Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_\_\_\_

Analysis of Children’s Art

*On the table below, record your observations about each of the eight pieces of children’s art in your packet. Try to put the pictures in order by age, and make an inference about the developmental stage of the child who drew each picture.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Picture Number | General Observations | Developmental Stage | Estimated Age | What details can you infer about this child’s schemas for houses, trees, and/or people? |
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Reflection Questions:

1. What do these pictures tell you about which features children see as most important in representing a person? Does this seem to change with the age of the artist?
2. Look back at the pictures to see if you can tell if the people are male or female. How did the children generally distinguish between the two?
3. What does that tell you about how children might perceive gender differences?
4. Do these pictures support the idea that cognitive development happens in stages? Why or why not?
5. Besides cognitive development, what other factors might affect the quality and accuracy of these drawings?