



# 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