

Name: Click or tap here to enter text.

Date: Click or tap to enter a date.

Utah Core Competencies Self-Assessment/ Creative Expression & Fine Arts Development

This self-assessment is designed to provide you with a starting place in which you can take pride in accomplishments and reach toward future goals.

“You don’t have to see the whole staircase, just take the first step” Dr. Martin Luther King Jr.

BUILDING BASIC KNOWLEDGE AND SKILLS

Provide opportunities for children to use art materials every day	
There is time for children to color, paint, glue or participate in some type of art activity	Choose an item.
Uses music in the program in some way each day	
Provide music opportunities e.g., plays music for children during specific times, sing and do finger plays and/or uses musical instruments with children each day	Choose an item.
Prepare movement and/or dance activities at least weekly	
Encourage children to respond through movement to music of various tempos, types, and styles	Choose an item.
Provide opportunities for children to engage daily in dramatic play	
Children can choose to engage in make believe play during free time	Choose an item.
Explain the difference between the process of creating and the product	Choose an item.

BEGINNING TO UNDERSTAND AND APPLY

Provide opportunities for children to use some art materials independently	
All art opportunities are not directed by the adult e.g., children are not told what they must make or required to complete a “project” the adult dictates Some art materials are accessible to children to use during free choice times.	Choose an item.
Sing with the children throughout the day and provide opportunities for the children to experiment with instruments	
Sing during transition times, group times, spontaneously, and other times	Choose an item.
Provide weekly opportunities for children to use instruments e.g., allows children to experiment independently, create a marching band, encourage children to play along with the rhythm of a song, etc.	Choose an item.
Dance or participate in movement activities with the children	
Implement opportunities at least weekly to participate in both teacher initiated and child initiated activities	Choose an item.
Include rich stimuli for dance or movement including recorded music, props that inspire children to move in different ways, imitation activities, etc.	Choose an item.
Include movement vocabulary during movement activities e.g., fast/slow, high/low, smooth/bumpy, etc.	Choose an item.
Participate in dramatic play with the children	
Follow the children’s lead in make believe play while not taking over	Choose an item.
Provide puppets and props to act out stories and role plays	Choose an item.
Provide time for the children to become completely involved in the process and experience of creating and give them ample time to finish their creative work	
Do not require children to finish a project or do things one way	Choose an item.
Children are not hurried or rushed through art experiences	Choose an item.
Plan for some art, music, dance and make believe experiences	
Plan experiences into the activity plan that include art, music, dance and make believe	Choose an item.
Plan “arts” experiences that are relevant and age appropriate	Choose an item.
Use the cultures of the families and the community as a resource for creative experiences	
Keep informed about cultural resources in the community and use them with children whenever possible	Choose an item.

Ask parents for input concerning their culture and incorporate different ideas into creative experiences	Choose an item.
Value children's creative art work and displays it in the child care setting	
Attractively display children's art work at their eye level	Choose an item.
Share children's creative activities with parents	
Share creative work in a number of ways e.g., display work in the child care setting, collect some art work throughout the year in a portfolio and share it with the parent at parent teacher conferences, invite parents to participate in creative work with children, verbally share a child's creative moments with parents (what they did in the dramatic play area or in a dance), take pictures or video tapes children involved in dance/movement or dramatic play and display them within the environment, etc.	Choose an item.

KNOWS, EXPLAIN AND USES BEST PRACTICES

When age appropriate, provide an art center with a variety of art materials where children can actively engage in open ended art activities	
Set up an art center in the environment where children may independently use art materials of their choosing	Choose an item.
Provide a variety of non-toxic, open-ended materials in the art center e.g., various kinds of paper, glue, crayons, markers, chalk, collage materials, colored pencils, paint and paint brushes, yarn, felt, scissors, paper punches, clay or play dough and accessories, etc.	Choose an item.
Do not show or expect specific models for children to follow in their creative work	Choose an item.
Encourage and integrate creative expression throughout the curriculum	
Use art, music, and dramatic play as a springboard for language and conversation	Choose an item.
Modify curriculum and experiences to promote creative expression	Choose an item.
Use homemade materials and found objects	Choose an item.
Avoid the use of ditto sheets, coloring books, and finished product patterns	Choose an item.
The majority of art opportunities in the program support individual expression	Choose an item.
Frequently provide open-ended opportunities for children to express their creativity through language, music and dance, dramatic play, and art media	
Allows time for spontaneous and extended play within the daily routine	Choose an item.
Provide a variety of music and movement activities including listening, singing, finger plays, games and performances e.g., different music selections, including music from different cultures, during circle time and transitions, uses musical instruments, provide age appropriate props to use with music experiences such as scarves, streamers, bean bags, musical games such as hokey pokey or Farmer in the Dell, claps rhythmic patterns to music, etc.	Choose an item.
Extends children's make believe play by introducing new materials into their play	Choose an item.
Create alternative settings in the dramatic play area e.g., post office, dance studio, hair salon, restaurant, grocery store, space ship, camping, etc.	Choose an item.
Carefully avoid gender stereo-typing in play and educates parents about the value of all types of play for both boys and girls	
Do not present any activity as only for boys or girls or prevent a child from using any materials based on their gender	Choose an item.
Make materials equally accessible to both boys and girls	Choose an item.
Provide and rotates a variety of dress-up clothes and other props for all children	Choose an item.
Give parents information about supporting children's interests and allowing play of all types for both boys and girls e.g., provides written information to parents such as articles in the newsletter or articles from magazines, talks to parents about the avoidance of gender stereotyping within the program, etc.	Choose an item.
Understand that each child's creative expression is unique and does not require uniformity	
Provide opportunities that encourage children to play with sound, rhythm, language, materials, space and ideas in individual ways	Choose an item.
Encourage children to use their individual self-expression and conveys the idea that there is not one "right way" to do anything	Choose an item.
Integrate a variety of music, art, literature, dance, role playing, and other creative activities from varied cultures in program activities	
Accept cultural differences that may affect children's ways of expressing themselves creatively	Choose an item.

Invite parents or guests to share creative activities from their culture with the children	Choose an item.
Using specific examples, is able to explain how children represent their thoughts, feelings, and ideas through creative outlets	Choose an item.
Evaluate the effectiveness and appropriateness of creative development activities to meet the interests and needs of individual children and makes appropriate adaptations	
Observe children to evaluate the effectiveness of creative activities and uses the information to plan future experiences	Choose an item.
Know the children's individual preferences for creative experiences and makes plans for children individually	Choose an item.
Help parents understand the importance of creative expression in children's development, including process vs. product	
Educate the parents about the importance of creative activities in a variety of ways e.g., Provide parents with written information in newsletters, give them articles or suggests books about how creative expression affects children's development, talk to them about why the program does creative activities, explain the concept of the process of doing creative activities is more important to the child's development than the product they produce, involve parents in creative activities with their children, etc.	Choose an item.