

# Creative Expression and Aesthetic Appreciation: Birth-5

## Exploration and Creation of Artistic Works 1

### 1 Invention and imagination 1.1

- 1 Birth to Nine Months: Produce sounds through own vocalizations or play with objects in the indoor and outdoor environment 1.1.1
- 2 Nine Months to Eighteen Months : Use tools to create sounds and marks with various objects, and media 1.1.2
- 3 Eighteen to Twenty-Four Months: Use tools with more intentionality and purpose 1.1.3
- 4 Twenty-Four to Thirty Months: Create three dimensional structures, songs, rhymes, drama, and dances 1.1.4
- 5 Thirty Months to Three Years: Use and play with a variety of media and materials for exploration and creative expression 1.1.5
- 6 Three Years: Create more elaborate three dimensional structures, songs, rhymes, and dances with a combination of materials 1.1.6
- 7 Four- and Five-Year-Olds: Act out elaborate pretend play scenarios with objects, create representational and abstract art, and play with musical instruments individually and with peers 1.1.7

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## 2 Curiosity and interest 1.2

- 1 Birth to Nine Months: Experiment and repeat a variety of vocalizations and body movements (E.g. Logan, 4 months old, begins to mimic his mother's facial expressions.) 1.2.1
- 2 Nine Months to Eighteen Months : Explore the sounds that a variety of environmental objects can make and explore a variety of sensory media to create visual images (sand, finger paint, crayons) 1.2.2
- 3 Eighteen to Twenty-Four Months: Show an increasing range of curiosity about their environment, objects, and people 1.2.3
- 4 Twenty-Four to Thirty Months: Show interest in combining objects or media (E.g. Garrith glues yarn, paper, and packing peanuts onto a piece of construction paper.) 1.2.4
- 5 Thirty Months to Three Years: Show interest in a variety of materials and activities related to creative expression 1.2.5
- 6 Three Years: Ask how to produce a particular sound, visual image, or movement 1.2.6
- 7a Four- and Five-Year-Olds: Show interest in learning new skills related to art, music, dance, and drama (E.g. Doug asks his teacher to show him how to play more chords on the guitar.) 1.2.7A
- 7b Four- and Five-Year-Olds: Participate in experiences in art, music, creative movement, drama, and dance 1.2.7B

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## 3 Confidence 1.3

- 1 Birth to Nine Months: Gain control over their ability to produce sounds and movement and show delight in positive reactions from others 1.3.1
  - 2 Nine Months to Eighteen Months : Refine their actions to get closer to the desired effect in sound and movement 1.3.2
  - 3 Eighteen to Twenty-Four Months: May request adult attention and approval for all of their artistic, dance, and musical efforts 1.3.3
  - 4 Twenty-Four to Thirty Months: Select and use artistic materials and tools more purposefully (E.g. Cohen selects a paint brush from the box and blue paint from the row of paint cups and brings them over to the art easel.) 1.3.4
  - 5 Thirty Months to Three Years: Ask adults to save or take pictures or videos of their artistic creation 1.3.5
  - 6 Three Years: Show adults and peers what they can do or have created, including short individual performances or artistic creations 1.3.6
  - 7a Four- and Five-Year-Olds: Display or perform for others and/or talk about what they have made or done 1.3.7A
  - 7b Four- and Five-Year-Olds: Show an interest in participating in group performances, but may become anxious and choose not to participate 1.3.7B
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## Appreciation of and Response to the Creations of Others and the Natural World 2

### 1 Awareness and attention 2.1

- 1 Birth to Nine Months: Focus on sounds, patterns, and movements in the indoor and outdoor environment (E.g. Colin, 8 months old, giggles when he feels the breeze on his face.) 2.1.1
  - 2 Nine Months to Eighteen Months : Show awareness of and preference for specific textures, smells, sounds, and visual images (E.g. Kathryn uses her hands to pick up a piece of birthday cake and then repeatedly wipes her hands on her shirt saying, “No.”) 2.1.2
  - 3 Eighteen to Twenty-Four Months: Begin to focus on and distinguish details in the indoor and outdoor environments 2.1.3
  - 4 Twenty-Four to Thirty Months: Show what they notice about the music, art, drama, dance, and natural phenomena they have witnessed 2.1.4
  - 5 Thirty Months to Three Years: Try to reproduce aspects of music, art, drama, dance, and natural phenomena they have witnessed (E.g. After watching a tap dancer, Reagan, Andrew, and Gabe recreate tap dancing.) 2.1.5
  - 6 Three Years: Share opinions about likes and dislikes in art and creative expression 2.1.6
  - 7 Four- and Five-Year-Olds: Discuss and evaluate the music, art, drama, dance, and natural phenomena they have witnessed 2.1.7
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### 2 Sense of joy and wonder 2.2

- 1 Birth to Nine Months: Enjoy and respond to sights, sounds, textures, tastes, and smells 2.2.1
- 2 Nine Months to Eighteen Months : Respond with delight to some experiences, environments, and specific sensations 2.2.2
- 3 Eighteen to Twenty-Four Months: Express joy in aesthetic experience 2.2.3
- 4 Twenty-Four to Thirty Months: May participate actively in singing songs and dancing 2.2.4
- 5 Thirty Months to Three Years: Exclaim enthusiastically in response to experiencing beauty indoors or outdoors (E.g. Ginny and her friends jump up and down shouting, “It’s a rainbow,” when they see a rainbow in the sprinkler.) 2.2.5
- 6 Three Years: Use descriptive words to express their response to an aesthetic experience (E.g. Using his communication device, Mark tells Tory he really likes the colors in her painting.) 2.2.6
- 7 Four- and Five-Year-Olds: Show interest and respect for the creative work of self and others, and share experiences and ideas about art and creative expression 2.2.7