Drawing
Early Childhood Art Focus Group
Art at the Center
Perspectives on Children’s Drawing

• Social - encourage drawing partnerships and looking to peers for support, strategies
• Emotional - express feelings and ideas
• Cognitive - complex process of looking, mapping space, patterns, designs
• Physical - strengthen concentration, drawings increase in complexity as fine motor develops (sort of)
Lowenfeld Stages of Drawing

- Scribble - Disordered, Longitudinal, Circular, Named
- Pre-schematic - first representations
- Schematic - form concepts
- Dawning Realism - “Gang” Stage
- Naturalistic
Rhoda Kellog Stages of Drawing

- Scribble - random to implied shape
- Shape
- Design
- Mandalas, Radials
- People
- Almost pictures and pictures
Ursula Kolbe and Reggio-Inspired Practices

- “drawing develops within social contexts of sharing and exchanging ideas” Ursula Kolbe

- Mark making, wonder, movement of objects, action drawing stories

- Drawing strategies - inside, outside, see through, visual order

- Responsive drawing - from life and observations
Drawing as a Visual Language

- Drawing as part of investigations of nature, animals, habitats, fantasy
- Drawing of friends, family, relationships
- Drawing plans for machines, maps, buildings
Drawing and the Studio Thinking Habits of Mind

- Develop Craft
- Engage and Persist
- Envision
- Express
- Observe
- Reflect
- Stretch and Explore
- Understand Art World

Studio Thinking Project Comes from Project Zero at the Harvard Graduate School of Education
Lois Hetland and Ellen Winner, principal investigators
Develop Craft

- Mark-making qualities
- Developing personal preferences
- Visual vocabulary or “alphabet” of using a given media
- Materials and their uses, advantages, disadvantages (TAB menus)
- Expressive Therapies Continuum
Engage and Persist

• Drawing favorite block buildings involves very complex looking at space, representing forms with shapes

• Sharing, collaboration, enhance group and individual investment

• Drawing interacts with other media clarifies intentions, extend engagement and interest

• “It’s Not a Bird Yet”, “Beautiful Stuff”
Envision

- Create a plan for a project - draw ideas of construction
- Talk about point of view and drawing from different angles
- Drawing leads to a story - transformation on the page
Express

- Story-telling - “just enough marks on the page to ground the stories he loved to tell.”
- Mark making can be gestural, energetic, smooth, fluid
- Ideas as well as feelings conveyed - precursor to writing, difference in “writing” marks
Observe

- Drawing as a tool of observation - a way to see more and record seeing
- Bring natural objects inside to talk about shapes and draw
- Consider the drawing in the context of the child, process over product
- Look for stages of development - with young children especially making order of space
Reflect

• Comment on WHAT YOU SEE and encourage children to do the same

• Neutral yet specific language is the most likely to open up discussion

• Ask for artist statements i.e. “What do you want people to notice in this drawing?”
Stretch and Explore

- Expand interest with other media
- Add water - drawing plus water
- Add paint (Children may have initial resistance to crayon resist or painting over drawing)
- Draw what you have built - or trace the shapes of blocks
Understand Art World

• Encourage discussion with other artists in the studio

• Notice styles of mark making - how images are made in picture books

• Share drawings and ask students to tell what they see - especially point out marks and those that are “scribble-like”
What Will We DO

- Work with media in groups
- Record observations, drawing experiments
- Reflect on media, uses with kids
- Create a vocabulary/menu of each drawing media