## Developmental Stages of Art

### Scribbling

<table>
<thead>
<tr>
<th>Stage Description</th>
<th>Sample</th>
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</thead>
<tbody>
<tr>
<td><strong>Disordered:</strong> 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.</td>
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<tr>
<td><strong>Longitudinal:</strong> controlled repetitions of motions. Demonstrates visually an awareness and enjoyment of kinesthetic movements.</td>
<td>![Sample Image]</td>
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<tr>
<td><strong>Circular:</strong> further exploring of controlled motions demonstrating the ability to do more complex forms.</td>
<td>![Sample Image]</td>
</tr>
<tr>
<td><strong>Naming:</strong> 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.</td>
<td>![Sample Image]</td>
</tr>
</tbody>
</table>

### 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.

Revised 8/10
### 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