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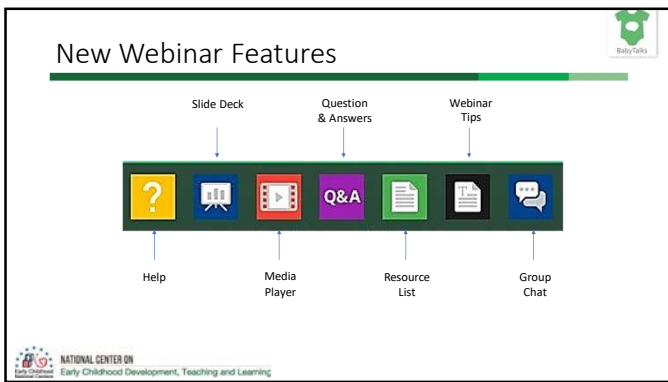
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**Session Objectives**

At the end of this webinar, you should be able to:

1. Explain how integrating the arts into activities supports general school readiness across ELOF domains.
2. Identify four key environmental elements that support learning through the arts.
3. Create activities and strategies for scaffolding and supporting children's learning and development through the arts.

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**Session Agenda**

Here's what we're doing today:

1. Discuss how the arts support STEAM Learning.
2. Share examples of how integrating the arts into learning activities supports general school readiness across ELOF domains.
3. Review activities and strategies for scaffolding and supporting children's learning and development through the arts.
4. Provide an overview of four key environmental elements that support learning through the arts.
5. Share closing thoughts.
6. Share resources and support.

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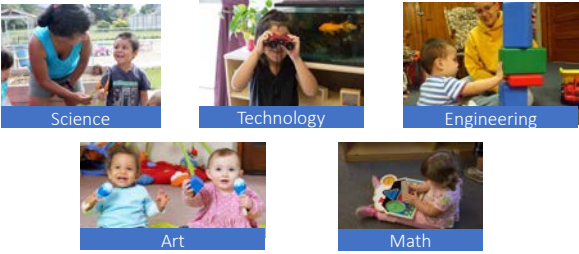
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**STEAM: Thinking, Creating, Problem Solving**



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### The "A" in STEAM



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### The "A" in STEAM



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### The "A" in STEAM



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### The "A" in STEAM



observe



plan



Edit and problem solve

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### The "A" in STEAM




observe



plan



Edit and problem solve



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### Learning During Early Art Experiences



How is this child using scientific thinking to explore?

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### The Art(s!)

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### The Arts and Culture

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Trainor, Lee, & Bosnyak, 2011

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### ELOF The Arts Support School Readiness

The arts support children's school readiness across domains:

- Perceptual, Motor, and Physical Development
- Social and Emotional Development
- Language and Communication
- Cognition
- Approaches to Learning

These are the 5 domains of the ELOF for infants and toddlers

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ELOF Perceptual, Motor, and Physical Development 



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ELOF Perceptual, Motor, and Physical Development 

Fine Motor



Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions.

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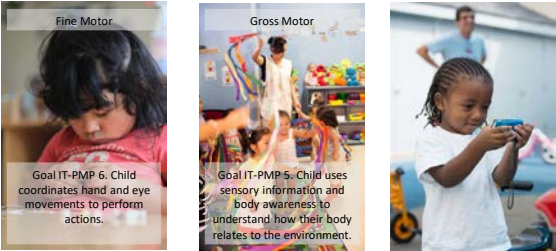
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ELOF Perceptual, Motor, and Physical Development 


Fine Motor



Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions.

Gross Motor

Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.

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**ELOF** Perceptual, Motor, and Physical Development



**Fine Motor**



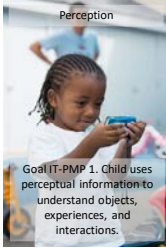
Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions.

**Gross Motor**




Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.

**Perception**



Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.



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**ELOF** Perceptual, Motor, and Physical Development





Boost physical development learning during the arts by:

- Adding a new texture or sensory experience
- Creating a coordinated dance or song to help learn a new skill
- Encouraging children to move to the beat



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**ELOF** Building Motor Skills Through Dance





What other skills is this child building?

**ELOF Infant/Toddler Domains:**

- Perceptual, Motor, and Physical Development
- Social and Emotional Development
- Language and Communication
- Cognition
- Approaches to Learning



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### Building Motor Skills Through Dance



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### ELOF Social and Emotional Development



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### ELOF Social and Emotional Development

Relationships with Other Children



Goal IT-SE 5. Child imitates and engages in play with other children.

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ELOF Social and Emotional Development



Relationships with Other Children

Goal IT-SE 5. Child imitates and engages in play with other children.



Emotional Functioning

Goal IT-SE 6. Child learns to express a range of emotions.



Relationships with Other Children

Goal IT-SE 10. Child shows awareness about self and how to connect with others.

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ELOF Social and Emotional Development



Relationships with Other Children

Goal IT-SE 5. Child imitates and engages in play with other children.



Emotional Functioning

Goal IT-SE 6. Child learns to express a range of emotions.



Sense of Identity and Belonging

Goal IT-SE 10. Child shows awareness about self and how to connect with others.

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Working Together: Buddy Pictures



Sharing Friends are Happy Friends

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### Working Together: Buddy Pictures



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### Emotional Expression



Support emotional expression through the arts. Consider:

- Instead of painting an object, paint how we feel – excited, upset, nervous?
- Express emotions by creating a dance. How can we move our bodies to create a happy dance? A sad dance?
- Make music together that reflects our feelings- energetic, tired, calm?

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**ELOF** Language and Communication



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ELOF Language and Communication



Attending and Understanding



Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others.





Frog

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ELOF Language and Communication



Attending and Understanding




Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others.

Emergent Literacy



Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words.



Frog

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ELOF Language and Communication




Attending and Understanding




Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others.

Emergent Literacy



Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words.

Emergent Literacy



Goal IT-LC 13. Child makes marks and uses them to represent objects or actions.

Frog

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### Connecting the Arts to Learning Standards

Express self creatively through art

crafts Draw pictures and scribbles

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### How Does This Song Support Language Learning?

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### How Does This Song Support Language Learning?

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### Encouraging Children to Talk About Their Art

Can you tell me what is happening in this picture?

That's a nice tree, I see you drew two branches

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### ELOF Cognition

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### ELOF Cognition

Exploration and Discovery

Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects.

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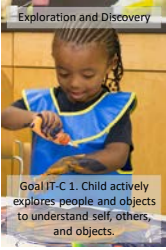
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ELOF Cognition




Exploration and Discovery




Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects.

Emergent Mathematical Thinking



Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space.



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ELOF Cognition




Exploration and Discovery



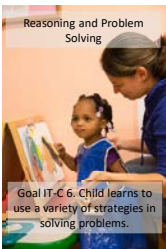
Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects.

Emergent Mathematical Thinking



Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space.

Reasoning and Problem Solving



Goal IT-C 6. Child learns to use a variety of strategies in solving problems.

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Music, Rhythm, and Pattern





Listening and moving to music may help young children build pattern recognition skills

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Zhao & Kuhl, 2016

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Music and Exploration

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ELOF Approaches to Learning

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ELOF Approaches to Learning

Cognitive Self-regulation  
(Executive Functioning)

Goal IT-ATL 4. Child develops the ability to show persistence in actions and behavior.

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**ELOF** Approaches to Learning



**Cognitive Self-regulation (Executive Functioning)**  
Goal IT-ATL 4. Child develops the ability to show persistence in actions and behavior.

**Initiative and Curiosity**  
Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations.

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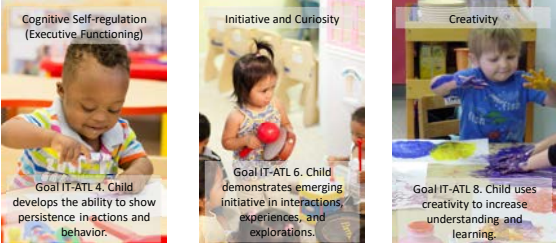
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**ELOF** Approaches to Learning



**Cognitive Self-regulation (Executive Functioning)**  
Goal IT-ATL 4. Child develops the ability to show persistence in actions and behavior.

**Initiative and Curiosity**  
Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations.

**Creativity**  
Goal IT-ATL 8. Child uses creativity to increase understanding and learning.

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**When Things Get Messy**



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### Supporting the Creative Process



paper dot art glue decorate

Classroom Visuals & Supports <https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/classroom-visuals-supports>

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### How do you Use the Arts to Support School Readiness?

How do you use the arts in your own work?

What are some of your favorite activities and how do they support school readiness?

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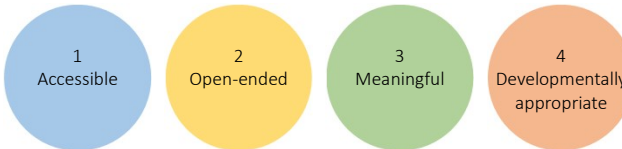
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### Environments that Support the Arts



1 Accessible 2 Open-ended 3 Meaningful 4 Developmentally appropriate

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### Accessible

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### How Does This Teacher Facilitate Access?

Myra O'Leary  
Teacher

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### How Does This Teacher Facilitate Access?

VIDEO: Supportive Materials: Art

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### Open-ended



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### Meaningful



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### Meaningful



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### Developmentally Appropriate



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### Developmentally Appropriate



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### Key Take Home Messages

The arts support children's development across domains.  
When developing activities, keep these components in mind:



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Thank you!

Please fill out this survey.







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### Resources and Support

- Art and Storybooks: Ideas from STEAM <https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/art-storybooks-ideas-steam>
- Understanding STEAM and How Children Use It <https://eclkc.ohs.acf.hhs.gov/publication/understanding-steam-how-children-use-it>
- News You Can Use: Music
  - Part One: <https://eclkc.ohs.acf.hhs.gov/curriculum/article/news-you-can-use-music-part-1>
  - Part Two: <https://eclkc.ohs.acf.hhs.gov/curriculum/article/news-you-can-use-music-part-2>
- Head Start Early Learning Outcomes Framework (ELOF): <https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/elof>
- ELOF2GO Mobile App: <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elof2go-mobile-app>
- ELOF Effective Practice Guides: <https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/effective-practice-guides>
- Front Porch Webinar Series: The Role of Music in Children's Development <https://eclkc.ohs.acf.hhs.gov/video/role-music-childrens-development>
- Front Porch Webinar Series: Promoting Creativity in Early Childhood Classrooms <https://eclkc.ohs.acf.hhs.gov/video/promoting-creativity-early-childhood-classrooms>





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### Resources and Support

- When Children Ask "Why?" STEAM Sharpens Their Inquiry Skills <https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/when-children-ask-why-steam-sharpens-their-inquiry-skills>
- Classroom Visuals & Supports <https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/classroom-visuals-supports>
- Head Start Cultural and Linguistic Responsiveness Resource Catalogue (Volume 2): Native and Heritage Language Preservation, Revitalization, and Maintenance (Second Edition) <https://eclkc.ohs.acf.hhs.gov/hslc/ita-system/cultural-linguistic/fcp/docs/resource-catalogue-main-book-4.pdf>
- Planned Language Approach (many resources within PLA, but a few highlighted below): <https://eclkc.ohs.acf.hhs.gov/culture-language/article/planned-language-approach>
  - Tip Sheet - Creating Environments That Include Children's Home Languages and Cultures: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/till-creating-environments.pdf>
  - Tip Sheet - Including Children's Home Languages and Cultures: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/till-childrens-home-languages.pdf>
  - Teacher Guide - Selecting Culturally Appropriate Children's Books in Languages Other Than English: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/select-cultural-childrens-books-non-english-eng.pdf>





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