



Month: November Week: 4 Subject: Creative Arts

Day 1	Topic(s)	Foundation(s)				
	Review Week	CA3.1 Demonstrate creative expression through the visual art process or experience CA3.2 Demonstrate creative expression through visual art production and presentation				
Indicators	<table border="1"><thead><tr><th>Younger Infants</th><th>Older Infants</th></tr></thead><tbody><tr><td>With adult support, may tolerate gentle paint on hand or foot and briefly press onto paper while noticing color.</td><td>May show interest in the paint feel, watch prints appear, and look at or touch the finished hand/footprint.</td></tr></tbody></table>	Younger Infants	Older Infants	With adult support, may tolerate gentle paint on hand or foot and briefly press onto paper while noticing color.	May show interest in the paint feel, watch prints appear, and look at or touch the finished hand/footprint.	
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Activity: "Handprint or Footprint Paint Keepsake"

One-on-one with each infant, gently paint a hand or foot with washable yellow, brown, or gold paint and press onto paper (turkey, corn, or "garden" themed). Talk softly as you work: "Paint on toes... press... print!" Clean promptly, then show the print and label it: "Your hand! Your foot!"

Resources/Materials	<ul style="list-style-type: none">Heavy paper or cardstock sheetsBaby wipes/warm washcloths for quick clean-up	Key Vocabulary: hand, foot, paint	Support:
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Day 2	Topic(s)	Foundation(s)
	Review Week	CA3.1 Demonstrate creative expression through the visual art process or experience
Indicators		
	Younger Infants	Older Infants

Activity: "Gold & Yellow Paint Bag Patting"

Fill sturdy zip-top bags with a small amount of yellow and gold paint, remove excess air, and tape edges securely to a tray or table. Place infants tummy-down or seated so they can reach the bags. Encourage patting and pressing: "You're squishing the gold... the yellow is moving!"

Resources/Materials	Key Vocabulary: squish, push, color	Support:
<ul style="list-style-type: none">• Heavy-duty zip-top bags (well-sealed and taped)• Yellow and gold washable paint		

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Day 3	Topic(s)	Foundation(s)
	Review Week	CA1.1 Demonstrate creative music expression CA2.1 Demonstrate creative movement expression
Indicators		
	Younger Infants With adult support, may watch scarves and move arms/legs or body to music while being held or supported.	Older Infants May wave, grab, or shake scarves, bounce or wiggle with rhythm, and respond when music starts or stops.

Activity: “Music & Movement: Wiggle Dance with Scarves”

Play gentle, upbeat music (turkey/farm/garden songs). Offer lightweight scarves for infants to hold or for teachers to wave above and around them. Model simple wiggling, bouncing, and swaying. Pause music for “freeze,” then start again, encouraging infants to move with the scarves.

Resources/Materials	Key Vocabulary: music, wiggle, dance	Support:
<ul style="list-style-type: none">Lightweight, baby-safe scarves or ribbon streamersMusic player with short, gentle songs		

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Day 4	Topic(s)	Foundation(s)
	Review Week	CA2.1 Demonstrate creative movement expression CA3.1 Demonstrate creative expression through the visual art process or experience
Indicators		
	Younger Infants	Older Infants
	May track feathers or ribbons with eyes as they move slowly through the air.	May reach for moving feathers/ribbons, bat at them, or follow them with head and body.

Activity: “Feather & Ribbon Flow (Visual Tracking)”

Sit infants on laps or tummy-time mats. Gently wave long ribbons and large feathers in slow arcs, circles, and up-and-down movements. Occasionally brush them lightly over the mat (not faces) so infants can reach and bat. Describe the motion: “Up... down... around.”

Resources/Materials	Key Vocabulary: up, down, soft	Support:
<ul style="list-style-type: none">• Large, securely attached feathers (no loose pieces)• Long ribbons or chiffon streamers		

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Day 5	Topic(s)	Foundation(s)
	Review Week	CA3.1 Demonstrate creative expression through the visual art process or experience CA3.2 Demonstrate creative expression through visual art production and presentation
Indicators	Younger Infants	Older Infants
	May press large stickers or paint-dot stamps onto paper with hand-over-hand help.	May grab, peel (with help), and place stickers or stamp dots on big paper, showing interest in filling space.

Activity: "Sticker Dot 'Corn & Spots' Big Paper Play"

Tape a large sheet of paper to the floor or low wall. Provide oversized dot stickers or chunky paint-dot stampers in yellow, brown, and gold. Help infants press dots onto the paper "corn kernels," "spots on a cow," or "garden soil." Celebrate their marks and point them out: "You put lots of dots here!"

Resources/Materials	Key Vocabulary: dot, stick, more	Support:
<ul style="list-style-type: none">Large butcher paper or poster paper taped securely at floor/wall levelOversized dot stickers or chunky paint-dot stampers (toddler-safe) in yellow, brown, gold		