

Guiding Children's Drawing

- *Use correct terms.* “I see you drew diagonal and horizontal lines.” “Can you show me the rectangular shapes you included in your drawing?”
- *Encourage children to reflect on their drawing experience.* “Which part did you enjoy drawing most? Which parts were hardest to draw?”
- *Ask open-ended questions.* “Can you describe the difference between this drawing from behind, and this one from in front?”
- *Focus children's attention on the way they use art media.* “I see you used the tip of your marker to make dots to show texture.”
- *Label the child's actions.* “I noticed that you were carefully looking at the insect you were drawing. You included so many details.”
- *Introduce new art concepts with actions.* “You made a three-dimensional (3-D) model of the dog by looking at the two-dimensional (2D) illustration from the book.”
- *Verbalize a problem and help children find a solution.* “You made the petals of the flower round. Look closely and notice if the shape of the petal is round or more like a skinny oval?”
- *Encourage children to discuss and arrive at solutions to problems.* “Your group mural of the cityscape has some buildings upside down and some sideways. What can we do to make all the buildings going in the same direction?”
- *Encourage children to talk about their drawings.* At circle time, the teacher invites a group of children to describe what they each contributed to their drawing of the neighborhood, encouraging directional language.

- *Share drawing experiences and techniques.* Encourage children to describe the process they used to make their drawings look three-dimensional (3D).
- *Encourage private speech.* A child is talking to herself as she builds a miniature fairy garden out of natural materials. Notice the spatial language she uses. Does she show an understanding of the spatial terms?
- *Give children firsthand experiences to develop spatial concepts through drawing.* After the teacher reads the book *Zoom* as inspiration, the children go outside to draw the playground from up close and far away.
- *Talk with children about artists from a variety of cultures and countries.* The children visit the art museum to see the Japanese tea room. The children return to draw a floorplan of the tea room, then construct the tea room out of natural materials and bamboo.
- *Invite artists, architects, engineers and other professionals or parents to share how they use drawing in their work.* An architect from the university shows children the blueprint of the new children's center and his sketches of what the outside of the building will look like.
- *Make connections between and among concepts.* The children draw the different stages of the life cycle of the butterfly from photos they had taken.

Adapted for developing spatial skills by Rosanne R. Hansel from *The Colors of Learning* by Althouse, Johnson & Mitchell (2003) for *Exploring the 3D World: Developing Spatial and Math Skills in Young Children*.