



KIDS
LEARN TO PAINT
PAINT TUTORIALS TO HELP
YOUR CHILD GROW.

YOUR CHILD'S ART JOURNEY



Kids LOVE Art!

It won't come as much of a surprise that kids love creating their own works of art. From the moment they can hold a crayon they're scribbling and putting their own mark on the world. As a parent you know their brains go through enormous leaps where their understanding of the world evolves.

While you'll see it in so many areas, a great indicator of their leaps is in the art they create.

This guide is designed to help you understand WHY they create what they create. It will also help you to direct them to the right concepts for their age. E.g. a 4 year old will likely have no interest in shadowing and highlighting, but at age 10, this is a great concept to introduce.

Please remember this is a guide only based on the average expectations for children in these age groups. All children will develop at their own pace so don't stress out if they take a little longer to understand some concepts. They will get there in their own time but if you use this guide to look ahead at what's to come, you can help encourage them as they learn.

Age 4-5



From age 4 you'll notice your child moving from 'scribbles' to 'preschematic', which means they're starting to create very basic representations of objects. For example, a circle with lines could as easily be a person or dog.

Children this age will simply exclude items they don't deem important in an artwork (e.g. it's unlikely they'll add fingers, eyelashes, and smaller details because they don't think they're important to represent.) This doesn't mean they don't see them, it just means they don't think they're significant.

Colour is very important, but it's not representative of what they're seeing, it's a representation of things they like. For example, if a child's favourite colour is blue and they're drawing a picture of something important to them, they may paint that item as blue.



Proportions aren't relative at all, you'll see giant butterflies, a huge head on a tiny body. Again, these aren't representative of anything so don't read into it too much.

They're highly unlikely to colour inside the lines - the bones in their hands simply aren't developed enough for them to have that level of control. They might get frustrated when they can't colour in the way they want to, so remind them that they're still learning and improving.

Age 6-7



From 6 your child will start moving away from 'preschematic' towards 'schematic' - involving significant improvement in spatial relationships.

They'll start to play around with using the 'right' colour for the 'right' object (e.g. our car is red so the car I'm drawing is red, our dog is brown so the dog I'm drawing is brown).

You may notice they'll practice drawing the same objects again and again, we're starting to see 'perfectionism' developing. They also have realised that when they practice, they improve, an exciting mental leap for them!

We'll also see them adding more realistic elements to their art and more details start to appear (e.g. fingers, necks, clothes).

You may still notice 'odd' spatial reasoning, for example, upside down objects, 'x-ray' pictures where you can see the inside and outside of a form at the same time - e.g. a person with an outline of clothes on the top but you can see the shape of the body underneath the clothes.



At this age children are becoming more attached to their art so they'll want to keep it and hang it up.

They will start to add perspective (e.g. ground, sun) and put objects in their 'right' place (e.g. people standing ON the ground) not putting objects randomly around the page.

Age 8-9



At this stage we're firmly in the 'schematic' style but you'll notice even more details and spatial reasoning.

We may begin to see the early signs of realism in their art, particularly as they reach the end of age 9.

They want your approval and specific details of what you like (e.g. I love how yellow your sun is, what a pretty dress.) This is often where you may have a little question box on the artwork - "Do you like this? Yes, No, Maybe."

Validating their skills is very important because their confidence starts to falter.

Colours will become representational of the object if you haven't already seen that development.

They're getting critical of their own work and frustrated when they can't do it the way they want- they can see all the details of a real face and they want to be able to represent this, but they don't have the motor skills yet.

Sizes will be more realistic and relativism plays a bigger role (e.g. a person isn't drawn bigger than a house). Talk to them about the choices they make about sizes.



Age 10-11



This exciting age is marked by a development of 'Dawning realism'. This is where art moves from being symbolic (i.e. representative of their world) to a standalone creative outlet.

Kids this age are becoming more self aware and even more self-critical. It's important to help them see the beauty of what they're creating.

We're seeing 3D start to appear, so here is a great place to start pointing out objects in real life and discussing why they look 3D to us (e.g. it casts a shadow, you can see where the light hits it, the colours look slightly different).



Perspective becomes more important - in their artworks you can see objects starting to overlap to represent items stacked (e.g. a person standing IN FRONT of a house, not next to it).

We're starting to see different tones of colours - (e.g. using dark and light purples on a single object) to represent the 3D object. Think of this as a basic representation of highlighting and shadowing.

Age 12-13



We've reached the 'Pseudorealistic stage' - this is the last very marked stage of their childlike development of art as they will strive to create more realistic "adult-like" art.

They really start to understand how colours are affected by different lights and shadows (e.g. a light shining on an object would be represented by a lighter colour).

We'll see interpretive work where children will portray the objects in their art as they RELATE to the artwork (e.g. instructions for a piece might say use red but they prefer orange.)

NOTE: This is different from age 4-5 where they will use a favoured colour to represent a favoured item. This stage shows an evolution to knowing THEY are the artist and they don't have to follow instructions precisely to create what they want.

There will be much more emphasis on perspective and creating a 3D look to their work.



You'll notice a sense of personal style starts to develop (if it hasn't already). This might be something they haven't even noticed themselves, so if you notice a style, point it out to them and praise their unique talent.