

## Activity #2:

### Early Childhood Educators on the Importance of the Creative Arts in Children's Lives

*"We as early childhood educators and art educators support a cognitive theory in which art is considered a language to communicate ideas and feelings."*

Seefeldt, Carol (1995). *Art: A Serious Work*. *Young Children*, v50 n3 p. 39-45.

*"A constructivist perspective supports a view of cognitive development in which children create individual meaning and understanding of their experiences in art through interaction with art media and art language."*

Vygotsky, Lev. (1962). *Thought and Language*.

*"Children have daily opportunities for aesthetic expression and appreciation through art and music. Children experiment and enjoy various forms of dramatic play, music and dance. A variety of art media such as markers, crayons, paints and clay are available for creative expression and representation of ideas and feelings."*

Bredenkamp, S. & Copple, C. (1997). *Developmentally Appropriate Practice in Early Childhood Programs, National Association for the Education of Young Children*.

*"Learning is a matter of nature and nurture. Both are important to the learning process. The mere availability of materials and tools in early childhood classrooms will not enhance children's art expression. Adult input is essential to young children's artistic explorations."*

Althouse, R & Johnson, M. (2003). *The Colors of Learning, Teachers College Press*.

*Both the National Association for the Education of Young Children and the National Art Education Association recommend that young children have daily opportunities for artistic expression and are offered a variety of media, tools and techniques to represent ideas and feelings through the arts including an explicit focus as well as integrated through the curriculum.*

*National Association for the Education of Young Children  
The National Art Education Association*