



Texas Professional Home Childcare Association 2026

2nd Quarter (April – June)
Self-instructional Training
“Developmentally Art & Music”
6 training hours

Donated by: Rhonda Crabbs

Master Registered Trainer with Texas Trainer Registry -#1509

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To obtain your certificate:

- ✓ Answer the questions attached
- ✓ If completing self study online, submit answers online or
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With 70% of your answers correct you will receive your certificate along with your corrected answers. The date your test is received by the Education Chair is the date that will appear on the certificate. Please allow four weeks to receive your certificate.

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If you should have any questions or concerns, please contact Ronda Smith at (214) 534-4325.

Developmentally Appropriate Art and Music

As a result of this class, the participant will be able to:

- ~Explain the different types of art and music programs that can be had in a child care center.
- ~Explain why process art is the best to have in your program for young children.
- ~List 5 homemade art supplies you can make for your children
- ~Explain five reasons for creative music and movement

Introduction

I hear many teachers tell me that they just don't have the patience for art or that music hurts their ears. I also hear many teachers say that they want the children to do crafts that will teach them fine motor skills or sing specific songs during music. I want everyone to understand that developmentally appropriate art and music is about working with the child's creativity and their desire to create, discover and explore. It is not about being done right or wrong and it is not about the adult. It is 100% about the child!

Developmental Domains

Physical development: A child's physical development is promoted through the movements involved in holding a crayon and scribbling, pushing a paint brush around the paper, or pounding on the clay to create what he wants. All of these activities help a child to gain control over their fingers and hand muscles. Art activities foster motor and hand-eye coordination for the child to develop and grow in other areas as well.

Social development: Children will learn responsibilities through art so their social development will also be promoted. For example, they must learn to put on their smocks before painting, and also to clean up their messes after they have finished. Learning to work together and share the art supplies is a good way to help children develop social skills that will last as they enter primary school. In some child care centers, children learn to share containers of paints or crayons. They learn how to respect the property of others, the school and the teacher while learning the value of working together with peers. Children who have special needs, or are new to American ways, might find working in small art groups as safer place to enjoy being part of a group.

Emotional development: Children's growth and development in the emotional domain of development will also be promoted through art. A quote I have always enjoyed is "The expressive arts foster learning from the inside out" (Jalongo, 1990, p. 196). Children and adults enjoy art because it is emotional satisfying. A certain amount of tension can be released while a child, or adult, is expressing their thoughts, ideas and emotions in art. Children, who often have a hard time at expressing themselves, can easily do so through art. Children are allowed to express their emotions and desires. For example, a child can pound in the clay center or scribble with crayons when they are angry or to express their frustrations in an acceptable way. Children also are able to choice their art activity and have a little independence. During a

painting session a child might decide to paint a pet dog, while his friend is painting a house with a car in the drive way. Children are able to communicate their feelings nonverbally.

Cognitive development: A child's cognitive growth and development is also promoted through art. Concept formation is enhanced through the visual arts. In creating art, children must organize their thoughts and actions into patterns and symbols. They reason, invent, create and solve problems. For example, children must decide how to fit two piece of paper on the art tray in the design they wish to create. In art, children will be allowed to explore, experiment and problem solve with many different materials and tools. In art, children will use the skills of an investigative scientist by learning concepts such as color, size, texture and shape. When they manipulate and control tools like cutting with scissors, they are learning how the cutting takes things apart, but glue can put them back together. Children will also develop skills related to sight and touch as they manipulate the art materials.

Academic development: Ok, this is not actually a child development domain, but I had to add it here. I have people ask me a lot "if children spend so much time in creative art, will they learn to read and write and be ready for kindergarten?" The answer is yes, they will be prepared for primary school. Children who do not experience art do not achieve as well in the first few years of primary school as children who had the opportunity to explore art freely in preschool. The art opportunity fosters a child's academic skills has been fully documented (Lansing, 1981). Since children must think of an experience, idea or feeling and then find the symbols to express it art is a highly symbolic activity. Academic skills require children to be able to think, and express those ideas. Art has been documented to be essential for learning to read and write (Kindler & Darras, 1994). Art has also been related to mathematic skills because of the different materials being measured to create shapes and counted art tools.

Expression

Each of us has feelings and it is important that we are able to have an avenue to express those feelings. By being able to creatively explore the feelings we are having, we are able to better understand them. Children need a safe avenue to explore and express their feelings, even when they do not understand them. By providing creative art materials, children are able to discover, create and explore what is creating their feelings.

Children express themselves daily in different ways. Art is just one avenue for them to do just that. Painting, coloring, cutting, gluing are not just fun for children but also provide a wonderful opportunity for learning. Children can express their own ideas, feelings and desires through art. They improve their coordination, develop small muscle skills, and learn to recognize colors, textures and shapes. They develop creativity and take pride in their accomplishments as they explore. When children are working in the art center, I engage them in conversation about their art. Leaving the question in an open ended format, allows the child to express themselves about the process of the art, not the finished product.

Engaging children in conversation about their creations shows them that their art is appreciated and taken serious. A book I read many years ago is *Art Really Teaches* by Dr. Violet Robinson. Most of my views have come from this book, and I would highly recommend anyone to buy it and read it for a deeper understanding of art. Through art children learn not only about their own creative expressions and self discovery but that of the group. One thing the children in my care always have wanted is their name on the front of their art work. I try to keep art work up in the

room at all times and the children love to see their name on the wall. They also love to be able to show their parents their work. Children love to work on art and when they work together on an art project they learn to cooperate with others.

One of my favorite art activities I have ever seen is a friend of mine making day care room curtains with her children. She took a twin white sheet and hung it on her fence. She then let the children paint in any way they wanted to. She videotaped it and I loved watching the children work together to make not only their art work, but a pair of curtains that would be placed in their child care room. They worked together to create colors, shapes, and designs on the sheet. Children also work on their language development as they do art. When children talk about their art projects with not only their parents but their peers, they are developing their language skills. We will talk about how to talk to children about their art projects at later in this lesson. Children also learn cognitive development when they are engaging in art projects. They learn one to one correspondences, order, relationships, classification, spatial relationships, dimensional relations and quantity. Remember the picture that the child has made is his/her own language.

Teacher's role

Before we go any farther we need to make sure and remember a few must needed supervision for art with young children. Provide safe materials but checking warning labels for toxins. Please make sure you buy art supplies that are meant to be used by children. Crayons, chalk, and markers should be thick enough for young hands to hold onto without breaking. Organize your art space so you don't have to leave the children to go get the supplies. A room of 2 year olds, waiting on you to come back with paper, might decide to paint the table as they wait. Use safety items as needed, like scissors.

It doesn't matter where you live, or what age you teach, you can promote art in your classroom. A teacher should become aware of art education goals, understand how to motivate children's art, develop appropriate teaching strategies, and appreciate art yourself. It is important to make sure that you set realistic goals for the children in your class in regard to art. By taking into account their age and abilities, you can set up goals that will push their limits while allowing them the freedom to create what they want. When you make your art goals there are a few things to consider.

Children should be able to:

- ~Increase their ability and skills in the use of art materials, tools and products
- ~Learn to use the art materials and tools that are innovative and unusual
- ~Become involved intensely in their art process
- ~Show a progression in their art skill ability
- ~Recognize and respect the artwork they do, and that of others including professionals
- ~Look in their environment and perceive the visual relationship of items
- ~Be familiar with the content of art like color, shape, form and texture.
- ~Discuss how artist created their products

As a caregiver, you must be creative in your exploration of art with children. You need to observe them in order to find what they are interested in, so that you can help them to expand

the concepts of their interest. By allowing children to express their ideas, you are giving them a quality art program that will help them develop, grow and learn. This opportunity includes the time to create, the materials to create, the space to create and the encouragement to create. Children should be able to create using all five senses: sight, smell, taste, touch and hearing.

Children need encouragement, not to be told what to do and what not to do. If you encourage properly, children will invite you into their creation, but if you are overbearing, children will think of you as an intruder and not share their art with you. For example, when I was a first year teacher, I walked up to a little girl that was cutting out stripes of paper for a creation she was doing. I started to talk to her while I picked up the scissors and started to cut also. She didn't want my help and I rudely gave it without asking her. She walked away from the table and did not finish her project. I intruded into her creation and she refused to finish it. I learned quickly to ask if a child wants or needs help.

An art center should have basic supplies that stay there daily, but should also have supplies that often are rotated to provide a different feel and energy. Before art time or center time start off by informing the children what art supplies are going to be available today. As you walk through the classroom, observe what they are doing and ask them about their art. Do not assume anything, but let them tell you what they want you to know.

Remember that in the preschool art world, color does not play an important role. Children often use colors that are not normally used for specific pictures. For example, you and I would paint a pumpkin orange with a green leaf, but a child might paint it purple or green. Often there is no relationship between colors used and the objects of the artwork. Children decide on their color choices for different reasons, none of which include the objects true color. Studies have shown that children do prefer the colors of yellow, blue, orange and green. Observe the children in your classroom and see what colors they prefer, then keep extra ones on hand.

Type of arts

I know there are many different ways to have daily art. Some people like to make the art project follow the theme of the week, some people let the children have total control over what they do on their art project, and some are in the middle. I personally, do a little of both. We have an activity each day that does correspond with the weekly theme, but I also allow the children to have free art each day. I know everyone has their own thoughts and I am not going to try and swing you to believe exactly like I do, but rather I am going to give you the knowledge of difference art opportunities. I will break the art opportunities into four different areas. We will learn about each one and you can make your own mind up about which works best for you child care.

The totally free art is called Child Oriented Art and it allows the children to have a sense of making their own masterpiece where there isn't a right or wrong way to do it. During center time or free time the children would be allowed to go to the art center and make their own masterpiece without any guidance from the adult. You will need to have a variety of art items that the children use without direct supervision since you will have other children in different centers to watch also. Make sure that you have children that are old enough to know not to each the art items before you allow Process Oriented Art. It is more important in the process than the project here. It doesn't matter what the art looks like, but rather what the child did as they made it. Some items to have in your Art Center are: paper, construction paper, paper

scrapes, paint (finger and tempera), paint brushes, glue, scissors, crayons, washable markers, water colors, colored macaroni and rice, stamps and stamp pad, play dough, colored salt, and magazines. At times you can also add recyclable items to the art center like egg containers, milk caps, items for children to use to make prints, fabric scraps, buttons, etc.

Teacher guided art where the teacher does 1% of the creativity and the child does 99%. This does not mean that each child's art product needs to look alike. Rather, the teacher provides the opportunity for each child's art project to be made but each child makes their art their individual process. For example, when we were having a zoo theme, I provided the children with a orange cut out of a giraffe body and head. I also provided black dots, legs, some yellow yarn for hay, the construction paper and glue. Each child was allowed to place their giraffe body on the construction paper anywhere they wanted. They could then add the black spots, legs and hay. It didn't matter what the giraffe looked like.

What mattered was that we all made a giraffe. We took our theme of the zoo and we all made a similar art product. Another art project that falls under this category is decorating a heart for Valentines. I have a cut out of a heart and allow the children to paint it any color they want. They can decorate it with anything they want. I do not ever make a model for the children to follow. If I show them what my heart looks like, then they will try to make theirs look the same. That isn't the idea of this art project.

My third division of art is Teacher Created Art. I once walked into a day care center that I was giving a training class and looked at the art on the wall. Every class, every wall, every picture looked the same. The art the 2 year old kids did looked just like the 4 year old kids. The director noticed me looking at everything and comments how the parents of all the children just love to look at the art. The not so subtle person I am just said "You mean the parents like to look at the art that your teacher's did?" The director and caregivers thought the art was so perfect, but they didn't realize that it wasn't the children's art at all. This is something I use about five times a year. It is where we do the cute little craft at Christmas or Easter where every child's look the same. I want everyone to understand that this is not done for the benefit of the child. The child learns very little from this type of art. Let's be honest here too. When you are doing a craft like this, the teacher does the majority of the work, while the child watches. Teacher Created Art is 99% teacher and 1% child created.

The last area of art that I don't use very much at all is no creativity art. It is where you make that cute little copy off of your computer for your child to color or paint. You might even cut it out and glue it on a piece of construction paper. This is not art at all in my book. This is busy work with preschoolers. Yes, I admit I have used it. Sometimes I need to have 5 minutes where the children are busy, in my sight, but busy. I keep a few coloring pages handy just for now and then. I do not consider this art at all. I taught school for one year before I opened up my home child care. I know that in public schools children are forced to learn to color inside the lines. I do offer color pages now and then, but please know that I only include it because so many people use it.

Coloring Books and Crafts

Research has shown that coloring books have a negative effect on a child's creative process. Coloring books block a child's creative impulses and for this reason I must ask that children under six not use coloring books. The value of a child's art as a form of expression is lost when children are limited to designs in coloring books. A child will become so self-conscious and

doubtful about their own art talents when they are forced to try and color inside the lines at such an early age. Some teachers see no harm in using coloring books and feel that children enjoying working in them. Coloring books are easy to buy and keep on hand. However, for more enriching art experiences rely on activities that allow children to explore interesting materials and experience cause and effect from free creative art forms.

Remember that crafts are NOT art. Crafts, defined as a skill or trade require special skills to create like materials. Crafts, such as building a bird feeder or knitting do not enable children to perfect media and develop their own skills. I am not saying never use crafts, but when you do make sure you understand the difference. When a craft is being introduced in an early childhood center the thinking, reflective, creative part of making art must also be present. If you are painting a bird house, let the children at least pick their colors or maybe if they want let them use stickers instead of paint. Let it be THEIR creation.

If you do a project that similar to a craft, let it still be there creation. For example, if you have visited the zoo and you just have to create zoo animals from construction paper, let it be the child's creation. I personally believe that the children should be able to design, cut, glue and create a giraffe anyway they see fit; however if you want to do part of it at least let it be the child's craft. If the children are given a blue sheet of construction paper, a pre-cut giraffe and black dots, let them glue it anyway they want. If all of the black dots are on the ground next to the giraffe's feet... that is OK. It is the way they see the giraffe!

Stages of a Child's Art

Just as children move through developmental stages, they also move through three distinct stages of art skills. These include scribbles, basic form and first drawings. It is important for teachers to know about these stages so that lesson plans and structured art activities can be planned for the appropriate age.

Scribbles: Between the ages of 15 months and 3 years of age children start to develop the first stage of art skills which is scribbles. A child's eye hand coordination and fine motor control is still developing at this age. They can make zigzags, whirls, circles, and non straight lines with crayons. Children are learning to make a connection between the marks on the paper and their hand and arm movements. To them right now, the scribbles are made by a product of the experience, not by their hands. It is the physical sensation of making a mark that they enjoy. Teachers should help children be aware of their movements at this stage. Make comments on how hard to press the crayon down to make a darker mark on the paper. Talk about how the arm and hand moves back and forth and how fast they can make it go. Talk about how their hand has to move far away to make a large circle. Speak to the children about how the art looks like "This is a long line" or "This line has a curve". These comments will help the child make the connection between their actions and the art they create through scribbles.

Basic Form: The second stage of art skills is between the ages of three and four years. This is when children are learning basic forms such as ovals, circles, and squares. Children are starting to have better eye-hand coordination and as a result they can control the size and shape of a line. Children start to enjoy their ability to create forms and understand the connection between the lines they draw and their hand movements. Children are able to connect the hand movements they make to their art work so they start to feel a sense of pride in the art they

create. Teachers can still help children with their art connection by making comments like “you are moving your arms in big circles” or “you have drawn a big picture”.

First Drawings: The last stage of art development is called First Drawings and occurs during a child’s fourth and fifth year. This is when recognized art is starting to be produced. A child will attempt to mimic their view of their environment with their art product. Continuing to build on their ability to draw basic forms, children now will start to combine shapes to draw objects and people in their environment. Drawings are often large, objects are randomly placed, color is unrealistic, and drawings of humans are crude with straight lines. As children continue to develop their art skills, they will start to draw more objects and people and start to use realistic colors.

Art Supplies

There are many different things you can keep in your home for art. Not only the paint you buy at your local store, but the recyclable items that children love to work with. The following are list of items that I keep on hand at all times for art. Remember this is my list. You might not have the space to keep everything on hand.

Red, Blue and Yellow Tempera Paint

Red, Blue and Yellow Finger Paint

Different size paint brushes

Q Tips to paint with

Sponges to paint with

Sponge shapes to stamp with

Gummy rings to paint with

Thread Spools to paint with

Plastic shapes that came out of a shape sorter (kids love to dip them in the paint and make a shape collage)

Paper Scraps

Fabric Scraps

Buttons

Old Greeting cards

Glue

Glue Sticks

Magazines

Craft Sticks, of all different sizes

Construction Paper in many different colors

Crayons

Washable Markers

Colored Pencils

Yarn

Wiggly Eyes

Pipe Cleaners

Tissue Paper of different colors

Different Colored Pom Poms

Colored rice, salt and macaroni

You can color rice or macaroni by place it in a gallon zip lock bag, then add a few drops of rubbing alcohol, and food coloring to desired color. Let dry on paper towels

Children are not as concerned with the product of their art as many adults are. They love to try new things, and have a blast making interesting patterns on paper. I have listed some of my favorite painting ideas below. This is just a small list, and you should come up with some of your own. Don't be afraid to try something new or unusual.

Art Ideas

~Spray Bottle. Fill spray bottles with water and a few drops of food coloring. This activity works best outside. Place a large sheet of paper on your fence, or tape down to the drive way. Spray the different colored water on the paper to make a neat design or it can also be sprayed on snow or ice in the winter. The food coloring does stain clothing so if you use this be very careful.

~Tempera Shakers: Fill salt shakers with powdered tempera paint. Dilute glue with 50% water. Allow the children to paint the glue/water mixture on paper and then shake the powdered paint onto the wet glue.

~Marble Paint: Tape a piece of paper into a shoe box or shallow pan. Dip a couple of marbles into diluted tempera paint. Place the marble on the paper and allow the child to tilt the box back and forth. Be creative and use different round objects. Golf Balls make a spider web effect, while bouncy balls are smoother.

~ Bubble Wrap Prints

Materials:

Bubble wrap packing material

Paint

Paint brushes

Lots of paper

Tape the bubble wrap securely to the table. You will want enough bubble wrap to cover your entire table. Provide different colors of paint and brushes. Tell the children to paint any color or design on the bubble wrap that they want. When they are done painting, show them how to make a print by pressing a piece of paper down on top of their creation. The more paint and colors there are on the bubble wrap, the more interesting the designs get.

~ Corn Syrup Painting

Materials; Corn syrup, Food coloring, heavy paper plates or card board, Disposable plastic cups, old paint brushes

Pour the corn syrup into the disposable plastic cups

Add food coloring to the corn syrup, stirring until mixed thoroughly (make many colors).

Place the old paint brushes into the corn syrup paint

Have the children paint on heavy paper plates or heavy card board.

When the corn syrup dries, it makes a beautiful translucent design. This is a very messy but fun activity.

I know that we don't do child care to get rich and art supplies cost money. There are many different inexpensive art items you can make yourself. The most important is that you don't have to have a brush to paint. Children have a set of fingers that work well to paint with. Those expensive art bibs are nice, but a set of youth t shirts works just as well, and can be bought at garage sales. I use my own old T Shirts as rags to clean up the mess. I cut them in smaller

rags to use to get the paint off the floor, or table. If I think about it ahead of time, it is smart to lay newspaper down first, and then the mess is easily cleanable.

Homemade art supplies

Note, these are not my recipes. These have been around a long time and passed from child care provider to child care provider for many years.

~Glitter Mix together 5-6 drops of food coloring and $\frac{1}{2}$ c. salt, stir well. Cook in microwave for 1-2 minutes or spread out on a piece of waxed paper to air-dry. Make sure to store in an airtight container, as with all of the art supplies in this article.

~Sidewalk Chalk

1 c. plaster of Paris

$\frac{1}{2}$ c. water

2 - 3 Tbs. tempera paint

Mix plaster of Paris and tempera paint, then add water and mix well. Pour into molds and let dry for 24 hours. Remove from mold and let air dry for 2 -7 days depending on size. You can use paper cups, plastic butter tubs or food trays, candy molds, muffin tins, or even toilet paper tubes covered with foil on one end.

~Finger Paint

1 envelope unflavored gelatin

$\frac{1}{2}$ c corn starches

3 T sugar

2 c. cold water

Food coloring

Dishwashing liquid

White shelf paper

Soak gelatin in $\frac{1}{4}$ cup warm water and put aside. Combine cornstarch and sugar in medium sized pot. Gradually add remaining water and cook slowly over low heat, stirring until well blended. Remove from heat and add gelatin. Divide into containers and add a drop or two of dishwashing liquid and food coloring to each.

~Finger Paint #2

3 T sugar

$\frac{1}{2}$ c cornstarchs

2 c cold water

Food coloring

Liquid dishwashing soap

Mix the sugar and cornstarch in medium saucepan over low heat. Add cold water and stir until mixture is thick. Remove from heat. Divide into four or five portions (in muffin tins or cups). Add a drop or two of food coloring to each portion and a pinch of soap. Stir and let cool the store in airtight containers.

~Pudding Finger Paint

Instant Vanilla Pudding

Food coloring

Mix pudding according to the directions and add food coloring for desire color.

~Jell-O Finger Paint

Any kind of flavored Jell-O

Boiling water

Mix the Jell-O into the boiling water until it a good consistency for painting.

~Sparkly Poster Paint

½ c liquid starches

½ c soap powders

5/8 c water

Food color

Glitter

Beat together until the consistency of whipped potatoes. Add more water if necessary.

~Paint

1 c liquid starch

6 c water

½ c soap powders

Food Coloring

Dissolve soap powder in water, add starch and food color.

~Slim

1 c glue

Liquid Starch

Food coloring if desired

Add starch to glue slowly until mixture becomes what you want... slimmy.

~Recycled Crayons

Peel broken crayons and melt carefully in a small aluminum pan at 350 degrees for 15-20 minutes. Allow to cool and break into new crayons. You can allow different colors to flow and make a multi colored crayon or use several broken crayons of the same color to make a new crayon.

~Goop

2 c salt

1 c water

1 c cornstarch

Cook salt and ½ c water for 4-5 minutes. Remove from stove. Add cornstarch and ½ c of water. Return to stove and stir until mixture thickens. Food coloring can be added is desires.

~Face Painting

In a small bowl, mix 1 ½ tablespoon solid shortening and 3 tablespoons cornstarch. Stir thoroughly. Divide the mixture into different jars or containers. Plastic baby food jars work well for this. Add enough food coloring to achieve the desired color in each jar. Mix well. Use stencils, paintbrushes or sponges to apply.

~Sand Art

Place salt in a Styrofoam or paper bowl. Add one or two drops of food coloring. Mix with a spoon to distribute color evenly throughout the salt. Add more food coloring if a darker color is desired. Use the "sand" to fill sand art bottles or make sand art paintings.

~Bath Soap Crayons

This is great for children that have a lot of allergies. This is hypo allergenic crayons.

1 bar ivory soap

¼ cup warm water

Food coloring

Cookie cutters or plastic candy molds

Grate the soap until it is finely shredded. Mix in the warm water. Separate into as many small bowls as colors you wish to make. Place a few drops of food coloring into each bowl until desired color is achieved. Stir until the mixture hardens. Remove from bowl and kneed on a flat surface until it thickens into thick dough then spoon dough into the mold or cookie cutter. Use your fingers to press all the air bubbles out. Place molds into the freezer for about 10 minutes or fridge for 30 minutes until firm. Let it air dry overnight on wax paper.

~Home Made Play-dough

1 c flour

½ c salts

1 c cool water

2 T oil

2 T cream of tarter

Wax Paper

Stir together flour, cream of tartar, salt and oil. Slowly mix in the water. Cook over medium heat stirring frequently until dough becomes stiff. Spread onto wax paper and let cool. Knead dough with your hands until it reaches the desired consistency.

~No cook Play-dough

4 c flour

1 c salt

2 T cooking oil

1 - 1 ½ c cold water

Food coloring

Mix flour, salt, oil. Add food coloring to water. Gradually add water to flour mixture. Knead. Play-dough then needs to be stored in a plastic bag in the refrigerator.

~Edible Play-dough

18 oz peanut butter

6 T honey

Non fat dry milk

Cocoa (for flavor only)

Mix all ingredients, adding enough dry milk to make the dough workable.

~Cinnamon Clay

This is a recipe that I use each Christmas. After you cut the dough with cookie cutters, punch a small hole at the top before you bake it.

¼ c white glue

1/3 c applesauce

3 T cinnamons
 1 and $\frac{3}{4}$ c flour
 $\frac{1}{4}$ cup water

Mix ingredients together until you can form a ball with the dough. Knead dough for 2 minutes, adding more flour if needed. Roll dough out and cut with cookie cutters. Bake at 300 degrees for 10 minutes.

~Giant Bubbles Solution

6 c water
 $\frac{3}{4}$ cup corn syrup
 2 c dishwashing liquid
 Mix together and let set for 4 hours before using.

~Bubbles

$\frac{1}{2}$ cup water
 $\frac{1}{2}$ c liquid detergents
 1 T cooking oil
 Mix together and have fun!

~Colorful Bubbles

1 c granulated soap or soap powder
 1 quart warm water
 Liquid food coloring
 Dissolve soap in warm water. Stir in color. Use.

~Old Markers

Dip old markers into warm water. Let the children draw with the markers. It makes a neat water color effect.

Art with children

As with anything you do with the children you need to make sure and encourage them at all times. Children need to know that what they are doing means something to the adults in their life. If you don't know what a child's art project is, please don't tell them that. Give the simple statement "Tell me about your picture" It will show the child that you are very interested in his work, and allow him to explain it to you. Talk to him/her about the work. Tell them how proud you are of them. Find at least one thing within their art work that you can be positive about. I try to say something like "I like the way you used the color blue in your painting". Blue might be the only color on the paper, but to the child, he is proud because I enjoyed the way he used that color. We are not in a competition here, so please do not compare the children's work. It seems like every year I have to have this talk with a day care parent. For some reason they always seem to compare the children's abilities. Each child grows at their own rate, just like they develop at their own rate also. Art is all about the process of exploring through art. Comment on the positive aspects of the art, but please never compare or evaluate the art work. The only person that has that right is the child himself. I once heard that each child is as individual as their own fingerprints. So is their art work.

I have heard new providers over and over say they don't do art because the mess that it makes. Yes, paint can be messy, but worth it. If you are determined not to use paint, then at least get some crayons and washable markers. Keeping it simple can add a level of intensity to a child's art. Remember that art is about exploration. No matter what your child does for art, display it so

everyone can see it.

There are many ways to display a child's art. You can glue it to a piece of construction paper that is a little bigger. This adds a nice colorful frame around it. You can use colorful paper plates to display smaller art works. This works great when hung from the ceiling. When you want to get that 3D masterpiece look, use an old paper sack. Cut a square on one side for the art work to fit inside. Display the newly framed art on the wall in an art studio. You can also use an old shoe box to give it a little 3D effect. When we are having an ocean theme we will place our art work into a net that I placed on the wall. It frames the art work nicely plus it corresponds with our theme of the week. As you probably know by now, I believe in recycling as much as possible. Have parents save their old placemats, kitchen towels, and even old colorful shirts. They make a nice back drop to children's art work, and kids love using something from their home to frame their art. It gives a little personal touch.

Most of us are able to comment on children's artwork and tell them how pretty it is. What we need to do is to get them talking more about their art. We want them to learn how to express themselves more efficiently so take this opportunity to practice.

Ask open ended questions like "Tell me about your art work". Let them have the freedom to tell you anything they want. When you don't ask specific questions you usually find out more than you intended. Talk to the child about the process, not the product. Say things like "You made curvy lines with the red markers" or "You are making your paint swirl around in circles fast on the paper" Also respect the child's feelings. Talk about how you know they worked a long time on the product. Remember this is the child's art work. Ask them where they want their name on it. Don't assume you always know what they want. Let them have some ownership in their art.

The most important thing is to allow the children to have fun. There isn't a right or wrong with art, so encourage them to explore. Let them grow and have a good time.

Music

Music exists in the curriculum for its own end, to give children the opportunity to learn about its meaning and implied emotionalism, and its effects and values in relation to beliefs about reality and growth. Our purpose of music is to acquaint children with the diversity of music. Children, even infants and toddlers, enter the classroom with developed tastes in music. When I talk to the children in my care about which CD they want to hear, each of them have a difference favorite. Even the infants will get up and move more to certain CDs than others. Children need to be able to recognize, discriminate and judge music against their own desires. This is a gradual process that is neither imposed on the children nor left up to chance. Teachers should carefully plan opportunities for children to hear a variety of different music styles.

Creative persons are those who produce fluently, making a great number of new and original products. They also are flexible in their thinking. The arts both visually and musically offer children unique opportunities to create and be fluent. "Children are often natural in their response to music. They love to bounce and jump around when they hear songs that they enjoy. They are inventive, joyous and spontaneous in their approach to life that they often overwhelm adults with their expressive creativity. Children express their feelings and ideas freely as they pound on a drum or dance uninhibitedly in the light of a sunbeam. This

inventiveness demands opportunities for expressive creativity in school.

Teacher's Influence

Teachers who are spontaneous and who value spontaneity and originality of thought in others support children's creative responses. Those who are respectful of unusual ideas foster creative responses. As children respond to music you can support them in the following ways:

~Focusing on the different ways children respond to the same experience valuing each response. Let children see that their uniqueness is valued.

~Recognizing all children. Comment on the dance and musical expression of each child. Let the children know you have really thought about their creations and recognize them as individuals.

~Giving children the freedom, materials, and time in which to react. Creativity takes time, practice and skill. Large blocks of time, along with freedom to use the time as children see fit are necessary.

~Withdrawing judgment. Although creativity involves a product, young children's products cannot be compared to those of adults. Don't direct the children, telling them how to move, sing or produce, but let them express their ideas and feelings in their own way. Then let them do the evaluation of how they enjoyed it.

Why Music?

Music unites social groups because it helps each person feel part of a group. Almost everyone can recall wonderful feelings of belonging that resulted from singing with others. Music enables children to feel a part of their group and at the same time it transmits the values of the larger society. Social skills develop once children feel part of a group. Music requires the participation of all, which demands respect for one another's ideas and responsibilities. Children must wait their turn and cooperate with others if they are to share instruments.

Self-esteem can be fostered through music also. All children but especially those with special needs can derive great benefit from music and find the nonthreatening and pleasurable experience. The basic elements of a music program (singing songs, playing instruments, listening to music, and rhythmic movement) can widen the horizons of the disabled child. Music can draw the shy, withdrawn child into a group, encourage spastic children to control their movements and bring everyone into closer contact with their peers and support social relationships.

Giggling and wiggling nearly every part of your body is very physical work. An infant delights as you play "Patty Cake" with her and responds fully to the music. Infants sway, clap, dance and sing. As they do so, they are developing muscular control and physical coordination. The ability to respond vocally to music, to control the muscles of the mouth, and even the ability to listen requires physical control. Control over the larger muscles develops through moving to music, playing instruments, and observing others move or dance. Participation in music helps children

develop an awareness of their own bodily capabilities and an awareness of their ability to master themselves.

Creative Music Environments

Create a musical environment in the classroom. Provide adequate space to move and enough time to explore, experiment, and grow. Also allow adequate space to move and enough time for planned musical experience and freedom to play with music. An environment created for musical growth includes:

- ~A flexible schedule, so music can be integrated into every activity of the day and can be used on the spot for moment. Each child's play, questions, or random investigations can be used as a basis for learning music.
- ~Keeping music informal, welcoming and building on children's ideas. Allow for repetitions.
- ~Designing activities for individual children, small groups and the total group.
- ~Appreciating each child's ideas and accepting each at his or her own level of participation.
- ~Providing sensory experiences that will stimulate and challenge children to use higher levels of thinking and encourage them to perceive, associate, relate and make value judgments.
- ~Offer children musical sounds, instruments and records that are accurate and produce quality musical timbres.
- ~Plan for a balance of spontaneous, free exploration of music activities initiated by you or other adults.

Teacher's Role

Teaching children music depends on the teacher. It is not the method you teach in or the musical ability you possess, but your desire to teach music. Some points to remember are:

- ~Familiarize yourself with a variety of music.
- ~Recognize the values of music
- ~Establish goals and objectives for the music curriculum
- ~Set the stage
- ~Develop an understanding of the three aspects of music: moving, listening, and singing

A number of movement games can be played with infants and toddlers. Some of these games include "This Little Piggy", "Rock a Bye Baby", "Pat a Cake" and many more. Any games that involve the adult's moving increasingly closer to the baby, gathering force and speed and culminating in a moment of impact and excitement, perhaps even touching or picking up the baby, offer another type of experience with movement. Beginning with children's movements is a wonderful way to introduce music and movement. This means the teacher must become an astute observer of the children and their own movement. Have music available or play a game that the children can use their natural movements to.

Children older than three continue to explore and experiment with fundamental movement. A teacher can start to move away from the child's natural movements and help them to express themselves as a group. This is when a teacher might have every start to walk across the floor like a group of ducks while the song "Six Little Ducks" played on the CD. They need opportunities to respond freely, spontaneously, and expressively to music still. Now, however, children can be introduced to the basic functional movement patters. Keeping a balance between spontaneous and unguided movement introduces children to the patters of marching to a drum beat. Play a drum, beat out a walking, and allow the children opportunity to see if they can match your beat. Ask children to think about what they could do with their feet and then have them walk to the beat. Begin slowly and gradually increase in tempo. You could also play the drum softly or heavily and have them move their feet to match the sounds. As you introduce movement remember you should always:

~Give children a period of time to listen to the rhythm and think about how their feet could move

~Use the vocabulary of movement such as the words walk, run, skip and gallop

~Provide for individual difference

When children have mastered these basic movements, they may take turns using the drum to beat out rhythms for others to follow. Don't expect children to keep perfect time. Continue practice with functional movements, introducing movement to bells, the piano and other instruments. Vary the pitch and time, so children experience learning to walk, run, march, skip, and gallop to different tempos and intensities. After children have many experiences with functional movements, ask them to move expressively. Perhaps children will experience initial success if you ask them to listen to a march and then respond with a bodily motion. Perhaps you could listen to music that encourages running, hopping and jumping. Next proceed to music that requires more interpretation, such as a waltzes or ballets. Again, have the children listen to the music first and decide how they wish to dance to it. Encourage them to think about the parts of the music to which they might move quickly, slowly, or smoothly, and to which they would twirl, swirl or tiptoe.

How children learn

Props are useful in music and movement. Children can use colored scarves that sway and twirl to help them interpret waltzes or other dances. Balls, hops and ribbons provide children with more means for expressive movements. Children can also use them to jump through, to twirl in the air or at the sides all in response to music.

Observing moving things in the environment will lead to other types of expressive movement for children. Have children watch falling leaves, snowflakes or raindrops and then represent these movements with their bodies. Or have them observe animals as they move. The movements of snakes, turtles, kittens, elephants, grasshoppers, butterflies, or anything else the children observe can be rhythmically described and imitated by children's movements.

From these experience show children how you can tell a story through dance. The class might be able to observe a local dance troupe on PBS or watch a short ballet to introduce this concept. You can have children dance out a theme to reflected music. Other stories can be reenacted through movement and dance. The story should have action, changes in feeling, and

many characters, so that a group of children can participate. Stories that lend themselves to dance - "Sleeping Beauty" or "The 3 Bears"

Poetry is also a resource for expressive movement. The strong rhythms of Mother Goose or Dr. Seuss rhymes offer a mood, action, and theme to interpret through movement. Following the dance, have children reflect on their experiences. Perhaps they can listen to the music again, repeat some of the movements and think about other ways to express the idea through movement. They can decide which parts were the most successful and how they could change their dance the next time.

Listening is basic to all music activities. Children cannot respond physically until they have learned to listen and they cannot sing until they have learned to listen to a song. Listening involves more than just hearing. It is an active process involving perceiving and organizing. The ability to attend to and recall these organized thoughts is required.

Children and Music

Infants are able to listen at birth. Infants respond to sounds even before birth, and soon after they explore the environment in attempt to locate the source of a sound. At two months infants will lie motionless with their attention fixed on the sound of singing or an instrument. And although infants can't sing, they try to reproduce the sounds they hear at a very early age. By two years of age, children enjoy listening to songs sung by others live or on a CD. Two year old children enjoy making their own music either with objects like drums or pots and pans, keys and plastic containers. Two year old children love to hear him sing and talk. Every child needs to pound on something to make sounds because these experiences lead to the discovery of the beauty in tone, no matter how crude the tone might be. Three year old children listen to a song or a musical selection for a short time. IF they initiate the activity they will attend to songs sung by others in person or on CD. The three year old might even be able to listen as someone plays a musical instrument in person. The four year old child can pick out sounds of specific instruments from a CD if they have already been introduced to that instrument before. They enjoy making their own sounds as they listen to music, applying concepts of loud, soft, happy, sad, light, heavy, fast and slow. As children progress in listening experience they advance from making gross discriminations in sounds to making fine discriminations. Five year old children are able to listen to a story song, piano selection or recording of an orchestra and can discuss the performance and their listening experiences as well. Regardless of the degree of maturity or understanding of music, everyone is able to enjoy and benefit from listening to music. You don't need to reproduce or perform to any acceptable standards, just attend, perceive, relax and enjoy.

Just as moving and listening are natural parts of children's growth and development, so is singing. Whether they are two year olds or third graders children sing happily without following an example. They make it an integral part of every day. Teaching singing comes only after children have developed the spontaneous, natural ability to sing.

Infants' babbling and toddler's chants are the foundation for instruction in singing. Use these natural chants as the beginning of singing instruction. You can either repeat the chants to children, by singing or respond with a new chant. To encourage a child who is having difficulty you might sing "Yes you can, yes you can, try, try try". Or you can make up a chant to go with the children's actions using the same tone and rhythm like "Susan is rocking up and down, back

and forth, up and down” The time you spend singing to infants is a great bonding moment.

Two and three year olds are especially responsive to hearing their teacher repeat their chants. You can sing them back to the children on the spot or during a group singing time. You might even be able to capture a chant through a recording for the children to hear at a later time. The chant can be used throughout the day. Anything that can be spoken can be sung. Chanting children’s names, giving feedback through song, and singing about daily routines are all natural ways to teach singing and will also capture the children’s attention. Chanting and singing your day lets children see that the voice is a natural way of expressing ideas and that ideas can be expressed through song. Even if you’re a little hesitant about making up songs to accompany children’s activities you can still adapt their chants to fit a special occasion. If the children chant “squishy, squishy, dough, dough, dough” while playing with play dough, you might adapt the words when making pudding, mixing paints, or washing table tops. Two and three year old children will be able to participate in brief group singing sessions. Whether coming together as a group to sing, chant or just move to songs, toddlers find singing enjoyable. Familiar folk tunes like “Twinkle, Twinkle, Little Star” and “Open Shut Them” are their favorite. You might do most of the singing because two and three year olds are just experimenting with the idea of song. These group times will be short with children free to come and go as they wish. Group times should build on children’s interests as well as actively involving them in the song.

Four and five year olds enjoy singing together in small groups or with the full group. Singing times are still brief and rather informal, continuing throughout the day but children of these ages are able to sing songs that are increasing complex and of greater variety. When selecting songs for preschoolers ones that:

- ~Are directional in tone, going either up or down
- ~Include a lot of repetition, such as echo songs or cumulative songs like “Old McDonald”
- ~Match children’s interest so that they revolve around their lives.
- ~Have action, are easy to dramatize or result in some game.

Introduce new songs to children gradually. You might sing the song several times during the day informally and spontaneously to accompany some occasion. Perhaps when the first snow of the season falls you could begin singing “Snow is falling, in my garden, lightly dancing on the ground” or anything else you wish to make up. At other times you might introduce a song at a planned music time. When introducing the song to the group, you might use a prop like a puppet or something that relates to the song’s content. Children will not learn a new song after one introduction. Plan to introduce the song again the next day or two. Informally and formal introduction of new songs are best. Maybe you could use percussion instruments such as a hand drum or step block to accompany you. You can also have the children clap the melody as you sing. It is not necessary to play the song on a CD but let the children enjoy making the song their own. Singing, reading and writing can be integrated. After children have learned a number of songs the words to the song can be charted and children can track or point the words as they sing. This helps children connect spoken words to written words.

Pantomiming involves telling a story with body movements rather than words. It is best for children at least five years of age. An example of this is having the children act out an occupation. Tell the children to think about a specific occupation and show how the worker acts. Have the one child act out his or her occupation while the rest of the class tries to guess.

Another example is when you have the children follow your directions. An example could be: Begin by telling the children they are going to get imaginary presents. Tell them to show you the size of their box with their arms and hands.

Continue with the following statements:

- ~Feel the box
- ~Hold the box
- ~Unwrap the present
- ~Take it out of the box

Instruments

The following is a list of homemade instruments you can begin making for your music and movement time. Always take into account the age of children in your care, their maturity, and use homemade instruments under supervision.

~Sandpaper Blocks: These blocks can be used by children of all ages. For this reason, they are often the first rhythm instruments used in the classroom. Some classrooms contain one pair of blocks for each child. Sandpaper blocks can be used for sound effects. They make a soft swishing sound and are played by rubbing the two together. Make sure someone smoothes the rough edges of any size acceptable block before you begin. Cut the sandpaper to fit the bottom and sides of each block. Attach the sandpaper to the blocks with hot glue.

~Sandpaper Sticks: Purchase rough sandpaper and wooden doweling 1 inch wide by 12 inches long for each stick. To construct the sticks, wrap and glue sandpaper around each of the dowels. Leave a small section for use as a handle. Then sand the end of the sticks smooth. Direct the children to scrape the dowels back and forth across each other to make a sound. These sticks like the blocks will need to have the sandpaper replaced from time to time.

~Bongo Drums: These drums are a favorite of many preschool children. With a drum they can create many tones by hitting the drumhead near the rim, in the center, or elsewhere. To construct bongo drums, collect a pair of scissors, string, and a piece of rubber, and empty plastic coffee can with ends removed, a hammer and large nail. Use the plastic lid from the coffee can to trace two circles on the rubber. Allow an additional inch to pull over the edges. Cut the circles out. Take the hammer and large nail and punch holes around the outside edge of the circle. After the holes have been punched out, place each other rubber circles over an end of the can. Then lace the rubber circles to each other using the string.

~Tom Tom Drums: Making a tom tom can be a group project for the children. You will need oatmeal boxes with the lid and tempera paint, watercolor markers or construction paper. One way to get all the empty oatmeal boxes needed is to ask parents to send them from home, ask at Church or neighbors. To make the tom tom tell the children to tape the lid on the box, or older children might glue it. After it is secure, allow the children to paint or cover with construction paper. Allow children to decorate their own drum. A dowel stick painted can be used as a drum stick.

~Rattlers: Making rattlers is a simple activity in which the children can take a part. To collect supplies for making instruments, ask parents to send in a round salt box to school with their children. To make the rattlers, give each child a handful of dry beans, corn kernels or rice. Show

the children how to pour them into the box. Then give each child a strip of tape to seal off the pour spout on the box. To decorate, allow them to cover with construction paper and use stickers to add depth. Encourage the children to explore the variety of sounds made by the different rattlers. Each rattler will have its own unique sound depending on the amount and mixture of beans, rice and corn you put in each.

~Shakers: Collect empty clean plastic baby food jars. Ahead of time, color some rice using food coloring and alcohol. You put 4 drops food coloring and a little rubbing alcohol into a zip lock baggy with the rice. To make the rice darker add more food coloring. Once the rice is the desired color, spread it out on a paper towel to dry. Once the rice is dried, allow the children to pour it into the plastic baby food jars. Adult will hot glue the top on. Once dried, children can shake, shake, and shake.

~Rhythm Bells: Materials needed to make bells include a strip of elastic $\frac{1}{2}$ to $\frac{3}{4}$ of an inch wide and 5 inches in length. You might have to have it longer if you have older children. You will also need five to six bells for each strip of elastic. Sew the ends of the elastic together by overlapping the ends. This can easily be done by hand or on a machine. On one side of the loop, sew on five or six bells. Vary the sizes of the bells on the loops for a variety of sound.

Music and movement is fun for children and adults. Have fun with the kids in your care and don't worry about what you look like. The kids don't care if you can sing or not. They just want to have fun with you and experience the music movements.

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Developmentally Appropriate Art and Music

Name: _____

Address _____

Email _____

Phone _____

1. A child's physical development is NOT promoted through the movements involved in holding a crayon and scribbling, pushing a paint brush around the paper, or pounding on the clay to create what he wants. True or False

2. _____ activities foster motor and hand-eye coordination for the child to develop and grow in other areas as well.
 - a. Eating
 - b. Bathing
 - c. Art

3. Children will learn responsibilities through art so their _____ development will also be promoted.
 - a. overall
 - b. learning
 - c. social

4. Children who have special needs, or are new to American ways, might find working in small art groups as safer place to enjoy being part of a group. True or False

5. Children's growth and development in the emotional domain of development will also be promoted through _____.
 - a. art
 - b. learning
 - c. listening

6. Children are able to communicate their feelings _____ through art and music.
 - a. sadly
 - b. nonverbally
 - c. well

7. A child's cognitive growth and development is also promoted through art.
True or False

8. Children who do not experience art do not achieve as well in the first few years of primary school as children who had the opportunity to explore art freely in preschool.
True or False

9. Art has also been related to _____ skills because of the different materials being measured to create shapes and counted art tools.

- a. video game
- b. past
- c. mathematic

10. Provide safe materials but always double checking warning labels for

_____.

- a. toxins
- b. colors
- c. textures

11. It doesn't matter where you live, or what age you teach, you can promote art in your classroom. True or False

12. A _____ should become aware of art education goals, understand how to motivate children's art, develop appropriate teaching strategies, and appreciate art yourself.

- a. pet
- b. teacher
- c. community leader

13. The totally free art is called _____ Oriented Art and it allows the children to have a sense of making their own masterpiece where there isn't a right or wrong way to do it.

- a. Child
- b. Abstract
- c. Original

14. Who should be able to decide how to create the art activity?

- a. teacher
- b. parent
- c. child

15. Just as children move through developmental stages, they also move through three distinct stages of art skills. These include:

- a. scribbles, basic form and first drawings
- b. movement, draw, color
- c. none of the above

16. As with anything you do with the children you need to make sure and _____ them at all times.
- reprimand
 - encourage
 - correct
17. No matter what your child does for art, display it so everyone can see it.
True or False
18. What is an appropriate way to display a child's art?
- You can glue it to a piece of construction paper that is a little bigger.
 - When you want to get that 3D masterpiece look, use an old paper sack
 - You can also use an old shoe box to give it a little 3D effect.
 - Use an old recycled frame without the glass cover.
 - All of the above
19. _____ exists in the curriculum for its own end, to give children the opportunity to learn about its meaning and implied emotionalism, and its effects and values in relation to beliefs about reality and growth.
- Music
 - Lesson Plans
 - Learning
20. _____ persons are those who produce fluently, making a great number of new and original products.
- Sad
 - Creative
 - Loving
21. Teachers who are spontaneous and who value spontaneity and originality of thought in others support children's creative responses. True or False
22. Music does not unite social groups because it does not help each person feel part of a group. True or False
23. _____ can be fostered through music.
- Self-Esteem
 - Lower IQ
 - Both above
24. Provide adequate space to move and enough time to explore, experiment, and grow during music time. True or False
25. Teaching children music depends on the teacher. True or False

26. _____ expect children to keep perfect time or beats to the music.
- a. Do
 - b. Don't
27. Props are useful in music and movement. Some props are:
- a. colored scarves
 - b. ribbons
 - c. hoops
 - d. all of the above
28. Observing moving things in the environment will lead to other types of expressive movement for children. True or False