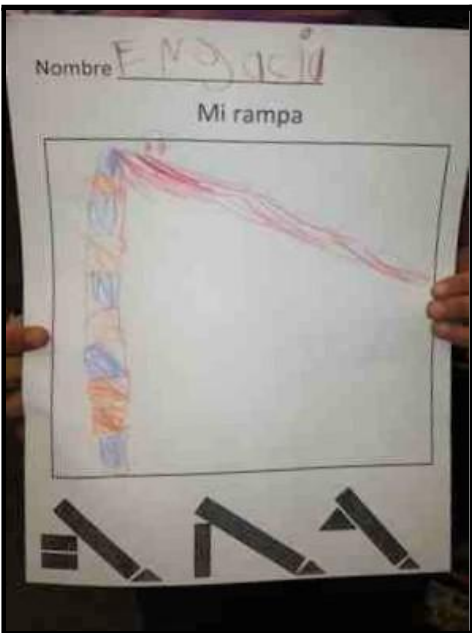


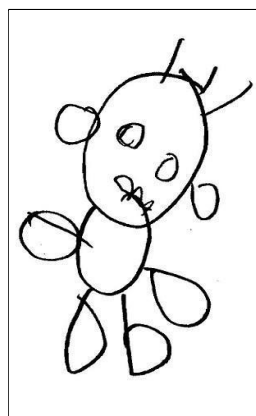
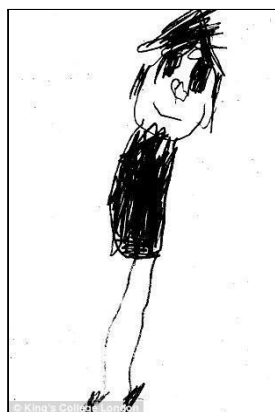
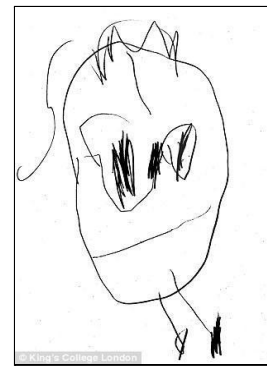
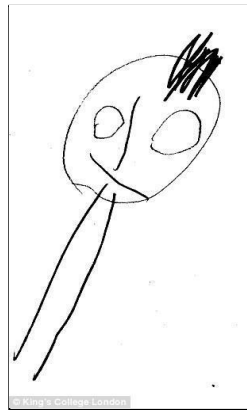
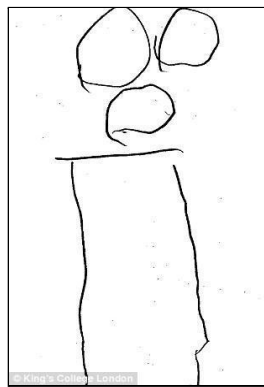
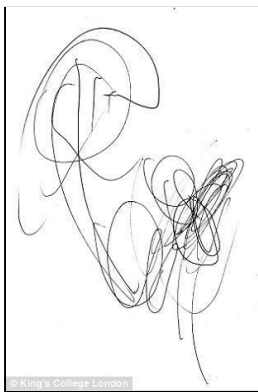
Supporting the Development of Children's Drawing Skills

Children are motivated to represent themselves, their families, their interests and their experiences through drawing and art. As children explore mark-making and begin to develop better visual perceptual skills, motor planning, and fine motor control their drawings evolve following a general sequence of development. Much of this development occurs over time with repeated practice, using a variety of tools (crayons, chalk, paint, pencils, markers, etc.) in a variety of ways (at an easel, on the sidewalk, on a sheet of paper, in a tiny book, etc.).



Children benefit from exploring mark-making next to peers and teachers, where they can observe and learn, or demonstrate and teach, new ways to form and combine lines and shapes to represent ideas. Some children further benefit from scaffolded support and direct instruction to plan and draw the image they are imaging.

These drawings represent a range of skill development, though they were all created by 4 year olds. Observing developmental variations provides teachers with information about the learning needs of their children and teachers can respond by determining the opportunities and instruction a child needs to move forward in their ability to represent themselves and others.



(Picture from King's College, London)