

“The Creative Arts domain describes the variety of artistic activities that allow children to use their imaginations, creativity, and express ideas in a variety of mediums. Included in this domain are indicators for dance, drama and theatre arts, music, and visual arts. The creative arts provide a means for children to display their understanding of a wide variety of knowledge and ideas that are part of other domains.”¹

Creative Arts Expression: Ages 3-5		
Strand <i>Topic</i>	Indicators Children may	Storytime Provider Strategies The storytime provider may
Creative Arts Expression (Dance)		
Movement <i>The use of the body to move to music and express oneself</i>	<u>Ages (3-5)</u> Safely practice simple locomotor and non-locomotor movements. Explore movement in time and space using shape, size, level, direction, stillness and transference of weight (stepping). Explore movement to encourage (kinesthetic) body awareness. Explore simple phrases of movement to experience rhythm, clapping and moving to music in relationship to others.	<ul style="list-style-type: none"> • March and dance to music or rhythmical sounds. • Suggest a way to move (e.g., like a butterfly) during the transition from outdoors to indoors. • Participate in jumping/leaping over “rivers” spread around the room. • Provide ample time daily for children to use their bodies to move in a variety of ways, both indoors and outdoors. • Arrange for large open spaces where children can move freely and small spaces (e.g., carpet squares, hula hoops, low balance beam) for children to practice more controlled movements. • Enjoy participating alongside children in planned and spontaneous movement and dance activities. • Model and integrate different movements (e.g., twist, bend, hop, slide, roll, stretch) into the daily routines. • Use correct vocabulary when referring to movements (e.g., gallop, twist, stretch, balance). • Include movements that children with physical disabilities can perform with different parts of their bodies. • Challenge children to think of specific ways to travel to various areas. • Bring attention to a child’s created movements and invite others to observe, imitate and suggest their individual ideas
Create, Compose, and Choreograph <i>Using the dance elements of space, time, and energy to explore, improvise, and develop movement phrases, sequences, and dances</i>	<u>Ages (3-5)</u> Create movements in response to sensory ideas (e.g., textures, colors, smells) and images from nature. Move to express different feelings in personal and general space.	<ul style="list-style-type: none"> • Provide an environment that encourages children to use movement to recognize and understand feelings. • Invite children to move in ways that demonstrate how a character in a story might feel or move in response to a problem. • Ask children to recall a familiar activity such as a field trip, daily routine, or special event using movement to represent the experience. • Provide a variety of props to inspire children to explore or make up their own creative movements.

¹ Colorado Early Learning & Development Guidelines pg. 140

	<p>Explore movement while moving with objects (e.g., scarves, feathers, balls).</p> <p>Transfer same movements to different body parts and use repetition.</p>	<ul style="list-style-type: none"> • Connect movement or dance to a curriculum study and integrate throughout the daily routine. • While reading stories, look for words and images that suggest movement, pause and encourage children to use movement to represent the word or image. • Model patterns of movements, starting simply and increasing complexity as appropriate.
Historical and Cultural Context <i>Understanding the global and cultural relevance of dance</i>	<p><u>Ages (3-5)</u> Explore how dance expresses ideas and emotions.</p> <p>Explore occasions for dance across different cultures.</p> <p>Explore shapes, levels and patterns in a dance, and describe the actions.</p>	<ul style="list-style-type: none"> • Ask families to share traditional music and dances from their cultures. • Invite family members and community groups to the classroom to speak about and teach children a dance. • Provide a range of music such as classical, jazz, rock, rap, salsa and props from various cultures to imitate dance experiences. • Use photographs, short videos, and books about dance or movement performed by various groups of people. • Ask children to share personal stories about times in which they have seen or participated in cultural dances.
Reflect, Connect, and Respond <i>Reflecting upon dance, connecting it with other disciplines, responding to it to discuss and analyze dance as art</i>	<p><u>Ages (3-5)</u> Experience the joy of seeing and responding to dance.</p> <p>Demonstrate movement to express emotion.</p> <p>Express what is seen and felt in a movement with different tempos, rhythms and genres.</p> <p>View a performance with attention.</p> <p>Describe a dance in their own words.</p> <p>Show their favorite dance move to the performers or each other.</p>	<ul style="list-style-type: none"> • Plan opportunities in the classroom for children to observe and respond to a variety of dance genres performed by peers, family members, local community groups or professionals. • Model asking a question or sharing a thought about a creative movement or dance. • Model using words or actions to describe what was liked about a particular performance. • Integrate a range of music in daily routine for children to listen and freely move to. • Invite a special guest or group to the classroom to demonstrate a creative movement or dance performance. • Model and talk about appropriate audience behaviors of watching, listening, and showing appreciation. • Model describing or responding to a particular dance work.
Creative Arts Expression (Drama and Theater Arts)		
Create <i>Creating and forming theatrical works, interpreting theatrical works for performance and design, and developing characters and analyzing roles</i>	<p><u>Ages (3-5)</u> Create characters and environments using imagination and background knowledge through dramatic play or guided drama experience (e.g., story drama, creative drama, movement stories, pantomimes, puppetry, etc.).</p> <p>Generate multiple representations of a single object in a variety of</p>	<ul style="list-style-type: none"> • Provide ample time and space, indoors and outdoors, for children to engage in dramatic play and storytelling in their own way. • Dramatize stories from children's cultural and personal experiences by asking families to share stories. • Represent various characters using facial expressions, body movements, and gestures. • Ask students to draw a picture or tell stories of their own experiences as a prompt for dramatic play. • Engage students' background knowledge through questioning as a prompt for dramatic play (e.g., "When was a time you were courageous?"). • Tell or read a story as a jumping-off point for dramatic play.

	<p>dramatic experiences (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).</p> <p>Communicate ideas through actions and words using imagination and background knowledge in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomimes, puppetry, etc.).</p> <p>Investigate story in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomimes, puppetry, etc.).</p> <p>Apply personal experiences to a story in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).</p>	<ul style="list-style-type: none"> Model by sharing a personal or shared class experience.
<p>Perform <i>Expressing the human experience in story, movement, speech, and staging for an intended audience</i></p>	<p><u>Ages (3-5)</u> Make appropriate character reactions that connect the environment or cultures of the story using imagination or background knowledge in a dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).</p> <p>Create characters using body and voice in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories, pantomime, puppetry, etc.).</p> <p>Explore and experiment with various design or technical elements in dramatic play or a guided drama experience.</p> <p>Interpret character choices and emotions using voice and body in dramatic play or a guided drama experience (e.g., story drama, creative drama, movement stories,</p>	<ul style="list-style-type: none"> Describe or share about a cultural experience. Build or re-create cultural experiences for children. Model characters or utilize books, movies, real life community members, animals, etc. as a way to show various characters. Discuss and create experiences showing how technical elements help to tell stories, create mood, build environments and define characters. Ask reflective questions concerning a dramatic play or guided drama such as, "How did your character feel when the wolf knocked on the door?" "What did you do when your character felt that way?" Lead discussions to compare emotions and ways to portray each.

	pantomime, puppetry, etc.).	
Respond <i>Responding to the artistic and scientific knowledge of conversations, cultures, styles, genres, theories, and technologies needed to know better choices and best practices</i>	<u>Ages (3-5)</u> Recall an emotional response in dramatic play or a guided drama experience. Reflect on choices in a dramatic play and guided drama experiences. Name and describe characters in a dramatic play or a guided drama. Recognize artistic choices. Identify and connect stories and cultural experiences that are similar to one another in dramatic play or a guided drama experience.	<ul style="list-style-type: none"> Ask reflective questions concerning a dramatic play or guided drama such as, "How did your character feel when the wolf knocked on the door?" "What did you do when your character felt that way?" Ask reflective "what" questions on student experiences such as, "What did your biggest shape look like?" or "What movement was the most sharp?" Utilize story to have students define a character's appearance and feelings. For example, "Which characters came to help?" "What did the animals look like?" "What did the characters do when they received help?" Use questions to lead discussion, for example, "When was the character really scared?" "What did we do to create the environment?" "What was your favorite..." Ask reflective questions that connect personal experiences to a story; for example, "What are ways your family celebrates different holidays?"
Creative Arts Expression (Music)		
Music Expression <i>The use of voice and instruments to create sounds</i>	<u>Ages (3-5)</u> Use voices expressively when speaking, chanting, and singing. Perform through multiple modalities a variety of simple songs and singing games alone and with others. Use voice and/or instruments to enhance familiar songs or chants. Respond to rhythmic patterns and elements of music using expressive movement. Apply teacher feedback for progress of musical practice and experience.	<ul style="list-style-type: none"> Use their voices in different ways (e.g., varying volume, imitating sounds of machines, actions, animals and various characters) while reading a book, telling a story or singing. Incorporate simple songs throughout the daily routine and transitions. Introduce parts of a song and repeat until everyone learns the words. Incorporate signs or actions to the words. Read children's books based on songs and encourage children's participation in multiple ways. Provide a variety of appropriate instruments (e.g., maracas, rhythm sticks, bells, tambourines, drums) for children to use for musical experimentation. Sing a tone or make a sound and invite children to repeat or echo it. Experiment with having children match sounds, beats, words, pitches and speed. • Play music from different cultures and traditions Sing songs or play music suggested by children's families. Offer different types of music rhythms, patterns, tempos, and invite children to clap, tap, or move to the beat. Provide many opportunities for children to hear or feel the vibrations of music with a prominent and steady beat. Use recorded models of children singing songs. Model contrasting ways of singing/speaking songs. Help students identify missed words of a song. Play singing games. Break songs down into parts for students to echo-sing.
Creation of Music <i>Compose, improvise, and arrange sounds and musical ideas to</i>	<u>Ages (3-5)</u> Improvise sound effects to accompany play activities.	<ul style="list-style-type: none"> Enjoy participating alongside children in creating different sounds during pretend play. • Listen to and imitate children's sound effects. Comment on the ways children use their voices or make sound effects to encourage

<i>communicate purposeful intent</i>	Use improvised movement to demonstrate musical awareness.	<p>further experimentation.</p> <ul style="list-style-type: none"> • Call attention to sounds in the indoor and outdoor environment. • Use music or sound to enhance routines and learning activities such as playing the same piece of music to signal a cleanup time.
Theory of Music <i>Read, write, and analyze the elements of music through a variety of means to demonstrate musical literacy</i>	<p><u>Ages (3-5)</u> Use individual means to respond to rhythm.</p> <p>Use individual means to respond to pitch.</p> <p>Use individual means to respond to dynamics.</p> <p>Use individual means to respond to form.</p> <p>Use invented symbols to represent musical sounds and ideas.</p> <p>Use personal communication to describe sources of sound.</p> <p>Use individual means to respond to dynamics and tempo.</p> <p>Recognize a wide variety of sounds and sound sources</p>	<ul style="list-style-type: none"> • Play their favorite kinds of music with children and tell what they like about it. • Play and discuss a variety of musical styles. • Invite children to compare their responses to different types of music. • Ask questions such as how a piece of music makes them feel, what they do or do not like about it and how it is similar to other music they have heard. • Provide opportunities for children to listen to recorded music while drawing or painting. • Model moving arms up when hearing high notes and down with low notes. • Demonstrate a variety of vocal and instrumental sounds. • Play sounds that students may hear in their world (e.g., train whistle, thunderstorm, a concert).
Aesthetic Valuation of Music <i>Evaluate and respond to music using criteria to make informed musical decisions</i>	<p><u>Ages (3-5)</u> Move, sing, or describe to show preference for styles of music.</p> <p>Discuss feelings in response to music.</p> <p>Use individual communication to describe music.</p> <p>Explore music from media, community, and home events.</p> <p>Listen and respond to various musical styles, such as marches and lullabies.</p> <p>Communicate feelings in music.</p>	<ul style="list-style-type: none"> • Model and talk about why they chose to listen to a particular musical selection. • Plan classroom experiences in which children are exposed to a variety of musical styles. • Provide children with access to an organized music area and supply with a range of recorded music (e.g., classical, jazz, rock, rap, salsa) and props (e.g., scarves, ribbons, bells) for children to access independently. • Provide children with opportunities to express opinions about music through verbal response, movement, and play. • Play a variety of music styles for children. • Demonstrate movement to music (e.g., marching, skipping, walking, rocking). • Encourage free movement to music of various styles.

	Express personal interests regarding why some music selections are preferred over others.	
Creative Arts Expression (Visual Arts)		
Observe and Learn to Comprehend <i>Identify art in daily surroundings</i>	<u>Ages (3-5)</u> Select images in materials such as but not limited to books, cartoons, computer games, and environmental print. Use age-appropriate communication to describe works of art. Recognize basic language of art and design in relation to daily surroundings.	<ul style="list-style-type: none"> • Move with a variety of colored scarves noticing how color and shape are changed by the light and movement. • Notice and discuss the illustrations in picture books as inspiration for making original art. • Choose books with various styles of illustrations • Stress process over product when designing after storytime experiences • Display children's art creations attractively and prominently, as much as possible at children's eye level.
Envisions and Critique to Reflect <i>Evaluate the effectiveness of what is made during the creative process</i>	<u>Ages (3-5)</u> Explain that works of art communicate ideas and tell stories. Communicate a story about a work of art. Discuss one's own artistic creations and those of others.	<ul style="list-style-type: none"> • Tell the story of their own work. • Use the illustrations of books as inspiration to create their own story • Encourage children to talk about illustrations by commenting on colors, textures, techniques, and patterns. • Share wordless picture books and invite children to tell the story. • Ask children to dictate stories about artwork they have created.
Invent and Discover to Create <i>Use different skills to generate works of art for functional, expressive, conceptual, and social/cultural purposes</i>	<u>Ages (3-5)</u> Explore the process of creating works of art at one's own pace. Use art materials freely, safely, and with respect to specific environments. Engage in the process of creating visual narratives from familiar stories and subject matter.	<ul style="list-style-type: none"> • After several readings of a favorite story, participate in a process that represents the story. • Provide opportunities to make art after, during, or before storytime • Encourage projects that explore process rather than focus on product • Learn by discovery, such as by finding out what happens when colors are mixed rather than being told ahead of time.
Relate and Connect to Transfer <i>Make new connections to their own environments, cultures, and stories through the process of making art.</i>	<u>Ages (3-5)</u> Explain what an artist does and who an artist can be. Identify some of the activities in which artists participate.	<ul style="list-style-type: none"> • Choose books that explore the artistic process • Draw children's attention to the illustrations in a book and read about the artist. For example, children may make a work of art inspired by the process and material choice of the illustrator. • Invite family members or local artists to talk about the materials, tools, and techniques they used to create a piece of artwork. • Use the correct art vocabulary for materials, tools, and actions (in English as well as in

	Identify arts materials used by artists	<p>any other of the children's home languages) while children are actively engaged in working with art materials.</p> <ul style="list-style-type: none"> • Plan opportunities for children to see artists in action, or use books that illustrate the artists' process
--	---	---