

## DRAWING

Materials:  
drawing paper  
crayons or markers  
pencil

The procedures may be adapted for a small group setting.

1. Tell the child to draw a picture of herself so that you can get to know more about her. Answer any questions the child may have about completing the task. You might want to tell the child that there will be a time limit to encourage her to work a little more quickly. If a child says she cannot draw herself, say something like, "Just do your best. I'll know it's you."

2. As the child works, take notes about what she is doing in her drawing, how she solves problems, what she talks about as she draws, etc. Write down anything which provides information about how the child approaches the task, or which provides information about the child's language and social development.

Try not to distract the child from drawing by talking with her, but do talk with a child who appears to require encouragement or further information. Do not make comments about the child's drawing (not even "You're doing a good job!"). If you do not understand something that you see or observe, ask the child a quick question about it.

3. Ask the child to turn her drawing over to the other side and to write her first and last names on the paper. (If a child says she can't write, ask her to pretend to write the name.) When the child appears to be finished, say "Check your name and see if it's the way you want it."

If a child writes her middle name instead of the last name or if the child doesn't write her last name, give some assistance. For example, you might say, "Yes, part of your name is "Anna" and you've written that. The other part is "Smith"; please write that part of your name too." Again, if the child says that she can't write the name, ask her to pretend to write it or to write it as well as she can.

As the child writes, observe such things as:

- use of capital and small letters
- letter and word reversal
- letter formation

# Stages of Development

## STAGES OF SYMBOLIC DEVELOPMENT IN ART

From: Wolfgang, C.H. et al. (1981). Growing and Learning Through Play. Paoli, PA: Instructo- McGraw-Hill.

- Stage 1      Random Scribbling. The child uses random scribble marks simply as sensorimotor activity.
- Stage 2      Controlled Scribbling: The child begins to develop some control of his fine motor abilities and scribbles gain some direction and control. After some experience with controlled scribbling you may hear the child name his picture a "motorcycle" or a "big wheel" although there appears to be no resemblance. This is an intellectual accomplishment for the child and an indication that he is beginning his first steps toward representational thinking.
- Stage 3      The Face: The next major development is for the circle to become a face.
- Stage 4      Arms and Legs: The circle "person" develops stick arms and legs, which at first lack a body, as the "appendages" stick out of the face.
- Stage 5      The body appears: The human figure begins to acquire a body. Gradually more and more body parts are added (hands, feet, hair, ears, etc.)
- Stage 6      Floating House: First "house" drawings usually resemble a face, with windows placed like eyes and the door like a mouth. These first houses are usually somewhere in the middle of the picture and seem to be floating in space.
- Stage 7      House on the bottom line: Next the bottom of the paper is used as a base line and the house rests on it.
- Stage 8      Base Line Appears: A base line appears within the drawing and the house (or other drawing) rests on it.
- Stage 9      Two-dimensional drawing: The base line begins to take on the quality of a horizon, which indicates the child's awareness of two-dimensional space.