EARLY EXPOSURE TO CREATIVITY AND LANGUAGES

CHILD DEVELOPMENT

"Baby brains are amazing powerhouses that appear to grow in response to creative environments. The young brain makes billions of new connections with every bit of knowledge that is taken in, so to make sense of it. This process is called synaptogenesis and happens most prolifically between the ages of birth to three."

-EarlyArts Blog

"After the age of three, brain growth slows down, and connections are harder to make in areas that have been pruned, although not impossible. This ensures that the connections that are regularly used get stronger, and those that aren't used are cut back, so the brain effectively becomes more efficient.

There are windows later on in life where the conditions for learning are positive and connections can be reformed in the brain. However, the prime time to develop specific knowledge, skills and competencies is in the first few years of a child's life."

Bernadette Duffy, (2006), Supporting Creativity and Imagination in the Early Years, Oxford University Press.

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High quality social and cultural experiences are more critical in the early years for the development of **healthy brains and well-rounded personalities** than at any other time during the rest of childhood and adulthood. These include **imaginative, creative** and **cultural opportunities** which can help children to **build contexts, make meaning** and **deepen their understanding**.

Research shows how some **musical approaches can activate the same areas of the brain that are also activated during mathematical processing.** It appears that early musical training begins to build the same neural networks that are later used for numerical tasks. In fact, a large body of evidence suggests that **music-making in early childhood** can develop the perception of different phonemes and the auditory cortex and hence aid the **development of language learning** as well as **musical behaviour.**

Similarly, **drama and role play** can stimulate the same synapses that focus on **spoken language**; **painting** can stimulate the visual processing system that recalls **memory or creates fantasy**; **movement, drawing and clay modelling** link to the development of **gross and fine motor skills.**

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