Click Here



Barr, R. (2019). Growing up in the digital age: Early learning and family media ecology. Current Directions in Psychological Science. N. (2006). Relational aesthetics (rev. ed.) (S. Pleasance and F. Woods, Trans.). Adriana Hidalgo Editoria. Google Scholar Brostrm, S. (2012). Childrens participation in research. International Journal of Early Years Education, 20(3), 257269. Article Google Scholar Dezuanni, M. (2018). Minecraft and childrens digital making: Implications for media literacy education. Learning, Media and Technology, 43(3), 236249. Article Google Scholar Dinham, J., & Chalk, B. (2018). Its arts play: Young children belonging, being and becoming through the arts. Oxford University Press. Google Scholar Edwards, S., Straker, L., & Oakey, H. (2018). Discussion Paper: Towards an Early Childhood Australia Statement on young children and digital technology. Early Childhood Australia Digital Policy Group. A. (1995). The spiral and the lattice: Changes in cognitive learning theory and their implications for teaching and learning in the arts. Studies in Art Education, 36(3), 134153. Article Google Scholar Gibson, J. J. (1986). The ecological approach to visual perception. Psychology Press. Google Scholar Hartle, L. C., Pinciotti, P., & Gorton, R. L. (2015). ArtsIN: Arts integration and infusion framework. Early Childhood Education, 43, 289298. Google Scholar Hilbert, M. (2011). The end justifies the definition: The manifold outlooks on the digital divide and their practical usefulness for policy-making. Telecommunications Policy, 35(8), 715736. Google Scholar Hodge, R., & Tripp, D. (1986). Children and television. Polity Press. Google Scholar Hopkins, J. (2016). The concept of affordances in digital media. In H. Friese, G. Rebane, M. Nolden, & M. Schreiter (Eds.), Handbuch soziale praktiken und digitale alltagswelten (pp. 18). Springer. Google Scholar Huber, A., Dinham, J., & Chalk, B. (2015). Responding to the call: Arts methodologies informing 21st century literacies. Literacy, 49(1), 4554. Article Google Scholar Institute for Culture and Society, UWS. (2014). United Nations rights of the child in the digital age. H., Clinton, K., Purushotma, R., Robison, A. J., & Weigel, M. (2006). Confronting the challenges of participatory culture: Media education for the 21st century. MacArthur Foundation. Google Scholar Lowenfeld, V. (1947). Creative and mental growth. Macmillan. Google Scholar Lowenfeld, V., & Brittain, W. L. (1987). Creative and mental growth (8th ed.). Pearson. Google Scholar Marsh, J. (2006). Emergent media literacy: Digital animation in early childhood. Language and Education, 20(6), 493506. Google Scholar McArdle, F., & Wright, S. M. (2014). First literacies: Art, creativity, play, constructive meaning-making. In G. Barton (Ed.), Literacy in the arts: Retheorising learning and teaching (pp. 2137). Springer. Chapter Google Scholar Narey, M. J. (2009). Introduction. In M. J. Narey (Ed.), Making meaning: Constructing multimodal perspectives of language, literacy, and learning through arts-based early childhood education (pp. 12). Springer. Chapter Google Scholar Ohler, J. (2008). Storytelling and new media narrative. J. (2010). Digital community, digital citizen. Corwin. Google Scholar Orr, S., & Shreeve, A. (2017). Art and design pedagogy in higher education: Knowledge, values and ambiguity in the creative curriculum. Routledge. Book Google Scholar Peers, C., & Fleer, M. (2014). The theory of belonging: Defining concepts used with belonging, being and becoming the Australian early years learning framework. Educational Philosophy and Theory, 46, 914928. Google Scholar Perkins, D. (2007). Foreword. In L. Hetland, E. Winner, S. Veenema, & K. M. Sheridan (Eds.), Studio thinking: The real benefits of visual arts education (p. v). Teachers College Press. Google Scholar Postill, J., & Pink, S. (2012). Social media ethnography: The digital researcher in a messy web. Media International Australia, Incorporating Culture & Policy, 145, 123134. dn=992474822836114; res=IELLCC.Article Google Scholar Ribble, M. (2015). Digital citizenship in schools: Nine elements all students should know (3rd ed.). International Society for Technology in Education. Google Scholar Royal Childrens Hospital, Melbourne. (2017). Australian child health poll: Young children owning smartphones is the new normal [Press release]. www.rchpoll.org.au/media-centre/.Short, G. (1995). Understanding domain knowledge for teaching: Higher order thinking in pre-service art teacher specialists. Studies in Art Education, 36(3), 154169.Article Google Scholar Singer, D. G., Singer, J. L., & Zuckerman, D. M. (1981). Teaching television: How to use TV to your childs advantage. Dial Press. Google Scholar Stokol, D. (2018). Social ecology in the digital age: Solving complex problems in a globalized world. Academic Press. Google Scholar Third, A., Bellerose, D., Dawkins, U., Keltie, E., & Pihl, K. (2014). Childrens rights in the digital age: A download from children around the world. Young and Well Cooperative Research Centre. Google Scholar Wright, S. (Ed.). (2012). Children, meaning-making and the arts (2nd ed.). Pearson. Google Scholar Wright, S. (Ed.). Zuckerman, D. M., & Zuckerman, B. S. (1985). Televisions impact on children. Design for Arts in Education, 86(6), 3945. Google Scholar This rationale complements and extends the rationale for The Arts learning area. Media arts involves creating representations of the world and telling stories through communications technologies such as television film, video, newspapers, radio, video games, the internet and mobile media. Read More >> In addition to the overarching aims for the Australian Curriculum: The Arts, media arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:enjoyment and confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them Read More >> Learning in Media Arts Learning in Media Arts Learning in Media Arts involves students learning to engage with communications technologies and cross-disciplinary art forms to design, produce, distribute and interact with a range of print, audio, screen-based or hybrid artworks. Read More >> Read More >> Read More >> The Final Report of the Australian Curriculum is seriously flawed. Many aspects of the Arts curriculum, was to become a compulsory subject for primary school students. This will no longer be the case if the Reviews recommendations are adopted by the government. The Review recommendations are adopted by the government. The Review recommendations are adopted by the government. would become a stand alone subject. Further implicit in the Review is the assumption that some media arts content will be, or already is being, covered in other learning areas such as English, health and physical education, history and technologies. This is not only wrongheaded: it is ignorant of the essential role that media arts plays in digital media literacy education. What is media arts? In media arts, students both make and respond to media works. Making media involves students learning technical production skills are important for developing conceptual knowledge, for recognising how media works are constructed. They also enable students to use media to do. Responding involves analysing media works with the goal of assisting students to become active and ethical media creators, users and consumers. Students learn about how media works - including, ideally, social media. They learn about key issues and practices such as copyright, the creative commons, and the ethics of sharing media works and personal information online. Digital literacy for our times It is insufficient to suggest, as the Review does, that the slack can be taken up in subjects like English or ICT. While media studies is part of the English curriculum in some States, this rarely if ever involves media production. And while students may learn about media technologies in ICT, there is very little if any emphasis on storytelling or communication ethics. Other learning areas might teach some aspects of digital media literacy, but unless they are deliberately spread across the curriculum, only media arts by highlighting the costs of resourcing the curriculum and providing the necessary professional development opportunities for teachers, particularly at primary level. It is true that teaching media arts can be costly, but so are many other learning areas. Education budgets are limited, and schools and education authorities are justifiably concerned about rising technology and access costs. And the primary curriculum is already crowded. But the key point is that digital media literacy is as vital as reading, writing and numeracy for childrens futures. Misrecognising this has the potential to detrimentally affect young peoples prospects of prospering in the 21st century digital economy. The basics of digital media making can be taught on many kinds of device, using free or low cost technologies and software. Schools can make use of a growing number of online resources and services to facilitate responses to or analyses of media works. Some of these services, such as ABC Splash, are free to access and use, and cover a range of learning areas. Skills for the future The need for Australian children indeed, all Australians to develop competencies and formal skills to use and understand digital media has never been greater. Alongside almost ubiquitous use for leisure, more and more jobs now and in the future will require engagement with digital media content and technologies. Many children already live thoroughly mediated lives. They produce, communicate and consume media via smartphones, televisions, tablets or other computers, and an ever growing range of other devices, both at school and especially outside school time. Many children informally develop extraordinary capabilities with digital media content and devices. But such vernacular digital literacy may not fully equip them to deal with the many challenges and opportunities of contemporary life. We must be wary of falling in to the trap of assuming that any child is a digital native and so does not need formal education in digital technologies, how the media work, or the ethics and implications of sharing and communicating via social media. For me, the term digital native wrongly implies that children innately understand digital technologies and content, and that they will naturally evolve the ability to use digital media. They will not. Competencies, skills and understandings need to be taught, learned, and practised. One distinguished media educator gave me the analogy of a child entering kindergarten. While they may be able to use language and hold a conversation, they need to learn how to form sentences. They need to be taught how to write. The same is true for their engagements with media. Every young person needs to know how to participate creatively, safely and ethically in digital media culture. Only media arts teaches WorkResourcesEventsAccreditationGet InvolvedAbout UsSearch Barr, R. (2019). Growing up in the digital age: Early learning and family media ecology. Current Directions in Psychological Science. N. (2006). Relational aesthetics (rev. ed.) (S. Pleasance and F. Woods, Trans.). Adriana Hidalgo Editoria. Google Scholar Brostrm, S. (2012). Childrens participation in research. International Journal of Early Years Education, 20(3), 257269. Article Google Scholar Dezuanni, M. (2018). Minecraft and childrens digital making: Implications for media literacy education, 20(3), 257269. Article Google Scholar Dezuanni, M. (2018). Minecraft and childrens digital making: Implications for media literacy education, 20(3), 257269. Article Google Scholar Dezuanni, M. (2018). Cengage. Google Scholar Dinham, J., & Chalk, B. (2018). Its arts play: Young children belonging, being and becoming through the arts. Oxford University Press. Google Scholar Edwards, S., Straker, L., & Oakey, H. (2018). Discussion Paper: Towards an Early Childhood Australia statement on young children and digital technology. Early Childhood Australia Digital Policy Group. A. (1995). The spiral and the lattice: Changes in cognitive learning theory and their implications for teaching and learning in the arts. Studies in Art Education, 36(3), 134153. Article Google Scholar Gardner, H. (1999). The happy meeting of multiple intelligences and the arts. Harvard Education Letter, 15(6), 1. Google Scholar Gibson, J. J. (1986). The ecological approach to visual perception. Psychology Press. Google Scholar Hilbert, M. (2011). The end justifies the definition: The manifold outlooks on the digital divide and their practical usefulness for policy-making. Telecommunications Policy, 35(8), 715736. Google Scholar Hodge, R., & Tripp, D. (1986). Children and television. Polity Press. Google Scholar Hodge, R., & Tripp, D. (1986). Children and television. Polity Press. Google Scholar Hodge, R., & Tripp, D. (1986). Children and television. Polity Press. Google Scholar Hodge, R., & Tripp, D. (1986). Children and television. Polity Press. Google Scholar Hodge, R., & Tripp, D. (1986). Children and television. Polity Press. Google Scholar Hodge, R., & Tripp, D. (1986). Children and television. und digitale alltagswelten (pp. 18). Springer. Google Scholar Huber, A., Dinham, J., & Chalk, B. (2015). Responding to the call: Arts methodologies informing 21st century literacies. Literacy, 49(1), 4554. Article Google Scholar Institute for Culture and Society, UWS. (2014). United Nations rights of the child in the digital age. H., Clinton, K., Purushotma, R., Robison, A. J., & Weigel, M. (2006). Confronting the challenges of participatory culture: Media education for the 21st century. MacArthur Foundation. Google Scholar Lowenfeld, V. (1947). Creative and mental growth. Macmillan. Google Scholar Kress, G. (2003). Literacy in the new media age. Routledge.Book Google Scholar Lowenfeld, V. (1947). Creative and mental growth. Macmillan. Google Scholar Lowenfeld, V. (1947). Lowenfeld, V., & Brittain, W. L. (1987). Creative and mental growth (8th ed.). Pearson. Google Scholar Marsh, J. (2006). Emergent media literacy: Digital animation in early childhood. Language and Education, 20(6), 493506. Google Scholar McArdle, F., & Wright, S. M. (2014). First literacies: Art, creativity, play, constructive meaning-making. In G Barton (Ed.), Literacy in the arts: Retheorising learning and teaching (pp. 2137). Springer. Chapter Google Scholar Narey, M. J. (2009). Introduction. In M. J. Narey (Ed.), Making meaning: Constructing multimodal perspectives of language, literacy, and learning through arts-based early childhood education (pp. 12). Springer. Chapter Google Scholar Narey (Ed.), Making meaning: Constructing multimodal perspectives of language, literacy, and learning through arts-based early childhood education (pp. 12). Springer. Chapter Google Scholar Narey (Ed.), Making meaning: Constructing multimodal perspectives of language, literacy, and learning through arts-based early childhood education (pp. 12). Springer. Chapter Google Scholar Narey (Ed.), Making meaning: Constructing multimodal perspectives of language, literacy, and learning through arts-based early childhood education (pp. 12). Springer. Chapter Google Scholar Narey (Ed.), Making meaning: Constructing multimodal perspectives of language, literacy, and learning through arts-based early childhood education (pp. 12). Springer. Chapter Google Scholar Narey (Ed.), Making meaning: Constructing multimodal perspectives of language, literacy, and learning through arts-based early childhood education (pp. 12). Springer. Chapter Google Scholar Narey (Ed.), Making meaning: Constructing multimodal perspectives of language, literacy, and learning through arts-based early childhood education (pp. 12). Springer. Chapter Google Scholar Narey (Ed.), Making meaning: Constructing multimodal perspectives of language, literacy, and learning through arts-based early childhood education (pp. 12). Springer. Chapter Google Scholar Narey (Ed.), Making meaning: Constructing multimodal perspectives of language, literacy, and learning through arts-based early childhood education (pp. 12). Springer. Chapter Google Scholar Narey (Ed.), Making meaning: Chapter Google Scholar Narey (Ed.), Making meaning: Chapter Google Scholar Narey (Ed.), Making meaning: Chapter Google Scholar Narey (Ed.), Making Ohler, J. (2008). Storytelling and new media narrative. J. (2010). Digital community, digital citizen. Corwin. Google Scholar Orr, S., & Shreeve, A. (2017). Art and design pedagogy in higher education: Knowledge, values and ambiguity in the creative curriculum. Routledge. Book Google Scholar Peers, C., & Fleer, M. (2014). The theory of belonging: Defining concepts used with belonging, being and becoming the Australian early years learning framework. Educational Philosophy and Theory, 46, 914928. Google Scholar Perkins, D. (2007). Foreword. In L. Hetland, E. Winner, S. Veenema, & K. M. Sheridan (Eds.), Studio thinking: The real benefits of visual arts education (p. v). Teachers College Press. Google Scholar Postill, J., & Pink, S. (2012). Social media ethnography: The digital researcher in a messy web. Media International Australia, Incorporating Culture & Policy, 145, 123134. dn=992474822836114;res=IELLCC.Article Google Scholar Ribble, M. (2015). Digital citizenship in schools: Nine elements all students should know (3rd ed.) International Society for Technology in Education. Google Scholar Royal Childrens Hospital, Melbourne. (2017). Australian child health poll: Young children owning smartphones is the new normal [Press release]. www.rchpoll.org.au/media-centre/.Short, G. (1995). Understanding domain knowledge for teaching: Higher order thinking in pre-service art teacher specialists. Studies in Art Education, 36(3), 154169. Article Google Scholar Stokol, D. (2018). Social ecology in the digital age: Solving complex problems in a globalized world. Academic Press. Google Scholar Third, A., Bellerose, D., Dawkins, U., Keltie, E., & Pihl, K. (2014). Childrens rights in the digital age: A download from children around the world. Young and Well Cooperative Research Centre. Google Scholar Wallas, G. (1926). The art of thought. Harcourt Brace. Google Scholar Wright, S. (Ed.). (2012). Children, meaning-making and in this field suggest that childrens artistic abilities are often underestimated; and that when given opportunities to explore artistic practice and creative thinking, they generally have stronger outcomes in other subjects such as science and maths. Spend a minute on the arts in early childhood. Be inspired by different artists and the techniques they use. Take some time to consider how music can be inspiring due to the way it shapes and stimulates brain development. Reflect on the arts, how it enables creative expression and how embedding arts pedagogy can support educators to engage in critical and reflective practice. Know your artists when educators take the time to explore different artists, they gain insight into how various media, methods and techniques can be used to support childrens interests and holistic development. Doing this, therefore, will add the richness of arts-based pedagogy in everyday learning experiences. The ECA Learning Hub Module, Visual Art and Creativity in your Curriculum, will help educators nurture their own artistic skills and use creative arts within the curriculum to strengthen philosophies and practices that lead to a rich learning environment. For those of you who have not watched and practices that lead to a rich learning environment. For those of you who have not watched and practices that lead to a rich learning environment. For those of you who have not watched and practices that lead to a rich learning environment. For those of you who have not watched and practices that lead to a rich learning environment. For those of you who have not watched and practices that lead to a rich learning environment. For those of you who have not watched and practices that lead to a rich learning environment. For those of you who have not watched and practices that lead to a rich learning environment. For those of you who have not watched and you watch how it can be used as a medium for showcasing individual stories. He uses art to explore how diversity should be celebrated, through the significance of colour and using visual art as a method to understand a person. Taking this as inspiration and applying it to an early learning context, educators can draw on how Ahn uses oil paints, colour-mixing brushes and pallet knives to capture art and identity. An interesting way to explore these ideas with children would be to use thisArt Timeepisode of Play School. This series explores self-portraits with children would be to use thisArt Timeepisode of Play School. This series explores such as puppetry, pattern, light and shadow, shape, landscapes, printmaking, watercolour and collage. Online research can be a great way to learn about a lot of different artists and decide how to explore their work in an early learning context. The Google Arts & Culturewebpage, for example, is a helpful resource for educators and can be used to explore Van Gogh filters, look at the finer details and colours in Monets Water Lilies series, or use music to hear what a Kandinsky painting would sound like. Having a rich knowledge of different types of creativity. The Research in Practice Series title, Creativity and Young Children: Wondering, Exploring Discovering, Learningby Dr Amanda Niland, examines how understanding creativity and its connection to development is important because every child has a different way of expressing themselves. Creativity can be fostered by physical learning environments, open-ended resources, the use of natural materials and adult modeling and interaction. Explore different media ECAs Learning Hub Module, Music in Early Childhood (presented by Dr Niland), analyses how music is an integral and vibrant part of life in most families, communities and cultures, and examines how it can be used as a powerful tool for childrens learning and development. Amanda Niland also wrotean article on music and inclusion for The Spoke, which speaks to how music can stimulate brain development, memory and communication and reduce stress in children. Some of the other ways you can explore music in your learning environments is through ABC Kids Listen and theIndigenous Lullabies, which are a part of theLullabies program. These relaxing pieces might be used to set a calming mood during sleep or rest time. There are so many different ways to explore music they listen to at home; setting up an art experience, listening to music and observing how the children respond; and exploring a wide range of instruments, styles, types and languages with children. It is difficult to have art without making a mess. The bookMessy Play in the Early Yearsis an essential resource that will support educators in understanding the value of messy play. Providing children with materials that have specific sensory qualities, for example, can encourage problem-solving, scientific thinking, creativity, self-regulation and self-expression as children discover and make sense of new phenomena. The arts and reflective practice. practice is a critical way of extending professional knowledge. Element 1.3.2 of the National Quality Standardstates that Critical reflection on childrens learning and development, both as individuals and in groups, drives the program planning and implementation. In terms of arts-based practices, critical reflection fosters a culture of learning and implementation. powerful tool that should be used to introduce children more effectively and supporting their colleagues to be innovative in their practices and approaches. In the article, Just People, Legs, Arms and Heads: The Process of Arranging, Organizing and Fitting Together with Reference to Emilia Reggio and Deleuzean Theory, practitioner-researcher Ann Margaret Coballes looks at projects that draw on childrens creative expression and can be seen as a way to explore sculptures by asking just the right question. Coballes invites educators to change the way they view children in understanding the relationship between art and creativity. Incorporating arts pedagogy and supporting children in finding their own understanding of creativity and art is something that most educators would do on a daily basis. The information in this Spend a Minute aims to support educators to think critically and reflect on different forms of art in their early childhood settings, but it is by no means an exhaustive list of suggestions and ECA RecommendsCreativity and the arts with young children Rebecca T. Isbell and Shirley C. RainesCreativity and the arts with young children from birth through age eight. The text focuses on helping educators make the vital connection to the artsincluding music, movement, drama, and the visual artsthroughout all areas of the classroom and curriculum, and on developing creative teachers who will be able to foster an artistic environment. Purchase here on the ECA Shop. The content in this issue ofYoung Childrenhighlights the many ways early childhood educators incorporate technology and media into their workdelving into digital portfolios and relationships with families, computational thinking and coding, representation in childrens media and the importance of media literacy, and building on childrens interests in technology. Educators and researchers are still exploring impacts on young children, particularly as newadvancementslike and practices in potentially new ways. The current cluster of articles focuses on this topic through the lens of practical application and developmentally appropriate practice. They reflect considerations of the children and families educators serve, overarching goals and curricula, affordances and limitations of specific media and technology, and evidence that continues to emerge in this area. Making practical and developmentally appropriate choices may require a shift in our perspectives to determine, as NAEYCs position statement notes, how technology and interactive media can help to support developmentally appropriate practice in educators own settings so the uses of technology and media by children are active, hands-on, engaging, and empowering . . . [the uses] become normal and transparentthe child or the educator is focused on the activity or exploration itself, notthe technology. Indeed, a shift in thinking is presented in the opening piece. Faith Rogow outlines the longstanding, opposing views about media and technology and what educators should do about their increased presence in the lives of young children. In Framing: How We Think About Our Work, the author posits a different frame through which early childhood educators can consider technology and media. Through an educators are positioned to intentionally promote the knowledge and skills young children need to be media literate. Next is Do I See Me? A Discussion About Technology Use and Representation in Childrens Media with Amanda LaTasha Armstrong. This interview highlights the importance of understanding content, characters, and messaging, including the misrepresentation for educators who would like to integrate positive, playful engagements in their settings, especially those that situate children as creators of content that reflect who they are. Linking to the thread of playful engagements in their settings, especially those that situate children as creators of content that reflect who they are. Linking to the thread of playful engagements in their settings, especially those that situate children as creators of content that reflect who they are. Linking to the thread of playful engagements in their settings, especially those that situate children as creators of content that reflect who they are. Linking to the thread of playful engagements in their settings, especially those that situate children as creators of content that reflect who they are. Linking to the thread of playful engagements in their settings, especially those that situate children as creators of content that reflect who they are. Linking to the thread of playful engagements in their settings, especially those that situate children as creators of content that reflect who they are the content that reflect who th Sarah Birk, and Bart Tittle. This article showcases how a team of educators built on childrens interests in movies to authentically incorporate different devices and apps to foster new learning experiences. Following childrens interests in movies to authentically incorporate different devices and apps to foster new learning experiences. Following childrens interests in movies to authentically incorporate different devices and apps to foster new learning experiences. classrooms. Knowing how essential family partnerships are in early childhood education, Connecting in Context: Using Digital Portfolios to Foster Reciprocal Relationships with Families, by Victoria B. Fantozzi, describes the mutual benefits involved with digital portfolios. Through photos, videos, captions, and more, the author details how early childhood educators can share with families about the growth and learning occurring in their settings and vice versahow families can actively participate in sharing stories, questions, and key information about their settings and vice versahow families can actively participate in sharing stories, questions, and key information about their settings and vice versahow families can actively participate in sharing stories, questions, and key information about their settings and vice versahow families can actively participate in sharing stories, questions, and key information about their settings and vice versahow families can actively participate in sharing stories, questions, and key information about their settings and vice versahow families can actively participate in sharing stories. Coding, and Crafting: Introducing Computational Thinking to Young Children, by Candace Joswick, Joohi Lee, Robin Jocius, and Kathryn Pole, delves into a framework through which early childrens problem solving. This includes the thinking and skills that can be used with (and without) a computer and that can be integrated into othercurricular areas. Finally, recognizing technologys potential for promoting professional learning and development, Luci Davila, Sarah N. Douglas, and Lori E. Skibbe present purposeful approaches to Using Remote Strategies to Facilitate Effective Coaching Conversations with Infant and Toddler Teachers. The authors highlight strategies and materials for engaging in coaching conversations via remote modalities, thereby offering additional ways to support and be responsive to the widely varying contexts, interests, and needs of educators serving infantsand toddlers. When it comes to technology and media in early childhood education, careful thinking and intentional practices arewarrantedwhetherthey are new advancements or have been available for decades. We invite you to consider the frame through which you contemplate their presence in childrens lives and make practical and developmentally appropriate choices for yourown setting. Annie Moses As you read the articles in this issue, consider: What are your views on media and technology in early childhood? How has this collection of articles impacted these views? How might you incorporate technology and media and apps available to children in your setting. Do they portray racial, cultural, and economic diversity? Do they engage children in creating and exploring aspects of their own and others identities in positive ways? Four-year-old Otis drew an engaging picture with a boat sailing it (Beauden Boat) and a cultural, and economic diversity? Do they engage children in creating and exploring aspects of their own and others identities in positive ways? Four-year-old Otis drew an engaging picture with links to the alphabetto say goodbye as he moved to a new classroom. He began by drawing an ocean (Otis Ocean) with a boat sailing it (Beauden Boat) and a cultural formula in the control of the c grasshopper steering the boat (Graham Grasshopper). He continued until there were links to every child and teacher in the page or email for details. Wed love to hear from you! Send your thoughts on this issue, and on topics youd like to read about in future issues of Young Children, to . Would you like to see your childrens artwork featured in these pages? For guidance on submitting print-quality photos (as well as details on permissions and licensing), seeNAEYC.org/resources/pubs/authors-photographers/photos. Copyright 2023 by the National Association for the Education of Young Children. See Permissions and Reprints online at NAEYC.org/resources/permissions. Belonging, Being and Becoming: The Early Years Learning Framework for Australiaembeds art in many significant ways to foster the holistic development of children. Here are the main curriculum connections of art in the early childhood learning framework. Learning Outcome 1 Children Have A Strong Sense Of Identity Art helps children to develop their selfhood in significant ways. When they engage in process-focused art, they are able to exercise choice in what materials they want to play, with and how and when. This meets Learning Outcome 1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency. Children use art to express their imagination and interests. Through their creations, children develop knowledgeable and confident self-identities. Learning Outcome 2 Children Are Connected With And Contribute To Their World By showing that there is no one way to create art or no right and wrong ways to do it, children learn open-mindedness and a flexible mindset. Indeed encouraging children to adopt unusual visual perspectives like looking at the world from under the table or upside down could help them be more accepting of different ways of thinking and being, thereby developing greater respect for difference and cultural competence, thus connecting with Learning Outcome 3 - Children Have A Strong Sense of Well-being By allowing free expression, art promotes mental health and well-being in children. Giving your learners a creative outlet can help relieve stress and work through things happening in their lives, thus building a connection with Learning outcome 3.1 Children become strong in their social and emotional wellbeing. As children watch and talk to each other in the process of creating art, they also pick up sophisticated social skills such as sharing and cooperation which has positive outcomes in other areas of school and home life. Additionally, art helps children with physical development. As they hold crayons, and paintbrushes and play with colour, they learn to use their fingers in different ways. This builds fine motor skills as well as visual-motor coordination in children with physical development. which in turn are necessary for executive functioning and tasks that require controlled movements. All this helps meet Learning Outcomes 3.2 - Children take increasing responsibility for their own health and physical wellbeing Learning Outcomes 3.2. imaginations to explore ideas and materials but also collaborate with peers and use problem-solving skills for example when determining how they can paint the outline of flower petals by using a fine-tipped brush. Whatre more these underlying processes can then be applied across all aspects of the curriculum. Art thus helps children to meet Learning Outcome 4.1 Children develop dispositions for learning such as curiosity, commitment, enthusiasm, persistence, imagination and reflexivity, commitment, enthusiasm, persistence, imagination and reflexivity, commitment, enthusiasm, persistence, imagination and reflexivity. bridges in a science project, they are connecting to Learning outcome 4.3 Children transfer and adapt what they have learned from one context to another. Additionally, as children explore the purpose and function of a range of tools and materials to create art or as they manipulate resources to investigate, take apart and invent, they are also engaging in Learning Outcome 4.4 Children resource their own learning outcomes 5 - Children Are Effective Communicators This area of learning outcomes provides particularly rich opportunities for artistic expression. Art is one of the earliest forms of communication, developing even before children express their perception of their surrounding the most important people in their lives. This function of art connects to Learning Outcome 5.3 - Children express ideas and make meaning using a range of media. Educators can foster the process by making accessible a wide range of media and materials both two and three-dimensional for children to use and explore, including paint, glue, scissors, tape, paper, boxes, collage materials, twigs, wool, crepe paper. Items should be open-ended so children can use them in a variety of ways. Also, more of natural materials like leaves, nuts, bark, sticks, pine cones and pebbles as well as elements like water, sand, clay should be incorporated to give children the widest possible resources to express their ideas. The various stages of art development are all about how children learn to use lines, shapes, colours and other artistic elements as symbols. From the scribbling, through pre-schematic and then schematic phases, they develop an understanding that symbols like certain shapes and concepts can be represented through them. This directly connects to Learning outcome 5.4 Children begin to understand how symbols and pattern systems work. Equally importantly the symbolic aspect of art prepares children for the development of writing skills. Between one and three years, children tend to scribble vertical, horizontal, diagonal, circular, curving and wavy lines. As they get better at scribbling, they also start drawing dots, ovals, circles as well as basic triangles. All these rudimentary lines and shapes prepare children ready to write. Educators can respond to childrens engagement with visual symbols by talking about the elements, principles, skills and techniques they have used in order to convey meaning. This can eventually be extended to discussions on symbol systems, for example, letters, numbers, time, money and musical notation. Educators can also use childrens artwork to draw childrens artwork to draw to fractal shapes made by leafs, petals, pebbles begin to freely participate in the creation of art. Art is a great tool to use to promote children's learning. Benefits Of Art and CraftArt with its many sensory experiences has been found to aid brain development by increasing the number of neural pathways, especially in early childhood. Art With Babies and Toddlers There are two main approaches to using art in learning art as a product and art as a process. The following will help you to understand the difference between the process and product art and which you may use in your learning environment. Process Art VS Product Art Art is a sensory experience it's about the process of exploration -celebrate a child's artistic journeys for not just their ability to create but also their willingness to try out something new. References: Painting With Young Children In Early Years, ACECQAThe Perfect Play Space. ACECQAStudy Finds 3-Year-Olds Prefer Natures Fractal Patterns, UoregonThe Arts In Early Years, ACECQAStudy Finds 3-Year-Olds Prefer Natures Fractal Patterns, UoregonThe Arts In Early Years, ACECQAStudy Finds 3-Year-Olds Prefer Natures Fractal Patterns, UoregonThe Arts In Early Years, ACECQAStudy Finds 3-Year-Olds Prefer Natures Fractal Patterns, UoregonThe Arts In Early Years, ACECQAStudy Finds 3-Year-Olds Prefer Natures Fractal Patterns, UoregonThe Arts In Early Years, ACECQAStudy Finds 3-Year-Olds Prefer Natures Fractal Patterns, UoregonThe Arts In Early Years, ACECQAStudy Finds 3-Year-Olds Prefer Natures Fractal Patterns, UoregonThe Arts In Early Years, ACECQAStudy Finds 3-Year-Olds Prefer Natures Fractal Patterns, UoregonThe Arts In Early Years, ACECQAStudy Finds 3-Year-Olds Prefer Natures Fractal Patterns, UoregonThe Arts In Early Years, ACECQAStudy Finds 3-Year-Olds Prefer Natures Fractal Patterns, UoregonThe Arts In Early Years, ACECQAStudy Finds 3-Year-Olds Prefer Natures Fractal Patterns, UoregonThe Arts In Early Years, ACECQAStudy Finds 3-Year-Olds Prefer Natures Fractal Patterns, UoregonThe Arts In Early Years, ACECQASTUD Fractal Patterns, UoregonThe Arts In Early Years, Uore develop children's imaginative and self-expressive thinking. It involves imaginative play and critical situation thinking. This activity encourages brain development and supports progress across the following five development domains: Social Development and supports progress across the following five development are supports and supports are supports and supports are supports are supports are supports are supports and supports are sup Development: Creative expression allows voungsters to understand and express their emotions. Cognitive Development: Art activities promote skills in solving problems and critical thinking. Language and Communication: New artistry is an entry for storytelling and expressive forms. Physical Development: Inrough drawing, painting, and sculpting the fine motor skills and hand-eye coordination are improved. Visual and media arts, relevant to the EYLF Outcome 4, are, after all, opportunities for exploration and creativity which prepare the child for future learning: develop specific dispositions toward learning, such as curiosity and creativity. Theoretical Perspectives and Creativity Theoretical Perspectiv :Creative theories provide guidelines for making visual and media arts part of early childhood education:Developmentally Appropriate Practice (DAP): Individual creativity in children of older age. Differentiated Instruction: Adapting art activities with inclusivity, result in meeting diverse learning styles and abilities. Process Learning focuses on exploration of materials and techniques, with organized creative approach over the final product. Multiple Intelligences: Through activities like drawing, sculpting, story telling with visuals contribute towards visual-spatial and kinesthetic intelligences These approaches align with EYLF Outcomes 4 and 5 and the Australian Curriculum, emphasizing creativity, exploration, and collaboration. Resources. Art Books Introduce children to famous artists and techniques. Online platforms (e.g., Pinterest) Inspire creative ideas.Materials:Paints, brushes, and paper Basic tools for artistic exploration.Clay or playdough For 3D creations and sensory engagement. Digital artistry. Video editing apps (e.g., iMovie) Facilitate storytelling and creative expression. These resources, materials, and tools create an engaging environment where children can explore artistic mediums and develop creativity. Reflective Summary: My personal attributes like curiosity, imagination and commitment to try new things, is completely aligned with visual and media arts. By using this, new ideas, tools and techniques can be experimented like introducing new drawing tablets or developing mixture of common and digital art. My imagination helped me to utilize digital arts for children learning experimentations to explore new mediums for showing their talent and creativity without the fear of making mistakes. I feel sense of inclusivity through the use of visual and media arts, customized for each child. I can provide traditional approaches, children can express their ideas and imaginations freely, promoting confidence and innovation. These approaches align with EYLF Outcomes 4 and 5, fostering creativity, communication, and a lifelong appreciation for the arts. Original Creative Learning Opportunities VideosArt 0-2 years.mp4Art 2-3 years.mp4Art 3-5 years.mp4Site Developed By: Sara De Rovere IKO3002644