



The Arts In The Early Years

Amanda Sullivan, Amanda Strawhacker

The Arts In The Early Years:

Art in the Early Years Kristen Ali Eglinton, 2003-12-16 For all involved in teaching young children this timely book offers the necessary tool with which to develop a broad creative and inspirational visual arts programme Presented in two parts this text covers both theoretical and practical angles part one investigates contemporary early childhood art education challenging what is traditionally considered an early years art experience part two puts theory to text by presenting the reader with numerous inventive visual art lessons that imaginatively meet goals for creative development issued by the QCA The author strikes the perfect balance between discussion of the subject and provision of hands on material for use in lessons which makes this book a complete art education resource for all involved in early years art education Teachers trainee teachers or nursery teachers who wish to implement a more holistic art curriculum in the classroom whilst meeting all the required standards will find this an essential companion

Inclusive Education Through the Creative Arts in the Early Years Amanda Niland, Laura Huhtinen-Hildén, Kathy Cologon, 2024-07-27 This book offers an engaging exploration of artistic expression in early childhood education Through a blend of theory research and practical insights the authors demonstrate the positive impact of the arts on fostering inclusion in various settings Delving into creative modes such as dance drama and music the book emphasizes the broader significance of integrating creativity into inclusive practices Rich with illustrative case studies thought provoking prompts and effective strategies for encouraging artistic expression it serves as a valuable resource for early childhood students seeking comprehensive support in their educational journey

Everyday Artists Dana Frantz Bentley, 2015-04-25 For the young child art is a way of solving problems conceptualizing the world and creating new possibilities In *Everyday Artists* the author addresses the disconnect that exists between the teaching of art and the way young children actually experience art In doing so this book questions commonly held notions and opens up exciting new possibilities for art education in the early childhood classroom A practicing teacher herself Bentley uses vignettes of children s everyday activities from block building to clean up to outdoor play to help teachers identify and scaffold the genuine artistic practice of young children Book Features Tangible examples of everyday arts experiences told through lively classroom stories An examination of the teacher s role with suggestions of appropriate ways to support children s artistic expression Clear explanations of how inquiry and creativity contribute to the overall thinking and learning of the young child A Voice of the Teacher section that offers teaching strategies for extending children s thinking and learning A wide range of ideas for teachers who feel they do not know how to do art Dana Frantz Bentley is a teacher researcher and preschool teacher at Buckingham Browne and Nichols School in Cambridge Massachusetts She received a Doctorate of Education Art and Art Education from Teachers College Columbia University Much has been written about the role of the arts in education especially about the importance of the arts to early childhood learning Dana Frantz Bentley endows the arts with an additional and central kind of significance rooted in a broad conception of cognition From the Foreword by Judith M Burton

Teachers College Columbia University Like the young children she describes Dana Frantz Bentley is an everyday artist making something beautiful of her informed and thoughtful pedagogy There is much to learn from the artful reflection and generative inquiry of this inspired early childhood educator Jessica Hoffmann Davis author of Why Our Schools Need the Arts

Becoming with Art in Early Childhood Red Ruby Scarlet, 2018-10-20 Becoming With Art in Early Childhood is a collection of pedagogical stories from children early childhood educators and teachers and primary teachers about art arts practice in education engagement with art and artists in curriculum and activist and community arts Young Children, Pedagogy and the Arts Felicity McArdle, Gail Boldt, 2013-09-02 Young Children Pedagogy and the Arts is an innovative text that describes practices and research that cross all five strands of the arts visual drama music dance and media and illuminates ways of understanding children and their arts practices that go beyond the common traditions The book Offers practical and rich illustrations of teachers and children s work based on international research that integrates theory with practice Brings a critical lens to arts education Includes summaries reflective questions and recommended further readings with every chapter Young Children Pedagogy and the Arts provides a more nuanced understanding of the arts through an exploration of specific instances in which committed teachers and researchers are discovering what contemporary multimodal tools offer to young children Chapters contain examples of doing the arts in the early years new ways of teaching and how to use emerging technologies to develop multiliteracies equity agency social and cultural capital and enhance the learning and engagement of marginalized children **Teaching the Arts: Early Childhood & Primary Education** David Roy, William Baker, Amy Hamilton, 2015-05-04 This title provides an introduction to arts education in Australia and New Zealand It illustrates the links between theory and practice and covers each of the five arts strands dance drama media arts music and visual arts The Arts in Early Childhood Susan Wright, 1991 Aimed at students and practitioners in the field of early childhood education this introductory text brings together all of the creative and performing arts and provides a framework from which to develop art education programs An index is included **Creative Arts for Early Childhood** Sinead E. Kelly, 2014-03-28 A new practical guide to understanding and planning creative activities that promote a child s learning development and well being with specific regard to age and stage of development Introduces and examines the role and benefits of creative media such as movement and dance visual arts drama and music as a form of communication therapy and education Applies the themes and principles of Aistear and Siolta to all activities Demonstrates examples of child led indoor and outdoor activities based on the creative arts curriculum with emphasis on process based play Provides clear step by step instructions for planning implementing and assessing activities taking possible financial and time restrictions into consideration Emphasises the role of the adult in facilitating the child s engagement within the creative arts curriculum Presents recent changes in legislation and pre school regulations in Ireland and current views and findings on creativity in early childhood Follows the ethos of the HighScope model while referring to the work of other philosophies such as Reggio Emilia Written For Creative Arts for Early

Childhood Level 5 module 5N1769 and Early Childhood Arts and Culture Level 6 module 6N1936 as part of the Early Childhood Care and Education QQI awards Any childcare modules where creative activities form an integral part of assessment Creativity and the Arts in Early Childhood Ruth Churchill Dower,2019-12-19 Offering practical guidance on encouraging creativity in early childhood settings this much needed book highlights the importance of the arts and creativity for children s learning critical thinking social interaction and self regulation The book considers the impact of creativity on early brain development and discusses how to choose the right arts or creative approach for your children Principles for creative curriculums teaching assessments and environments are provided and each chapter includes a practitioner toolkit element with reflective questions and practical strategies for implementing the learning from the chapter into daily practice

The Visual Arts and Early Childhood Learning Christine Marmé Thompson,1995 This anthology focuses on the earliest art expressions experiences and encounters of young children in the educational setting The 21 chapters include 1 The Visual Arts and Early Childhood Learning Changing Contexts and Concepts Christine Marme Thompson 2 The Narrative Quality of Young Children s Art Marilyn Zurmuehlen Larry Kantner 3 Significance of Adult Input in Early Childhood Artistic Development Anna M Kindler 4 Art at Home Learnings from a Suzuki Education George Szekely 5 Preschool Children s Socialization through Art Experiences Patricia Tarr 6 The Case of the Easter Bunny Art Instruction by Primary Grade Teachers Liora Bresler 7 Developmentally Appropriate Practice in Early Art Education Cynthia B Colbert 8 A Portrait of an Early Childhood Art Teacher Elizabeth Smith Cole 9 Liberating Art Experiences for Preschoolers and their Teachers Kathryn Gaspar 10 Birthdays Children and Art Museums as Meaningful Places for Young Children Priscilla Lund Sandy Osborne 11 The Picture Museum Creating a Photography Museum with Children Suzanne Kolodziej 12 A Bunch of Naked Ladies and a Tiger Children s Responses to Adult Works of Art Marianne S Kerlavage 13 Art Historical Understanding in Early Childhood Mary Erickson 14 Understanding Young Children s Ways of Interpreting their Experiences through Participant Observation Mary Stokrocki 15 Art Criticism with Young Children Experiencing Developmental Delays Karen Kakas 16 Language and Learning About Art Connie Newton 17 Art Education and Children s Literature An Interdisciplinary Approach for Preschool Children Florence S Mitchell 18 Early Education in Geography and Art A Focus on Spatial Ability and Visual Skill Joanne K Guilfoil 19 A Cross cultural Study of Partial Occlusion in Children s Drawings Chun Min Su 20 Educating the Artistically Gifted Student in Early Childhood Andra L Nyman and 21 Multiculturalism and the Tender Years Big and Little Questions Elizabeth Manley Delacruz Each article contains references The work concludes with notes about the contributing authors MM *Creative Arts in the Lives of Young Children* Robyn Ewing,2013-01-01 Creative Arts in the Lives of Young Children draws together two essential strands in contemporary educational discourse the importance of high quality care and education in the early years and the central role that imaginative arts experiences can and should play in the lives of all young children A number of underlying themes are highlighted throughout the book All are related to the potential for

quality arts experiences in the early years to achieve transformational outcomes for children These include the enhancement and development of children s creativity and imagination the encouragement of children s innate problem solving abilities the opportunity to experience a diversity of cultures and a broad world view the scaffolding of positive attitudes skills and ways of being habits of mind to help children flourish in the 21st century The book is grounded in current research and practice about the importance of the arts in young children s lives Written explicitly for early childhood pre service and in service teachers parents and caregivers it includes a range of engaging and practical creative arts activities and suggested experiences for children from birth to eight years of age Creative Arts in the Lives of Young Children provides a combination of research activities and real world vignettes It reinforces partnerships between parents and early childhood practitioners and teachers The book covers a broad range of artistic experiences such as storytelling art appreciation puppetry paint clay drama and music

The Early Years Foundation Stage Ioanna Palaiologou,2009-10-29 Organized around 14 chapters Section One looks at policy pedagogy and key issues in practice surrounding the implementation of the Early Years Foundation Stage EYFS and Section Two looks at the areas of learning and development in EYFS Ways to plan implement observe and evaluate activities for young children from Birth to 5 are discussed a range of theoretical perspectives is built upon and different ways of delivering the EYFS are explored By combining sound theoretical underpinning with practical case studies this book offers a critical approach to the implementation of EYFS It takes its inspiration and examples of best practice from projects based in a range of early years settings and considers the role of the practitioner and the holistic development of the child

iPads in the Early Years Michael Dezuanni,Karen Dooley,Sandra Gattenhof,Linda Knight,2015-01-09 Digital devices such as smart phones and tablet computers are becoming commonplace in young children s lives for play entertainment learning and communication Recently there has been a great deal of focus on the educational potential of these devices in both formal and informal educational settings There is now an abundance of educational apps available to children parents and teachers which claim to enhance children s early literacy and numeracy development but to date there has been very little formal investigation of the educational potential of these devices This book discusses the impact on children s learning when iPads were introduced in three very different early years settings in Brisbane Australia It outlines how researchers worked with pre school teachers and parents to explore how iPads can assist with letter and word recognition the development of oral literacy and digital literacies and talk around play Chapters consider the possibilities for using iPads for creativity and arts education through photography storytelling drawing music creation and audio recording and critically examine the literacies enabled by educational software available on iPads and the relationship between digital play and literacy development iPads in the Early Years provides exciting insights into children s digital culture and learning in the age of the iPad It will be key reading for researchers research students and teacher educators focusing on the early years as well as those with an interest in the role of ICTS and particularly tablet computers in education

Teaching the

Arts David Roy, William Baker, Amy Hamilton, 2019-07-02 Foregrounds the importance of arts education to children's development and learning *Playful STEAM Learning in the Early Years* Amanda Sullivan, Amanda Strawhacker, Decades of research has shown that introducing STEM content like coding and engineering during the foundational early childhood years can lead to many benefits such as improving children's number sense problem solving skills and sequencing ability Unfortunately the costs of STEM technologies can be a barrier for many early childhood educators Additionally many digital tools and apps are not playful or developmentally appropriate for young learners and can be less inclusive of students who have been historically excluded from STEM This book addresses these barriers by demonstrating how to leverage an interdisciplinary STEAM Science Technology Engineering Arts and Mathematics approach to pique the curiosity of young students through play based learning The authors provide evidence based hands on approaches as well as a practical framework to effectively integrate STEAM learning in the early grades pre K to third grade Readers will explore new ways to play alongside their young learners to make powerful STEAM discoveries and foster a lifelong love of learning Book Features Provides tips and strategies rooted in existing frameworks and guidelines as well as the authors original research on the cognitive and socioemotional benefits of STEAM experiences Empowers early childhood educators working in any setting informal formal or home settings Describes a new framework for the equitable design and implementation of play based STEAM learning in early childhood settings Young Children as Artists Suzy Tutchell, 2014-04-29 From the moment a child is born they interact with the sensory world looking at colours feeling textures constructing mental and physical images of what they see and experience Within all early years settings and into primary school the aim for the practitioner is to provide as many opportunities as possible to stimulate excite and ignite the visual and tactile imagination of the young children they teach *Young Children as Artists* considers how art can be managed understood and relished as an essential ingredient towards the creative potential of each unique young child The book focuses on how to enjoy celebrate and extend what a young child can do in art and show how engaged adults and the wider school community can become confident participants in the process of early years art making Full of practical advice on how to design develop resource and extend art and design environments within the early years setting the book covers Developing skills for positive and participative adult interaction and engagement Understanding and analysing child involvement in art Planning for opportunities and responding to observation and schema in art and design Practical suggestions for activities and resources inside and out Ideas to explore sensory development and awareness Ways to manage and savour the art transition into KS1 Ways to encourage parental participation and understanding of the art process with their children Opportunities to engage with practising artists This book will help to invigorate the art experiences offered in your early years setting by considering what is accessible individual inspiring and meaningful for young children and how you can best support their formative paths of enquiry *Communities of Practice: Art, Play, and Aesthetics in Early Childhood* Christopher M. Schulte, Christine Marmé

Thompson,2018-01-08 Reflecting contemporary theory and research in early art education this volume offers a comprehensive introduction to new ways of thinking about the place of art play and aesthetics in the lives and education of young children Enlivened by narratives and illustrations 16 authors offer perspectives on the lived experience of being a child and discovering the excitement of making meaning and form in the process of art play and aesthetic inquiry Teaching Early Years Donna Pendergast,Susanne Garvis,2023-06-12 Edited by Donna Pendergast and Susanne Garvis this new edition of Teaching Early Years provides a comprehensive overview of and introduction to educating children from birth to eight years Structured around the key priorities for early childhood education and care curriculum pedagogy and assessment this book supports readers to develop and enhance their knowledge and understanding of the essential theory scholarship and practical applications This second edition has been thoroughly revised to reflect the significant innovation and development across the sector ensuring that coverage of content the latest research and references to curricula and professional standards are up to date and relevant to today s pre and in service educators The new edition includes a greater focus on a number of areas compared to the first edition including Sustainability education Health and nutrition Innovative and age appropriate pedagogies Increased coverage of Aboriginal and Torres Strait Islander perspectives New understandings of the early years learner Each chapter provides case studies examples from practice chapter summaries and reflection questions encouraging the reader to engage more deeply with the key concepts and learning points Bringing together leading scholars and practitioners Teaching Early Years provides the specialist knowledge and preparation required for early years educators in all learning environments to deliver exceptional education and care to all children in the early years **The Collected Papers of Albert Einstein: The early years, 1879-1902** Albert Einstein,1987 *The Colors of Learning* Rosemary Althouse,Margaret H. Johnson,Sharon T. Mitchell,2003 Suggests methods of teaching young children about the visual arts

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