children learn through firsthand actions with objects and things in their world, their learning occurs and is linked to the overall environment and their cultural experiences (Vygotsky, 1986).

- As active learners, young children need opportunities to observe things and events in their here-and –now world, develop their own ideas, try them out, find out what happens, and come up with their own answers(Dewey, 1944; Glassman, 2001).

- Play is how children find out about their world. All types of play–manipulative play, play with games, rough-and–tumble play, and socio-dramatic play – provide children with opportunities to try things out, see what happens, and learn (Rubin, Bukowski & Parker, 1998).

- Organizing children's learning spaces through centers of interest is a good way to help children learn. Centers are clearly marked, organized play and work areas with a theme. Centers encourage children to make decisions, learn new skills, practice skills previously gained, as well as interact with others.

- Centers offer children and teachers a great deal of flexibility. Because they do so, centers may support the needs of the children, especially diverse learners. For example, the needs of children with physical disabilities can be accommodated by providing pathways, low tables, or other necessary adjustments.

Those children who need privacy or les stimulation can be offered quiet, protected centers and spaces for active learning.

2. Development and learning are interrelated.

- Learning about oneself, developing social skills and achieving motivation are all part of intellectual development. Children's ideas about themselves affect not only interactions with others, but also how they understand themselves as learners (Ladd, 1990). In turn, children's intellectual abilities and their control over language are also linked to their social skills. Children who can use language well in social situations or those who can understand another person's point of view are more likely to be those with strong social skills.

- Likewise, learning to write and read depends in great part on how children feel about themselves and their ability to achieve (Bandura, 1997). Children who believe they can learn, and expect to achieve, do so (Seefeldt, Denton, Galper & Younosai, 1999).

3. Growth and learning are sequential.

- Growth and learning move in a basic sequence (Berk, 2001). For instance, learning generally proceeds from the concrete to the abstract. The early years are when children learn best from concrete, firsthand experiences. These firsthand experiences will help children with their ability to express their ideas through drawing, painting, and verbal and written descriptions (Bredekamp & Copple, 1997; Piaget & Inhelder, 1969).

4. Each Child is an individual learner.

- Each child is an individual. Each will grow, develop, and learn at his or her own pace. Because children's development is due to both biological maturity and the environment, the rate of their development and learning varies. Therefore, actual age is not the best sign of where a child should be developmentally.

- Even though development and learning occur in an orderly way, development is often uneven. Some children will move ahead in language learning while being behind in physical or motor development. Others will demonstrate a skill one day and not repeat it for another month.

- A child's genetic makeup may be related to health growth and development, but an environment that does not provide good nutrition or language experiences may slow down healthy growth. Severe disabilities affect normal growth and development as well. Children with disabilities may benefit more from early intervention that those without these disabilities.

5. Development and learning are embedded in culture.

- Culture, the social context in which children learn, grow, and develop, is defined as the language, knowledge, beliefs, art, moral, laws, customs, and ways of living that are passed on to future generations (Cole, 1999). Social groups, the family, neighborhood, religious or ethnic groups within a society pass on their customs, values, or moral principles to the young.

- Beginning at birth, the culture socializes children to become members of a society. But children are not just products of the culture they grow in. As children grow, they may decide what to model from the cultural influences they are exposed to, shaping their cultural context over time (NRC & IM, 2001).

6. Family involvement is necessary.

  - To develop a close attachment between young children and their families demands family involvement. Teachers should consider each child's unique circumstances, respect each family, and encourage involvement between families and preschools to help with a child's academic success and later school achievement
    (NRC, 2001a).

- Family members and teachers must work together. Preschool experiences build on and extend what children learn at home. In turn, children's learning in school is extended and continued in the home.

7. Children's learning can be clarified, enriched, and extended.

- Appropriate early educational experiences can extend, expand, and clarify the ideas, concepts, language and social skills children gain spontaneously. With the guidance of highly knowledgeable, trained, and skilled adults who understand both children and what children need to know, children can learn more than could on their own (Vygotsky, 1986).