New Hampshire Early Learning Standards

Creative Expression and Aesthetic Appreciation: Birth-5

Exploration and Creation of Artistic Works 1

1 Invention and imagination 1.1

1. Birth to Nine Months: Produce sounds through own vocalizations or play with objects in the indoor and outdoor environment 1.1.1
2. Nine Months to Eighteen Months : Use tools to create sounds and marks with various objects, and media 1.1.2
3. Eighteen to Twenty-Four Months: Use tools with more intentionality and purpose 1.1.3
4. Twenty-Four to Thirty Months: Create three dimensional structures, songs, rhymes, drama, and dances 1.1.4
5. Thirty Months to Three Years: Use and play with a variety of media and materials for exploration and creative expression 1.1.5
6. Three Years: Create more elaborate three dimensional structures, songs, rhymes, and dances with a combination of materials 1.1.6
7. Four- and Five-Year-Olds: Act out elaborate pretend play scenarios with objects, create representational and abstract art, and play with musical instruments individually and with peers 1.1.7

2 Curiosity and interest 1.2

1. Birth to Nine Months: Experiment and repeat a variety of vocalizations and body movements (E.g. Logan, 4 months old, begins to mimic his mother's facial expressions.) 1.2.1
2. Nine Months to Eighteen Months : Explore the sounds that a variety of environmental objects can make and explore a variety of sensory media to create visual images (sand, finger paint, crayons) 1.2.2
3. Eighteen to Twenty-Four Months: Show an increasing range of curiosity about their environment, objects, and people 1.2.3
4. Twenty-Four to Thirty Months: Show interest in combining objects or media (E.g. Garrith glues yarn, paper, and packing peanuts onto a piece of construction paper.) 1.2.4

Thirty Months to Three Years: Show interest in a variety of materials and activities related to creative expression 1.2.5

Skip to main content

6 Three Years: Ask how to produce a particular sound, visual image, or movement 1.2.6

7a Four- and Five-Year-Olds: Show interest in learning new skills related to art, music, dance, and drama (E.g. Doug asks his teacher to show him how to play more chords on the guitar.) 1.2.7A

7b Four- and Five-Year-Olds: Participate in experiences in art, music, creative movement, drama, and dance 1.2.7B

3 Confidence 1.3

1 Birth to Nine Months: Gain control over their ability to produce sounds and movement and show delight in positive reactions from others 1.3.1

2 Nine Months to Eighteen Months : Refine their actions to get closer to the desired effect in sound and movement 1.3.2

3 Eighteen to Twenty-Four Months: May request adult attention and approval for all of their artistic, dance, and musical efforts 1.3.3

4 Twenty-Four to Thirty Months: Select and use artistic materials and tools more purposefully (E.g. Cohen selects a paint brush from the box and blue paint from the row of paint cups and brings them over to the art easel.) 1.3.4

5 Thirty Months to Three Years: Ask adults to save or take pictures or videos of their artistic creation 1.3.5

6 Three Years: Show adults and peers what they can do or have created, including short individual performances or artistic creations 1.3.6

7a Four- and Five-Year-Olds: Display or perform for others and/or talk about what they have made or done 1.3.7A

7b Four- and Five-Year-Olds: Show an interest in participating in group performances, but may become anxious and choose not to participate 1.3.7B

Appreciation of and Response to the Creations of Others and the Natural World 2

1 Awareness and attention 2.1

1 Birth to Nine Months: Focus on sounds, patterns, and movements in the indoor and outdoor environment (E.g. Colin, 8 months old, giggles when he feels the breeze on his face.) 2.1.1

2 Nine Months to Eighteen Months : Show awareness of and preference for specific textures, smells, sounds, and visual images (E.g. Kathryn uses her hands to pick up a piece of birthday cake and then repeatedly wipes her hands on her shirt saying, “No.”) 2.1.2

3 Eighteen to Twenty-Four Months: Begin to focus on and distinguish details in the indoor and outdoor environments 2.1.3

4 Twenty-Four to Thirty Months: Show what they notice about the music, art, drama, dance, and natural phenomena they have witnessed 2.1.4

5 Thirty Months to Three Years: Try to reproduce aspects of music, art, drama, dance, and natural phenomena they have witnessed (E.g. After watching a tap dancer, Reagan, Andrew, and Gabe recreate tap dancing.) 2.1.5

Skip to main content

6 Three Years: Share opinions about likes and dislikes in art and creative expression 2.1.6

7 Four- and Five-Year-Olds: Discuss and evaluate the music, art, drama, dance, and natural phenomena they have witnessed 2.1.7

---

2 Sense of joy and wonder 2.2

1 Birth to Nine Months: Enjoy and respond to sights, sounds, textures, tastes, and smells 2.2.1

2 Nine Months to Eighteen Months : Respond with delight to some experiences, environments, and specific sensations 2.2.2

3 Eighteen to Twenty-Four Months: Express joy in aesthetic experience 2.2.3

4 Twenty-Four to Thirty Months: May participate actively in singing songs and dancing 2.2.4

5 Thirty Months to Three Years: Exclaim enthusiastically in response to experiencing beauty indoors or outdoors (E.g. Ginny and her friends jump up and down shouting, “It’s a rainbow,” when they see a rainbow in the sprinkler.) 2.2.5

6 Three Years: Use descriptive words to express their response to an aesthetic experience (E.g. Using his communication device, Mark tells Tory he really likes the colors in her painting.) 2.2.6

7 Four- and Five-Year-Olds: Show interest and respect for the creative work of self and others, and share experiences and ideas about art and creative expression 2.2.7