

VPA 1: Visual Art

Child engages, develops skills, and expresses self with increasing creativity, complexity, and depth through two-dimensional and three-dimensional visual art

Mark the latest developmental level the child has mastered:

| Responding | | Exploring | | | Building | | | Integrating |
|-------------------|-------|---|--|---|---|--|--|--|
| Earlier | Later | Earlier | Middle ○ | Later ○ | Earlier ○ | Middle ○ | Later ○ | Earlier ○ |
| Possible Examples | | <i>There are no earlier levels for this measure</i> | Engages with tools and materials for painting or drawing or sculpting, as primarily a sensory experience | Uses tools and materials to approximate basic lines and circle-like shapes (two-dimensional), <i>or</i> Uses tools and materials to create basic sculpted shapes (three-dimensional) | Experiments with tools and materials for painting or drawing (two-dimensional), or sculpting or assemblage (three-dimensional), sometimes representing a concrete thing | Creates two-dimensional and three-dimensional representations of things; <i>and</i> Experiments with detail or color | Creates two-dimensional and three-dimensional representations to show action or how things relate to one another, using detail, shape, color, or organization | Creates increasingly complex two-dimensional and three-dimensional representations that are expressive of mood, feeling, or interaction among things, using detail, shape, color, or organization |
| | | | <ul style="list-style-type: none"> Dabs dot markers on paper repeatedly, with different degrees of pressure. Uses a paintbrush to paint with water on various outdoor surfaces. Squeezes dough in hands, feeling it ooze between fingers. Paints with fingers, hands, or feet. | <ul style="list-style-type: none"> Uses crayons, pencils, or markers to make back-and-forth marks. Finger paints to fill up a piece of paper with paint. Rolls play dough into a ball. | <ul style="list-style-type: none"> Combines lines and circles, when painting with paintbrushes, to symbolize familiar things (e.g., houses, trees, people). Rolls clay into balls, and shapes balls into pretend food, such as tortillas, hot dogs, or pancakes. Glues collage materials on a paper plate, using both two-dimensional materials (paper, fabric) and three-dimensional materials (feathers, pine cones, or leaves). | <ul style="list-style-type: none"> Draws a familiar thing (e.g., sun, flower, house) on paper with a crayon or marker. Rolls and stacks balls of clay in order to make a head and body. Tries out different pieces of colored paper to create a flower. Draws a familiar thing using a touch screen. | <ul style="list-style-type: none"> Paints a picture of a brown boat in a blue lake. Draws human figures (circles with faces) and adds hands and legs extending directly from the circles to show familiar actions, such as reaching and kicking a ball. Tapes two toilet paper rolls together to make binoculars, and then attaches yarn as a neck strap. | <ul style="list-style-type: none"> Draws a scene with animals in enclosures and people watching them, after a trip to the zoo. Paints teardrops below the eyes on a face to show sadness. Creates a mobile of a sun and paper flowers with happy faces. Glues wooden sticks together and weaves colorful yarn around them to make a dream catcher. |

○ Child is not yet at the earliest developmental level on this measure

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence

