



The background features a bold, abstract design with large blocks of bright pink, light blue, and black. A white rectangular area is centered horizontally, containing the title text. A thick black horizontal bar is positioned below the white area, extending from the left edge towards the center.

# **The Five Stages of Artistic Development**

You may  
ask...

# What are the five stages?

Viktor Lowenfeld, a professor at the University of Pennsylvania studied and established these five stages of artistic development:

1. Scribbling
2. Pre-Schematic
3. Schematic
4. Dawning Realism
5. Pseudo-Naturalism

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You may ask..

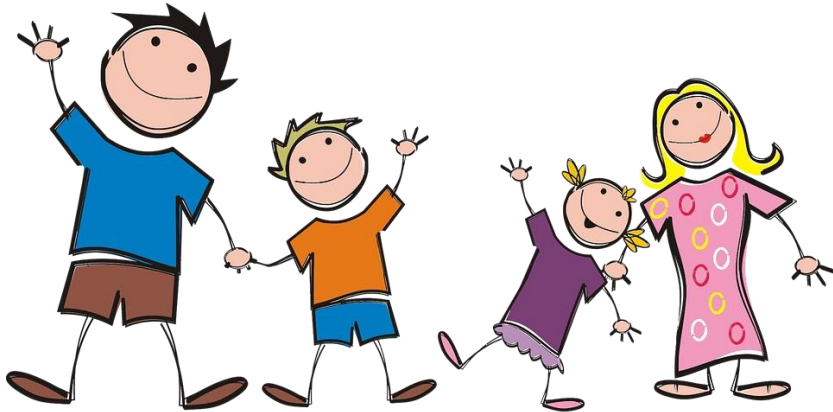
# Who is Viktor Lowenfeld?



- Created the graduate program at Penn State University which is the largest art program in the U.S.
  - He wrote many published books about the similarities between creative arts and sciences.
  - He believed that being creative in art transferred to other aspects of education
  - He also believed in free expression is necessary for healthy growth in individuals of any age
-

You may  
ask..

# Why these stages are important?



- Children process through different stages of art development over time  
This process is analyzed by certain characteristics and identified by specific stages of progress
- External and internal factors may affect a child's artistic development
- We should never expect that a child should be a certain level

# The Scribble Stage



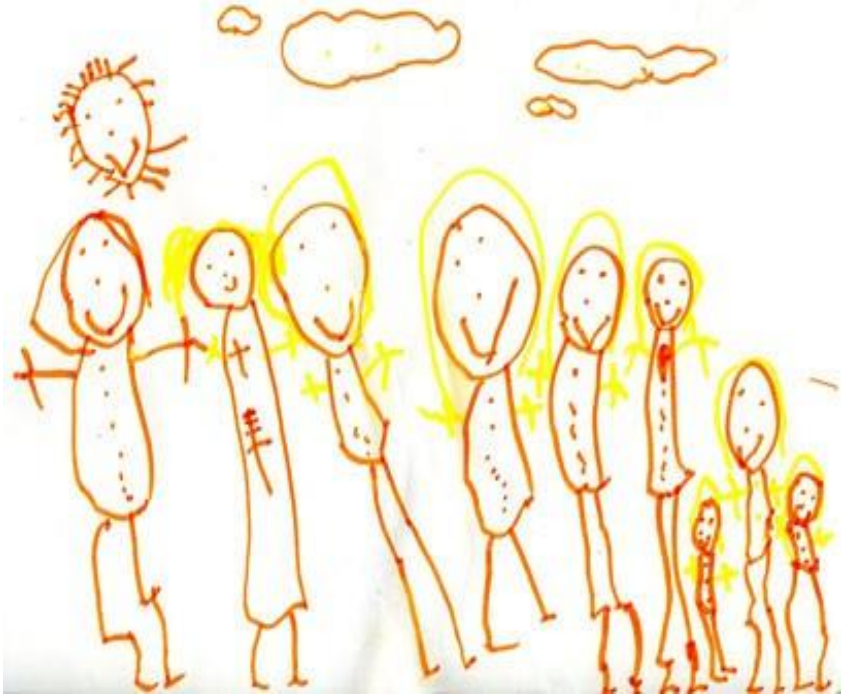
- ½ -2 years of age
- Typically does not show any representational characters in drawing
- Is for pure enjoyment of moving their arms and mark making
- Helps learn motor skills
- Typically complex looking with many layering of colors

# Characteristics



- **Kids tend to look away from their work**
- **Children soon notice the relation of their movements and the marks on the paper**
- **This leads to more controlled scribbling**
- **Typically goes off the page**

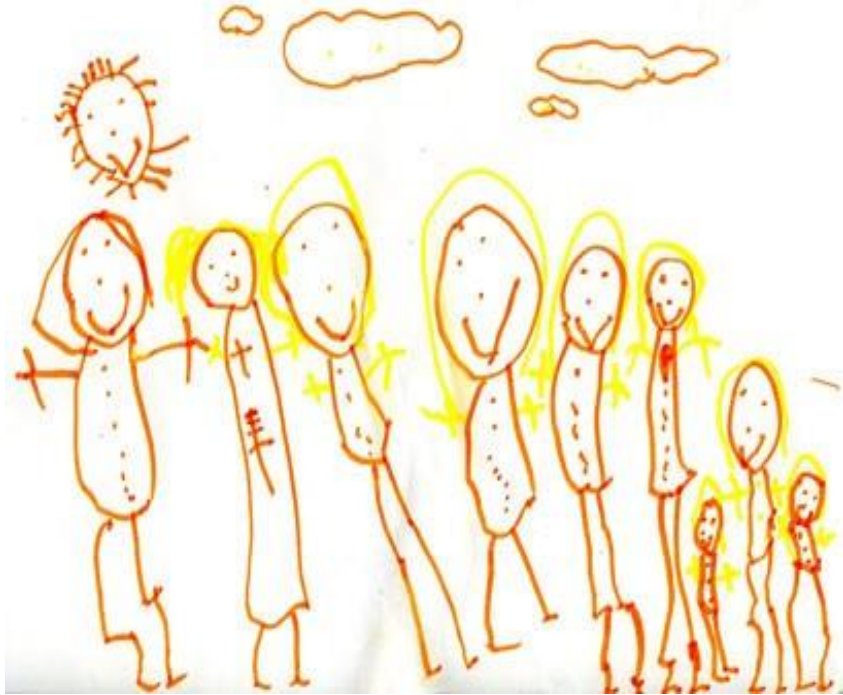
# Preschematic Stage



- 3 - 4 years of age
- Lack information about human body and movements
- Selective in drawing only certain parts to make recognizable human forms
- Some reasoning behind drawings at this stage
- Start of composition on the page
- Images have subject matter
- Ideas are based around how they think and feel about the person they are representing not how they look

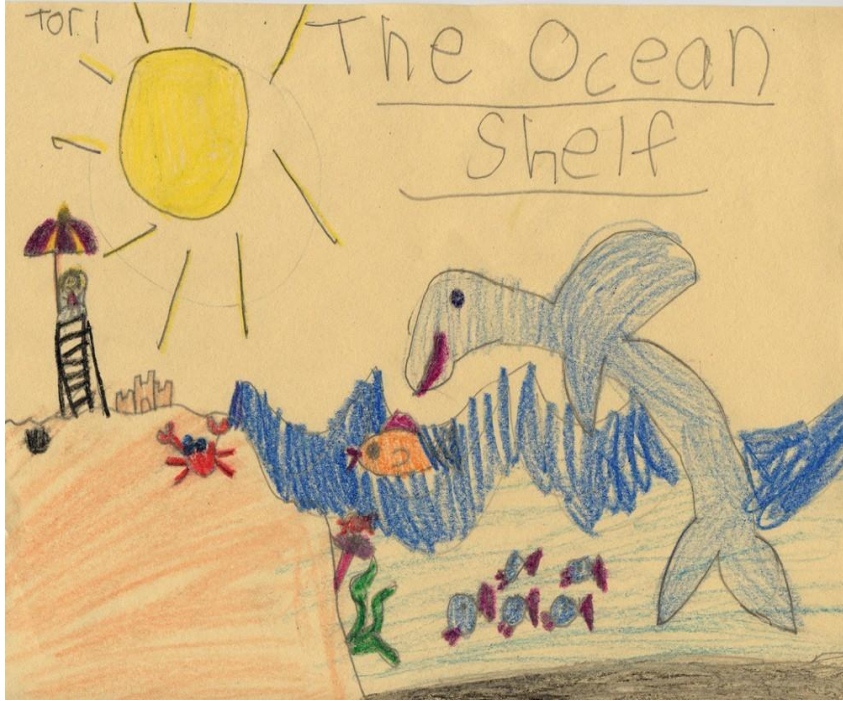


# Characteristics



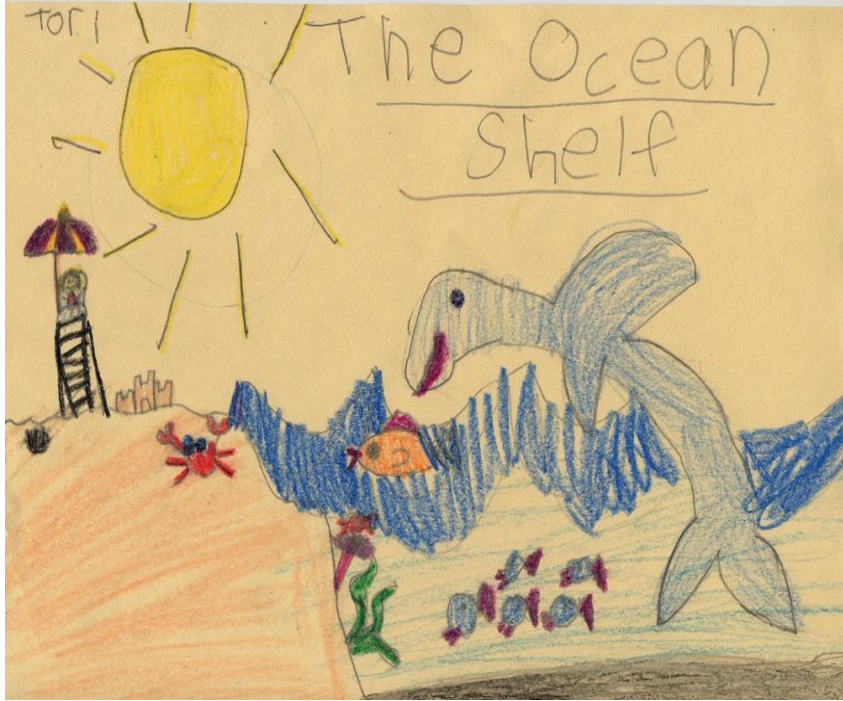
- **Head and feet are common representations of human figures**
- **Objects in their environment will "float" in space**
- **Unrealistic images**
- **Little variation in figure forms**
- **Larger heads in human figures**
- **Increasing awareness of the world around them**

# Schematic Stage



- 5 - 6 years of age
- Development of graphic symbols for things in their environment
- Awareness of actions and functions of the human figure
- Greater importance on certain figures than others
- Concern to tell stories and action in artwork

# Characteristics



- Where person or object will be repeated again and again
- Schema
- Details may lack at time to time, but head, trunk, arms and legs typically are placed correctly
- Use of a baseline or double baseline to organize objects in space
- X-ray drawing to see inside a figure
- Start to create a sense of environment
- More representational figures that show movement along baseline

# Dawning Realism Stage



- 9 - 11 years of age
- At the time kids are conscious of detail and proportion
- Tend to spend more time to make images look "right"
- Introduction of a ground plane in visual spaces
- Kids at this stage use images to suggest an idea or emotion beyond the object specifically drawn
- Can also use metaphorical objects

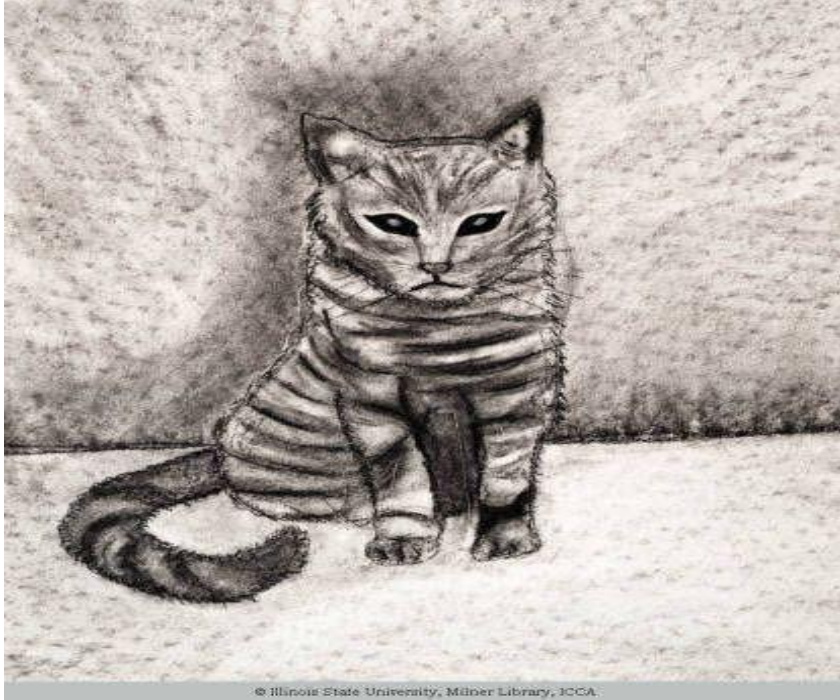


# Characteristics



- Three-Dimensional space shown
- Increased Detail and proportion throughout drawing
- Include all body parts Interest in drawing humans in action poses or in costumes
- Emphasis on "realism"
- Linear perspective
- Visual metaphors that convey meanings deeper than images depicted
- Use of symbolism and hidden meanings in drawings

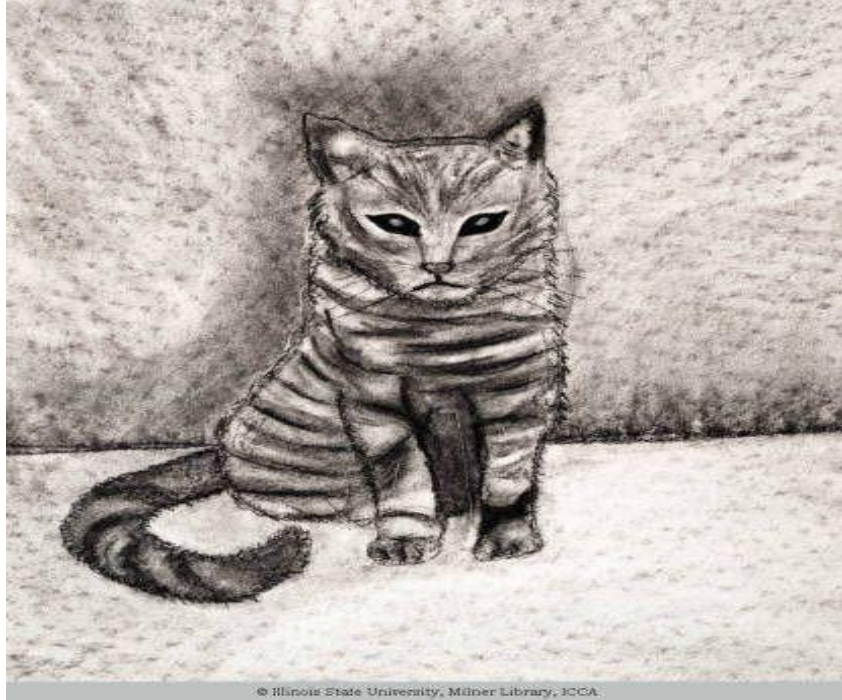
# Pseudorealistic Stage



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- Ages 12+
- Children tend to enjoy art making
- They aim to please others and create good art standards and "perfection" in artwork
- Prefer to draw from observation than from memory
- Students can feel dissatisfied with final artwork
- Spend more time on small details
- As facial expressions become more expressive and realistic

# Pseudorealistic Stage



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- More perspective and depth to images Use of color to show depth and perspective
- More expressive facial expressions
- Intense shading
- Folds and wrinkles
- More detail on most important object
- Exploration of media
- Color to express a mood

**Why is this important..?**

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**Any Questions?**

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# S O U R C E S

<http://graphicguide.weebly.com/pseudo-naturalistic.html>

<http://www.encyclopedia.com/doc/1G2-3403200383.html>

[https://www.google.com/search?q=expressive+imagery&client=firefox-a&hs=W3u&rls=org.mozilla:en-US:official&source=lnms&tbm=isch&sa=X&ei=jSZDUusufCKea2AWYvoGwBw&ved=0CAcQ\\_AUoAQ&biw=1067&bih=555&dpr=1.2#q=children+art&rls=org.mozilla:en-US%3Aofficial&tbm=isch](https://www.google.com/search?q=expressive+imagery&client=firefox-a&hs=W3u&rls=org.mozilla:en-US:official&source=lnms&tbm=isch&sa=X&ei=jSZDUusufCKea2AWYvoGwBw&ved=0CAcQ_AUoAQ&biw=1067&bih=555&dpr=1.2#q=children+art&rls=org.mozilla:en-US%3Aofficial&tbm=isch)

# **PERIODS OF GROWTH**

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## ✓ 1. PERIOD OF ORIENTATION

The 5-year-old:

- ☐ becomes accustomed to being and working with children and shares materials and tools.

- ☐ plays with art materials and tools before realizing that they have a purposeful use.

- ☐ scribbles, makes marks, or uses masses of color for an expressive purpose.

- ☐ may fill or use only a small area of paper depending upon the child's temperament.

## ✓ 1. PERIOD OF ORIENTATION

The 5-year-old:

- ☐ is easily distracted when working.
- ☐ males progress slowly in the coordination of eye, hand, and art media.
- ☐ chooses a color or colors which satisfy and express inner feeling.
- ☐ cannot carry over to the following year all the progress made in performance.

## ✓ 2. PERIOD OF FUNDAMENTAL LEARNING

The 6-7-year-old:

- ☐ is a doer with a short span of interest
- ☐ tends to turn first to painting and drawing.
- ☐ begins by painting and drawing lines and masses in one color.
- ☐ starts picture making.

## ✓ 2. PERIOD OF FUNDAMENTAL LEARNING

The 6-7-year-old:

- ☐ draws figures which are distorted and characterized by big heads and small bodies. Fingers are prominent.

- ☐ recognizes the distinguishing characteristics of animals.

- ☐ can use approved tools for construction after instruction and with supervision.

- ☐ cooperates in group projects

### ✓ 3. PERIOD OF ENRICHMENT

The 8-9-year-old:

- ☐ works on a large or small scale with equal confidence.
- ☐ portrays figures that are better proportioned.
- ☐ perceives distinguishing characteristics of people and clothing.
- ☐ adds significant details.



### ✓ 3. PERIOD OF ENRICHMENT

The 8-9-year-old:

- ☐ discards the static pose and develops action and grouping in pictures of people and animals.
- ☐ develops richer backgrounds in compositions and intuitively achieves an interest center.
- ☐ is more sensitive to color. Starts mixing hues and values.
- ☐ can integrate art with another subject.
- ☐ becomes more objective in evaluating own work

## ✓4. PERIOD OF SYNTHESIS

The 10-11-year-old:

- ☐ has a good span of attention.
- ☐ can combine art media in imaginative ways.
- ☐ draws with a degree of skill.
- ☐ has interest and ability in the development of 3-dimensional design forms, both static and mobile.
- ☐ is a keen observer.

## ✓ 4. PERIOD OF SYNTHESIS

The 10-11-year-old:

- ☐ seeks teacher assistance before an anticipated need arises.
- ☐ participates intellectually in evaluations. Tends to be over critical of own work.
- ☐ notices classroom environment.
- ☐ profits aesthetically and intellectually from trips to art galleries and museums.
- ☐ enjoys art portfolios and books that are placed on the library table

# **WRITTEN TASK**

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Scribble Stage

Schematic Stage

Dawning Realism Stage

Preschematic Stage

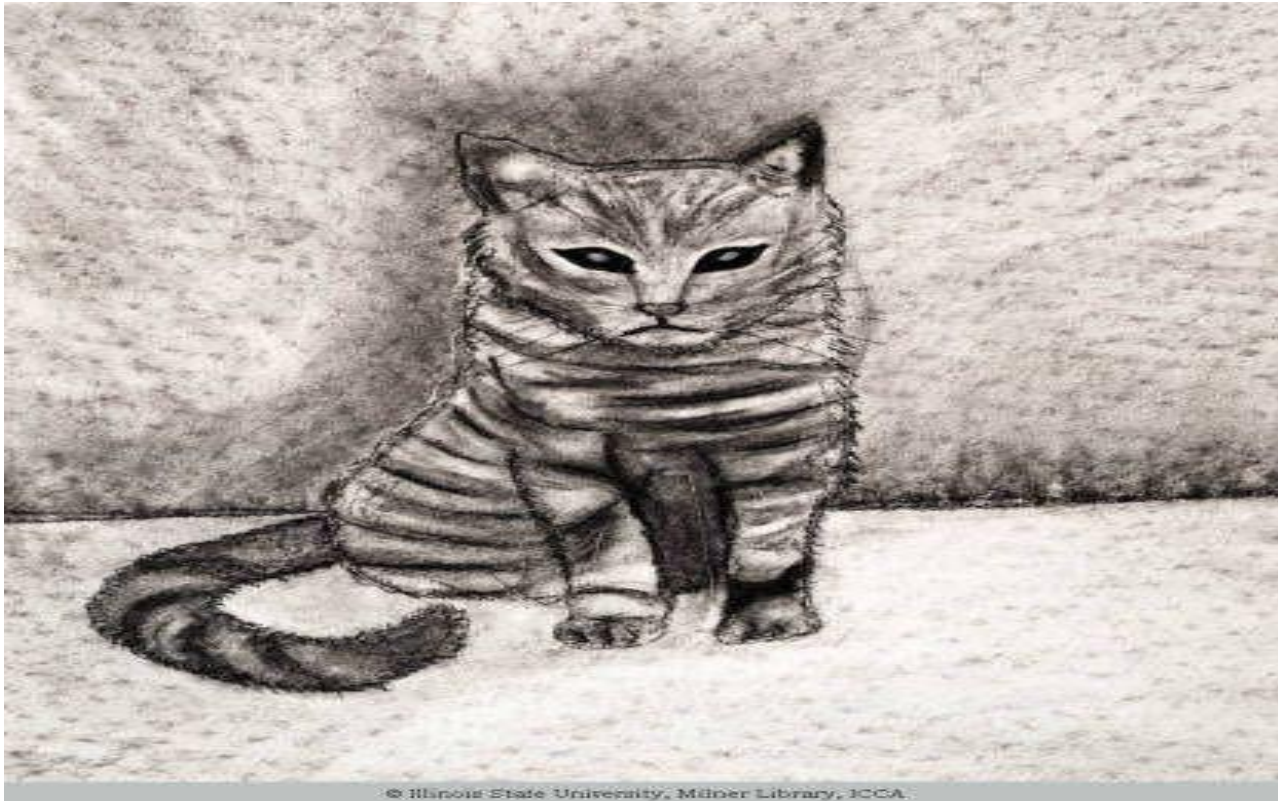
Pseudorealistic Stage

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# Pseudorealistic Stage



# Preschematic Stage





# Dawning Realism Stage



# Schematic Stage



# Scribble Stage

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# PERFORMANCE TASK



## Role Play Rubric

Student: \_\_\_\_\_

### Levels of Quality

Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited
Participation in Preparation and Presentation	Always willing and focused during group work and presentation. <input type="checkbox"/>	Usually willing and focused during group work and presentation. <input type="checkbox"/>	Sometimes willing and focused during group work and presentation. <input type="checkbox"/>	Rarely willing and focused during group work and presentation. <input type="checkbox"/>
Presentation of Character	Convincing communication of character's feelings, situation and motives. <input type="checkbox"/>	Competent communication of character's feelings, situations and motives. <input type="checkbox"/>	Adequate communication of character's feelings, situation and motives. <input type="checkbox"/>	Limited communication of character's feelings, situation and motives. <input type="checkbox"/>
Achievement of Purpose	Purpose is clearly established and effectively sustained. <input type="checkbox"/>	Purpose is clearly established and generally sustained. <input type="checkbox"/>	Purpose is established but may not be sustained. <input type="checkbox"/>	Purpose is vaguely established and may not be sustained. <input type="checkbox"/>
Use of Non-Verbal Cues (voice, gestures, eye contact, props, costumes)	Impressive variety of non-verbal cues are used in an exemplary way. <input type="checkbox"/>	Good variety of non-verbal cues are used in a competent way. <input type="checkbox"/>	Satisfactory variety of non-verbal cues used in an acceptable way. <input type="checkbox"/>	Limited variety of non-verbal cues are used in a developing way. <input type="checkbox"/>
Imagination and Creativity	Choices demonstrate insight and powerfully enhance role play. <input type="checkbox"/>	Choices demonstrate thoughtfulness and completely enhance role play. <input type="checkbox"/>	Choices demonstrate awareness and developing acceptably enhance role play. <input type="checkbox"/>	Choices demonstrate little awareness and do little to enhance role play. <input type="checkbox"/>

The background is composed of several large, solid-colored rectangular blocks. A yellow block occupies the top-left and bottom-left portions. A blue block occupies the top-right and bottom-right portions. A black block is positioned at the bottom-left, partially overlapping the yellow block. A white rectangular area is centered horizontally and vertically, containing the text.

**Thank You!**