

Creativity in early childhood



**ASSIGN
BUSTER**

FOUNDATION DEGREE (FdA) IN CHILDREN'S AND YOUNG PEOPLE'S SERVICES/L591I chose to write about Creativity in Early Childhood. (Willan, Parker-Rees, Savage, 2007, Early Childhood Studies)It is suitable for at least two of my other modules, to include Work-based Reflective Practice and also Equality and Diversity. I located the text in a text book I bought from an online shop and chose the topic from the contents list at the front of the book.

I also sourced information from the UDo library. I read several different chapters of various books before deciding on this particular subject. I felt that I engaged with the text because I am supportive in encouraging children to be creative in a number of different ways, of which I will go into more detail. CREATIVITYWhat is creativity (Rogers, 2004, P130) Creativity is using the imagination to produce various life experiences which guide us through life and the earlier a child starts to use and explore this, the more creative they will become.??? We need to remember that babies, toddlers and young children have not yet lived for very long. They need to be offered life experience because creativity doesn't come from nowhere. It feeds off our experiences.

??™ (Bruce, 2004, p92)Children are encouraged to learn the skill of creativity within the first five years of their lives as the longer it is left, the more difficult it is to grasp and maintain in later life and continue to develop it throughout their own lifelong experiences and be able to pass on to their children/grandchildren through the generations. If a child is able to explore and be spontaneous then they are likely to be more creative in their play, movement and interests. If they are engaged in interaction, accepted and

<https://assignbuster.com/creativity-in-early-childhood/>

encouraged then they will want to be independent and try out new ideas.

These could include things like role play, asking questions, finding out, producing artwork, listening with interest to stories and more than likely being able to concentrate on the same task for a longer period of time.

Toddlers are very creative in what they do, as everything is new and exciting to them and they realise they are unique to others. They want to be their own person and are strong minded.

On the other hand, if the adult is inhibiting then the child would be totally the opposite and lack interest in several of the areas where there was strong interest previously. They may limit the time they have on an activity, be impatient or keep interrupting the child which causes lack of concentration.

There were some words I was unsure about, therefore I looked up the words in a dictionary or the glossary at the back of the text book. When I started this piece of work, I found it very daunting. I did not know where to start.

Having read over my notes again and using student services online, I felt more confident in completing the task set. REFERENCE LIST
Early Childhood Studies ??” Willan, Parker-Rees & Savage 2007
Creativity in Early Childhood - Rogers, 2004, 2007 P130. Cultivating Creativity in Babies, Toddlers and Young Children ??” Bruce, 2004, Chapter 8, How adults can help creative ideas to become cultivated. (www.derby.ac.uk/library/dawsonera)