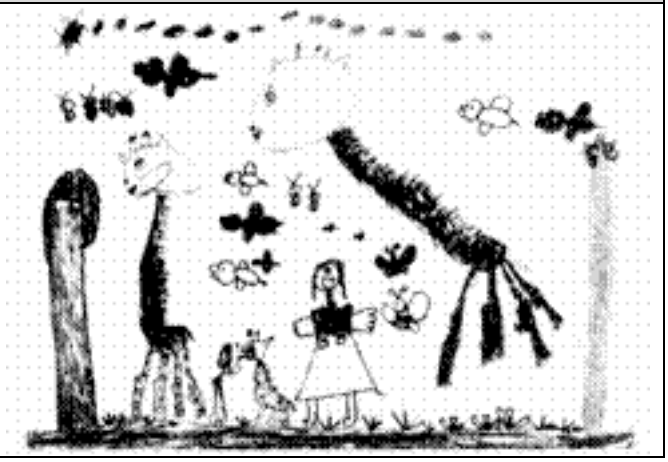
Developmental Stages of Art

Scribbling	
Stage Description	Sample
Disordered: uncontrolled markings that could be bold or light depending upon the personality of the child. At this age the child has little or no control over motor activity.	
Longitudinal: controlled repetitions of motions. Demonstrates visually an awareness and enjoyment of kinesthetic movements.	
Circular: further exploring of controlled motions demonstrating the ability to do more complex forms.	
Naming: the child tells stories about the scribble. There is a change from a kinesthetic thinking in terms of motion to imaginative thinking in terms of pictures.	 "I love mommy."

Pre-schematic	
▪ Announced by the appearance of circular images and lines which seem to suggest a human or animal figure. ▪ During this stage the schema (the visual idea) is developed. ▪ The drawings show what the child perceives as most important about the subject. ▪ There is little understanding of space - objects are placed in a haphazard way throughout the picture ▪ The use of color is more emotional than logical	

Schematic	
▪ Easily recognized by the demonstrated awareness of the concept of space. ▪ Objects in the drawing have a relationship to what is up and what is down. ▪ A definite base and skyline is apparent. ▪ Items in the drawing are all spatially related. ▪ Colors are reflected as they appear in nature. ▪ Shapes and objects are easily definable. ▪ Exaggeration between figures (humans taller than a house, flowers bigger than humans, family members large and small) is often used to express strong feelings about a subject.	

Dawning Realism

- Dawning realism as **process becomes important**
- Group friendships of the same sex are common and self awareness to the point of being extremely self critical
- **Realism** - not in the photographic sense, more an experience with a particular object first time that the child becomes aware of a lack of ability to show objects the way they appear in the surrounding environment.
- The **human is shown as girl, boy, woman, man** clearly defined with a feeling for details often resulting in a "stiffness" of representation.
- **Perspective** characteristic of this stage: an awareness of the space between the base line and sky line.
- **Overlapping of objects**, types of point perspective and use of small to large objects are evident in this stage.
- **Objects no longer stand on a base line.**
- Three dimensional effects are achieved along with **shading** and use of **subtle colour** combinations.
- Because of an awareness of lack of ability drawings often appear less spontaneous than in previous stages. (Less vital and lively.)



Stage of Reasoning

- In this stage **the product** becomes most important to the child, marked by two psychological differences.
  Visual: the individual's art work has the appearance of looking at a stage presentation. The work is inspired by visual stimuli.
  Non-visual: the individual's art work is based on subjective interpretations emphasizing emotional relationships to the external world as it relates to them.
- *Visual types* feel as spectators looking at their work form the outside.
- *Nonvisually* minded individuals feel involved in their work as it relates to them in a personal.
- The *Visually* minded child has a visual concept of how color changes under different external conditions.
- The *Nonvisually* minded child sees color as a tool to be used to reflect emotional reaction to the subject at hand.



Adapted from information found in Viktor Lowenfeld's *Creative and Mental Growth* 1978