

DOMAIN 4: GENERAL KNOWLEDGE			
SUB-DOMAIN: CREATIVE ARTS			
EXPRESSION AND REPRESENTATION			
GOAL 46: CHILDREN USE CREATIVE ARTS TO EXPRESS AND REPRESENT WHAT THEY KNOW, THINK, BELIEVE, OR FEEL.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Uses singing, drawing/painting, and movement to express self and to find meaning in experiences.	<ul style="list-style-type: none"> ▪ Uses a variety of materials for tactile experience and exploration (paint, glue, 3-dimensional materials, musical instruments, dance). ▪ Participates in messy play activities such as painting, water-play, and building sand structures, without undue stress. ▪ Chooses artistic activities some of the time when offered. ▪ Explores various ways of moving with or without music. ▪ Explores simple songs using voice and/or instruments. ▪ Makes up songs and uses the voice as the primary instrument. ▪ Engages in pretend play with hats, clothing props, shoes, purses, and other props. ▪ Seeks out picture books; especially with photographs of familiar objects or places. ▪ Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences. ▪ Uses objects for more than one purpose (e.g. big hat used for a baby carrier). 	<ul style="list-style-type: none"> ▪ Show appreciation of the child's art by commenting on children's efforts. ▪ Take pictures and videos of children's efforts and let them watch them. ▪ Model appreciation of art made by people outside the classroom or family. ▪ When children create art, and you want to be sure their names are on the art, respect the child's thoughts about where to write their names or narration (e.g. front or back, top or bottom, big or little, child writes letters or teacher writes the letters). ▪ Exhibit child's artwork at the children's eye level and in places where the child can view their efforts. ▪ Show value of art efforts by assuring that creative arts are represented in everyday plans and schedules. ▪ Introduce child to a variety of creative arts and materials and encourage open-ended exploration. ▪ Provide opportunities to finger paint and paint with brushes at tables. ▪ Provide opportunities to paint with a large brush and one or two colors at a low easel. ▪ Provide a variety of live and recorded music. ▪ Engage the child in the use of simple musical instruments (e.g. rhythm sticks, drums, and tambourine). ▪ Display local and classic art forms from child's cultural background.

			<ul style="list-style-type: none"> ▪ Provide puppets and suggested story lines for children to mimic and create. ▪ Teach children to “piggy back” new songs on tunes they already know (“Twinkle, Twinkle” tune with words that describe sweeping the floor). ▪ Offer dress-up clothing in an open box without a lid so that children can create roles and scenarios. ▪ Offer props to encourage replaying dramas, career play, family scenarios, and community events. ▪ Provide creative movement experiences that are structured and unstructured, including toys and materials such as scarves and musical instruments (dancing, animal fantasy, recalling and expanding favorite stories and routines, and finger plays). ▪ Provide access to easy clean-up for those children so that issues with “messy” play are easier to dispel.
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