

Art begins when the senses first contact the environment and a child reacts to these sensory experiences. It is a continuous process, even though some children may skip a stage...

### THE SCRIBBLING STAGES (2-4 YEARS)

#### Disordered Scribbles/18 months

**Characteristics:**

**Child....**

- is kinesthetic
- is random
- makes marks that vary in length and direction
- may look away
- holds tool in fist
- finds mark making enjoyable, but not representational
- is tool-oriented
- begins mark making
- scribbles regardless of background

#### Controlled Scribbling/3 years

**Characteristics:**

**Child....**

- discovers connection between motion and scribbling
- makes repeated lines, drawn with vigor
- lengthens time spent drawing
- varies the color
- fills the page
- copies a circle but not a square
- has a hand preference emerging
- discovers a relationship with what they have drawn and the environment

#### Naming Scribbling/3.5 – 4 years

**Characteristics:**

**Child....**

- connects marks to the world around them
- retains images
- has no preconceived notion of a finished product
- may make meaning from scribbles
- draws with intent
- distributes drawings throughout the page
- accompanies drawing by verbal descriptions
- makes form with edges
- is egocentric
- copies a square
- recognizes vertical, horizontal, and diagonal lines

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### THE PRESCHMATIC STAGE (4-7 YEARS)

#### Characteristics

Child....

- makes a conscious creation of form
- begins communicating graphically
- makes marks that are controlled
- relates marks to the environment
- makes a recognizable form
- makes a representational symbol for a person
- makes symbols that are constantly changing
- draws what they know and feel
- writes letters backward or mirror reversal

#### Color

- uses color for color's sake
- uses color for emotion (yellow=happy, brown=sad)
- makes mechanical choice of color

#### Space

- makes shapes that float in the air
- creates a valid concept of the environment developmentally

#### Terms

*schema* – a changeable design that relates to *an object or stands for an object, graphic equivalents.*

#### Teacher

Includes as many sensory experiences as possible.  
Uses this time to express feelings and emotions.

#### Materials

Develops a positive attitude toward art materials.

- thick pencils
- wax or plastic crayons
- papers 18x24", 12x18"
- collage materials
- moist clay
- tempera paint
- horizontal surface

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### THE SCHEMATIC STAGE (7-9 YEARS)

#### Characteristics

Child....

- Is painfully neat
- Wants everything to be geometric and regular
- Is interested in detail

#### Color

- Is concerned about correct color
- Begins to develop own relationships

#### Space

- Places house so that it floats mid-air

#### Terms

*baseline* – a place that serves to support objects.

*foldovers* – a sky on both ends.

*x-ray pictures* – a convention used to represent multiple *layers of depth simultaneously*.

*skylines* – a stripe of color or line at the top of the page *used to represent the sky*.

*bird's eye view* – a viewpoint from *above*.

#### Teacher

Encourages mixing colors.

Stimulates the child's consciousness and awareness.

Creates a flexible and exciting atmosphere.

Gives motivation for a wide range of topics.

Guides the children in brainstorming.

Sets-up make-believe situations.

#### Materials

Teaches care of materials.

Balances between individual approaches to materials and tools and teaching techniques.

clay

tempera paints

varied papers

varied brushes

varied drawing tools

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### THE GANG AGE/AGE OF DAWNING REALISM STAGE (9-12 YEARS)

#### Characteristics

Child...

- Wants to achieve realism, but often reaches a conflict with depth of knowledge and skills
- Becomes more flexible with schema
- Looks to peers as all important
- Focuses on gender-based subject matter
- Becomes more interested in detail
- Documents everything
- Is more aware of self and society
- Draws arms bent at elbows, "noodle-arms"
- Draws content dictated by interest

#### Color

- Begins to use tints and tones
- Shows differences in colors (i.e. variations of greens)

#### Space

- Discards baseline
- Begins to understand space
- Expands baseline and adds plain
- Begins overlapping
- Establishes a form of distance
- Makes crude attempt at perspective

#### Terms

*stereotypes – images that children repeat from another sources without real understanding (not their own schema).*

#### Teacher

Avoids gender stenotypes in art subject/content.  
Continues to expand art historical imagery with students.  
Helps the students in awareness of self.  
Begins group collaborative work.

#### Materials

- brushes in increased variety
- mixed media
- sculptural materials more varied
- fingerpaint (not at younger ages)
- avoid noncreative *craft* projects

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### THE AGE OF REASONING/PSEUDO-NATURALISM STAGE (12-14 YEARS)

#### Characteristics

Child....

- Uses extreme detail
- Shows subtlety in modeling
- Marks either the end of artistic attempts or the beginning of growth as an artist
- Places importance on product rather than the process

#### Color

- Begins to show more subtleties between tints and tones
- Begins to show atmospheric change

#### Space

- Uses proportion and shows spatial relationships between objects
- Attempts mathematical perspective

#### Teacher

Includes all art elements and principles in instruction and more varied techniques.

Stresses more than skills, stresses the individual's own contribution.

Takes into consideration that this is a time of intense feelings and rapid change.

Encourages the student to capitalize on exaggeration when appropriate.

Selects subjects of interest to students so they can have ownership.

Introduces media imagery and consumer issues based on art.

Introduces problems of color and design.

Introduces design in nature.

Covers body proportion.

#### Materials

- any art materials safe (AP/CP) for the classroom.
- alternate materials and tools
- charcoal, conte
- inks (India, Sumi)
- more varied sculpture materials