

# Art and Craft Experiences



The centre encourages the children to develop their observation skills and imagination and express their thoughts through art and craft activities.

## Encourage

children to talk about their artwork and discuss details

children to bring objects / recycled materials from home to be used in artwork

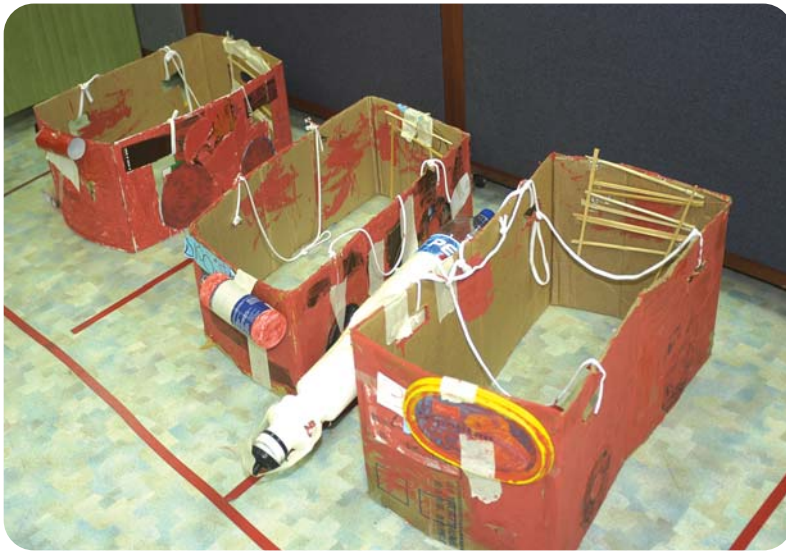
## Avoid

using stencils, stereotypes, outlines and templates in children's drawings as they inhibit their creativity

interfering with the children's drawings



Children's awareness of various surfaces, textures and patterns is developed through collage, construction, printing and modelling.



**Allow**

children to experience creating 2-D and 3-D multi-sensory constructions

children to work on 3-D art materials at least once monthly

children to have individual expression in use of art materials



Some art activities are related to other classroom experiences indoors and outdoors.



**Provide**

**art activities using textiles, scrap materials and natural objects**

**music while children are engaged in art activities**

**many and varied art materials accessible for a substantial portion of the day**

**extended art activity over several days for children**

# Block Play Experiences

Children are provided with easy access to a comprehensive range of blocks, and opportunities and sufficient time to experiment, find solutions, represent, recreate and develop skills using blocks.



Staff change blocks accessories regularly.

Staff integrate block play with other activities such as dramatic and outdoor play.

Staff cordon off construction play area to allow for continued play by children.

Staff encourage children to make simple or complex constructions according to their developmental levels.

Staff consider photographing and displaying children's block constructions.



Additional materials are used for block play (for example, vehicles, road signs, puppets, stimulus pictures, labels, construction sets and replicas of people and animals).



# Dramatic Play Experiences

Children's dramatic play experiences are held indoors or outdoors. Play can be enhanced with the following:

- a wide variety of props is changed often to stimulate children's interests
- children and parents are involved in the setting up of an interesting dramatic play centre
- children's interest is noted and appropriate materials, both concrete and abstract, are added to reinforce concepts and consolidate language



Dress-up clothes, kitchen play equipment, masks, puppets, tape recorders, video cameras, musical instruments and non-specific materials are included to encourage creativity.





Dramatic play is integrated with other activities such as language, music, story-telling, field trips and social education.



# Multi-cultural Experiences

Children learn about the dynamics of the social world through multi-cultural experiences. This can be encouraged through:

- culturally diverse activities introduced as part of the daily routines and play activities; and
- the use of materials from various cultural groups such as books, music, dramatic play props, pictures, magazines and media objects.



The children have free play activity at a Malay wedding dramatic play centre.



A visit to Little India provides the children with a glimpse of Indian culture.

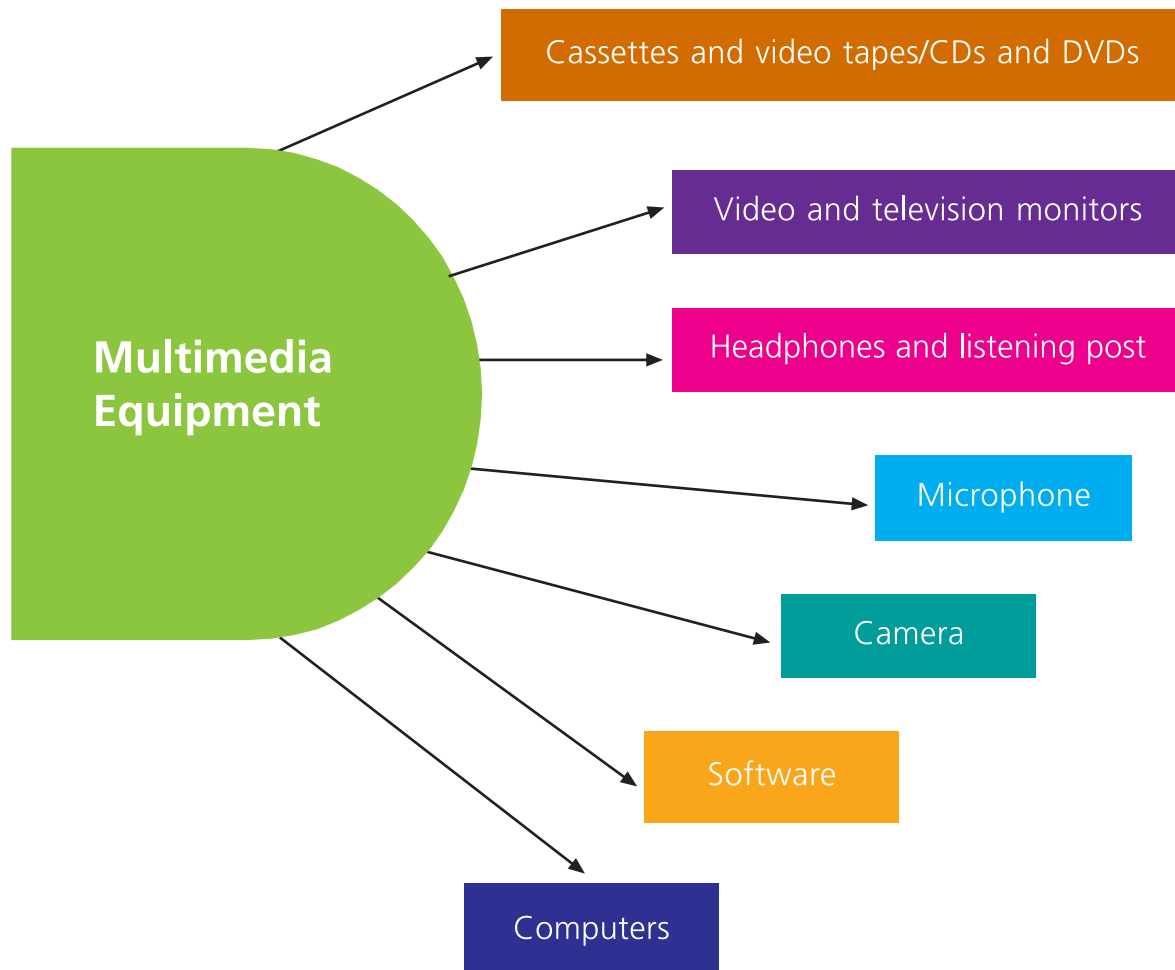


The children celebrate Chinese New Year with a dragon dance performance.



# Multimedia Experiences

Staff use media and technology to facilitate children's learning experiences.



Children use the computer learning centre as a free choice activity.



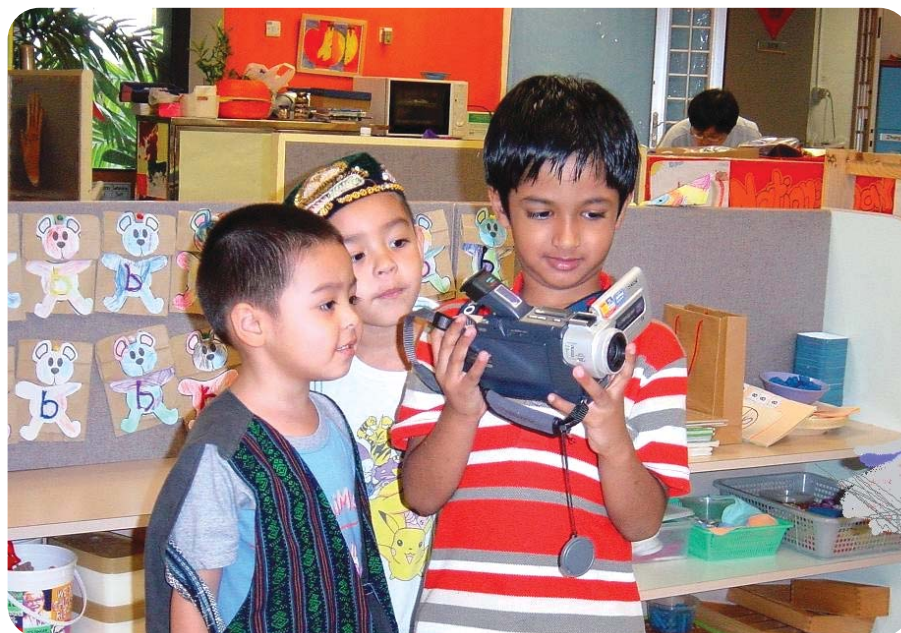
Appropriate software is used to provide children with opportunities to demonstrate problem-solving and creativity.

Effective use of media can stimulate children's interests and develop their creativity, language, problem-solving and social interaction skills:

- Children are photographed while engaging in activities, to record their development and interactions
- Children are encouraged to borrow and bring home audio/visual materials (for example, tapes on music, stories and sounds)
- Children's learning experiences are enhanced through interactive play such as games, dancing, singing and exercising with videos



Media are used to support and extend classroom themes and activities.



# Classroom Management

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The classroom climate is closely linked to how effectively staff manage the children and their learning.

Staff support children's emotional needs.

- Children's feelings and needs are recognised, and special attention is given to those who may not have the ability to verbalise
- Individual attention is provided liberally whenever needed and affection is expressed spontaneously and frequently
- Varied activities are used to enhance children's understanding of social norms
- Staff help children to manage their positive and negative feelings (for example, help children talk about problems and think of solutions, sensitise children to the feelings of others)



## Staff are responsive to children's feelings and needs

Staff treat all children with respect and consideration.

- Basic respect is shown in daily communication with children
- Children's different levels of development and competence are recognised
- Children's self-esteem and independence are fostered



Staff use positive disciplinary techniques.

- Positive approaches in guidance and discipline are used:
  - redirection
  - positive reinforcement
  - encouragement
  - planning ahead to prevent problems
  - involvement of children in setting clear classroom rules
- Appropriate behaviour is modelled
- Consistent behavioural expectations are set
- Where necessary, professionals are consulted on children's behavioural problems

