



## Art

ECERS-R Indicator	Why is this important?
<ul style="list-style-type: none"> <li>At least one usable art material that will allow children to complete artwork must be accessible for at least one hour daily.</li> </ul> <p>Definition: <b>Accessible</b> – Children don't have to ask the teacher to get/open materials.</p>	<ul style="list-style-type: none"> <li>Art activities for young children encourages the development of a variety of skills, including fine motor, an understanding of shapes, lines, space, and combinations of colors. It also allows children to develop their own creative expression and helps them represent their ideas and interests for themselves.</li> </ul>
<ul style="list-style-type: none"> <li>At least 3-5 examples from at least 4 of the 5 types of art material categories must be available for a substantial portion of the day. The categories include: <i>drawing materials</i> (paper, crayons, pencils), <i>paints</i>, (finger paint, tempera, watercolor) <i>three-dimensional materials</i>, (playdough, clay, wood) <i>collage materials</i>, (glue, paper, felt, yarn, cotton balls, glitter) <i>and tools</i> (scissors, staplers, stencils, tape). Drawing materials is required as one of the four.</li> </ul> <p>Definition: <b>Substantial portion of the day</b> – One-third of the program's daily operating hours. Operating hours begin with the earliest time children are allowed to arrive and continue until the latest time children are allowed to stay in care.</p>	<ul style="list-style-type: none"> <li>By offering a variety of materials, it allows children to experiment with individual expression using different mediums. By offering a variety of different art materials, children learn different fine motor skills as well as build future math and science skills with mixing paint colors and playing around with space.</li> <li>The materials should be interesting and developmentally appropriate for the children so the children can and want to engage with the materials without too much frustration</li> </ul>
<ul style="list-style-type: none"> <li>Much individual expression in use of art materials is evident. Most of the artwork is process oriented, not product oriented. Children should be allowed to show individual expression by selecting the subject and/or the medium to use. They should not be asked to copy an example or use color sheets.</li> </ul>	<ul style="list-style-type: none"> <li>Young children are more interested in the process of creating rather than in the end product. Children should be allowed to use art materials flexibly with no expected product. They learn more when they select things that interest them.</li> </ul>
<ul style="list-style-type: none"> <li>Three-dimensional art materials are offered at least monthly (playdough, clay, wood gluing, carpentry).</li> </ul>	<ul style="list-style-type: none"> <li>Children learn many skills while building with three-dimensional materials. They learn about height, depth, and width. They learn about shape and space. By offering these types of experiences, children are broadening their math and number skills.</li> </ul>

<ul style="list-style-type: none"> <li>All art materials used with children are certified by the ACMI and show the AP seal.</li> <li>Food should not be used as art materials.</li> </ul>	 <ul style="list-style-type: none"> <li>Toxic materials may cause harm if used and ingested. Unsafe materials that pose a safety hazard may cause serious injuries.</li> <li>Using food for art can give a misleading message about the proper use of food. At this age, they are learning about the proper uses of food; to eat neatly, use a fork/spoon, not to smear or play with food.</li> </ul>
<ul style="list-style-type: none"> <li>Some art experiences are related to other classroom experiences Examples include: * In October, staff provide leaves to make leaf prints while talking about the seasons. * When discussing families, children are encouraged to draw pictures of their own families * Draw pictures of the recent science experiment conducted</li> </ul>	<ul style="list-style-type: none"> <li>Art experiences that are tied in with current classroom topics allow children to tell what they think about the topic through their creations or add to what they think by looking at the topic from another point of view.</li> </ul>
<ul style="list-style-type: none"> <li>Provisions made for children 4 or older to extend art over several days (work on multi-step project or save the project to continue working on the next day).</li> </ul>	<ul style="list-style-type: none"> <li>When older preschoolers are encouraged to extend an art activity, they have an opportunity to do more complex artwork that requires the completion of stages, while having the opportunity to think about an art project over a period of more than just one art activity time. They can think back on what they have already done and think ahead to consider what will come next. For ideas and examples, contact a Child Care Aware coach.</li> </ul>

SOURCE: Early Childhood Environment Rating Scale (ECERS)

