

**COMPETENCY SKILL AREA: PLANNING LEARNING
EXPERIENCES/CURRICULUM**

**Self-Assessment
Nebraska Core Competencies for Early Childhood Professionals
Skill Area: Planning Learning Experiences Curriculum
Focus Area: Creative Arts**

Scale for Evaluating Skill

0= Never/Rarely uses this skill

1=Occasionally uses this skill

2=Regularly uses this skill

Skill Area: Planning Learning Experiences	0	1	2
Focus Area: Creative Arts			
Level 1			
1.1 Encourages and allows time for spontaneous and extended creative play.			
1.2 Supports creative expression including visual arts, music, movement, and dramatic play.			
1.3 Encourages individuality including unique expression of ideas.			
1.4 Values every child's creative spirit.			
Level 2			
2.1 Models and encourages creative expression through language, music, dramatic play, and art, both inside and outside.			
2.2 Accepts cultural differences that may affect children's ways of expressing themselves creatively.			
Level 3			
3.1 Encourages imagination and creativity as the foundation of new ideas.			
3.2 Encourages appreciation for the natural beauty within the learning environment.			
3.3 Facilitates activities that promote creative expression.			
3.4 Values creative expression as part of the development of the child.			

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Focus Area: Creative Arts			
Level 4			
4.1 Ensures that all children have access to opportunities that allow for individual creative expression.			
4.2 Plan opportunities for children to use items found in nature to creatively express themselves.			
4.3 Views the community as a resource for creative and aesthetic experiences.			
4.4 Informs families about the importance of individual creative expression.			
Level 5			
5.1 Encourages creative expression throughout the curriculum.			
5.2 Uses ongoing assessment of children to adapt and modify interactions to support creativity of individual children by adapting time, space and materials.			
5.3 Shows respect for creative expression through appropriate documentation and display of children's work.			
Level 6			
6.1 Communicates to others the process for developing curriculum that promotes creative arts in young children.			
6.2 Articulates the process of how to design and adapt the curriculum to address children's creative and expressive arts.			
6.3 Communicates the link between creative and expressive arts and children's development and learning outcomes.			
6.4 Monitors the need to adapt, adjust, and update the learning experiences to advance children's creative and expressive arts.			
6.5 Creates a classroom community that fosters creative and expressive arts in the home or in the classroom.			

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Self-Reflection Questions

a. If the skill is rarely used is it because the skill isn't needed in your early childhood setting?

_____ Yes _____ No Explain

b. If the skill is rarely used is it because you need to know more about the skill?

_____ Yes _____ No Explain

Is there someone you know who could help you better understand this skill? Who would that be?