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# Research on the Strategy of Artificial Intelligence Enabling Kindergarten Creative Art Activities

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**Abstract:** With the ability of image generation, situation creation and data analysis, artificial intelligence provides new technical conditions for the development of creative art activities in kindergartens. AI-enabled creative art activities in kindergartens are conducive to stimulating creativity, promoting personality development, improving teaching efficiency and enriching teaching resources. The specific development strategy of artificial intelligence empowering kindergarten creative art activities is as follows : leveraging AI to inspire imagination and protect children 's original creativity ; integrate a variety of technical means to achieve interactive teaching ; the introduction of intelligent auxiliary teaching system, enrich the content of art activities ; establish AI use norms to prevent various risks ; optimize the intelligent evaluation mechanism to promote the sustainable development of creativity.

**Keywords:** Artificial Intelligence; Kindergarten; Creative Art.

## 1. Introduction

From a certain perspective, AI is equivalent to human like education on machines, and it can also be understood as education on machines. This view can be confirmed by the research category of AI. Since its birth, it has derived many research directions, which are closely related to the process of human education, and many technical research routes are also consistent with the education theory in the teaching system. [1] In April 2026, the Ministry of education and other five departments issued the "Ai + education" action plan, which clearly proposed to give full play to the engine role of AI enabled education reform, promote the integration of intelligent technology and education, the whole process through, and the whole scene coverage, and accelerate the construction of a new form of human machine collaboration, virtual reality combination, and ubiquitous accessible wisdom education. [2] In view of this, it is necessary for kindergarten art teachers to integrate AI into teaching practice reasonably and deeply. On the one hand, we should carefully create a high-quality art learning and practice environment for children; On the other hand, while optimizing the art teaching mode, it can truly enrich children's emotional experience in the process of art learning and practice. Through some measures, we can build a solid foundation for the cultivation of children's Art Literacy. But the intervention of AI can't lead children's art learning activities, let alone replace children's real aesthetic perception and independent creation. The rapid development of AI technology makes preschool children face prominent digital security risks. Children are not mature in body and mind. Excessive digital technology intervention will have a negative impact on children's development in many aspects, and there is also the risk of personal privacy leakage. [3] The core value of kindergarten creative art is children's direct perception, independent expression and creative experience, rather than standardized and finished art effects. Therefore, in the process of AI enabled art activities, teachers must grasp the use scale of digital tools, establish a correct education concept, and clarify that AI is only used as a support tool for inspiration, assistance and expansion of resources. They always adhere to children as the main body and experience as the core, and put an end to the phenomenon of technology replacing children's thinking, imagination and hands-on creation, so that AI can truly serve the educational goal of kindergarten creative art education.

## 2. The Value of Creative Art Activities in AI Enabled Kindergarten

### 2.1. It is Conducive to Stimulating Children's Creativity

The integration of AI into kindergarten's daily art activities is conducive to activating children's creative potential and providing children with continuous inspiration for painting creation; AI has a strong image generation ability, which can generate a variety of picture materials, a variety of color collocations and abstract graphics with imaginative space. These contents can provide a visual reference for children to carry out art creation. In the practical teaching of kindergartens, the all-round drawing board software presents a good educational application value. This software integrates a number of practical functions such as photo upload, painting creation relying on photos, and painting perspective rotation, which can build a creative art learning platform for children; Children can independently choose materials, freely adjust the screen, boldly try to create forms, and express their own ideas and release childlike creativity in the process of hands-on exploration and repeated attempts. In this process, AI is only used as an aesthetic support and expansion tool, and does not replace children's thinking, imagination and hands-on creation. It can effectively protect children's creative thinking, and truly achieve creative art learning with children as the main body. At the same time, the operation functions of the software, such as works rotation, can also make children feel the diversity of art creation forms in the process of continuous exploration and hands-on trials, and gradually improve their comprehensive art literacy. With the help of the omnipotent drawing board, children's art learning ability and innovative thinking can be well exercised and played.

## 2.2. It is Conducive to Promoting Children's Personality Development

There are significant individual differences in children's aesthetic perception, artistic expression style and development rhythm. The traditional collective art activity mode is difficult to take into account the creative characteristics of every child, and the evaluation method focuses on the results of works, ignoring the emotion, idea and personalized expression in the process of children's creation. Relying on the advantages of data capture and dynamic recording, AI can truly retain children's creative process, creative habits and expression characteristics, and help teachers see each child's unique artistic thinking and aesthetic personality. With the help of digital tools such as intelligent teaching system and learning software, teachers can realize the dynamic tracking and real-time evaluation of children's learning process and creative achievements, and give personalized feedback and suggestions accordingly, guide children to better adjust their learning strategies, effectively stimulate children's internal learning motivation and self-confidence, and then improve the learning effect. [4] This process and development of education can also protect children's artistic nature and help children form unique aesthetic personality and artistic literacy.

## 2.3. It is Conducive to Improving the Teaching Efficiency of Teachers

In traditional art teaching, teachers tend to spend a lot of energy on repetitive affairs such as material collection, work results evaluation, paper data records, etc. they have no time to fully observe children, interpret children, support children, and deviate from the core education of art education. And AI can reduce the management burden of kindergarten teachers, so that they can focus on professional teaching practice activities. AI can achieve the functions of automatic marking, grading homework, intelligent teaching assistant, intelligent management, etc., so that teachers can get rid of the tedious daily affairs, and more focus on education and creative education and teaching. [5] AI should not be simply equated with "intelligent teachers" for children. In such scenes as emotional appeasement, conflict mediation, rule negotiation and life care, teachers' physical presence, emotional response and value judgment play an irreplaceable role. [6]

## 2.4. It is Conducive to Enrich Teaching Resources

In the era of rapid development of digital education, AI has greatly enriched the teaching content and forms for teachers who are engaged in preschool art teaching. With just a few mouse clicks and the powerful search and integration ability of generative AI, teachers can easily cross the boundaries of time and space and get high-definition pictures of art works in different historical periods. When kindergartens carry out art theme painting activities, children are no longer limited to the introduction and explanation of limited pictures in the teacher's teaching activities, but can intuitively appreciate a variety of distinctive, targeted pictures that conform to the painting theme activities. This greatly broadens children's artistic vision and makes them deeply feel the rich diversity and infinite charm of art activities.

# 3. AI Empowering Kindergarten Creative Art Activities Development Strategy

## 3.1. Inspire Imagination with AI and Protect Children's Original Creativity

In the past, kindergarten painting teaching activities were basically carried out in the form of offline classroom, guided by teachers throughout the whole process. Most children can only follow the teacher's painting demonstration or the established activity theme, and carry out simple imitation or two creations; Although the traditional teaching method can impart basic art knowledge to children, it is difficult to retain children's classroom interest for a long time. Applying AI technology to children's art curriculum activities can give full play to the educational advantages of AI. Through AI technology, children's paintings can be moved, making painting activities more interesting. [7]

For example, in the creative art activity "mysterious outer space" of the kindergarten's top class, many children's minds will come up with a variety of strange stars, spaceships flying in the air and mysterious alien creatures, but it's difficult to fully present due to the painting experience. At this time, the teacher relies on AI painting tools, which are only used for inspiration, reference and expansion of vision, rather than directly generating finished products for children to imitate. Children use their own language to describe the space scene in their hearts, and AI generates multiple and childlike visual materials to help children to enrich their fuzzy imagination. On the basis of material inspiration, children can freely adapt, recreate and choose screen elements based on their personal feelings, and integrate their own childlike ideas and unique ideas. The teacher encourages children to compare AI pictures, question boldly, adjust independently, not pursue the standard of regular pictures and modeling, respect all immature and original graffiti and expression of children, let art activities return to the nature of children's free imagination and independent expression, and truly protect children's original creativity.

## 3.2. Integrate Various Technical Means to Achieve Interactive Teaching

In traditional children's art teaching, teachers mainly output one-way, and children are in a passive state of receiving knowledge. This mode is not only difficult to stimulate children's interest in learning, but also relatively low in teaching efficiency. We can build a teaching environment full of immersion and interesting experience by virtue of various applications, augmented reality, virtual reality and other forms of virtual seeing and teaching aids, and guide children to complete their own knowledge building and comprehensive ability improvement in the complete process of autonomous exploration and dynamic generation. [8] On the one hand, all kinds of virtual teaching aids can break the limitations of traditional static teaching aids, and make the learning scene more vivid and three-dimensional.

From the perspective of VR painting carried out by the kindergarten's top class, and from the perspective of the art activity "dream underwater world" as a practical case, the teacher will first use the VR all-in-one machine to create an immersive underwater world scene for the children in the class. Let children feel the shape, dynamic and color of coral, seaweed and fish, enrich children's intuitive aesthetic

experience. The whole process focuses on seeing, feeling and experiencing, rather than teaching children fixed painting. After immersive experience, children can create freely based on what they see, think and feel. The picture does not seek unity and verisimilitude. Exaggeration, deformation and childlike expression are allowed. At the same time, with the help of virtual works exhibition, let children talk about creative ideas, share creative ideas, and pay attention to the thinking expression and emotional experience in the creation process. The application of multiple digital intelligence technology enriches children's aesthetic experience path, changes the traditional imitation painting, and truly fits the educational connotation of kindergarten art activities focusing on experience, process and expression.

## 3.3. Introduce Intelligent Auxiliary Teaching System to Enrich the Content of Art Activities

AI technology can bring a full range of intelligent support to kindergarten art teaching, and can also really improve the operation efficiency and overall teaching quality of daily teaching. The first aspect is reflected in the integration of teaching resources. The AI system, relying on its own deep learning algorithm, can quickly find and accurately screen high-quality art learning materials in the network, and can also build a very clear art teaching resource library; The second aspect is the teaching design of the course. The AI platform can reflect a strong ability of personalized scheme customization; The built-in children's development psychology database in the system can accurately grasp the development law and growth characteristics of children's hands, and can automatically generate teaching arrangements suitable for children's age characteristics. It will include appropriate art activities such as finger point painting basic skills practice and cotton stick painting mixed color training; Each teaching plan will list the complete teaching process step by step.

For example, from the perspective of the painting activity "spring flowers" in the kindergarten class, teachers only need to input relevant keywords such as spring, flowers, large class children's art and flower painting enlightenment in the system, and the platform can complete personalized teaching resource matching and complete activity scheme generation relying on deep learning algorithm and children's development database. The intelligent resource platform can provide teachers with rich natural aesthetic materials, simplified resources of classic art and diversified appreciation content, help teachers build an open aesthetic environment and broaden children's aesthetic vision. Relying on platform resources, teachers guide children to observe the shape, color and posture of natural flowers, feel the beauty of spring, focusing on aesthetic influence, rather than technical teaching. At the same time, the system will automatically generate a step-by-step and landing teaching process for "little flowers in spring": first, open the fun flower breakthrough game through the AI interactive large screen, and children touch screen to select and drag petals, and carefully observe the shape, posture and color matching of flowers in the game; Then linkage AR technology, 3D three-dimensional, slow motion demonstration cotton point drawing petals, finger rubbing flower heart, watercolor halo dyeing flower stem practical skills, local amplification of key actions, more intuitive than the teacher's oral explanation and on-site demonstration, children can quickly master basic painting skills; Finally, AI will push layered creation tasks according to children's ability differences, provide flower combination creation templates for children with strong hands-on ability, and provide simple single flower painting guidance for children with weak foundation, taking into account the creation rhythm of each child. With the help of the intelligent system, children are no longer passive imitation, but bold creation in the appreciation of art, observation of nature and interesting practice. They draw rainbow colored flowers, flowers with smiling faces, groups of spring flower fields and other works full of children's interests, which not only solidifies art skills, but also nourishes creative thinking in the art enlightenment, so that the traditional art theme of spring flowers becomes more vivid and more suitable for children's growth needs.

## 3.4. Establish AI Usage Norms to Prevent Various Risks

Only when we put technology empowerment on the premise of educating people, keep theoretical soberness and value judgment, balance modern innovation and traditional experience, technological rationality and humanistic care, can we turn from "to use technology" to "to use technology well", and gradually build a harmonious development pattern of early childhood education with human and intelligent technology. [9] Teachers need to clarify the auxiliary positioning of technology in the information level, adhere to the three core bottom lines of specific cognition, virtual reality identification and social development, and build a practice path from four aspects of total amount control, scene demarcation, power and responsibility clarification and system protection. If we break through the above boundaries, technology will squeeze the space for children's sensory exploration and real communication. The educational value of technology does not depend on the completeness of its functions, but on the prudent use of technology. [10]

For example, in the large class art activity "wonderful cloud Castle", the teacher only uses AI to generate multiple Castle styles as inspiration reference, requiring children to first conceive and draw drafts by themselves, and then create with reference pictures. Children are not allowed to directly copy AI pictures. At the same time, teachers screen the intelligent teaching platform for children in advance, check the bad materials, and avoid homogenization and adult image resources. In addition, teachers should consciously guide children to get rid of the shackles of AI templates, and respect children's childish and personalized artistic expression. In the implementation process of the activity, the teacher's full guidance and supervision responsibilities were implemented, and the children's excessive dependence on AI was corrected in a timely manner, so as to play a positive role in technology education.

## 3.5. Optimize The Intelligent Evaluation Mechanism and Boost the Sustainable Development of Creativity

In the practice of creative art in kindergartens, some teachers confuse kindergarten art activities with art skills training, and they are used to judging children's works with adult aesthetics, highlighting the deviation of aesthetic education concepts and the lack of literacy, which is easy to cause children's imitation model and limited creative expression. The guidance for learning and development of 3-6 year old children's learning and development guide proposed: "children's feelings and understanding of things are

different from adults, and their ways of expressing their understanding and emotions are also different from adults. Children's unique stroke, action and language often contains rich imagination and emotions. Adults should give full understanding and respect to children's artistic performance, adults should not judge children with their own aesthetic standards, and cannot judge children with their own aesthetic standards, let's not train children in a uniform way for the pursuit of" perfect "results, so as not to stifthe bud of their imagination and creation." [11] artificial intelligence is not a substitute for teachers for aesthetic scoring by aesthetic scoring teachers, but relies on process records to build evaluation brackets to build evaluation brackets, retaining children's ideas, trial and error, and tell, etc. the whole creation of children's ideas, trial and error, and tell is retained by children's aesthetic process information, change the evaluation method of only looking at finished products.

For example, in the creative art activity of "my home", most children draw houses, windows and villains. There was a child with only a jumble of color lines on the screen, and it's difficult to read his idea just by looking at the finished product. Through the recording of children's voice and operation tracks by intelligent devices, the teacher knows that what children want to draw is the laughter of a family when they are happy to play, and the color line is the laughter floating in the air. The process information of intelligent retention helps teachers to have a fixed shape of fixed evaluation thinking when they want to jump out of the house. It is no longer based on whether the image is realistic as the evaluation standard, and pays attention to children's creativity in expressing their inner feelings through art.

# 4. Conclusion

In general, AI is becoming an important force in promoting the digital transformation of preschool education. On the one hand, in the practice of creative art in kindergartens, teachers should rationally examine the educational value of AI, based on the characteristics of children's physical and mental development and individual expression differences, appropriately use digital resources such as AI inspiration tools, process recording platforms and immersion aesthetic carriers to build art activities with aesthetic experience and creative expression as the core. With the help of digital intelligence technology, it can break the limitations of traditional art teaching that focuses on skill training and imitation creation, create a playful and open art exploration space, support children to feel and express beauty in their own perception and free creation, and gradually develop their aesthetic perception, imagination and creativity. On the other hand, through the flexible and creative use of AI technology, teachers can effectively break through the inherent limitations of traditional art classroom that only focuses on skill teaching and overemphasizing imitation practice, and can also create a characteristic art classroom that has fun and educational significance, so that children can naturally experience the inherent value of color aesthetics, composition logic and emotional expression of art itself in the process of easy and pleasant independent creation and interesting interaction. Truly realize the synchronous growth and comprehensive development of art perception, imagination and creativity. However, we should also pay attention to the establishment of AI application specifications to avoid various problems caused by technology abuse.

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