

# Creative and Expressive Arts: 3-5 Years

Children develop healthy self-concepts through creative self-expression that draws from their backgrounds, experiences, and identities. 1

**a Explore and experiment with the arts in increasingly creative ways to express themselves, with modifications as needed. 1A**

**1a. 3 Years 3.1A**

- 1 When prompted, describe what they are creating. 3.1A.1
- 2 Display their artwork to a familiar adult, and say, “Take a picture for my daddy!” 3.1A.2
- 3 Hum the tune of a familiar or invented song. 3.1A.3

**1a. 4 Years 4.1A**

- 1 Talk with others about the artwork they have made. 4.1A.1
- 2 Follow the directions in a movement song. 4.1A.2
- 3 Respond with matching movements when asked to move like a certain animal (arms out like a bird, hop like a kangaroo, etc.). 4.1A.3
- 4 Draw and combine shapes into more complex figures. 4.1A.4
- 5 Contribute to group storytelling and songwriting. 4.1A.5
- 6 Make up their own dances. 4.1A.6

**1a. 5 Years 5.1A**

- 1 Invent their own songs – sometimes just music and sometimes also with lyrics. 5.1A.1
- 2 Use fine motor skills to pinch, push, and form playdough into the shape they want. 5.1A.2

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**b Explore and experiment with the arts through the lens of their personal cultural context and that of others. 1B**

**1b. 3 Years 3.1B**

- 1 Wear “dress up” clothes that are similar to those commonly worn by their family. 3.1B.1
- 2 Show some preference for dolls that look like themselves. 3.1B.2

**1b. 4 Years 4.1B**

- 1 Engage in a discussion with other children to decide which favorite foods from home will be served during their pretend meal (collaborative pretend play). 4.1B.1
- 2 Incorporate their home culture into color, texture, and musical choices in their artwork. 4.1B.2

**1b. 5 Years 5.1B**

- 1 Extend their pretend play with other children by including more themes, detail, and storylines, such as turning a pretend meal into a Thanksgiving, Chinese New Year, or Kwanzaa dinner with cousins, aunts, and uncles. 5.1B.1

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**c Explore roles, express thoughts, and feelings, recreate experiences, and act out stories through the arts. 1C**

**1c. 3 Years 3.1C**

- 1 Imitate other people’s conversations and interactions during pretend play, in a similar context to how they heard or experienced the conversation initially. Often, they will recite memorable words and phrases. 3.1C.1
- 2 Join in cooperative pretend play with other children, passing dishes around the table during a pretend meal. 3.1C.2

**1c. 4 Years 4.1C**

- 1 Mimic words and phrases commonly used by familiar adults or favorite shows. 4.1C.1
- 2 Explain to other children their ideas or plans for play, such as describing the roles they want each person to act out. 4.1C.2

**1c. 5 Years 5.1C**

- 1 Act out familiar stories or characters from books, movies, or television. 5.1C.1
  - 2 Work with other children to decide on the details of a story to tell in their play, and who will perform each role. 5.1C.2
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**Children develop the skills that support self-expression through a variety of art forms. 2**

**a Explore and develop increasing control over fine motor and large motor movements. 2A**

**2a. 3 Years 3.2A**

- 1 Play along with songs like “Hokey Pokey” and “Head Shoulders Knees and Toes.” 3.2A.1
- 2 Squish and roll playdough into balls and snakes. 3.2A.2
- 3 Attempt to mimic a familiar adult’s clapping rhythm. 3.2A.3
- 4 Draw straight and curved lines to create pictures. 3.2A.4
- 5 Use scissors to cut paper. 3.2A.5

**2a. 4 Years 4.2A**

- 1 Dance to the (approximate) beat of different kinds of music, most of the time. 4.2A.1
- 2 Match and repeat a rhythm demonstrated by a familiar adult, such as stomping their feet back and forth (left-right, left-right) four times. 4.2A.2
- 3 Draw and combine shapes into more complex figures. 4.2A.3
- 4 Use scissors with more precision, cutting along dotted or folded lines, most of the time. 4.2A.4
- 5 Show more control in making intentional marks, such as straight and curved lines. 4.2A.5

**2a. 5 Years 5.2A**

- 1 Imitate a familiar adult’s movements when trying to learn a new dance, most of the time. 5.2A.1
- 2 Match the beat of a song when playing an instrument along with music. 5.2A.2
- 3 Use fine motor skills to pinch, push, and form playdough into the shape they want. 5.2A.3

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**b Explore, use, and begin to use artistic vocabulary to describe the tools, mediums, and components of the arts. 2B**

**2b. 3 Years 3.2B**

- 1 Use a towel as a blanket to “tuck in” a doll for bedtime. 3.2B.1
- 2 Make “pizza” out of playdough and pretend to eat it during imaginative play. 3.2B.2
- 3 Use props like ribbon sticks, scarves, and dolls while dancing to music. 3.2B.3
- 4 Make different sounds with their voice (loud/soft, high/low). 3.2B.4
- 5 With support, use tongue depressors to make bunny ears in a ball of playdough. 3.2B.5
- 6 Use terms like volume, beat, and shadow to describe art, sometimes. 3.2B.6
- 7 Point to a jar of paint or basket of crayons and ask to use them. 3.2B.7

**2b. 4 Years 4.2B**

- 1 Use terms like collage, rhythm, and watercolor to describe art, sometimes. 4.2B.1
- 2 Repeat part of a song they have just heard for the first time. 4.2B.2
- 3 Use cookie cutters and rollers to shape playdough. 4.2B.3
- 4 Experiment with the angles they can hold a crayon or marker to make different kinds of marks. 4.2B.4
- 5 Use whatever materials are on hand (blocks, paint, playdough, manipulatives) to create something new. 4.2B.5
- 6 Use tissue paper, construction paper, and glitter glue to make a collage. 4.2B.6

**2b. 5 Years 5.2B**

- 1 Match the beat of a song when playing an instrument along with music. 5.2B.1
- 2 Use creative tools with noticeable control as they create artwork with some detail and intentional color choices. 5.2B.2
- 3 Use terms like sculpture, sketch, and melody to describe art, sometimes. 5.2B.3
- 4 Combine two colors of paint to get the shade they want. 5.2B.4
- 5 Experiment with changing the pressure they use on their crayons or colored pencils to make dark and light shades. 5.2B.5

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**c Plan and create works of art with increasing intentionality and detail. 2C**

**2c. 3 Years 3.2C**

- 1 With prompting, express their ideas through the arts. 3.2C.1
- 2 Follow along with appropriate body movements during “Head Shoulders Knees and Toes.” 3.2C.2
- 3 Draw straight and curved lines to create pictures. 3.2C.3

**2c. 4 Years 4.2C**

- 1 With and without prompting, communicate their ideas through the arts. 4.2C.1
- 2 When asked, describe their plan for a drawing or painting. 4.2C.2
- 3 Create intentional designs in their work. 4.2C.3

**2c. 5 Years 5.2C**

- 1 Ask questions about a prompt to “Draw and write about your day” to clarify if it should only be about school-time or if they can draw their morning routine too. 5.2C.1
  - 2 Use a variety of media (paint, text, music, etc.) to express themselves. 5.2C.2
  - 3 Plan a creation, saying, “I’m going to paint a picture of my cat. She has brown stripes and a white belly.” 5.2C.3
  - 4 Add details to their work and revise when necessary. 5.2C.4
  - 5 Focus on a single work for longer periods of time, such as sessions over 30 minutes, returning later in the day, and/or working over multiple days. 5.2C.5
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**Children develop preferences and appreciation for the arts. 3**

**a Explore, recognize, and respond to similarities and differences between works of art, and the emotions, moods, situations, and cultures being expressed. 3A**

**3a. 3 Years 3.3A**

- 1 Point out the differences in color or mood (happy, sad) between two pictures. 3.3A.1
- 2 Bang on a drum or pot to make loud noises and show frustration—or delight. 3.3A.2
- 3 Explore different musical instruments, such as bells, xylophones, and maracas. 3.3A.3
- 4 Tap on a drum, a table, and a cardboard box to hear the different sounds. 3.3A.4

**3a. 4 Years 4.3A**

- 1 Experiment with a variety of instruments and recognize their differing sounds. 4.3A.1
- 2 Experiment with different instruments to match the sounds in a song. 4.3A.2
- 3 Sing a silly song and laugh. 4.3A.3
- 4 Use drawings (including scribbles) to tell a story or describe a concept (such as showing who is part of their family). 4.3A.4
- 5 Draw a picture and describe or dictate to a familiar adult what the picture is showing. 4.3A.5
- 6 Move their body in ways that match the mood of a song. 4.3A.6

**3a. 5 Years 5.3A**

- 1 Compare and identify the differences between a slow song and a fast one, or a quiet song and an upbeat one. 5.3A.1
- 2 Move ribbons or scarves in time with the music when dancing to a song that switches from fast to slow, or slow to fast. 5.3A.2
- 3 Mimic the sound of a musical instrument with their voice, such as making high-pitched noises to match a triangle, or low thumping sounds to match a drum. 5.3A.3
- 4 Create a book of pictures that tell a story. 5.3A.4
- 5 Show their thoughts, ideas, and feelings through multiple art forms, such as combining drawing with writing to express an idea or draw or paint symbols on a clay formation. 5.3A.5
- 6 Move and dance to describe their own feelings, or a feeling/ idea from a story. 5.3A.6

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**b Express preferences within the arts. 3B**

**3b. 3 Years 3.3B**

- 1 Tell about their preferences in colors and textures, such as saying that they want to play with the green plastic blocks and not the blue ones. 3.3B.1

**3b. 4 Years 4.3B**

- 1 Tell a friend they like their drawing. 4.3B.1
- 2 Request a favorite song repeatedly. 4.3B.2

**3b. 5 Years 5.3B**

- 1 Describe why they like to play with the egg shakers (or another favorite instrument). 5.3B.1
- 2 Work with the weaving loom frequently because, “it’s just like my Abuela’s.” 5.3B.2