

**Fine Arts**

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## FOUNDATIONS FOR FINE ARTS

**“Studies have shown that arts teaching and learning can increase student’s cognitive and social development. The arts can be a critical link for students in developing the crucial thinking skills and motivations to achieve at higher levels.” (Deasy & Stevenson, 2002)**

The purpose of including Fine Arts in early childhood education is to provide a range of activities for children to creatively express themselves. These activities can include, but are not limited to, music, art, creative movement, and drama. Fine arts engage children’s minds, bodies, and senses and invite children to listen, observe, discuss, move, solve problems, and imagine using multiple modes of thought and self-expression. Fine arts curricula provide ways for young children to learn and use skills in other content areas, such as literacy, math, social studies, science, social skills, and creative thinking.

Music is natural, spontaneous, and fun for young children. Music moves children emotionally and physically, just as it does with adults. Music helps set a mood. When an adult coos, sings, and plays rhythm games with the child, the adult becomes more sensitive to the child and affection is strengthened. Whether trying to capture the attention of the child or soothing the child’s upset state, music can be rewarding for the child and the adult. Singing and chanting help children make routine activities and transitions smoother and more enjoyable. Because music involves seeing, hearing, moving, and feeling, it uses all of the senses and helps the child prepare for more challenging tasks like learning language.

Brain research tells us that intuitive aptitude for music stabilizes at about age 9. The early childhood years are critical to the development of the child’s potential for understanding and producing music. Music is an important part of an early childhood curriculum because of its multiple benefits: calming, stimulating, easing transitions, inviting movement, and serving as a learning tool. Music fosters child development and may be used to help children think divergently or creatively. There are many opportunities for music to interact with other curricular areas and to provide practice for social, language, cognitive, and physical development. The attention span of children can be lengthened through good listening experiences. Music play with songs and instruments in early childhood settings can lead young children to deeply satisfying experiences for learning and communication.

Young children naturally enjoy art. Art benefits all aspects of a child’s development. Creative expression helps children realize they are worthwhile people with good ideas who can do things in different ways. It contributes to helping children better understand their world. Brain research indicates that creativity increases in preschool children until the age of 5, when a sharp decrease begins.

Art should be integrated into all preschool curriculum areas. Art materials that are appropriate to the developmental level of the child promote curiosity, verbal and nonverbal expression, reading and math skills, physical development, social-emotional skills, and self-help skills.

The adult needs a wholesome, accepting attitude toward the use of creative and artistic materials rather than thinking of art materials as a waste of time or messy. Adults sometimes wonder if coloring books, patterns, and pre-cut models are appropriate art experiences for young children. These materials are not recommended as a means for providing art experiences. These materials are often frustrating to three-, four-, and five-year old children who do not have the manual dexterity or

eye-hand coordination to stay within the lines, to cut along the lines, or to reproduce a picture made by an adult. Children like to draw or make things as they see them. It is recommended that adults rely on activities that allow children to be creative and individualized in their artwork.

## KEY FINDINGS

- **Art is a cooperative learning experience that provides pleasure, challenge, and a sense of mastery.** (Belden & Fessard 2001)
- **Through art, children learn complex thinking skills and master developmental tasks.** (Belden & Fessard 2001)
- **Early childhood education settings include children from diverse backgrounds. Art offers a multicultural perspective that enables children to integrate their culture into the school's curriculum.** (Wardle & Cruz-Janzen, 2004)
- **Art is basic to child development. It is necessary, not just nice. Art activities help children develop eye-hand coordination and fine motor skills, communication skills, self-esteem that comes from accomplishment and imagination.** [*Hurwitz A. & Day M., 1991; Cherry, 1999*]
- **For young children, the process is more important than the product. The richness of experience of art rather than perfection is the point of the whole thing. In art, young children are praised for the uniqueness of their work rather than its uniformity to a predetermined standard or response.** [*Hurwitz & Day, 1991; Greenman, 1988; Trister Dodge, D. & Colker, L.J. 1999*]
- **Adult input is an essential to young children's artistic explorations. Adults need to create an environment where children are free to create art. To produce art, children need many interesting and meaningful experiences and encouragement to think, talk, and create art in response to their experience.** [*Althouse, Johnson, & Mitchell, 2003; Seefeldt 1995*]
- **Music is "the universal language." Through music, children learn respect for other cultures. Music can help children broaden their understanding of each other.** [*Mitchell, A. and David, J. (Eds.), 1992; Palmer, Hap, 2001*]
- **Music is an early form of communication of emotions, experiences, or ideas. Children think with their bodies long before they think with words. Music is a comfortable way for children to express themselves.** [*Trister Dodge, D. and Colker, L.J., 1999; Taylor, B., 1991*]
- **Musical experiences that provide interactive, success-oriented opportunities for children are avenues for children's overall growth and development including physical, cognitive, emotional, and social development.** [*Neelby, 2001*]
- **Music stimulates children's music thinking and decision-making, involves multisensory learning strategies, encourages creativity, and guides appropriate responses that they may not otherwise have experienced.** [*Neelby, 2001*]

- **Children bring their own unique interests and abilities to be musically expressive and to learn through their musical play. Young children express individual responses to the music of their culture through their preferences for particular songs, instrumental music, and recordings. Therefore, the musical experiences may be adapted for a variety of children’s developmental needs and interests.** [*Custodero, 2002; Neelly, 2001*]

## **GLOSSARY:**

**Creative:** Expressing oneself in an original and imaginative way.

**Universal:** Used or understood by all.

## **RESOURCES AND REFERENCES:**

Althouse, R.; & Johnson, M.; & Mitchell, S. (2003). *The colors of learning: Integrating the visual arts into the early childhood curriculum.* New York: Teachers College Press.

Belden, A. & Fessard, O. (2001). *Children and the arts.* Gerogia Family.

Deasy, R.; & Stevenson, L.. (2002) *The art: Critical links to student success.* The Arts Education Partnership. Council of Chief State School Officers. Washington, DC



## FINE ART STANDARDS AREA:

### ❖ COMMON CORE STATE STANDARD: NONE

Indiana Academic Standards for Fine Arts can be found here:

<http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/arts.shtml>

### ❖ ISTAR-KR Area: NONE

Due to the uniqueness of the Fine Arts Standards, the format will vary from the other standard areas contained within the Foundations to the Indiana Academic Standards for Young Children. We will list the standards grouped within the learning areas since there is such overlap among them. Visual Arts, Music and Dance are completely meshed throughout the learning areas of English/Language Arts, Mathematics, Physical Skills, and Social Emotional Development so this will be reflected in this standard area.

**English/Language Arts  
Mathematics  
Social Emotional**

#### Young Children are Learning When they:

- FA.1.1 Produce rhythmic patterns to familiar songs (e.g., *Jingle Bells*).
- FA.1.2 Create own alternate pattern/action for a finger play to a familiar song.
- FA.1.3 Reflect on differences and preferences as he/she encounters artwork.
- FA.1.4 Compare and contrast own creations and those of others.

#### **English/Language Arts**

- FA.1.5 Create sounds by singing and making music.
- FA.1.6 Recognize familiar melodies long before understanding the meaning of words.
- FA.1.7 Hum or sing along to tune playing on radio, tape/CD player, or television.
- FA.1.8 Use words/concepts learned through music in non-musical activities.
- FA.1.9 Talk about different art professions.
- FA.1.10 Visit and discuss works of art at various locations.

#### **A child can be supported by an adult who:**

- Softly sings or hums to the baby or plays soft music.
- Follows the mood of the child (e.g., if fussy, then sing lullabies or if alert, sing play songs).
- Sings a familiar song to help the baby feel safe and secure in an unfamiliar setting.
- Plays sound games with infants (e.g., repeats sounds that the baby makes back to the adult).
- Places pictures where the baby can focus or hangs a colorful mobile on the crib.
- Encourages babies' safe and creative use of common household items (e.g., margarine tubs, empty boxes, pots and pans).
- Provides opportunities to draw with paint, crayons, or chalk (safe and non-toxic).
- Provides variety of shapes of crayons and chalk and large sheets of sturdy paper or cardboard for drawing.
- Remembers that the process of creating is more important than the product.
- Encourages children to do art in their own way.

## **How it looks in everyday activities:**

### **Music in Everyday Activities**

Mr. Tim's class is actively engaged in a variety of typical preschool activities. Some children in the housekeeping center are acting out a family preparing for dinner. Boys and girls are building in the block area, and two children are at the water table filled with rice and corn along with the usual utensils found on the table (e.g., containers, lids, spoons, funnels, sieves). Nina finishes her pretend meal and uses the bottom of the play skillet and a spoon to call the family to the table. Mr. Tim becomes aware that she is banging loudly but rhythmically. He comments on her pattern and volume and asks if she can mimic a pattern he creates using different utensils. Her friend in housekeeping immediately picks up the bell on Mr. Tim's desk and rings it in the same rhythmic pattern. The children in the block corner notice the activity and join in the group tapping their blocks together. Sally presses a button on her communication device to produce beeping sounds that keep time with the rhythm. Mr. Tim moves to the water table filled with rice and corn and asks the children to figure out how they might use those items on the table to create the same rhythmic pattern that is happening in other areas. The children fill their containers with the rice and corn and use them as shakers to join in the music.

Later in the morning, Mr. Tim invites the children to bring their self-discovered instruments to the circle and directs the discussion using words like loud and soft, fast and slow, high and low, pleasant and unpleasant. At the end of the discussion, he comments and praises them on their new-found instruments and the way they created music. He encourages the children to put their instruments away appropriately in each area.

## ***Development of a skill in one area is related to and influences other developmental areas:***

### **Social/Emotional:**

- Shows preferences for different sounds.
- Creates and shares sounds.
- Cooperates with friends.

### **Cognitive:**

- Creates rhythmic patterns.
- Produces both repetition and creative deviations of sound and sound patterns.

### **Physical:**

- Uses body actions (large and small muscle movements) to make sounds.
- Uses fine motor skills to pick up rice and corn.

### **Self-help:**

- Cleans up materials.

### **Communication/Literacy:**

- Uses contrasting terms such as loud and soft, high and low, fast and slow, and pleasant and unpleasant to the ears.

**English/Language Arts  
Social Emotional**

**Young Children are Learning When they:**

- FA.1.11 Respond to familiar voices, songs, and sounds.
- FA.1.12 Smile and coo to sounds the child likes.
- FA.1.13 Imitate noises such as, clicking and raspberries.
- FA.1.14 Behave differently depending on the types of music (e.g., calm down to lullabies; respond by moving arms and legs).
- FA.1.15 Learn to sing other songs.
- FA.1.16 Sing a favorite song again and again, just as listening to a favorite book many times over.
- FA.1.17 Sing a song as a means of comfort.
- FA.1.18 Express self through dramatic play.
- FA.1.19 Smile or laugh when music is played.
- FA.1.20 Verbally express enjoyment.
- FA.1.21 Sing along to familiar songs.
- FA.1.22 Sing songs from favorite movies or television shows from memory.
- FA.1.23 Describe art work and interpret potential intentions of the artist.
- FA.1.24 Express feelings about art work.
- FA.1.25 Wonder about or ask questions about works of art.

**English/Language Arts  
Mathematics**

- FA.1.26 Assign meaning to scribbles.
- FA.1.27 Imitate art forms of illustrators after listening to a story.

**A child can be supported by an adult who:**

- Helps the child create music by using his/her own words.
- Plays a supportive role as the child experiments and discovers music.
- Uses familiar songs to help the child solve problems.
- Identifies natural rhythm in the classroom or play area (e.g., clocks, squeaks, drips, bouncing balls, swaying trees).
- Claps rhythmic patterns to names, poems, and nursery rhymes and has child repeat them or do them together.
- Uses body actions to music (e.g., *Head, Shoulders, Knees, and Toes*).



## **How it looks in everyday activities:**

### **A Trip to the Art Museum**

Mr. Price's pre-K class is planning a field trip to the art museum. He prepares the students by telling them that people express their ideas and feelings about the world through their artwork. Mr. Price helps the children understand that artwork might be a painting, a sculpture, or a textile work. The colors could be vibrant or subdued. The piece of art might look very much like what it represents, or it could look very different. The boys and girls have many ideas and questions as they board the bus for the trip.

At the museum, Mr. Price asks questions to help the children think about the art they are viewing. He shows them an oil painting of flowers and another one of bold stripes and lines. "How do you feel when you look at these pictures" he asks, "the same or different?" The class walks into another room with several statues. Mr. Price invites the children to try to imitate the poses the statues make. Ian tries to hold a pose like the statue he sees of a knight. "I am a warrior!" he shouts.

Back in the classroom, Mr. Price provides paper, paint, brushes, and some modeling clay. "Everyone can make their own piece of art," Mr. Price tells the children. "Think about what you saw at the museum. There were different kinds of painting and sculptures, with lots of different sizes, colors, lines, and shapes. What kind of artwork would you like to make to take home?" The children get started on their projects and Ian says, "I want to make a guy with a sword." Mr. Price helps Ian use the clay to make a model of a knight. "Art is really fun" Ian says, satisfied with his work.

## ***Development of a skill in one area is related to and influences other developmental areas:***

### **Social/Emotional:**

- Expresses feelings and experiences pride.
- Shares and cooperates with others.

### **Cognitive:**

- Explores art materials.
- Uses processes and techniques to give form to what has been seen and learned.
- Learns about shape, line, color, through experiences.
- Develops planning skills.

### **Physical:**

- Develops large and small muscle skills and eye-hand coordination.

### **Self-help:**

- Demonstrates care and persistence in artwork.

### **Communication/Literacy:**

- Promotes communication by sharing ideas and feelings.

**English/Language Arts**  
**Physical Skills**  
**Social Emotional**

**Young Children are Learning When They:**

- FA.1.28 Toe point, leg wag, and arm wave to music.
- FA.1.29 Move to the music on own and with others.
- FA.1.30 Imitate pat-a-cake or other familiar games.
- FA.1.31 Perform songs and dances.
- FA.1.32 Make up songs and dances by themselves and along with others.
- FA.1.33 Pretend through role play.
- FA.1.34 Request certain songs/finger plays, etc.
- FA.1.35 Clap hands in glee/begin to clap in rhythm.
- FA.1.36 Dance/sway/tap toes/jump/hop to music alone or with others.
- FA.1.37 Hum or sing familiar/original lullaby while rocking a doll.
- FA.1.38 Examine art products from different world cultures.
- FA.1.39 Respond in various ways to the creative work of others (e.g., body language, facial expression, or oral language).
- FA.1.40 Role play imaginary events and characters in the media.
- FA.1.41 Participate freely in dramatic play activities that become more extended and complex.
- FA.1.42 Express self in dramatic play through storytelling, puppetry, and other language development activities.
- FA.1.43 Spontaneously explore sounds produced by striking a variety of materials (e.g., pots and pans, wooden spoons, measuring cups, wooden blocks).
- FA.1.44 Engage in cooperative pretend play with another child.
- FA.1.45 Pretend through role-playing.

**A child can be supported by an adult who:**

- Provides an accepting attitude toward child's ideas.
- Gives recognition by exhibiting each child's work.
- Uses child's imagination as a motivation for art (e.g., the adult reads a fantasy story, provides props so the child can reenact the story, and provides art materials so child can represent the fantasy story).
- Views art materials as meaningful rather than a waste of time and messy.
- Provides creative experiences that are well planned and executed.
- Demonstrates the ability to represent experiences, thoughts, and ideas using several art forms.
- Uses a variety of art media for self expression.



## **How it looks in everyday activities:**

Jan and several colleagues were working late to complete an important project one night. Because it was near dinner time, they ordered pizza. Carla's three year-old son, Trevor, and her husband Bob stopped by to pick her up. "I'll go finish up a few more details in my office if you guys can clear up this pizza," Jan offered. Carla agreed that was a good plan.

As Jan logged off her computer, she heard laughter and singing in the hallway. Peering out of her door, Jan laughed out loud as she saw a parade coming down the hallway! Trevor, now dressed as an impromptu drum major complete with bright red hat and baton, led the way. Behind him were three smiling adults dressed as a fireman, construction worker, and police officer. Trevor sang a newly created song celebrating "worker people" and the grown-ups joined in. After a few trips up and down the hall, Trevor announced "We need a break; for more pizza!" As the grownups followed their leader down the hall, Jan observed to Carla "If you have to be worker people, it is a lot more fun to do it with a parade and a song."

## ***Development of a skill in one area is related to and influences other developmental areas:***

### **Social/Emotional:**

- Expresses emotion through music; shares music; demonstrates leadership.

### **Physical:**

- Uses large muscles; moves to music.

### **Communication/Literacy:**

- Experiments with voice; sings during activity; uses descriptive words.

### **Cognitive:**

- Experiments with a variety of sounds; creates patterns with voice and motion; pretends.

**English/Language Arts**  
**Physical Skills**  
**Mathematics**

**Young Children are Learning When They:**

- FA.1.46 Make rhythmic patterns with objects (e.g., hitting the table with a spoon).
- FA.1.47 Follow repetitive patterns of movements.
- FA.1.48 Moderate vocalizations to tempo and dynamics of music.
- FA.1.49 Observe and discuss art forms during a nature walk.

**Physical Skills**  
**Social Emotional**

- FA.1.50 Delight in touch and feel of materials rather than what is being produced.
- FA.1.51 Scribble (e.g., pictures rarely look like a recognizable object).
- FA.1.52 Use dance and visual art as a vehicle for self-expression.
- FA.1.53 Randomly distribute marks in different areas of paper.
- FA.1.54 Paint with fingers, draw with crayons, and mold with dough.
- FA.1.55 Show individuality in artwork.
- FA.1.56 Play classroom instruments.
- FA.1.57 Choose real or improvised instruments to play along with instrument heard.
- FA.1.58 Imitate different cultures through art.
- FA.1.59 Select different art media to express emotions or feelings. (e.g., painting with bright colors to match a playful mood)
- FA.1.60 Use art media to channel frustration and anger in a socially acceptable way.
- FA.1.61 Show individuality by actions such as drawing a pumpkin that differs in color and design from the traditional.
- FA.1.62 Enjoy repetition of materials and activities to further explore, manipulate, and exercise the imagination.

**A child can be supported by an adult who:**

- Makes up rhyming words when talking to infants and toddlers.
- Sings and dances to music.
- Provides a variety of rattles and musical toys.
- Encourages child-made music.
- Encourages the child to move to the music.
- Encourages the child to point out common sounds (e.g., clock ticking, birds singing).
- Plays a variety of music (e.g., jazz, children’s music, top 40, and other cultures).
- Uses music as a part of daily routine.
- Sings songs with finger plays (e.g., “The Itsy Bitsy Spider”).
- Encourages children to imitate the sounds of animals.
- Plays different musical games (e.g., “Ring-Around-the-Rosie”, “Old MacDonald”).
- Uses music to connect to the child’s roots and heritage (e.g., African-American spiritual, a Yiddish or Irish lullaby, an American or Mexican folk song).
- Uses child’s imagination as a motivation for art. Avoids forcing the child to classify or name what is created.
- Invites the child to describe what is created and avoids judgment.
- Encourages the child to decide what to draw, paint, or make.
- Views art materials as meaningful rather than a waste of time and messy.
- Uses a variety of art media for self expression.
- Displays child’s art within child’s eye-level.
- Uses child’s art as part of daily routine (e.g., decorating cookies).
- Provides safe materials.
- Uses the outdoors as a place for art (e.g., walls or fences as a place for art, side-walk painting, water and sand, rock and wood).

## **How it looks in everyday activities:**

Jane is a toddler teacher in a center based program. This week she has decided to have several lessons incorporating zoo animals. Jane sets up an area with white paper cut in zebra shapes, small shallow trays of black paint, brushes, and some little plastic zebras for models. Jane shows the boys and girls how to brush a black stripe on the white zebra shape.

An Ping watches Jane thoughtfully. She picks up a plastic zebra and turns it over a few times. Then she carefully puts the zebra's feet in the tray, coating them with paint. An Ping stamps the small animal on the paper, leaving a feet-shaped imprint. Jane smiles at An Ping and says, "An Ping has an idea to paint with the zebra's feet!"

Next An Ping puts her hands in the paint and makes some handprints on the paper. Jane asks her if she would like a bigger piece of paper and An Ping happily agrees. Two other children join An Ping and they make a large painting of black handprints. When An Ping's father comes to pick her up later that day, he enjoys seeing the painting she made. Jane explains how An Ping used her imagination and creativity to make an original art project. An Ping's father says, "Thank you Jane for letting An Ping be herself!"

## ***Development of a skill in one area is related to and influences other developmental areas:***

### **Social/Emotional:**

- Cooperates to complete a project with other children.
- Tells others about ideas and thoughts.

### **Cognitive:**

- Changes actions to fit new situation.
- Adapts an activity to suit own interests and ideas.

### **Physical:**

- Uses fingers and hands in painting and stamping.

### **Communication/Literacy:**

- Requests more of something (paints, paper).

**Mathematics**  
**Physical Skills**  
**Social Emotional**

**Young Children are Learning When They:**

- FA.1.63 Develop growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.
- FA.1.64 Focus on motions and movement.
- FA.1.65 Create patterns through art, blocks, and other objects in their environment.
- FA.1.66 Use different colors, shapes, and textures to create form and meaning.
- FA.1.67 Use different colors, surface textures, and shapes to create form and meaning.
- FA.1.68 Progress in ability to create drawings, models, and other art creations that are more detailed, creative, or realistic.
- FA.1.69 Use a variety of materials (e.g., crayons, paint, clay, markers) to create original work.

**Mathematics**

- FA.1.70 Prefer looking at black and white colors and patterns during the first month rather than other colors.
- FA.1.71 Identify patterns in their environment.
- FA.1.72 Measure ingredients for various recipes.

**English/Language Arts**  
**Mathematics**  
**Physical Skills**  
**Social Emotional**

- FA.1.73 Respond to the world with eyes, fingers, and mouth.
- FA.1.74 Produce rhythmic patterns to familiar songs (e.g., *Jingle Bells*).
- FA.1.75 Create own alternate pattern/action for a finger play to a familiar song.

**A child can be supported by an adult who:**

- Listens to children and includes their ideas and interests in planning the curriculum.
- Provides opportunities for children to experience a variety of music media (e.g., singing, finger plays, instruments).
- Uses a variety of music (e.g., classical, jazz, children’s music, top 40) during music time and various times of the day.
- Makes music an integral part of the day.
- Delights in music with young children.
- Plays a supportive role as young children experiment and discover music.
- Recognizes the individual differences reflected in each child’s musical preferences.
- Exercises to music.

## How it looks in everyday activities:

### The Music Center

Tom, Madison, and Caesar choose the music center for their free time activity. Mrs. Schmitt has filled the music center with some homemade instruments. There are foil pan tambourines, oatmeal box drums, wooden sandpaper blocks, and rubber band guitars. There are also some simple commercially made instruments, such as bells, a triangle, and recorders.

Each child chooses an instrument to play. Caesar states, “I want to play the drums,” and he chooses the oatmeal drum. Madison is a little disappointed but selects a recorder. “Maybe we can trade later,” she says to Caesar, who agrees. Tom uses his picture book to show Mrs. Schmitt which instrument he prefers. He chooses the sandpaper blocks, and Mrs. Schmitt helps him place the blocks in the best position to get some sounds from them.

A lively band is formed, and the children play for several minutes. Mrs. Schmitt claps her hands along with the music and encourages the children to continue. After a bit, Mrs. Schmitt notices that Caesar is playing a particular pattern. “Can you two copy the pattern that Caesar is making?” she asks. Madison and Tom listen then copy Caesar’s pattern. When the song is over, Tom signs “my turn” and taps out a new pattern with the blocks. The other children follow his lead next. Caesar starts a song to go with Tom’s rhythmic pattern.

## *Development of a skill in one area is related to and influences other developmental areas:*

### Social/Emotional:

- Shares and cooperates with others.
- Expresses emotions through music.

### Cognitive:

- Experiments with a variety of sounds.
- Imitates rhythmic patterns.

### Physical:

- Uses gross and fine motor skills.
- Exhibits improved coordination.

### Self-help:

- Treats instruments with care using guidelines established by the teacher/adult.

### Communication/Literacy:

- Practices non-verbal communication skill of taking turns.



**Mathematics  
Physical Skills**

**Young Children are Learning When  
They:**

- FA.1.76 Respond positively to transitions from desired to less desired activity when paired with music.
- FA.1.77 Moderate movements to tempo (fast/ slow) and dynamics (loud/soft) of music heard.
- FA.1.78 Distinguish among the sounds of several common instruments.
- FA.1.79 Use objects as symbols for other things (e.g., a scarf to represent bird wings or a box to represent a car).
- FA.1.80 Decide which lines should be long or short, wavy or straight, thick or thin, and what color and where on the paper.
- FA.1.81 With various media, use shapes, lines and color.
- FA.1.82 Make patterns on their own.
- FA.1.83 Sort objects by texture, size, or color.

**Social Emotional**

- FA.1.84 Watch an activity before getting involved.
- FA.1.85 Recognize people in the community who are artists.
- FA.1.86 Learn to enjoy and respect the art work of others.
- FA.1.87 Display interest in the artwork of others.

**Physical Skills**

- FA.1.88 Demonstrate increasing skill in using different art materials. (e.g., paper, paint, clay, scraps, buttons)
- FA.1.89 Mimic art works and forms by various artists.

**A child can be supported by an  
adult who:**

- Recognizes the different cultures within the group.
- Expresses a sense of awe and appreciation of art work.
- Values each child’s creative efforts.
- Provides art media and materials that are culturally responsive to diversity of families and community.
- Provides artifacts that celebrate human diversity and history.
- Asks open-ended questions.
- Describes what the adult sees.
- Brings reproductions of art into the environment.
- Provides an accepting attitude toward each child’s ideas.
- Notices and comments about real and imaginary events and characteristics.
- Expresses feelings about art.
- Imagines or creates a story from artwork.

## **How it looks in everyday activities:**

### **Sound Table**

Mrs. Leslie's class likes music and they have been listening to many CDs throughout the year. They sing and like to make music using the variety of homemade instruments that Mrs. Leslie provides. She announces one morning that she is starting a "sound table" that anyone can contribute to. "I have put out some of these little boxes and some buttons, paper clips, and other little objects." She shows them how to put the little objects into the boxes and shake them. Mrs. Leslie says, "Now let's see what else we have in the room that we can use for the sound table."

Emily finds some small beads in the art area, and Jack sees some little blocks in the building area. Tony, a student with a visual impairment says, "There are wood chips and gravel outside we could use!" Mrs. Leslie helped Tony gather the gravel and wood chips he thought of.

Over time, the sound table grew and grew. Mrs. Leslie sometimes added new containers, such as an old metal box or a small coffee can. Parents sent in marbles, rice, beans, and small metal balls. Everyday the students checked the sound table to see what was new. Mrs. Leslie liked seeing how the children became more aware of sound. It was great to see their music become more complex as the children increased their interest in exploring the sound making possibilities of their self-made instruments.

## ***Development of a skill in one area is related to and influences other developmental areas:***

### **Social/Emotional:**

- Finds and shares objects for the sound table.
- Works together to create various sounds.

### **Cognitive:**

- Chooses and discriminates sounds made by various objects.

### **Physical:**

- Uses small muscles.
- Uses gross motor skills if the children create a marching band.

### **Self-help:**

- Finds objects and creates own instrument.

### **Communication/Literacy:**

- Communicates feelings with the instruments created.

## Dance

### Young Children are Learning When They:

- FA.1.90 Respond to familiar voices, songs, and sounds.
- FA.1.91 Toe point, leg wag, and arm wave to music.
- FA.1.92 Behave differently depending on the types of music (e.g., calm down to lullabies; respond by moving arms and legs).
- FA.1.93 Move to the music on own and with others.
- FA.1.94 Perform songs and dances.
- FA.1.95 Make up songs and dances by themselves and along with others.
- FA.1.96 Use dance and visual art as a vehicle for self-expression.
- FA.1.97 Clap hands in glee/begin to clap in rhythm.
- FA.1.98 Dance/sway/tap toes/jump/hop to music alone or with others.
- FA.1.99 Follow repetitive patterns of movements.
- FA.1.100 Moderate movements to tempo (fast/slow) and dynamics (loud/soft) of music heard.
- FA.1.101 Use various art forms such as dance, theater, and visual art as a vehicle for creative expression.

### A child can be supported by an adult who:

- Sings and dances to music.
- Encourages the child to move to the music.
- Delights in music with young children.
- Plays a supportive role as young children experiment and discover music.
- Exercises to music.
- Uses body actions to music (e.g., *Head, Shoulders, Knees, and Toes*).
- Builds a strong and varied repertoire of rhythms, finger plays, poetry, and movement exercises.
- Keeps in mind that growth is uneven and that advances in physical growth and a child's knowledge of the body can affect artistic expression.
- Provides art experiences in all areas of the curriculum (e.g., math, science, reading, writing, music, movement).