

**ANALYSIS OF SELF PEDAGOGICAL SKILLS AND THEIR RESPONSE IN DIVERSE
AGE GROUPS**

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Author Note:

This research intends to assess my pedagogical skills in diverse age groups. I also aim to investigate and critically review the student's aptitude to perceive directives and the artwork being created as a result.

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Introduction:

Background of Study

Drawing is mostly seen as a way a child expresses his/her sentiments, opinions, and longings.

Along with all other developmental processes, drawing too evolves through different stages of development. (Metin,S.&Arai,N. 2020). According to Lowenfeld, activities such as drawing, painting, plasticine modeling, etc. not only improves a child's artistic skills but are also responsible for provoking a child's social growth (Saunders, 1983)

My teaching career began, last year in August 2019. Considering my past experiences, teaching was a relatively new experience that led me to cultivate a different kind of understanding for the child's emotional and psychological needs. And since arts, has always been my strong suit hence teaching arts to children has been quite a rewarding experience..

Beacon-House Learner's Profile

Having said that, we at Beacon-house school system follow a certain set of ideals, a BSS Learner Profile that works towards building a holistic learning environment for students.

As an art teacher, I find these attributes highly important as these attributes will not only help the children to become liable citizens but will also develop a community of learners, which are empowered, motivated and well aware of their surroundings and will be easily able to handle the challenges of life under any circumstances.

Stated in Figure 1, are the attributes of BSS Learner's Profile.

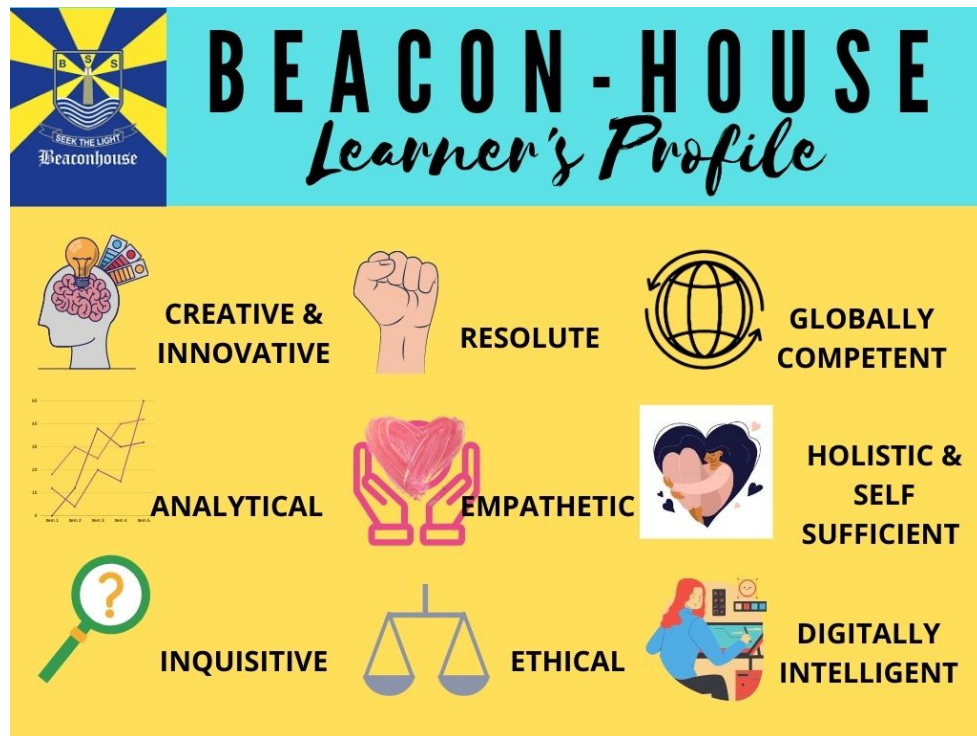


Figure 1: (“Beaconhouse Learner Profile”,2019)

It’s important that a child develops a sense of creativity and is innovative while performing tasks, this helps them in generating inventive and eloquent ideas that help them grow and think out of the box. I encourage them to be inquisitive, as curiosity allows you to accept unidentified circumstances and develop them to find “AHA” moments in their daily lives.

For me, it’s important that a child develops how being empathetic and ethical can make a difference in their lives, as the world of today would be a much better place to live in if we all were a little just and kind.

Moreover, my students and I, work together to become digitally competent, as they teach me and I teach them and we work together and build our way up on this digital ladder to accomplish tasks and turn out to be globally intelligent and associated in an all-inclusive way.

Aim of this study:

For this particular study, I aim to assess my pedagogical skills in varied age groups. Along with that, I intend to explore and analytically evaluate the student's capacity to perceive instructions, and the artwork is created as a result in the light of theories of Victor Lowenfeld and Jean Piaget.

This analysis will help me develop an understanding of a child's developmental processes and psychological needs, which can aid me in redefining my instruction pedagogies for my future lesson plans.

Literature Review on Artistic Development of a Child

To develop an understanding of how a child's mind works, we will undergo some relevant literature that has been published over the inordinate length of time; to not only understand their cognitive skills but also what factors impact their artistic developmental processes.

Children's artistic development theories are being set forth by many philosophers. The idea of development theory gained its prominence with the studies of Lowenfeld (1947) and Piaget (1963) (Metin, S. & Aral, N. (2020). Other than that, we have Lev Vygotsky and Howard Gardner, and among the **few contemporary philosophers**, we have Bernard Darras, Anna Kindler, and Marianne Kerlavage.

A brief overview of the mentioned philosophers is given in the next few Figures.

1903.

*born in
Austria*

1940's and 1950's

*Studied drawings of
children*



**VIKTOR
LOWENFELD**

FATHER OF ART EDUCATION

five stages of artistic development

SCRIBBLING
(2-4)

PRESCHEMATIC
(5-7)

SCHEMATIC
(7-9)

**DAWNING
REALISM**
(9-12) -
GANG AGE

**PSEUDO-
NATURALISTIC**
(12 -
ADULTHOOD)

FIRST OPPORTUNITY TO
DRAW AND USE ART
MATERIALS.
- RANDOM MARKS
- CONTROLLED SCRIBBLES

PEOPLE AND REPRESENTING
OBJECTS
DISCUSSING ART WITH
ADULTS
EAGERLY EXPLAIN WITHOUT
BEING SELF-CONSCIOUS

- SYMBOLIZATION
- REPEATED WITH VARIATION.
- BASELINE

- SELF AWARENESS
- SMALL DETAILS
- NOT EAGER TO EXPLAIN TO
ADULTS
- HIDES DRAWINGS FROM
ADULTS

REASONING AND SELF-
CRITICISM
PROPORTION AND DEPTH
INCREASED AWARENESS OF
SEXUAL CHARACTERISTICS
LEADS TO GRADATION AND
COLOR DIFFERENCE

Figure 2: Victor Lowenfeld's artistic developmental stage

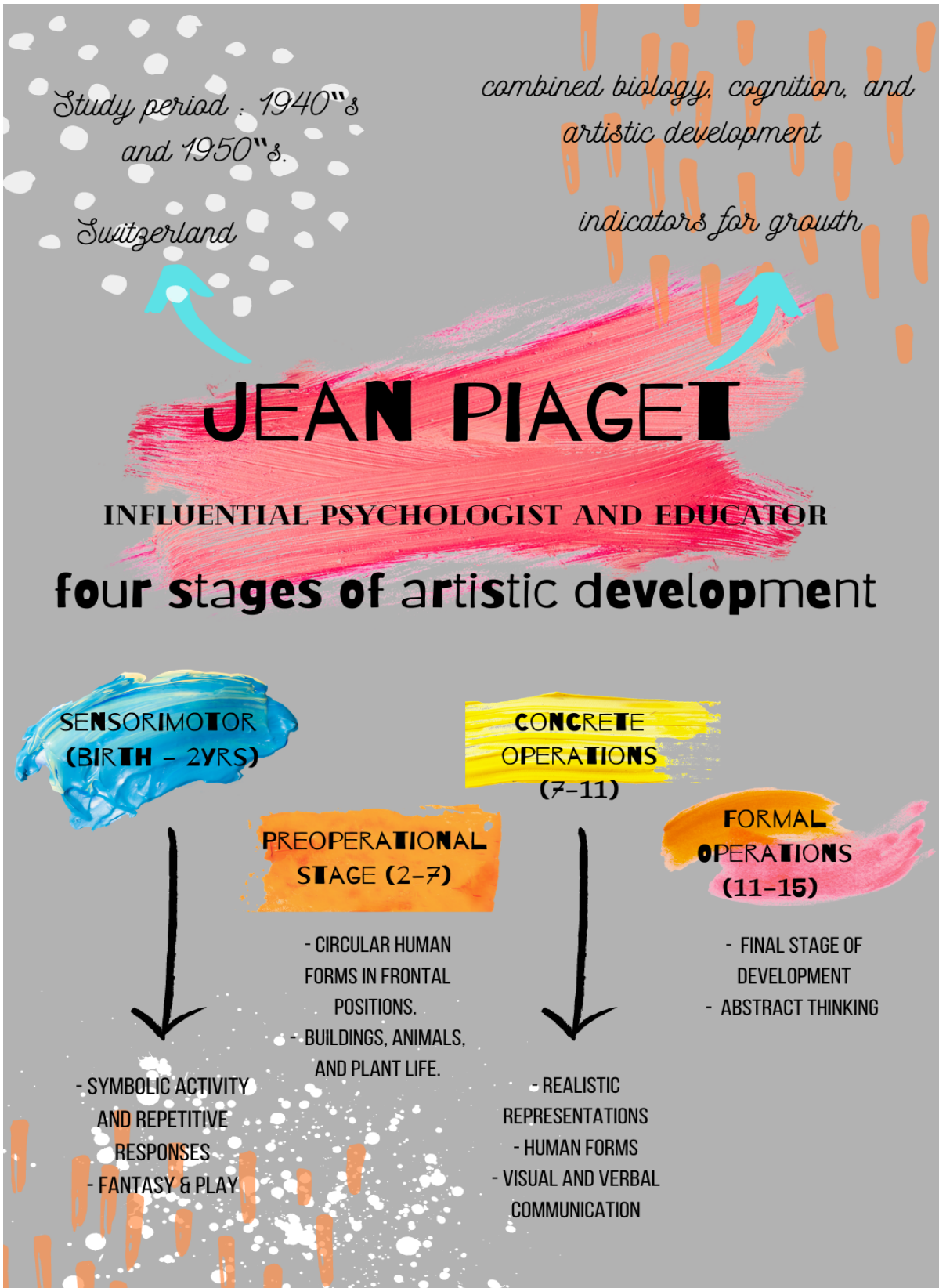


Figure 3: Victor Lowenfeld's stages of artistic development



Figure 4: Jean Piaget's stages of artistic development

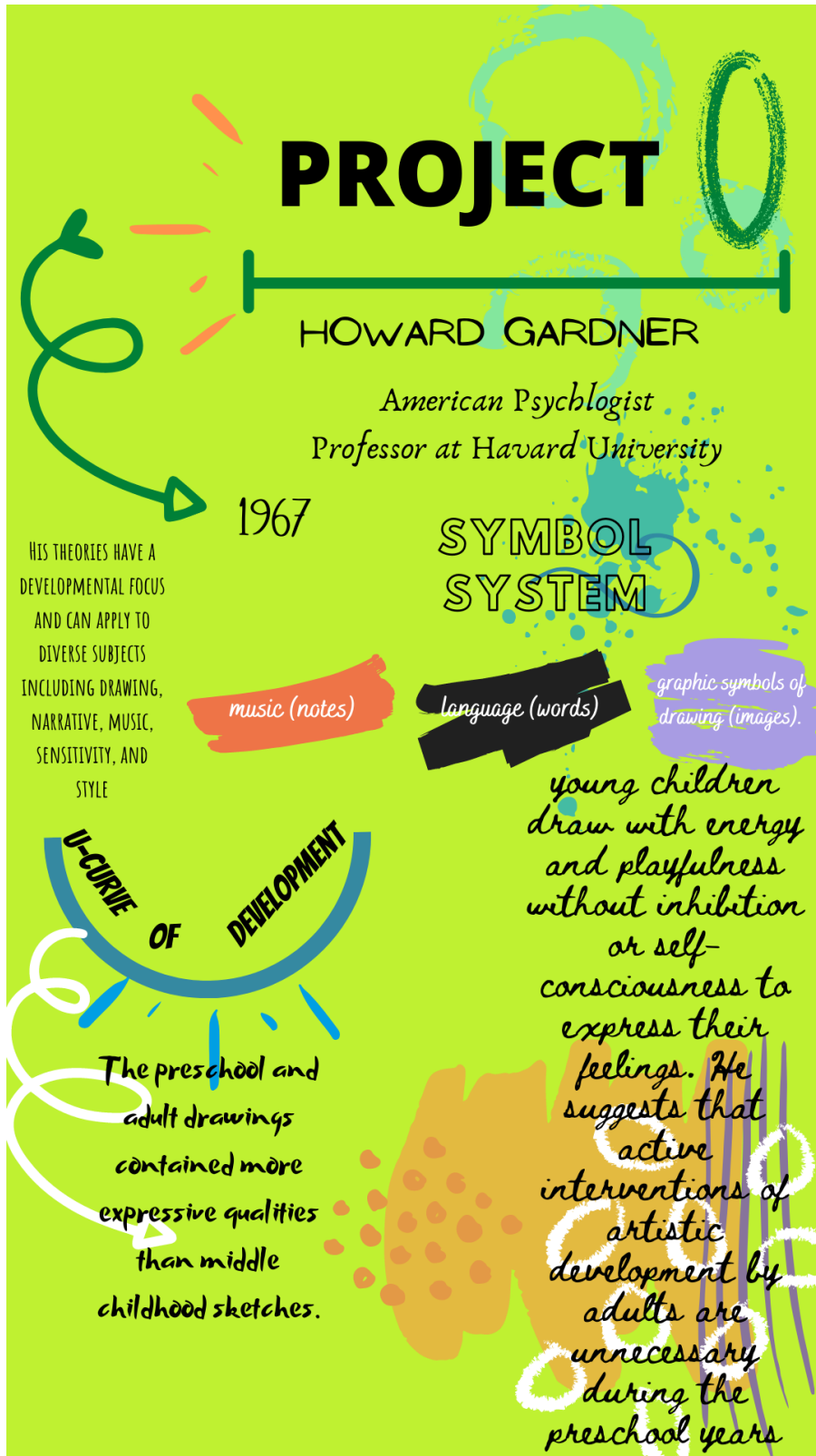


Figure 6: Howard Gardners Project Zero

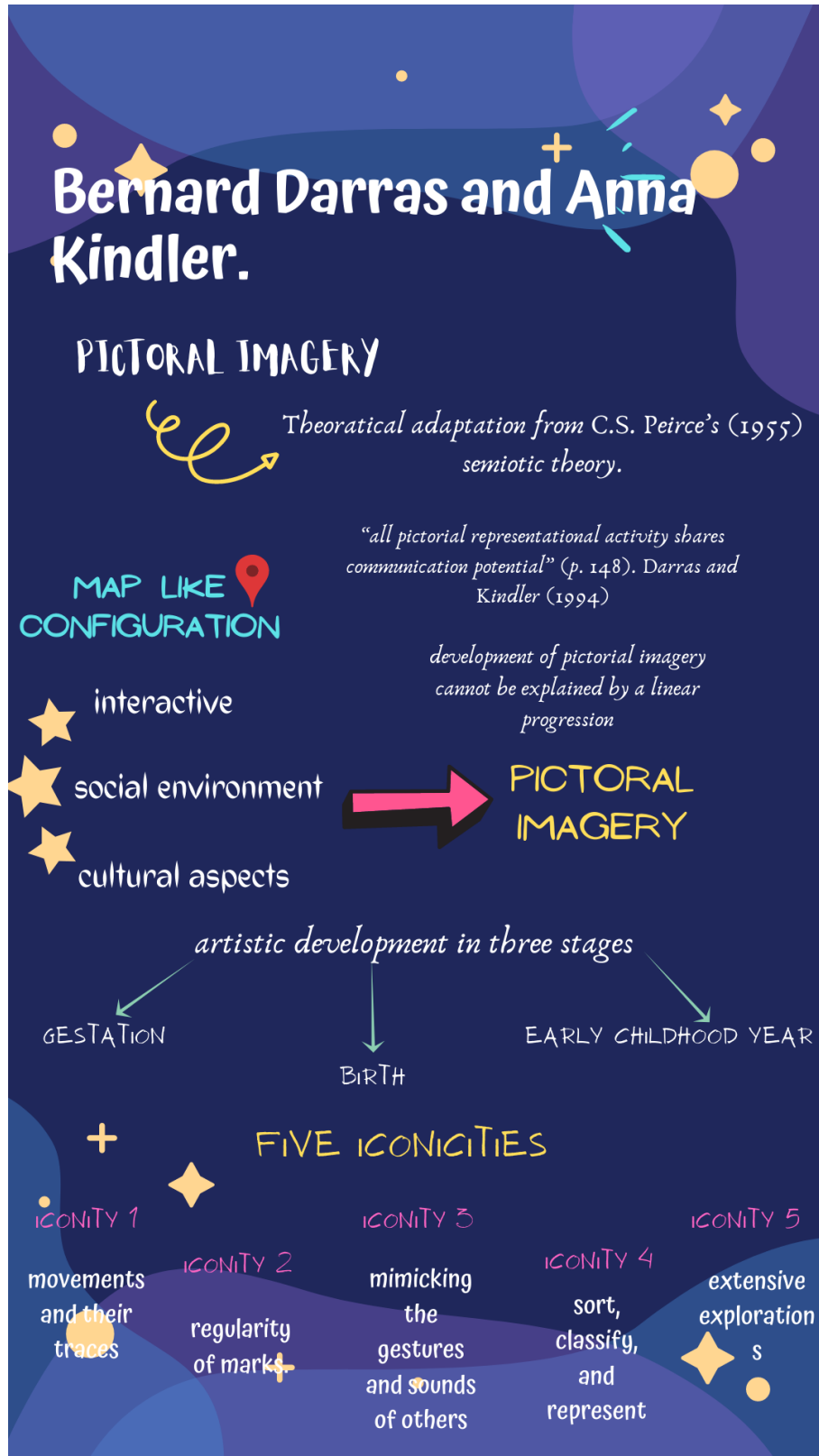


Figure 7: Bernard Darras & Anna Kindler's Pictorial Imagery



Figure 8: Marianne Kerlavage Holistic Stage Theory

Lesson Plan

To understand the assignment, a lesson plan is displayed below; the children were giving tasks according to this plan and were assessed on the following criteria.

Subject: Arts		Topic: Landscape		Date:	
OBJECTIVES	PLAN	TIME	RESOURCES	ASSESSMENT	
<p>By the end of the lesson the students will be able to</p> <ul style="list-style-type: none"> - Develop a habit of memory drawing, so that they may be able to recall things in a better way - To familiarize them with some local artists and reinforce their memories with some visual aid 	<p><u>Introduction of the lesson (whole class) (10 min)</u> The Teacher will elicit prior knowledge of children by asking the following questions.</p> <ol style="list-style-type: none"> 1. What do you know about landscapes? 2. What elements does a landscape contain? 3. How do landscapes differ on a regional level? <p>Visual Aid: Students will be shown reference images of Ghulam Rasool, Paul Cezanne, Salman Farooqui, Ijaz ul Hassan, and Raja Najmul Hassan</p> <p><u>Main Activity (group work) (60 min)</u></p> <ol style="list-style-type: none"> 1. Students will be asked to brainstorm and think of one of their most favorite scenarios. 2. Students will be asked to draw their favorite landscape to or associated memory. 3. They can also take inspiration from different artist's style to make their own landscape. <p><u>Plenary (whole class) (10 min)</u></p> <ol style="list-style-type: none"> 4. Recap of the activity will be done by displaying few artworks on the board and asking questions like: <ol style="list-style-type: none"> a. What did you make today? b. Describe your memory related to your drawing. 	80 Mins	<ul style="list-style-type: none"> ● Art pads ● Pencils ● Eraser ● Colors ● Ruler ● Markers 	Students will be assessed on their ability to understand and recall and draw their favorite landscape scenarios with the provided material	

Table 1: Landscape Lesson Plan

Analysis of Drawings

The analysis of drawings is done based on the theories of Lowenfeld and Jean Piaget, these drawings are also being compared on already present samples of the same age. The stages of children are as follows:

- 5 Years Old (Pre-schematic/Preoperational Stage)
- 8 Years Old (Schematic/Concrete Operations Stage)
- 10 Years Old (Dawning Realism/Concrete Operations Stage)

Before we delve into details of comparison, let's discuss these stages a little bit further.

Pre-Schematic and Preoperational Stage:

According to Rober J. Saunders, in his article published in Journal of Social Theory in Art Education in 1983, Lowenfeld believed that in Pre-Schematic stage, the child will develop the ability to identify himself in drawings and most of his/her features will be subjective to his surroundings, however, their placement can be egocentric.

According to Piaget's Preoperational stage, the child will start naming and conceiving stories about their drawings, they will energetically talk about their depictions; symbolic thought starts developing; child starts connecting dots and forming shapes and human figure beings to form.

Looman, W. S. (2006).

Schematic and Concrete Operations Stage:

In the Schematic stage, the child starts developing perception and awareness of their environment. A baseline is an important feature and they finally start forming shapes present around them in their present environment. Like doors, windows, furniture, etc. (Robert. J. S. 1983)

According to Looman W. S. (2006) in Piaget's Early Concrete Operations stage, the child starts developing visual symbols. His representations for human forms, houses, animals, etc, they start taking shape and ground-line (baseline) starts appearing, size exaggeration also takes place..

Dawning Realism and Concrete Operations Stage:

In the Dawning Realism stage, the child starts to grow socially, they discover their social independence. They start representing relations in their drawings and express feelings and emotions as well. They also begin to differentiate between sex.

While in the Late Concrete Operations stage, the Child begins to feel more empathetic and starts to understand relationships, he also starts understanding the cause and effect of certain actions.

Analysis 1: Age – 5 Years



Image 1: Rohaan's take on landscape

In Rohaan's drawing, we can see that the clouds have a defined shape, so does the sun. we can see a person standing on the extreme left corner, perhaps a girl, as indicated from the bow on its head. The flowers have a basic shape and the focal point of the drawing is perhaps the treehouse in the center, as you can see, it's branches are popping out at the weirdest of angles and on the right sides, seems like an apparent water source with a person swimming in it. From this, we can assume that Rohaan's shapes and sense of objects are much more defined hence he must be in the late Pre-Schematic stage.



Image 2: Rebekah Hughes, (2019) *The Stages of Drawing Part - I*

This Image has been described as follows

“Beginnings of an obviously human shape (I think it was me carrying a basket) , some animals, including our floppy-eared dog, and some longitudinal scribbles above. There's even a name. Dogs and cats will have heads, floppy or pointed ears, a tail, and legs, maybe whiskers. If your household has one of these things as a pet, then you may see whatever colors and/or patterns from the child's pet on their drawings. You'll see trees, flowers, various things. They are recognizable as something more than scribbles” (Rebekah. 2019).

Analysis 2: Age - 8 Years



Image 1: Azaan's take on Landscape



Image 1: Lois E. Wilson (2011)
Child Art – The Schematic Stage

This Landscape is Azaan's take on a Landscape.

In this drawing, the emergence of the baseline is evident, he is beginning to understand the basic shape of a mountain, but his understanding of depicting trees in a spatial form is still not clear.

His understanding of colors is starting to form, they are more realistic and the shades are chosen accordingly.

This Image has been described as follows

"The illustration (Picking Flowers for My Room) is a composite showing characteristic which appear during this stage. Colors are usually used as children see them; shapes and objects are easily definable. There is often exaggeration depicting strong feelings about a subject. This is apparent in the size of the child's arms. There is a schema for the flowers and trees. Also shown is a sky line.. A hill is created with a curved base line, but trees are drawn perpendicular to it as the child knows they grow. To show picking flowers in the middle of the garden, the flowers in front are upside down. If this area is folded up, the child is kneeling among the flowers. The inside of the child's room is shown by X-ray from outside the house. Folding over and X-ray depictions are creative ways children express themselves."

(Lois E. Wilson, 2011)

Figure 10: Comparison between Student's work and Image from the Internet (age Group 8-9 Years)

Analysis 2: Age – 10-11 Years



Image 1: Aroosh's take on a landscape

Aroosh is 10 years old and a student of class 4.

Great detail has been given in her work, with her color gradient, she has depicted the time of sunset. V-shaped birds are visible in the sky.

She has a clear concept of irregular mountain shapes and the gradient being formed according to distance & depth of mountains.

She has even reduced the size of the trees according to the distance.



**Image 2: Danielle Joy (2012)
*Houses as Symbols and Home***

This Image was described as follows:

“Male, 11. Wax Crayons. Russia. Titled: Peaceful, sunny afternoon. Student is in the dawning realism stage, attempting to make drawing adult-like. Great attention to detail is shown by including door hinge and bricks on chimney. Two baselines are shown for house/trees and people. Manipulation in size of trees to show depth. Correct use of overlapping with fence, but not realistic in size of sun and branches in trees.”

(Danielle, 2012)

Self-reflective Pedagogical Practice

To be able to teach and impart knowledge in young students is always a delight and quite rewarding too if done with the right teaching practices. Being new to this field has made me question my pedagogical skills so that I can impart meaningful skills in the finest way possible.

Instructional Teaching Strategy:

The instructional strategy for the chosen particular topic, as in Landscape was open-ended. Explanations were being conveyed related to media material techniques.

Dialogic interactions:

Questions were being addressed.

Example questions:

1. Shall I start working?

Kindly start working as soon as you have received instructions, there is no need to ask for permission on every step of the way.

2. How to make a brown color?

You can mix purple and yellow or green and red to make brown.

3. What should I draw?

Anything that you feel like is related to the topic or a place (landscape, can be urban or rural or scenic view) that you have visited.

Environment

With each stage, the child's developing Overall class environment is very engaging and friendly. Students are engaged in experiential learning and the overall approach has some elements of Lev Vygotsky's theory, Social Constructivism.



Figure 13: Lev Vygotsky - Social Constructivism (Experiential Learning) – (Jessica 2013)

Some approaches have been applied in classroom practice for example building on pre-existing knowledge, interactive learning, student-centered, group learning, and sharing ideas with the whole class.

Conclusion

As a conclusion, this reflective activity has made me realize

the importance of adapting evolving teaching strategies according to a child's need. since with each stage, the child's developing process keeps evolving, and I feel like so should my teaching strategies. I adapted the same approach for all three levels, yet they deserved a different time-span, different levels of attention, and different levels of patience to begin with.

As this was my first year of teaching, I gained information and learn about strategies every day. Incorporating teaching strategies like collaborative learning, discussion and experimentation are a must goal for plans. I also plan to inculcate more factors from Lev Vygotsky's approach and build on it. Since constructivism advocates that students keenly gather information and develop an understanding based on their previous information, social constructivism suggests the same except with the help of peer interaction. (Jessica, 2013)

The children are much more active, critical, and independent. Allowing them to grow in a more inquiry-based environment will not only help them grow but will also help them equipped enough to deal with their real-world lives in the future.

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