

Alignment of the Indiana Foundations for Young Children With HighScope's Preschool Key Developmental Indicators

The following chart shows how items from the **Indiana Foundations for Young Children** (August 2006) correspond to items from HighScope's Preschool **Key Developmental Indicators (KDIs)** (March 2010).

The educational content of HighScope preschool programs is built around **58 Key Developmental Indicators (KDIs)**. The KDIs are early childhood milestones that guide teachers as they plan and assess learning experiences and interact with children to support learning. Each KDI is a statement that identifies an observable child behavior reflecting knowledge and skills in the areas of approaches to learning; social and emotional development; physical development and health; language, literacy, and communication; mathematics; creative arts; science and technology; and social studies.

Indiana Foundations

Key Developmental Indicators

<i>English/Language Arts</i>	
<p>F.1 — Reading: Word Recognition, Fluency, and Vocabulary Development</p> <p>Concepts About Print</p> <p>Beginning readers must first recognize that print carries a message or a concept. Young children may begin ‘reading’ by pointing to the pictures and talking about them. Later, they will begin to put the pictures together to tell a story. Print awareness occurs when a child attempts to attend to the print while ‘reading.’ Print awareness is a major predictor of a child’s future reading achievement and serves as the foundation upon which phonological and conceptual skills are built.</p>	<p>Language, Literacy, and Communication</p> <p>25. Alphabetic knowledge: Children identify letter names and their sounds.</p> <p>26. Reading: Children read for pleasure and information.</p> <p>27. Concepts about print: Children demonstrate knowledge about environmental print.</p> <p>28. Book knowledge: Children demonstrate knowledge about books.</p>
<p>Phonological Awareness</p> <p>Phonological awareness is an “ear” skill. It is the ability to hear and manipulate the sounds of words, recognize that speech is composed of sounds, that some words rhyme, and that sounds can be manipulated. This is a foundation for phonemic awareness. Phonemic awareness is the ability to recognize the smallest units of sounds in words (the word <i>pink</i> begins with the sound /p/). Learning to read requires that children have considerable awareness of the sound structure of spoken language. Few young children acquire phonemic awareness unless teachers and other adults take the opportunity to draw attention to the sounds and phonemes of spoken words.</p>	<p>Language, Literacy, and Communication</p> <p>24. Phonological awareness: Children identify distinct sounds in spoken language.</p> <p>25. Alphabetic knowledge: Children identify letter names and their sounds.</p>
<p>Decoding and Word Recognition</p> <p>Decoding and word recognition begin when a child understands that there is a relationship between letters and sounds, and that letters put together form words. Adults have a critical role in discerning when experiences with language and reading prepare a child to enter into another level of literacy development. Adults also create and utilize the “teachable moments” when the child begins to see how letters form words. The most important thing that adults do is observe and listen to the child and provide the experiences needed to move to the next level of decoding skills.</p>	<p>Language, Literacy, and Communication</p> <p>24. Phonological awareness: Children identify distinct sounds in spoken language.</p> <p>25. Alphabetic knowledge: Children identify letter names and their sounds.</p> <p>26. Reading: Children read for pleasure and information.</p>
<p>Vocabulary and Concept Development</p> <p>The young child who has experienced both quality and quantity of talking and conversations and has had the opportunity to build an extensive vocabulary, is a child poised for success in early literacy learning. The best preparation in the early years for success in reading is to expose the child to a broad range of experiences and to anticipate, participate, and recall what is experienced with as much verbal and written language as the child is developmentally able to absorb. The more the child enters into the exchange of information around what is seen, heard, and experienced, the better able the child is to acquire the concepts and language that contribute to learning to read.</p>	<p>Language, Literacy, and Communication</p> <p>21. Comprehension: Children understand language.</p> <p>23. Vocabulary: Children understand and use a variety of words and phrases.</p> <p>26. Reading: Children read for pleasure and information.</p>

Indiana Foundations

Key Developmental Indicators

F.2 — Reading: Reading Comprehension **Structural Features of Informational and Technical Materials**

In building a foundation for reading and understanding a variety of materials, young children need experiences with language and a variety of reading materials. They need to see adults obtaining and using information from many different printed sources: recipes, manuals, newspapers, Websites, books, encyclopedias, and many others. Young children learn that books and technical materials are a major source of needed and useful information. They also begin to recognize the different formats in which informational materials come.

Language, Literacy, and Communication

26. Reading: Children read for pleasure and information.

F.3 — Reading: Literary Response and Analysis **Emergent Literacy with Appropriate Books and Stories**

Young children need to be exposed to many types of books and stories to help them develop the habit of reading as lifelong learning. Children love the intimacy of reading with an adult. Teachers, parents, and caregivers should find time daily to read with every child.

Language, Literacy, and Communication

21. Comprehension: Children understand language.

26. Reading: Children read for pleasure and information.

28. Book knowledge: Children demonstrate knowledge about books.

F.4 – Writing: Writing Process **Organization and Focus**

Various components of literacy, including writing, develop early in life in an interrelated manner. Children who see themselves as readers and writers engage in a variety of literacy-related behaviors. Early attempts and approximations at standard writing (often viewed as “just scribbles” by adults) are legitimate elements of literacy development. Children’s acquisition of writing typically follows general developmental stages, and individual children will become writers at different rates and through a variety of activities. Learning to write involves much more than learning to form alphabet letters. It involves understanding:

- The level of speech alphabet letters represent.
- The ways in which print is organized on a page.
- The purposes for which writing is used.
- The various conventions associated with various purposes.
- That the writer must think about the reader’s reaction to the writing. (Schickedanz, 1999)

Access to writing materials and adults who give encouragement and positive feedback are critical to children experimenting with and gaining facility in writing. Early writing experiences foster the development of key aspects of literacy such as print awareness, functions of print, and phonological awareness in young children.

Language, Literacy, and Communication

27. Concepts about print: Children demonstrate knowledge about environmental print.

29. Writing: Children write for many different purposes.

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<p>F.5 – Writing: Writing Application</p> <p>Different Types of Writing and Their Characteristics</p> <p>Young children extend their acquisition of literacy into writing much as they did learning to talk: by seeing it used by the adults and older children in their lives and by using, initially, rudimentary forms of writing. Children need to experience the writing of oral language into symbols and the decoding of written language into speech in many different contexts and for many different purposes. They also need to see themselves and others engaging in this process in ordinary daily activities. Adults need to accept their early attempts as valid expressions.</p>	<p>Language, Literacy, and Communication</p> <p>27. Concepts about print: Children demonstrate knowledge about environmental print.</p> <p>29. Writing: Children write for many different purposes.</p>
<p>F.6 — Writing: Writing Conventions</p> <p>Handwriting and Spelling</p> <p>By using a knowledge of letter names and sounds and unconventional (invented) spellings, young children develop an impressive appreciation of the phonemic structure of the English language. Children gain confidence in their growing ability to translate their communication into writing if the adults in their environment are more interested in what they are trying to say, than on their use of conventional letter formation and/or spellings. Observation may reveal that the child is actually representing what she hears adults saying. Children who are learning English or who have language delays need to have their early attempts accepted and encouraged. It is better to build confidence than correctness at this stage of writing.</p>	<p>Language, Literacy, and Communication</p> <p>27. Concepts about print: Children demonstrate knowledge about environmental print.</p> <p>29. Writing: Children write for many different purposes.</p>
<p>F.7 — Listening and Speaking: Listening and Speaking Skills, Strategies, and Applications</p> <p>Comprehension</p> <p>Young children need an environment filled with rich language and many opportunities to hear language being used for different purposes. Talking makes children familiar with words and ideas that they need to enjoy and understand fiction and nonfiction books, including math, science, history, art, and other academic subjects that they will encounter later.</p>	<p>Language, Literacy, and Communication</p> <p>21. Comprehension: Children understand language.</p>
<p>Oral Communication</p> <p>Young children use words to help adults and others to understand their needs, ask questions, express feelings, and solve problems. Children learn a lot when they talk out loud. In building a foundation for speaking for a variety of purposes, young children need many opportunities to formulate language rules and communicate their ideas to adults and children. Adults who care about the child's self-esteem and development of oral communication, respond to information, questions, or requests with respect, interest, and eye-contact.</p>	<p>Language, Literacy, and Communication</p> <p>22. Speaking: Children express themselves using language.</p>

Indiana Foundations

Key Developmental Indicators

Speaking Applications

Young children need an environment filled with rich language and many opportunities to hear language being used for different purposes.

Language, Literacy, and Communication

- 21. Comprehension:** Children understand language.
- 22. Speaking:** Children express themselves using language.
- 23. Vocabulary:** Children understand and use a variety of words and phrases.

Mathematics

F.1 — Number Sense

Number Relationships

Children learn the meaning of numbers in the every day experiences the adult provides in the home, classroom, and nature. The child needs opportunities to watch, play, and interact with adults and other children to learn number vocabulary and to discover number relationships. Developing number sense means more than merely counting. It involves the ability to think and work with numbers easily, to understand their uses, and describe their relationships.

Mathematics

- 31. Number words and symbols:** Children recognize and use number words and symbols.
- 32. Counting:** Children count things.
- 39. Data analysis:** Children use information about quantity to draw conclusions, make decisions, and solve problems.

F.2 — Computation

Counting, Sorting, Classifying, and Comparing Objects

Learning to model, explain, and use addition and subtraction concepts in problem solving situations begins with the opportunity for young children to count, sort, compare objects, and describe their thinking and observations in everyday situations. In building the foundation for computation, children need opportunities to observe adults and peers applying mathematical concepts and using problem-solving techniques. Including these concepts in their play and in adult-supported activities, enhances children's understanding.

Mathematics

- 32. Counting:** Children count things.

Science and Technology

- 46. Classifying:** Children classify materials, actions, people, and events.

F.3 — Algebra and Functions

Finding Patterns and Relationships

Young children build the foundation for finding patterns and their relationships by exploring environments that are rich in shapes, sizes, colors, and textures. They learn to identify and describe patterns using mathematical language when there are opportunities to sort, classify, and label things in their environment. Children need hands-on activities to explore and describe patterns and relationships involving numbers, shapes, data, and graphs in problem-solving situations.

Mathematics

- 32. Counting:** Children count things.
- 33. Part-whole relationships:** Children combine and separate quantities of objects.
- 38. Patterns:** Children identify, describe, copy, complete, and create patterns.

Indiana Foundations

Key Developmental Indicators

F.4 — Geometry

Recognizing Common Geometric Shapes Using Directional Words

In building the foundation for recognizing shapes and using directional words, children need opportunities to explore the size, shape, position, and movement of objects within their physical environment. Spatial reasoning (describing the position, direction, and distance of objects in relation to the child) begins as children become aware of their bodies and personal space within their physical environment. Children learn to recognize, draw, and describe shapes by manipulating, playing with, tracing, and making common shapes using real objects in a variety of activities.

Mathematics

- 34. Shapes:** Children identify, name, and describe shapes.
- 35. Spatial awareness:** Children recognize spatial relationships among people and objects.

F.5 — Measurement

Time and Measurement Relationships

Children need many opportunities to explore and discover measurement and apply the results to real life situations in order to construct concepts of measurement. As children begin to use actual measurement instruments and explore measurement relationships, they develop a sense of measurement.

Mathematics

- 36. Measuring:** Children measure to describe, compare, and order things.
- 37. Unit:** Children understand and use the concept of unit.

F.6 — Problem Solving

Ability to Reason, Predict, and Problem Solve Through Exploration

When young children have experiences in collecting objects and information, as well as opportunities to organize, describe, and graphically represent these collections, they succeed in building a foundation for collecting and using data and thinking about issues of relationships in problem-solving situations. To build a foundation for solving problems, young children need opportunities to hear, use, and apply relevant vocabulary while formulating questions and possible solutions with others based on their observations and experiences.

Science and Technology

- 46. Classifying:** Children classify materials, actions, people, and events.
- 47. Experimenting:** Children experiment to test their ideas.
- 48. Predicting:** Children predict what they expect will happen.

Science

F.1 — The Nature of Science and Technology Scientific Inquiry and Process

Young children are natural scientists. When provided with opportunities to observe and investigate, they will ask questions and comment about their observations and discoveries. Parents, teachers, and caregivers who answer their questions and arouse their interest and curiosity about the world around them sow the seeds for these future scientists.

Science and Technology

- 45. Observing:** Children observe the materials and processes in their environment.
- 46. Classifying:** Children classify materials, actions, people, and events.
- 47. Experimenting:** Children experiment to test their ideas.
- 48. Predicting:** Children predict what they expect will happen.
- 49. Drawing conclusions:** Children draw conclusions based on their experiences and

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	observations. 52. Tools and technology: Children explore and use tools and technology.
F.2 — Scientific Thinking Computation and Estimation Meaningful science learning experiences help young children investigate those preexisting ideas, such as shapes and patterns, while building a foundation for additional knowledge. These science learning experiences also provide opportunities for children to classify or sequence objects by an attribute (characteristic) and to develop an understanding of numbers.	Mathematics 32. Counting: Children count things. 36. Measuring: Children measure to describe, compare, and order things. 46. Classifying: Children classify materials, actions, people, and events.
Shapes and Symbolic Relationships A fundamental skill for science endeavors is the ability to observe and reproduce patterns and shapes. Children are attracted to patterns and shapes from early months of life. This innate interest can be utilized to build a good foundation of observation, comparison, and discrimination skills that will enable the child to be a better scientist.	Mathematics 34. Shapes: Children identify, name, and describe shapes. 38. Patterns: Children identify, describe, copy, complete, and create patterns. 45. Observing: Children observe the materials and processes in their environment.
F.3 — Environments The Physical Setting As natural scientists, young children need multi-sensory opportunities to learn about their environments. Having the opportunities and the time for free exploration of a variety of materials and objects as well as teacher guided explorations, young children can acquire scientific knowledge related to physical science.	Science and Technology 51. Natural and physical world: Children gather knowledge about the natural and physical world. Social Studies 58. Ecology: Children understand the importance of taking care of their environment.
The Living Environment It will not surprise most people that children in the pre-school years are eager to learn more about their living environment. Animals and plants are some of the first things very young children recognize and show an interest in.	Science and Technology 51. Natural and physical world: Children gather knowledge about the natural and physical world. Social Studies 58. Ecology: Children understand the importance of taking care of their environment.
F.4 — Communication Sharing Observations and Discoveries As young children explore their world through materials and activities, they need opportunities to share their findings with others through discussions, charts, drawings, computer products, and/or self-published books.	Science and Technology 49. Drawing conclusions: Children draw conclusions based on their experiences and observations. 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.

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Social Studies	
<p>F.1 — History</p> <p>Chronological Thinking and Historical Knowledge</p> <p>Young children are not ready to conceptualize chronological history, as they are just beginning to be aware of time. It is very difficult to understand hours or days. The daily experiences that are recurring, sequential, and part of a regular routine are important for children to begin understanding time. Discussions about daily schedules and what happens first, second, and so on are very important at this stage. Many children show curiosity about things from the past before formal school, and this curiosity can be used to begin the foundation for historical understanding. There is a difference between learning dates and understanding how to order moments in time. Young children should have opportunities to hear and share stories about the past and visuals to help support the development of historical knowledge. These opportunities should include the child's own past as well as the stories and experiences of others. How people dress and what type of tools and technology they use are two clues young children may use to begin to understand history and the past.</p>	<p>Mathematics</p> <p>36. Measuring: Children measure to describe, compare, and order things.</p> <p>Social Studies</p> <p>57. History: Children understand past, present, and future.</p>
<p>F.2 — Civics and Government</p> <p>Foundations and Functions of Government and Its Citizens</p> <p>Young children's learning is dependent on their background experiences and what they see and hear. Young children can begin to understand that they are citizens of their school, community, and country and what it means to be a responsible, active citizen. Children should be exposed to symbols of the state and the nation including the flags. Participating in a democracy involves making informed choices. Young children who have many opportunities to make choices in their own lives given alternatives are growing in this important process skill. Understanding the need for and being able to follow rules is an important developmental step for young children. They can be very emphatic about following rules and the reasons why they are important.</p>	<p>Social and Emotional Development</p> <p>11. Community: Children participate in the community of the classroom.</p> <p>Social Studies</p> <p>54. Community roles: Children recognize that people have different roles and functions in the community.</p> <p>55. Decision making: Children participate in making classroom decisions.</p>
<p>F.3 — Geography</p> <p>Location (Spatial Awareness)</p> <p>Young children are geographers. They dig in the sand, pour water, watch rain fall, to try to find out about the nature of the world and their place in it. Location tells us exactly where objects are in our world. Young children learn that they relate to other people and physical things. The beginning of an understanding of location is an awareness of their own body and how much space it takes up. By age two, many children are able to distinguish between near and far and features of their environment. The more opportunities children have to run and move about, the greater their ability to become aware of position and location.</p>	<p>Mathematics</p> <p>35. Spatial awareness: Children recognize spatial relationships among people and objects.</p> <p>Social Studies</p> <p>56. Geography: Children recognize and interpret features and locations in their environment.</p>

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<p>Places and Regions</p> <p>Young learners draw upon immediate personal experiences as a basis for exploring geographic concepts and skills. Every place has its own characteristics and no two are exactly alike. Helping young children learn about the weather, plants, roads, and buildings that make up their neighborhood and city, is the beginning of an awareness of how places differ.</p>	<p>Science and Technology</p> <p>46. Classifying: Children classify materials, actions, people, and events.</p> <p>51. Natural and physical world: Children gather knowledge about the natural and physical world.</p> <p>Social Studies</p> <p>56. Geography: Children recognize and interpret features and locations in their environment.</p>
<p>Physical Systems</p> <p>Geography examines where people live, why they live there, and how they use the environment and resources. All people change something about the way they live in order to adapt to their environment. Young children become aware of how people and the earth interact. They begin to understand how the weather and climate affect their lives.</p>	<p>Science and Technology</p> <p>51. Natural and physical world: Children gather knowledge about the natural and physical world.</p> <p>Social Studies</p> <p>53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.</p>
<p>Human Systems</p> <p>Young children begin to first understand the system of the family. Through dramatic play and discussions, children actively explore the roles of family members. They may begin noticing similarities and differences with their family and friends' families.</p>	<p>Creative Arts</p> <p>43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.</p> <p>Social Studies</p> <p>53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.</p>
<p>F.3 — Geography</p> <p>Environment and Society</p> <p>All people change something about the way they live in order to adapt to their environment. By 4 and 5 years of age, children begin to learn what they can do to adjust and how people change earth to their own benefit. Young children express interest in things distant and unfamiliar and have concern for the use and abuse of the physical environment.</p>	<p>Social and Emotional Development</p> <p>11. Community: Children participate in the community of the classroom.</p> <p>Social Studies</p> <p>58. Ecology: Children understand the importance of taking care of their environment.</p>
<p>F.4 — Economics</p> <p>Economics</p> <p>The concepts from economics that are relevant to young children revolve around how families and communities work together to meet their basic needs and wants. Children have a growing awareness of the role of money in purchasing and the connection between work and money. Adults have a significant role in drawing a child's attention to these processes and clarifying any misconceptions. While the interest and ability to grasp economic concepts varies widely from child to child, some of the following ideas can be introduced in the preschool years: scarcity, choice, goods, and services.</p>	<p>Social Studies</p> <p>54. Community roles: Children recognize that people have different roles and functions in the community.</p>

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<p>F.5 — Individuals, Society, and Culture</p> <p>Cultural Diversity</p> <p>Three and four year olds are still quite egocentric and relate to their own experiences. They begin to notice similarities and differences between themselves and others.</p>	<p>Social Studies</p> <p>53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.</p>
<p>Physical Education and Health</p> <p>F.1 — Gross/Fine Motor and Sensory Development</p> <p>Locomotor and Non-locomotor Skills</p> <p>Young children begin to develop fundamental movements and basic body management competence. They observe, practice, demonstrate, and compare fundamental movements while learning to control their bodies in relation to other individuals and independent objects.</p>	<p>Physical Development</p> <p>16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p>
<p>F.2 — Application of Movement Concepts and Principles to the learning and development of Motor Skills</p> <p>Identifying Movement Concepts and Applying to Motor Skills</p> <p>Young children begin to develop movement vocabulary and to use terminology accurately. The children apply movement concepts to motor skills by responding appropriately to direction (front/back, side/side, left/right), personal and general space, effort and force (hard/soft), and speed and flow (fast/slow).</p>	<p>Physical Development</p> <p>16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p>17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p> <p>Mathematics</p> <p>35. Spatial awareness: Children recognize spatial relationships among people and objects.</p>
<p>F.3 — Enjoyment of Motor and Sensory Experiences</p> <p>Exhibiting Self-Confidence</p> <p>Young children seek out and enjoy challenging physical activities that support their growth in self-expression while encouraging and supporting social interactions with others.</p>	<p>Social and Emotional Development</p> <p>8. Sense of competence: Children feel they are competent.</p> <p>Physical Development</p> <p>16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.</p> <p>17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.</p>

Indiana Foundations

Key Developmental Indicators

F.4 — Responsible Personal Health and Safety Practices

Developing an Awareness of and Respect for a Healthy Lifestyle

While participating in physical activities, young children are beginning to form an awareness of health and safety practices that support the growth of a healthy lifestyle. Also through activities and experiences, they are guided and encouraged by the adult to develop greater interdependence for personal care and safety.

Physical Development and Health

20. Healthy behavior: Children engage in healthy practices.

F.5 — Respect for Differences

Using Positive Interpersonal Skills

Young children begin to demonstrate an understanding and respect for differences among people in physical activity settings. Positive interpersonal skills such as cooperation, sharing, and courtesy toward others serve as a foundation for understanding and respecting differences.

Social and Emotional Development

13. Cooperative play: Children engage in cooperative play.

15. Conflict resolution: Children resolve social conflicts.

Music

F.1 — Music Appreciation

Children Show Enjoyment of Music Through Facial Expressions, Vocalizations, and Various Movements

Music naturally delights children. Young children are comfortable with music and movement. Music activities are fun for children and also benefit their development. Music brings a new dimension of beauty into their lives. As children grow in their appreciation of music and movement, they acquire a gift that will bring them pleasure throughout life.

Creative Arts

41. Music: Children express and represent what they observe, think, imagine, and feel through music.

42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.

F.2 — Participation/Exploration/Production

Children Produce Vocal/Instrumental Music and Rhythmic Movements Spontaneously and In Imitation

Throughout the early childhood years, children are learning to do new things with their bodies. Young children readily sing and perform to catchy music or commercials on the radio or television. Young children enjoy activities that have rhythm and repetition. They like to imitate actions such as playing the piano or guitar or singing.

Physical Development and Health

18. Body awareness: Children know about their bodies and how to navigate them in space.

Creative Arts

41. Music: Children express and represent what they observe, think, imagine, and feel through music.

42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.

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Key Developmental Indicators

<p>F.3 — Analysis</p> <p>Children Begin to Differentiate Variations in Tempo, Dynamics, and Types of Sounds Made by Different Classes of Instruments (Percussion, Wind, and String)</p> <p>Children enjoy real or improvised musical instruments. They like to keep time and hear others make music. They develop creativity and imagination by responding to problems in movement and music. Young children refine their listening skills by noticing changes in tempo or pitch.</p>	<p>Creative Arts</p> <p>41. Music: Children express and represent what they observe, think, imagine, and feel through music.</p>
<p>Visual Arts</p> <p>F.1 — Art Appreciation</p> <p>Begins to Understand and Share Opinions About Artwork and Artistic Experiences (Their Own or Others)</p> <p>Young children will become aware that the world is richer because of art. They will become aware of different cultures, and that art is a way people express ideas and feelings. Different people have different reactions and opinions about works of art.</p>	<p>Creative Arts</p> <p>44. Appreciating the arts: Children appreciate the creative arts.</p>
<p>F.2 — Creating Art: Process and Product</p> <p>Expresses Personal Interests, Ideas, and Feelings Through Art</p> <p>Children express how they feel, think, and view the world through their art. Through art, children can convey what they may not be able to say in words. Young children develop independence, confidence, pride, and self-expression through concrete, hands-on learning in an environment that stimulates creativity through art.</p>	<p>Creative Arts</p> <p>40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p> <p>43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.</p>
<p>Uses Symbols, Elements Such As Shape, Line, Color, and Texture and Principles Such As Repetition In Art Experiences</p> <p>The ability to use symbols to make one thing stand for another is an important milestone in cognitive development. Art enhances children's ability to interpret symbols. Working with art materials offers children opportunities to learn about color, shape, design, and texture. As children draw, paint, and make collages they experiment with color, line, shape, and size.</p>	<p>Creative Arts</p> <p>40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.</p>

Indiana Foundations

Key Developmental Indicators

Uses Different Art Media and Materials In a Variety Of Ways For Creative Expression, Exploration, and Sensory Experience

The critical component of creative art is the process rather than the end result or product. Children learn from experiences that allow them to express their ideas and feelings. With the emphasis on academic achievement, parents and teachers can become too product or time conscious. The art process benefits all aspects of development. Children learn many skills, express themselves, appreciate beauty, and have fun through art.

Creative Arts

40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.

F.3 — Careers and Community

Makes Connections Between Art and Other Curriculum Areas

Children will begin to make a connection between art and other subjects such as science, mathematics, language arts, social studies, physical education, and music. Skills and concepts taught in other content areas can be reinforced through art lessons and will make learning more meaningful.

Creative Arts

40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.

43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.