

Stages of Artistic Development

Drawing Phases

- The process of development is set in motion by the interactions children have with their everyday world.
- Many theorists:
 - Victor Lowenfeld
 - Betty Edwards
 - Hurwitz & Day
 - Judith Burton
- Children's artistic development passes through **phases** involving shifts in the way they perceive, imagine, form ideas, and represent.
 - Development is often outlined **generally** while recognizing individuality of a child.

Beliefs about Stages

• Scribble



1. Disordered
2. Longitudinal
3. Circular
4. "Naming"

- Enjoys movement of the bodies while mark-making
- Explorers
- Marks, lines, nearly enclosures
- Later "Targeting" paper for action
- Repetition, variation (long, short, thick, thin)
- Later enclosures
- Shifting naming
- Budding awareness of the distinctive qualities of materials
- Later make designs by combining marks, lines, blobs, and enclosures
- Pretend "writing"
- Later: combining to make tadpole people and animals

Birth to Preschool--

- Kindergarten-2nd grade



Symbolic/Pictorial Thinkers

- Symbols evolve
- Less fluid naming (focus on one idea, planning)
- Still largely undifferentiated images with few identifying features
- Subject matter "Me, myself, and I,"
- Importance determines relative size, color, etc.
- Objects float to bottom of the pages as baseline
- Not as likely to make baseline without instruction or keen observation.
- Shapes with budding precision

1st-3rd Grades



- Develop personal schemas or use universal schemas
- More complex details with categories, relationships, & stereotypes
- Still “I, me, mine” but “getting” evolving to giving.
- Less ego: 2 or more objects in space.
- Where and how relationships happen
- Near top of the page.
- Singular horizontal baseline (perhaps)

Schematic Thinkers



- Circles for the heads and tops of tree
- Home: triangle and rectangle

Common Schemas

- **3rd -5th grades**



- More aware of the world and themselves
- Realizing that schemas are not enough to represent the world
- Realism prized
- New ideas and rules of everyday life
- Want adult approval
- Expansion of subject matter: adults, life cycle, immediate surroundings, god, religion, mythology, cartoons, etc.
- Horizontal baseline
- Size/Shape relationships
- Later: more expressive and subtle use of color, multiple viewpoints and overlapping
- Not about replication but senses: knowing, seeing, feeling
- Significantly increased precision

Visual Thinkers

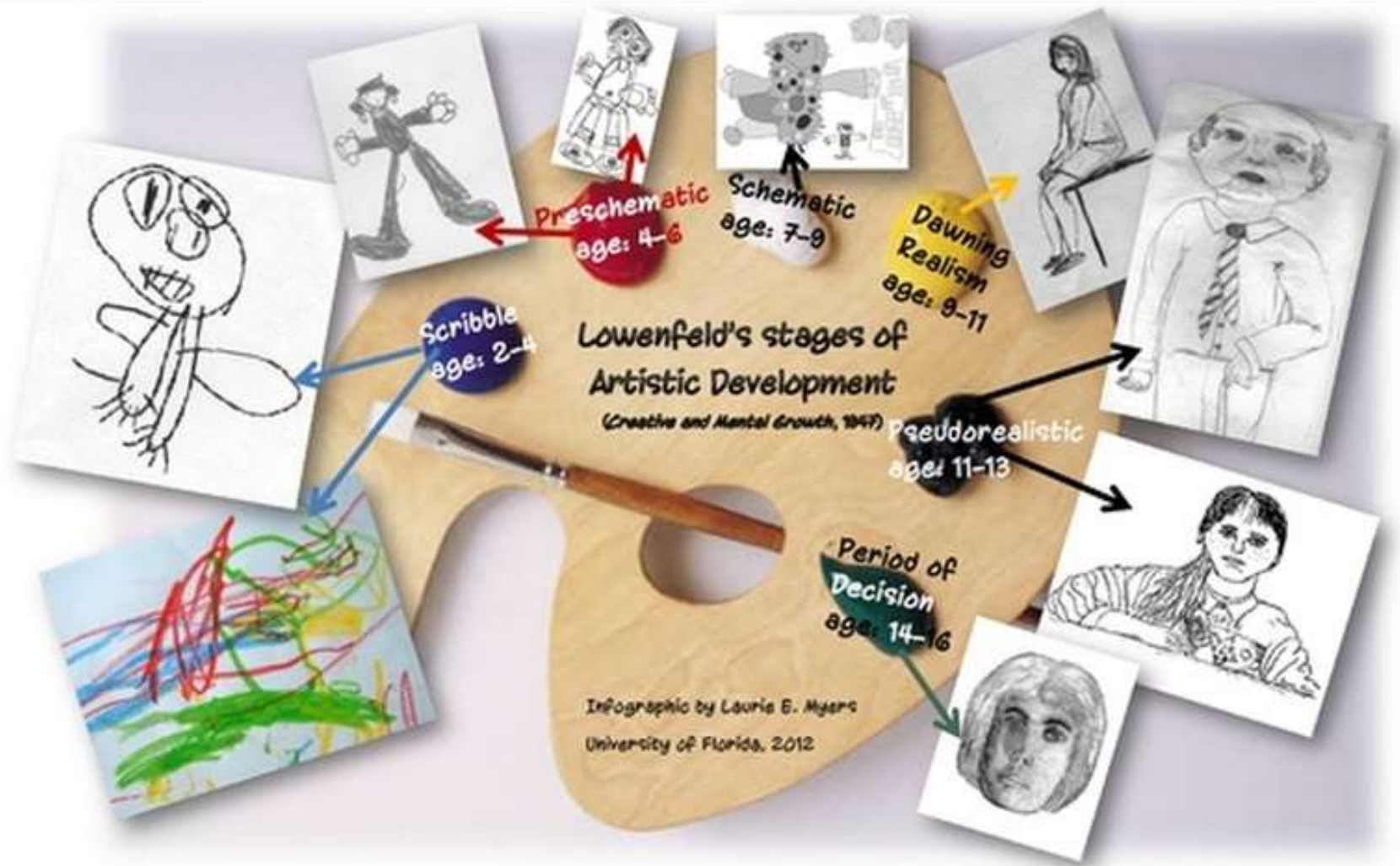
Dawning Realism

- Pseudo-Naturalistic
- Crisis Period
- Preadolescent Stage



- Spontaneity decreases
- Slowing of natural artistic development
- How does illusion of depth on 2D paper work?
- Frustrations with attempts at realism
- More socially aware.
- More self-critical
- More sensitive to other's opinions
- Imagination drawing flow back into schemas

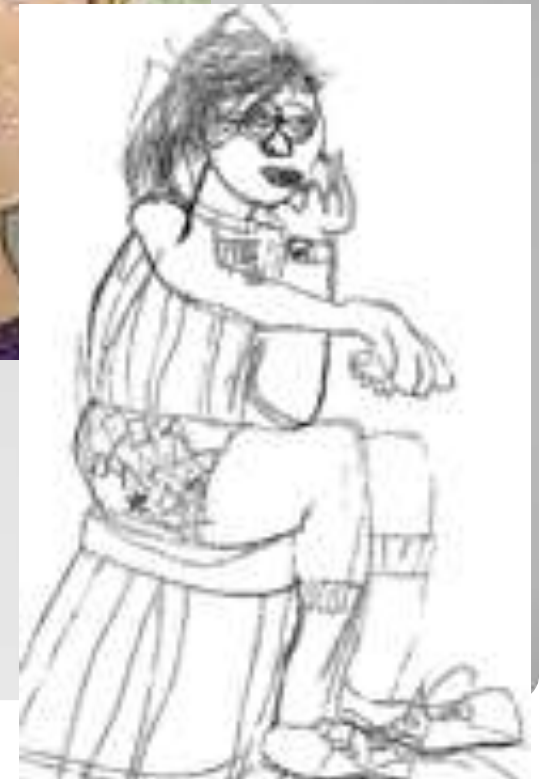
5th-6th grade issues



Lowenfeld's Stages

- ...Nurtured

- ...And Challenged



Stages are to be...

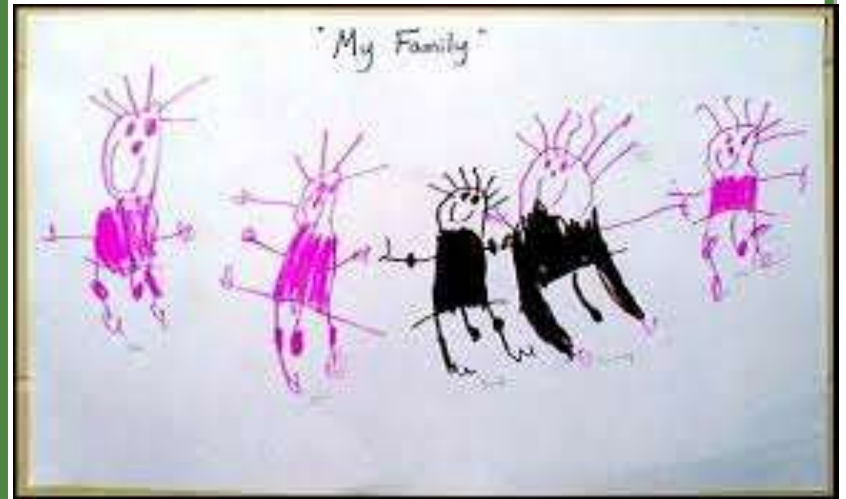
- Art in relationship to self
- Representation of Space (awareness)
- Desire (or lack of desire) for 3D realism

Stages connect to..

**What would you think
if a Kindergartener
drew this ?**



**What if a
3rd grader
drew this?**



**FCPS both recognizes and
challenges students' various
stages.**

- “..[K]nowledge of how students grow and develop in visual arts must shape our planning from the outset.
- Judith M. Burton, 2004

Connecting Stages to Planning