



Alignment of



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# The Creative Curriculum<sup>®</sup> *for* Preschool

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WITH

**Alignment of *The Creative Curriculum*<sup>®</sup> for Preschool  
With  
*California Preschool Learning Foundations, Volume 2***

This document aligns the content in the *California Preschool Learning Foundations, Volume 2* with the goals and ideals of *The Creative Curriculum*<sup>®</sup> for Preschool. *The Creative Curriculum*<sup>®</sup> for Preschool is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

**References**

California Department of Education. (2010). *California preschool learning foundations, volume 2*. Sacramento, CA: Author. Retrieved from <http://www.cde.ca.gov/sp/cd/re/documents/psfoundationsvol2.pdf>

Teaching Strategies, LLC. (2010). *The Creative Curriculum*<sup>®</sup> for preschool. Washington, DC: Author.

<b>California Preschool Learning Foundations, Volume 2</b>	<b>How <i>The Creative Curriculum</i>® for Preschool meets California Preschool Learning Foundations, Volume 2</b>
<b>Visual and Performing Arts</b>	
<b>At around 48 months of age</b>	
<b>Visual Art</b>	
<b>1.0. Notice, Respond, and Engage</b>	
1.1. Notice and communicate about objects or forms that appear in art.	Explores the visual arts
1.2. Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them.	Explores the visual arts
1.3. Enjoy and engage with displays of visual art, inside or outside the classroom. Begin to express preferences for some art activities or materials.	Explores the visual arts
1.4. Choose own art for display in the classroom or for inclusion in a portfolio or book and briefly explain choice.	Explores the visual arts
<b>2.0. Develop Skills in Visual Art</b>	
2.1. Make straight and curved marks and lines; begin to draw rough circle shapes.	Explores the visual arts
2.2. Begin to create paintings or drawings that suggest people, animals, and objects.	Explores the visual arts
2.3. Make somewhat regular-shaped balls and coils out of dough or clay.	Explores the visual arts
2.4. Begin to use paper and other materials to assemble simple collages.	Explores the visual arts
2.5. Begin to recognize and name materials and tools used for visual arts.	Explores the visual arts
2.6. Demonstrate some motor control when working with visual arts tools.	Explores the visual arts
<b>3.0. Create, Invent, and Express Through Visual Art</b>	
3.1. Create art and sometimes name the work.	Explores the visual arts
3.2. Begin to draw figures or objects.	Explores the visual arts
3.3. Begin to use intensity of marks and color to express a feeling or mood.	Explores the visual arts

<b>At around 60 months of age</b>	
<b>Visual Art</b>	
<b>1.0. Notice, Respond, and Engage</b>	
1.1. Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.	Explores the visual arts
1.2. Begin to plan art and show increasing care and persistence in completing it.	Explores the visual arts
1.3. Enjoy and engage with displays of visual art. May expand critical assessment of visual art to include preferences for types of artwork or art activities.	Explores the visual arts
1.4. Choose own art for display in the classroom or for inclusion in a portfolio or book and explain her or his ideas in some detail.	Explores the visual arts
<b>2.0. Develop Skills in Visual Art</b>	
2.1. Draw single circle and add lines to create representations of people and things.	Explores the visual arts
2.2. Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.	Explores the visual arts
2.3. Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).	Explores the visual arts
2.4. Use paper and other materials to make two- and three-dimensional assembled works.	Explores the visual arts
2.5. Recognize and name materials and tools used for visual arts.	Explores the visual arts
2.6. Demonstrate increasing coordination and motor control when working with visual arts tools.	Explores the visual arts
<b>3.0. Create, Invent, and Express Through Visual Art</b>	
3.1. Intentionally create content in a work of art.	Explores the visual arts
3.2. Draw more detailed figures or objects with more control of line and shape.	Explores the visual arts
3.3. Use intensity of marks and color more frequently to express a feeling or mood.	Explores the visual arts

<b>At around 48 months of age</b>	
<b>Music</b>	
<b>1.0. Notice, Respond, and Engage</b>	
1.1. Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe music.	Explores musical concepts and expression
1.2. Recognize simple repeating melody and rhythm patterns.	Explores musical concepts and expression
1.3. Identify the sources of a limited variety of musical sounds.	Explores musical concepts and expression
1.4. Use body movement freely to respond loosely to beat—loud versus quiet (dynamics)—and tempo.	Explores dance and movement concepts
<b>2.0. Develop Skills in Music</b>	
2.1. Begin to discriminate between different voices and certain instrumental and environmental sounds. Follow words in a song.	Explores musical concepts and expression
2.2. Explore vocally; sing repetitive patterns and parts of songs alone and with others.	Explores musical concepts and expression
<b>3.0. Create, Invent, and Express Through Music</b>	
3.1. Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones.	Explores musical concepts and expression
3.2. Move or use body to demonstrate beat and tempo, often spontaneously.	Explores musical concepts and expression
3.3. Improvise vocally and instrumentally.	Explores musical concepts and expression

<b>At around 60 months of age</b>	
<b>Music</b>	
<b>1.0. Notice, Respond, and Engage</b>	
1.1. Verbally reflect on music and describe music by using an expanded vocabulary.	Explores musical concepts and expression
1.2. Demonstrate more complex repeating melody and rhythm patterns.	Explores musical concepts and expression
1.3. Identify the sources of a wider variety of music and music-like sounds.	Explores musical concepts and expression
1.4. Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.	Explores dance and movement concepts
<b>2.0. Develop Skills in Music</b>	
2.1. Become more able to discriminate between different voices and various instrumental and environmental sounds. Follow words in a song.	Explores musical concepts and expression
2.2. Extend vocal exploration; sing repetitive patterns and entire songs alone and with others in wider ranges of pitch.	Explores musical concepts and expression
<b>3.0. Create, Invent, and Express Through Music</b>	
3.1. Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.	Explores musical concepts and expression
3.2. Move or use body to demonstrate beat, tempo, and style of music, often intentionally.	Explores musical concepts and expression
3.3. Explore, improvise, and create brief melodies with voice or instrument.	Explores musical concepts and expression

<b>At around 48 months of age</b>	
<b>Drama</b>	
<b>1.0. Notice, Respond, and Engage</b>	
1.1. Demonstrate an understanding of simple drama vocabulary.	Explores drama through actions and language
1.2. Identify preferences and interests related to participating in drama.	Explores drama through actions and language
1.3. Demonstrate knowledge of simple plot of a participatory drama.	Explores drama through actions and language
<b>2.0. Develop Skills to Create, Invent, and Express Through Drama</b>	
2.1. Demonstrate basic role-play skills with imagination and creativity.	Explores drama through actions and language
2.2. Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers.	Explores drama through actions and language
<b>At around 60 months of age</b>	
<b>Drama</b>	
<b>1.0. Notice, Respond, and Engage</b>	
1.1. Demonstrate a broader understanding of drama vocabulary.	Explores drama through actions and language
1.2. Explain preferences and interests related to participating in drama.	Explores drama through actions and language
1.3. Demonstrate knowledge of extended plot and conflict of a participatory drama.	Explores drama through actions and language
<b>2.0. Develop Skills to Create, Invent, and Express Through Drama</b>	
2.1. Demonstrate extended role-play skills with increased imagination and creativity.	Explores drama through actions and language
2.2. Create and use an increasing variety of props, costumes and scenery to enhance dramatization of familiar stories and fantasy play with peers.	Explores drama through actions and language

<b>At around 48 months of age</b>	
<b>Dance</b>	
<b>1.0. Notice, Respond, and Engage</b>	
1.1. Engage in dance movements.	Explores dance and movement concepts
1.2. Begin to understand and use vocabulary related to dance.	Explores dance and movement concepts
1.3. Respond to instruction of one skill at a time during movement, such as a jump or fall.	Explores dance and movement concepts
1.4. Explore and use different steps and movements to create or form a dance.	Explores dance and movement concepts
<b>2.0. Develop Skills in Dance</b>	
2.1. Begin to be aware of own body in space.	Explores dance and movement concepts
2.2. Begin to be aware of other people in dance or when moving in space.	Explores dance and movement concepts
2.3. Begin to respond to tempo and timing through movement.	Explores dance and movement concepts
<b>3.0. Create, Invent, and Express Through Dance</b>	
3.1. Begin to act out and dramatize through music and movement patterns.	Explores dance and movement concepts
3.2. Invent dance movements.	Explores dance and movement concepts
3.3. Improvise simple dances that have a beginning and an end.	Explores dance and movement concepts
3.4. Communicate feelings spontaneously through dance and begin to express simple feelings intentionally through dance when prompted by adults.	Explores dance and movement concepts



<b>At around 60 months of age</b>	
<b>Dance</b>	
<b>1.0. Notice, Respond, and Engage</b>	
1.1. Further engage and participate in dance movements.	Explores dance and movement concepts
1.2. Connect dance terminology with demonstrated steps.	Explores dance and movement concepts
1.3. Respond to instruction of more than one skill at a time in movement, such as turning, leaping, and turning again. Often initiate a sequence of skills.	Explores dance and movement concepts
1.4. Use understanding of different steps and movements to create or form a dance.	Explores dance and movement concepts
<b>2.0. Develop Skills in Dance</b>	
2.1. Continue to develop awareness of body in space.	Explores dance and movement concepts
2.2. Show advanced awareness and coordination of movement with other people in dance or when moving in space.	Explores dance and movement concepts
2.3. Demonstrate some advanced skills in responding to tempo and timing through movement.	Explores dance and movement concepts
<b>3.0. Create, Invent, and Express Through Dance</b>	
3.1. Extend understanding and skills for acting out and dramatizing through music and movement patterns.	Explores dance and movement concepts
3.2. Invent and recreate dance movements.	Explores dance and movement concepts
3.3. Improvise more complex dances that have a beginning, middle, and an end.	Explores dance and movement concepts
3.4. Communicate and express feelings intentionally through dance.	Explores dance and movement concepts

<b>Physical Development</b>	
<b>At around 48 months of age</b>	
<b>Fundamental Movement Skills</b>	
<b>1.0. Balance</b>	
1.1. Maintain balance while holding still; sometimes may need assistance.	Demonstrates balancing skills Sustains balance during simple movement experiences
1.2. Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.	Demonstrates balancing skills Sustains balance during complex movement experiences
<b>2.0. Locomotor Skills</b>	
2.1. Walk with balance, not always stable, oppositional arm movements still developing, and relatively wide base of support (space between feet).	Demonstrates balancing skills Sustains balance during simple movement experiences
2.2. Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition of arms and legs.	Demonstrates traveling skills Moves purposefully from place to place with control
2.3. Jump for height (up or down) and for distance with beginning competence.	Demonstrates balancing skills Sustains balance during simple movement experiences
2.4. Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	Demonstrates traveling skills Moves purposefully from place to place with control
<b>3.0. Manipulative Skills</b>	
3.1. Begin to show gross motor manipulative skills by using arms, hands, and feet, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements
3.2. Begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements

<b>Perceptual–Motor Skills and Movement Concepts</b>	
<b>1.0. Body Awareness</b>	
1.1. Demonstrate knowledge of the names of body parts.	Demonstrates knowledge about self
<b>2.0. Spatial Awareness</b>	
2.1. Use own body as reference point when locating or relating to other people or objects in space.	Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance  Demonstrates knowledge about self
<b>3.0. Directional Awareness</b>	
3.1. Distinguish movements that are up and down and to the side of the body (for example, understands “use that side, now the other side”).	Demonstrates balancing skills Sustains balance during simple movement experiences  Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance  Demonstrates knowledge about self
3.2. Move forward and backward or up and down easily.	Demonstrates traveling skills Moves purposefully from place to place with control  Demonstrates balancing skills Sustains balance during complex movement experiences
3.3. Can place an object on top of or under something with some accuracy.	Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance
3.4. Use any two body parts together.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements

<b>Active Physical Play</b>	
<b>1.0. Active Participation</b>	
1.1. Initiate or engage in simple physical activities for a short to moderate period of time.	Demonstrates traveling skills Moves purposefully from place to place with control  Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
<b>2.0. Cardiovascular Endurance</b>	
2.1. Engage in frequent bursts of active play that involves the heart, the lungs, and the vascular system.	Demonstrates traveling skills Coordinates complex movements in play and games
<b>3.0. Muscular Strength, Muscular Endurance, and Flexibility</b>	
3.1. Engage in active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	Demonstrates traveling skills Coordinates complex movements in play and games
<b>At around 60 months of age</b>	
<b>Fundamental Movement Skills</b>	
<b>1.0. Balance</b>	
1.1. Show increasing balance and control when holding still.	Demonstrates balancing skills Sustains balance during simple movement experiences
1.2. Show increasing balance control while moving in different directions and when transitioning from one movement or position to another.	Demonstrates balancing skills Sustains balance during complex movement experiences
<b>2.0. Locomotor Skills</b>	
2.1. Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet).	Demonstrates balancing skills Sustains balance during simple movement experiences
2.2. Run with a longer stride length and each foot off the ground for a greater length of time. Opposition of arms and legs is more consistent.	Demonstrates traveling skills Moves purposefully from place to place with control
2.3. Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump.	Demonstrates balancing skills Sustains balance during complex movement experiences
2.4. Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	Demonstrates traveling skills Coordinates complex movements in play and games

<b>3.0. Manipulative Skills</b>	
3.1. Show gross motor manipulative skills by using arms, hands, and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements
3.2. Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
<b>Perceptual–Motor Skills and Movement Concepts</b>	
<b>1.0. Body Awareness</b>	
1.1. Demonstrate knowledge of an increasing number of body parts.	Demonstrates knowledge about self
<b>2.0. Spatial Awareness</b>	
2.1. Use own body, general space, and other people’s space when locating or relating to other people or objects in space.	Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance  Demonstrates knowledge about self
<b>3.0. Directional Awareness</b>	
3.1. Begin to understand and distinguish between the sides of the body.	Demonstrates balancing skills Sustains balance during simple movement experiences  Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance  Demonstrates knowledge about self
3.2. Can change directions quickly and accurately.	Demonstrates traveling skills Coordinates complex movements in play and games  Demonstrates balancing skills Sustains balance during complex movement experiences

3.3. Can place an object or own body in front of, to the side, or behind something else with greater accuracy.	Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance
3.4. Demonstrate more precision and efficiency during two-handed fine motor activities.	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements
<b>Active Physical Play</b>	
<b>1.0. Active Participation</b>	
1.1. Initiate more complex physical activities for a sustained period of time.	Demonstrates traveling skills Coordinates complex movements in play and games  Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
<b>2.0. Cardiovascular Endurance</b>	
2.1. Engage in sustained active play of increasing intensity that involves the heart, the lungs, and the vascular system.	Demonstrates traveling skills Coordinates complex movements in play and games
<b>3.0. Muscular Strength, Muscular Endurance, and Flexibility</b>	
3.1. Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	Demonstrates traveling skills Coordinates complex movements in play and games

<b>Health</b>	
<b>At around 48 months of age</b>	
<b>Health Habits</b>	
<b>1.0. Basic Hygiene</b>	
1.1. Demonstrate knowledge of some steps in the hand washing routine.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
1.2. Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders  Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
<b>2.0. Oral Health</b>	
2.1. Demonstrate knowledge of some steps of the routine for brushing teeth, with adult supervision and instruction.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
<b>3.0. Knowledge of Wellness</b>	
3.1. Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function.	Demonstrates knowledge about self
3.2. Begin to understand that healthcare providers try to keep people well and help them when they are not well.	Shows basic understanding of people and how they live
3.3. Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with varying specificity and reliability.	Demonstrates knowledge about self
<b>4.0. Sun Safety</b>	
4.1. Begin to practice sun-safe actions, with adult support and guidance.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs

<b>Safety</b>	
<b>1.0. Injury Prevention</b>	
1.1. Follow safety rules with adult support and prompting.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
1.2. Begin to show ability to follow emergency routines after instruction and practice (for example, a fire drill or earthquake drill).	Regulates own emotions and behaviors Follows limits and expectations Applies rules in new but similar situations
1.3. Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision.	Regulates own emotions and behaviors Follows limits and expectations Applies rules in new but similar situations
<b>Nutrition</b>	
<b>1.0. Nutrition Knowledge</b>	
1.1. Identify different kinds of foods.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being  Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
<b>2.0. Nutrition Choices</b>	
2.1. Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy, and choose from a variety of foods at mealtimes.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
2.2. Indicate food preferences that reflect familial and cultural practices.	Demonstrates knowledge about self
<b>3.0. Self-Regulation of Eating</b>	
3.1. Indicate awareness of own hunger and fullness.	Demonstrates knowledge about self



<b>At around 60 months of age</b>	
<b>Health Habits</b>	
<b>1.0. Basic Hygiene</b>	
1.1. Demonstrate knowledge of more steps in the hand washing routine.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
1.2. Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders  Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
<b>2.0. Oral Health</b>	
2.1. Demonstrate knowledge of more steps of the routine for brushing and when toothbrushing should be done, with less adult supervision.	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
<b>3.0. Knowledge of Wellness</b>	
3.1. Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions.	Demonstrates knowledge about self
3.2. Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.	Shows basic understanding of people and how they live
3.3. Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with more specificity and reliability.	Demonstrates knowledge about self
<b>4.0. Sun Safety</b>	
4.1. Practice sun-safe actions with decreasing adult support and guidance.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being

<b>Safety</b>	
<b>1.0. Injury Prevention</b>	
1.1. Follow safety rules more independently though may still need adult support and prompting.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
1.2. Demonstrate increased ability to follow emergency routines after instruction and practice.	Regulates own emotions and behaviors Follows limits and expectations Applies rules in new but similar situations
1.3. Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision.	Regulates own emotions and behaviors Follows limits and expectations Applies rules in new but similar situations
<b>Nutrition</b>	
<b>1.0. Nutrition Knowledge</b>	
1.1. Identify a larger variety of foods and may know some of the related food groups.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being  Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
<b>2.0. Nutrition Choices</b>	
2.1. Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
2.2. Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices.	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being  Demonstrates knowledge about self
<b>3.0. Self-Regulation of Eating</b>	
3.1. Indicate greater awareness of own hunger and fullness.	Demonstrates knowledge about self