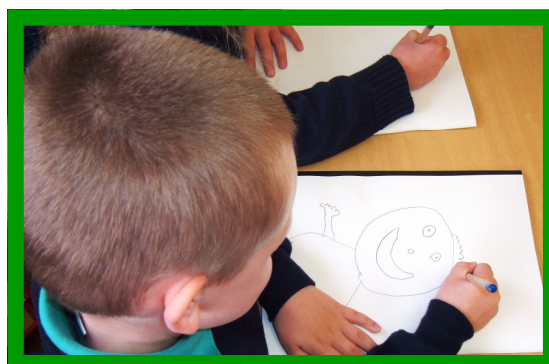




Drawing



GENERIC STAGES OF DEVELOPMENT

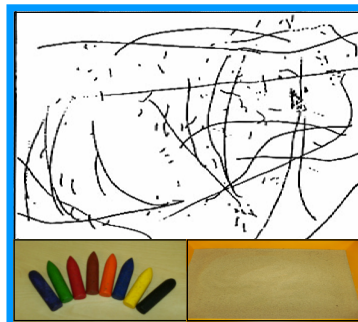
(Children may represent the subject matter from various viewpoints including aerial, front, side or rear or a combination of these.)

DESCRIPTION OF STAGE

ADULT SUPPORT AND RESOURCES

Makes dots and dashes.

Adult - Provides opportunities in a range of provision areas.
Resources - A variety of resources e.g. felt tip pens, chalks, crayons, pencils, wet sand, twigs and mud, paints and brushes etc. A range of types and sizes of surfaces.



Randomly scribbles with little/no thought to outcome.
(Disorderly scribble)

Adult - Provides opportunities in a range of provision areas.
Resources - A variety of resources e.g. felt tip pens, chalks, crayons, pencils, flour, gloop, rice trays, paints, dry sand etc. A range of types and sizes of surfaces.



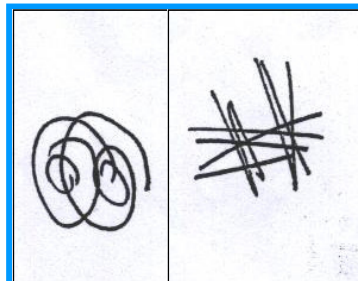
Demonstrates emerging control over scribble.
(Will use appropriate pressure and begin to observe the boundaries of the surface. Will pay more attention to the outcome.)

Adult - Provides opportunities in a range of provision areas.
Resources - A variety of resources e.g. felt tip pens, chalks, crayons, pencils, paints, glitter trays etc. A range of types and sizes of surfaces.



Demonstrates control over scribble.
(Will draw circles and lines and begin to show spatial awareness.)

Adult - Provides opportunities in a range of provision areas.
Resources - A variety of resources e.g. felt tip pens, chalks, crayons, pencils, paints etc. A range of types and sizes of surfaces.



Begins to name drawings and assigns meaning.
(The name may change when discussed.)

Adult - Provides opportunities in a range of provision areas. Occasionally scribes children's words.
Resources - A variety of resources e.g. felt tip pens, chalks, crayons, pencils, charcoal, graphite sticks etc. A range of types and sizes of surfaces.



GENERIC STAGES OF DEVELOPMENT

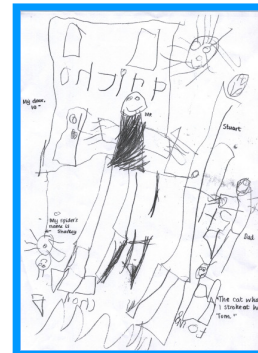
DESCRIPTION OF STAGE

ADULT SUPPORT AND RESOURCES

Names drawing and discusses work in more detail.
(The name remains the same when discussed.)

Adult - Provides opportunities in a range of provision areas. Occasionally scribes children's words.

Resources - A variety of resources e.g. felt tip pens, chalks, crayons, pencils, charcoal, graphite sticks etc. A range of types and sizes of surfaces.



Represents the subject matter in a disjointed way.

Adult - Provides opportunities in a range of provision areas.

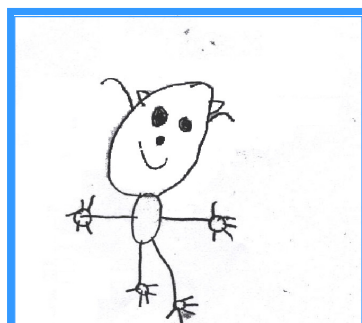
Resources - A variety of resources e.g. felt tip pens, chalks, crayons, pencils, charcoal, graphite sticks, Interactive Whiteboard etc. A range of types and sizes of surfaces.



Represents the subject matter in a joined way.

Adult - Provides opportunities in a range of provision areas.

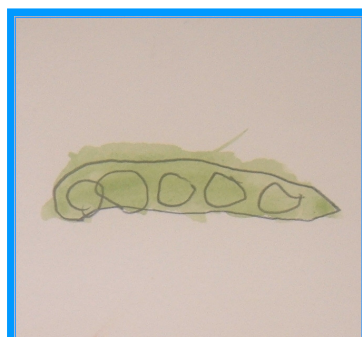
Resources - A variety of resources e.g. felt tip pens, chalks, crayons, pencils, charcoal, graphite sticks, Interactive Whiteboard etc. A range of types and sizes of surfaces.



Demonstrates use of transparency.
(Elements of the drawing are layered e.g. draws body and draws clothes over the top.)

Adult - Provides opportunities in a range of provision areas.

Resources - A variety of resources e.g. felt tip pens, chalks, crayons, pencils, charcoal, graphite sticks, Interactive Whiteboard etc. A range of types and sizes of surfaces.



Demonstrates use of occlusion.
(Elements of the drawing are successfully drawn behind or in front of each other.)

Adult - Provides opportunities in a range of provision areas.

Resources - A variety of resources e.g. felt tip pens, chalks, crayons, pencils, charcoal, graphite sticks, Interactive Whiteboard etc. A range of types and sizes of surfaces.



GENERIC STAGES OF DEVELOPMENT

DESCRIPTION OF STAGE

ADULT SUPPORT AND RESOURCES

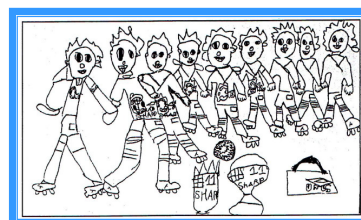
Uses proportion to represent differences in size.

Adult - Provides opportunities in a range of provision areas
Resources - A variety of resources e.g. felt tip pens, chalks, crayons, pencils, paints etc. A range of types and sizes of surfaces.



Uses perspective to show awareness of distance.

Adult - Provides opportunities in a range of provision areas
Resources - A variety of resources e.g. felt tip pens, chalks, crayons, pencils, paints etc. A range of types and sizes of surfaces.



STAGES OF DEVELOPMENT IN FIGURE DRAWING

(Ensure child has had plenty of opportunities to scribble/draw prior to these stages. See generic stages of drawing.)

DESCRIPTION OF STAGE

ADULT SUPPORT AND RESOURCES

Makes a circular shape to represent figure.

Adult - Provides opportunities in a range of provision areas.
Resources - Various sizes, colours, shapes and textures of paper, a range of drawing resources.



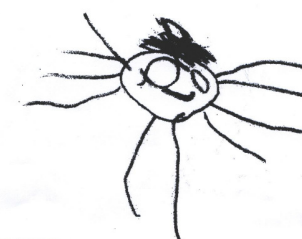
Draws features of person (which may be disjointed e.g. eyes, ears etc).

Adult - Provides opportunities in a range of provision areas.
Resources - Various sizes, colours, shapes and textures of paper, a range of drawing resources.



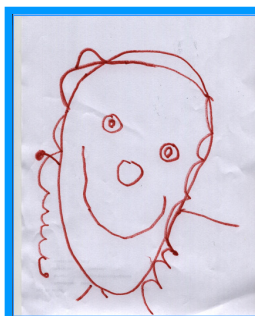
Draws circular shape with attached lines to represent limbs (not necessarily the correct number.)

Adult - Provides opportunities in a range of provision areas.
Resources - Various sizes, colours, shapes and textures of paper, a range of drawing resources.



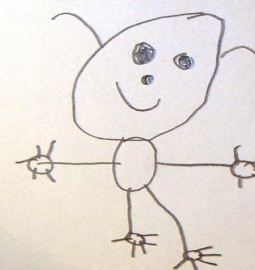
Draws circular shape with correct number of limbs and increasing detail.

Adult - Provides opportunities in a range of provision areas.
Resources - Various sizes, colours, shapes and textures of paper, a range of drawing resources.



Draws clearly demarked head and body.

Adult - Provides opportunities in a range of provision areas.
Resources - Various sizes, colours, shapes and textures of paper, a range of drawing resources.



STAGES OF DEVELOPMENT IN FIGURE DRAWING

DESCRIPTION OF STAGE

ADULT SUPPORT AND RESOURCES

Adds finer detail. e.g. nostrils, eyelashes, detailing on clothes, shoelaces, jewellery etc.

Adult - Provides opportunities in a range of provision areas. Offers opportunities to draw from life e.g. friend/self. Supports child in observing closely.

Resources - Various sizes, colours, shapes and textures of paper, a range of drawing resources, mirror.



Develops a sense of proportion and demonstrates this.

Adult - Provides opportunities in a range of provision areas. Draws child's attention to centre line.

Resources - Various sizes, colours, shapes and textures of paper, a range of drawing resources, standard and non standard measuring equipment.



Shows more sophisticated characteristics e.g. transparency, occlusion, profile.

Adult - Provides opportunities in a range of provision areas.

Resources - Various sizes, colours, shapes and textures of paper, a range of drawing resources.



STAGES OF DEVELOPMENT IN TECHNIQUES

(Ensure child has had plenty of opportunities to scribble/draw prior to using the following techniques.)

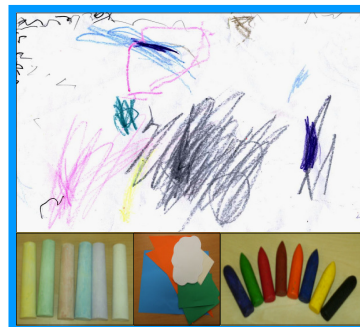
DESCRIPTION OF STAGE

ADULT SUPPORT AND RESOURCES

Applies patches of colour randomly on to scribbles.

Adult - Provides opportunities for exploration.

Resources - Various sizes, colours, shapes and textures of paper, a range of drawing resources.



Attempts to fill in areas of own drawing, begins to notice boundaries.

Adult - Provides opportunities for exploration. Encourages original free drawings.

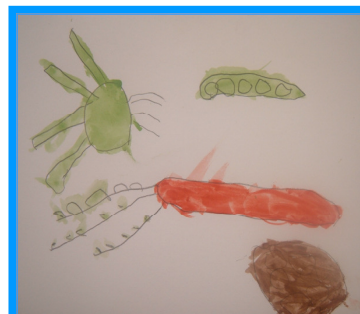
Resources - Various sizes, colours, shapes and textures of paper, a range of drawing resources.



Fills in areas of own drawing with more precision.

Adult - Provides opportunities for exploration. Draws the child's attention to their increasing precision.

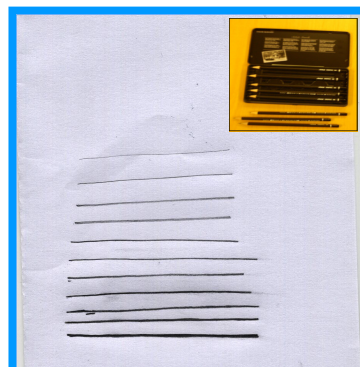
Resources - Various sizes, colours, shapes and textures of paper, a range of drawing resources.



Explores the marks that different drawing implements make.

Adult - Provides opportunities for exploration. Asks questions such as, "Which makes the darkest lightest mark?/Can you smudge the mark?"

Resources - Various sizes, colours, shapes and textures of paper, shading pencils (6B - 4H), charcoal, graphite sticks/pencils, felt tip pens and markers, chalks.




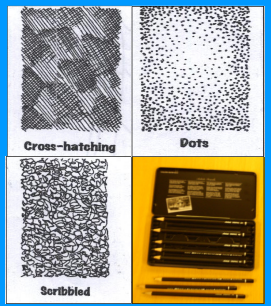
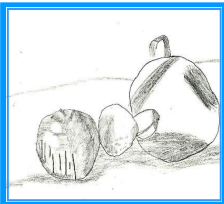
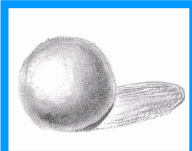
Notices shadows and where light reflects on an object.

Adult - Draws the child's attention to shadows. Plays shadow games. Draws attention to light sources and how they reflect on different objects.

Resources - Outside on a sunny day, puppets, light boxes, torches.



STAGES OF DEVELOPMENT IN TECHNIQUES

DESCRIPTION OF STAGE	ADULT SUPPORT AND RESOURCES
Represents light and dark in own work.	<p>Adult - Supports child in identifying light sources and shadows.</p> <p>Resources - Shading pencils, white chalks/pastels, charcoals.</p> 
Represents light and dark in own work by other shading techniques e.g. cross-hatching, pointillism, scribble.	<p>Adult - Models shading techniques. Provides opportunities for practice.</p> <p>Resources - Fine pencils or fine liners.</p> 
Chooses appropriate techniques and colours in own original work.	<p>Adult - Provides opportunities.</p> <p>Resources - Provides all resources from previous stages</p>  

STAGES OF DEVELOPMENT IN USING TOOLS

DESCRIPTION OF STAGE

ADULT SUPPORT AND RESOURCES

Uses fingers to make random marks.

Adult - Provides opportunities for exploration.

Resources - Water and chalk board, wet/dry sand, gloop, trays with rice grains.



Explores chunky conventional drawing tools.

Adult - Provides opportunities for exploration.

Resources - Chubby crayons, jumbo chalks, chunky graphite sticks. Various sizes, colours, shapes and textures of paper.



Uses drawing resources with appropriate grip.

Adult - Models and encourages appropriate hand grip. Encourages respect and correct use of resources e.g. replace lids on felt tip pens to prevent drying out and replace pencils into container as lead easily shatters.

Resources - Hand hugger pencils, felt tip pens, white board and markers, thin chalks and crayons. Various sizes, colours, shapes and textures of paper.



Uses non-conventional tools to make random marks.

Adult - Provides opportunities for exploration.

Resources - Twigs in mud, lolly pop sticks in sand, straws, feathers.



Uses finer drawing resources with appropriate grip.

Adult - Models use of specialist drawing resources. Draws alongside child.

Resources - Shading pencils, charcoals, gel pens, chalk and oil pastels, ballpoint pens, fine liners, Sharpies, fabric pens and fabrics. Various sizes, colours, shapes and textures of paper.



TO SUPPORT DRAWING - USING STIMULI

The stimulus is an object, artefact or idea that is the focus for art work.

DESCRIPTION OF STAGE

ADULT SUPPORT AND RESOURCES

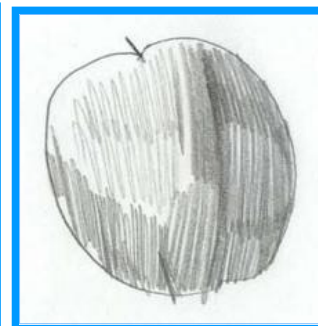
Draws from imagination.

Adult - Provides opportunity for the child to draw from imagination in a range of provision areas. Encourages, praises and values originality.
Resources - A range of drawing resources.



Draws from observation (still life).

Adult - Encourages child to closely observe then select an appropriate drawing tool. Provides stimuli of increasing complexity.
Resources - Stimuli e.g. segments of fruit, favourite toys, a range of drawing resources.



Draws from observation (life).

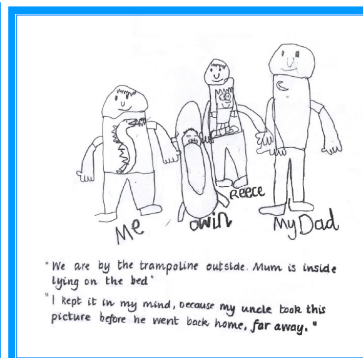
Adult - Encourages child to closely observe and represent what they see.
Resources - Stimuli e.g. their face, mirror on stand, a range of drawing resources.



Draws from memory e.g. family, familiar places, special events.

N.B. Children may express their experiences and emotions, both positive and negative, through their drawings and should be allowed and encouraged to do so.

Adult - Provides opportunities for the child to draw from memory. Supports child to recall. Encourages, praises and values originality.
Resources - A range of drawing resources.



TO SUPPORT DRAWING - USING STIMULI

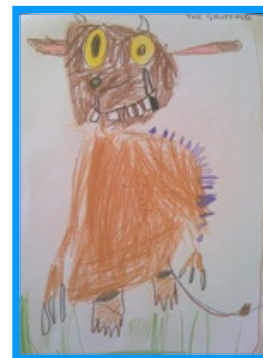
DESCRIPTION OF STAGE

ADULT SUPPORT AND RESOURCES

Draws from imagination, responding to a given stimulus.

Adult - Provides a stimulus e.g. story, poem, piece of music, experience or question. Sets tasks such as "Draw how anger makes you feel. Draw how this story might end."

Resources - A range of drawing resources, story and poetry books, music, other stimuli.



Discusses how other artists respond to different stimuli.

Adult - Encourages **discussion** focusing on how other artists respond to stimuli.

Resources - Works of art including portraits, landscapes, still life.

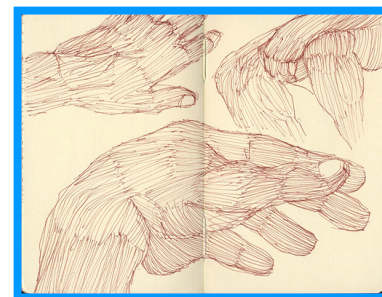


Image by Rodin

Discusses, explores and draws in the style of a famous artist or illustrator.

Adult - Discusses the drawings and gives child the opportunity to explore the different techniques. (See techniques sheet.) Selects an original stimuli and encourages the child to create own drawing in that style e.g. line drawing, cartoon strip, caricature.

Resources - Print of original work of art, stimuli, a range of drawing resources.

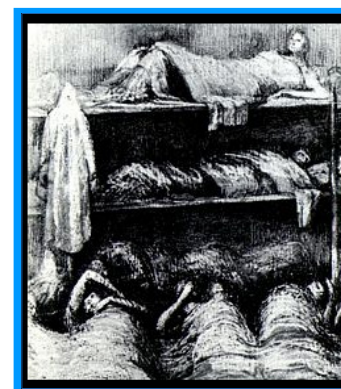


Image by Henry Moore

N.B. Uses the technique and does not copy the picture.

Uses a range of books as a stimulus.

Adult - Shares and enjoys the book with the child. Encourages child to respond.

Resources - A wide range of illustrated books.



Display

- Children develop self-confidence and a sense of well being by having their work presented.
- Where possible, ensure that each child has at least one piece of work displayed within the working space. Work for display will often be finished, but also display progress, valuing the differing stages of the process.
- Give children opportunities to display their own work.
- Work should be mounted with care and thought. Consider neutral colours as fussy or bright background papers or borders can detract from children's work rather than enhance it.
- Use the best quality papers you can afford.
- With younger children ask for permission to write their name on their work. This should be written in the top left hand corner. For older children, as in an art gallery, text should be written on a label or displayed below to the left.
- Where appropriate, display children's talk alongside their work.
- Where appropriate involve children in displaying their own work.
- Refer to displayed work to celebrate, share and assess children's work.

Drawing Tips

- When drawing from observation, look more than you draw.
- When drawing from observation, consider the use a viewfinder to isolate required stimulus.
- Use a soft pencil to draw - B or 2B.
- Use light pencil strokes to begin with.
- When shading, use an eraser over soft pencils to create light effects.
- When shading, use the whole range from black through to the lightest grey and white.
- Encourage adults to work *confidently* alongside the child to create their own original work - modelling techniques etc.,

Remember

- Children need experiences of gross motor movements and finger play before moving on to using mark making tools.
- Scribbling is the early stage of mark making and should be celebrated.
- Marks can and should be made with a wide range of media both indoors and out.

‘In creative, investigative or exploratory activities there are no right or wrong answers. Every response is unique and should be valued. (page 6)

‘Art, craft and design involves children in learning to use all of their senses, their observation skills, memory, feelings and imagination, as well as expressing their responses in two and three-dimensional creations.’ (page 14)

A combination of skills and techniques should be encouraged, for example, in making puppets with moving parts. ‘(page 15)

Taken from the **W.A.G. Foundation Phase guidance material - *Creative Development***.