



# Northampton Community College

## Children's Centers

### Art As a Way of Learning®: The Languages of Inquiry Infant/Toddler Curriculum Planning Guide



Infant Toddler Assessment Tool	Pennsylvania ELS	AWL Curriculum Framework
<p><b><u>Domain</u></b> Social and Emotional Development</p>	<p><b><u>Key Learning Area</u></b> Social, Emotional, and Personal Development</p>	<p><b><u>Goal Areas</u></b> Build Relationships &amp; Understanding of Self/ Connect Community, Family, and Culture</p>
<p><b>Personal Connections: It's About Trust</b> <u>How Children Show Trust</u> 0-4 Responds to familiar adults; Shows awareness of unfamiliar people 4-8 Engages with familiar adults; Notices and reacts to unfamiliar adults 8-12 Shows preference for familiar adults; Reacts to unfamiliar adults 12-18 Relies on the presence of familiar adults to try things; Shows awareness of unfamiliar adults 18-24 Seeks the support of familiar adults to try things; Acts cautiously around unfamiliar adults 24-30 Shows need for familiar adults approval and also acts independently; Shows cautious interest in unfamiliar adults 30-36 Reflects attitudes and behaviors of familiar adults; Shows cautious interest in new people</p>	<p><b>SEP 1: Dyadic Synchrony and Reciprocity in Interactions with Adults</b></p>	<p><b>Languages of Inquiry, Including Literacy, Visual Arts, Movement, Music, Math, and Science</b> Infants and toddlers have opportunities to</p> <ul style="list-style-type: none"> <li>• develop confident self-concept and group identity</li> <li>• distinguish self from others</li> <li>• form attachment to a primary caregiver through attentive verbal exchanges and caring touch</li> <li>• express emotions</li> <li>• show care and empathy toward the feelings and needs of others, including those from diverse backgrounds</li> <li>• increasingly do things for self such as dressing, feeding, toileting</li> <li>• play and work alone and in groups: share materials, contribute ideas</li> <li>• solve social conflicts, including responding to bias</li> <li>• begin to make simple choices and accept natural consequences</li> <li>• use their primary languages</li> <li>• explore aesthetic, natural materials that reflect diversity, such as musical instruments from various cultures</li> <li>• play children's games from diverse cultures</li> <li>• listen to music from their families and various cultures</li> <li>• participate in experiences with musicians, athletes, performers, and other artists in residence</li> <li>• visit libraries, museums, and art galleries</li> <li>• attend music events</li> </ul>

**Feelings About Self: Learning About Me**

How Children Express Who They Are

0-4 Expresses comfort and discomfort, enjoyment and unhappiness; Calms self

4-8 Expresses feelings; Learning to cope with familiar and unfamiliar situations

8-12 Shows likes and dislikes; Tries to manage own behavior in different situations

12-18 Shows preferences, likes, and dislikes; Tries to manage own behavior

18-24 Expresses own ideas, interests, and feelings; Tries to manage own behavior

24-30 Shows an emerging sense of self; Shows growing ability to manage own behavior in different ways

30-36 Shows comfort with independence, competence, and expressing feelings;

Demonstrates emerging ability to manage own behavior; Shows awareness of social skills when expressing needs and wants

**SEP 3.2B Self Regulation and Self Control Skills**

**SEP 3.2A Emotional Expressions**

**Goal Areas**

**Build Relationships & Understanding of Self/**

**Connect Community, Family, and Culture**

Infants and toddlers have opportunities to

- develop confident self-concept and group identity
- distinguish self from others
- form attachment to a primary caregiver through attentive verbal exchanges and caring touch
- express emotions
- show care and empathy toward the feelings and needs of others, including those from diverse backgrounds
- increasingly do things for self such as dressing, feeding, toileting
- play and work alone and in groups: share materials, contribute ideas
- solve social conflicts, including responding to bias
- begin to make simple choices and accept natural consequences
- use their primary languages
- explore aesthetic, natural materials that reflect diversity, such as musical instruments from various cultures
- play children's games from diverse cultures
- listen to music from their families and various cultures
- participate in experiences with musicians, athletes, performers, and other artists in residence
- visit libraries, museums, and art galleries
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**Relationships With Other Children:  
Child to Child**

How Children Act Around Other Children

0-4 Shows awareness of other children

4-8 Shows awareness of other children

8-12 Demonstrates awareness of other children

12-18 Interacts with other children; Begins to show awareness of other children's feelings

18-24 Watches and plays briefly with other children; Shows awareness of other children's feelings

24-30 Plays beside other children; Responds to other children's feelings

30-36 Shows capacity to play cooperatively with other children; Responds to other children's feelings

**SEP 3.3 Pro-Social Behavior and Develop Social Interactions with Peers**

**Goal Areas**

**Build Relationships & Understanding of Self/**

**Connect Community, Family, and Culture**

Infants and toddlers have opportunities to

- develop confident self-concept and group identity
- distinguish self from others
- form attachment to a primary caregiver through attentive verbal exchanges and caring touch
- express emotions
- show care and empathy toward the feelings and needs of others, including those from diverse backgrounds
- increasingly do things for self such as dressing, feeding, toileting
- play and work alone and in groups: share materials, contribute ideas
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<p><b><u>Domain</u></b> Cognitive Development</p> <p><b>Exploration and Problem Solving: Baby, Toddler, and Preschooler Discoveries</b> <u>How Children Explore and Figure Things Out</u></p> <p>0-4 Pays attention to what is happening in the environment; Makes things happen, quite often</p>	<p><b><u>Key Learning Area</u></b> Approaches to Learning/ Creative Expression</p> <p><b>AL1: Initiative, Curiosity, and Imagination</b></p> <p><b>AL3: Reasoning, Problem Solving, and Persistence</b></p>	<p><b><u>Goal Area</u></b> <b>Inquire and Solve Problems</b></p> <p>Infants and toddlers have opportunities to use various approaches to</p> <ul style="list-style-type: none"> <li>• observe: look, listen, taste, touch, smell</li> <li>• notice the location of and attributes of objects, many of which are natural, aesthetically pleasing, and diverse</li> <li>• notice how objects are similar and different</li> <li>• anticipate familiar events such as routines</li> <li>• notice the beginning and ending of time intervals</li> <li>• experience fast and slow</li> <li>• observe people and objects from various perspectives</li> <li>• fill and empty containers, put items in and take them out</li> <li>• connect new learning to prior experiences</li> <li>• investigate and experiment with objects and actions</li> <li>• wonder: What happens if...???</li> <li>• predict: What comes next?</li> <li>• use multiple languages of inquiry</li> <li>• begin to make simple choices and accept natural consequences</li> <li>• count and order objects</li> <li>• record observations and re-represent data with simple graphs</li> <li>• begin to think critically about objects and experiences</li> <li>• become familiar with aesthetic art and nature prints</li> <li>• identify and describe steps and connections in familiar routines and events</li> <li>• become familiar with math and nature software</li> <li>• collect and explore aesthetic, natural items</li> <li>• match objects to other objects and to numerals</li> <li>• classify and seriate learning materials</li> <li>• put together and take apart groups of objects such as puzzles</li> <li>• notice how objects are the same and different</li> <li>• recognize, describe, and create patterns with materials such as large Attribute blocks, Cuisenaire® rods, geometric solids, and pattern blocks</li> <li>• use geometric shapes and forms to represent concepts</li> <li>• link objects to determine their combined length</li> <li>• use simple measuring tools (cups, rods, scales, footprints, timers)</li> </ul>
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<p>unintentionally</p> <p>4-8 Attends to what is happening in the environment; Displays short-term memory; Makes things happen</p> <p>8-12 Shows understanding of things in the environment during exploration; Demonstrates memory; Makes expected things happen</p> <p>12-18 Gains new understanding while exploring the environment; Shows increased memory skills; Uses toys and other objects with a purpose</p> <p>18-24 Explores the environment and learns how things work; Shows increasing memory for details and routines; Expects specific results when playing with toys and other objects</p> <p>24-30 Explores new ways to do things and shows beginning understanding of concepts such as color, size, matching, and weight; Uses reasoning skills and imagination when planning ways to make things happen; Begins to understand consequences when re-creating familiar events and following routines</p> <p>30-36 Explores and understands in more detailed and abstract ways; Plans before taking action; Shows ability to figure things out</p>	<p><b>CE 9.1: Sensual Art Forms</b></p> <p><b>CE 9.2: Music</b></p> <p><b>CE 9.3: Dramatic Play Experiences</b></p>	
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<p><b><u>Domain</u></b>  <b>Communication and Language</b></p> <p><b>Understanding and Communicating: Baby, Toddler, and Preschooler Talk</b>  <b>How Children Understand and Communicate</b></p> <p>0-4 Responds to sights and sounds; uses sounds and body movements to communicate</p> <p>4-8 Responds to frequently heard sounds and words; Uses a variety of sounds and motions to communicate</p> <p>8-12 Shows understanding of gestures and words; Uses consistent sounds, verbal expressions, and gestures to communicate</p> <p>12-18 Shows increased understanding of words and gestures; Uses consistent sounds, gestures, and some words to communicate</p> <p>18-24 Follows simple directions and suggestions consistently; Uses a growing number of words and puts several words together; Pays attention and tries to participate in conversations</p> <p>24-30 Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories; Uses words and some conventions of speech to express thoughts and ideas; Participates in conversations</p> <p>30-36 Understands questions, some abstract concepts, and simple directions; Uses some conventions of speech when expressing thoughts, ideas, and commenting on observations; Participates in conversations</p>	<p><b><u>Key Learning Area</u></b>  <b>Communication and Emerging Literacy / Creative Expression</b></p> <p><b>RC 1.6: Listening and Understanding Skills</b>  <b>EC 1.6A: Non-Verbal Communication</b>  <b>EC 1.6 B: Verbal Communication</b>  <b>EL 1.1A: Storytelling, Nursery Rhymes, Songs, and Finger Plays</b>  <b>EC 1.1B: Pictures, Books, and Environmental Print</b>  <b>EC 1.1C: Book Handling Skills</b></p> <p><b>CE 9.1: Sensual Art Forms</b>  <b>CE 9.2: Music</b>  <b>CE 9.3: Dramatic Play Experiences</b></p>	<p><b><u>Goal Areas</u></b>  <b>Represent and Express Ideas/</b>  <b>Use Tools and Materials to Safely Promote Inquiry</b></p> <p>Infants and toddlers use the languages of inquiry to</p> <ul style="list-style-type: none"> <li>• explore through the senses: look, listen, taste, touch, smell</li> <li>• explore and imitate sounds with voice (pitch, sounds), diverse music instruments, and natural sound makers</li> <li>• listen to suitable stories and music from diverse cultures (recordings and live performances of classical, jazz, folk, ethnic, opera, and other traditions)</li> <li>• tell, retell, and perform nursery rhymes, finger plays, poems, and stories</li> <li>• imitate roles and engage in pretend play with appealing puppets, flannel boards, and drama props</li> <li>• explore computers with child-friendly software for the arts, literacy, science, and math</li> <li>• explore the uses of books and journals</li> <li>• recognize and “read” signs, symbols, their own words, others’ words</li> <li>• investigate the qualities of natural objects such as wood (blocks, lumber, hammers, glue) and water (buckets, brushes)</li> <li>• begin to recognize art elements (line, shape, form, color &amp; value, texture)</li> <li>• describe aesthetically pleasing natural objects and everyday events using art element vocabulary</li> <li>• share information with others</li> <li>• use writing instruments such as chalk and markers to communicate with scribbles, symbols, and invented spelling</li> <li>• begin to think critically about objects and experiences</li> <li>• sing songs, create songs as stories</li> <li>• visually create representations of objects and events</li> <li>• create an image or feeling with movement such as ballet</li> <li>• experiment with artists’ materials and tools (crayons, markers, paint and paint brushes, modeling compounds, fabric and yarn, paper)</li> <li>• begin to recognize pictures and sounds of band, orchestra, and other diverse instruments</li> <li>• feel and express a steady beat</li> <li>• identify aesthetic qualities of art prints</li> <li>• re-represent and/or interpret their learning</li> </ul>
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<b><u>Domain</u></b> <b>Physical Development</b> <b>Movement and Coordination: Babies, Toddlers, and Preschoolers in Motion</b>	<b><u>Key Learning Area</u></b> <b>Physical and Motor Development / Creative Expression</b>	<b><u>Goal Area</u></b> <b>Build Relationships and Understanding of Self</b>
<p><u>How Children Move Their Bodies and Use Their Hands</u></p> <p>0-4 Gaining control of head and body; Reaches toward things that capture their attention; Holds things briefly before they drop from fingers</p> <p>4-8 Changes body positions; Uses both hands with intention and purpose</p> <p>8-12 Changes position and begins to move from place to place; Coordinates eyes with hands while holding and exploring objects</p> <p>12-18 Changes position and begins to move from place to place; Coordinates eyes with hands while holding and exploring objects</p> <p>12-18 Moves from place to place; Uses hands to engage in a variety of activities and social games; Begins to participate in self-help activities</p> <p>18-24 Shows increasing coordination and balance, and combines actions to participate in play activities; Uses hands and eyes to accomplish a variety of activities; participates in self-help activities</p> <p>24-30 Shows coordination skills while moving around and engaging in play activities; Demonstrates eye-hand coordination while manipulating and exploring objects; participates in self-help activities</p> <p>30-36 Demonstrates increased body control and combines several movements when participating in play activities; Uses fingers, hands, and eyes to engage in a variety of activities; Accomplishes many self-help activities</p>	<p><b>PM 10.4: Gross Motor Coordination</b>  <b>PM 10.5: Fine Motor Control</b></p> <p><b>CE 9.1: Sensual Art Forms</b>  <b>CE 9.2: Music</b>  <b>CE 9.3: Dramatic Play Experiences</b></p>	<p>Infants and toddlers have opportunities to</p> <ul style="list-style-type: none"> <li>• move parts of the body</li> <li>• move their whole bodies</li> <li>• listen to diverse sounds and move with the rhythm</li> <li>• develop fine motor coordination by exploring rattles, toys, and objects with diverse textures, shapes, and colors</li> <li>• develop large muscle coordination with props such as crawling tunnels, hoops, balls, scarves, ropes, and fabric</li> <li>• play with or on large-motor equipment such as balance beams, bean bags, activity structures, and riding vehicles</li> <li>• imitate movements shown in pictures of sports and dance</li> <li>• pretend to move like athletes, dancers, and familiar animals</li> <li>• participate in simple, cooperative group games drawn from diverse cultures</li> <li>• connect physical activities to prior learning experiences</li> <li>• move in coordination with objects</li> <li>• feel and express a steady beat</li> <li>• imitate roles by using diverse pretend play props such as ethnic clothing and household items</li> <li>• try dances from various cultures</li> <li>• create an image or feeling with movement</li> <li>• re-represent and/or interpret their learning through movement, music, and pretend play</li> <li>• begin to think critically about objects and experiences</li> </ul>

	<u>Key Learning Area</u> Family, Early Learning Settings, and Community Partnerships	<u>Goal Area</u> Connect Community, Family, and Culture
	<p> <b>PS 1: Infant/Toddler Learning</b>  <b>PS 2: Infant/Toddler Development</b>  <b>PA 6: Community Services</b>  <b>PS 4: Infant/Toddler Transition</b>  <b>PS 5: Input on Program Services and Procedures</b> </p>	<p>Infants and toddlers have opportunities to</p> <ul style="list-style-type: none"> <li>• develop confident self-concept and group identity</li> <li>• form attachment to a primary caregiver</li> <li>• express emotions</li> <li>• show care and empathy toward the feelings and needs of others, including those from diverse backgrounds</li> <li>• begin to solve their own social conflicts, including responding to bias</li> <li>• increasingly do things for self such as dressing, feeding, toileting</li> <li>• play and work alone and in groups: share materials, contribute ideas</li> <li>• use their primary languages</li> <li>• explore aesthetic, natural materials that reflect diversity, such as musical instruments from various cultures</li> <li>• play children’s games from diverse cultures</li> <li>• listen to music from their families and various cultures</li> <li>• participate in experiences with musicians, athletes, performers, and other artists in residence</li> <li>• visit libraries, museums, and art galleries</li> <li>• attend music events</li> </ul>

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