

CHILD ART AND ITS ANALYSIS IN RELATION TO THE MENTAL DEVELOPMENT OF CHILDREN

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Child Art have proved to be an important milestone in many of the psychological studies such as attitude, aptitude, personality etc. It was also noticed that children does not get affected by differences in nationality, country, culture, time and religion. All over the world child art have same tendency. It have now acquired a significant position in other fields too such as education and social sciences. Studies show that child art plays a crucial role in developing the creative talent of a child if nurtured properly. The drawing of children not only depict the outer world they see but also their inner feelings related to them. They paint according to their will without following any rules. Art helps in the proper development of their senses also. In the present paper the research scholar have attempted to briefly describe child art, its various stages and its relative importance in the mental development of a child.

BEGINING OF STUDY

The study of child art is not an old one. At the end of the 19th century when the study of child's personality as developing human being was started the importance of their art also came to be understood. According to Russoué child have its own necessities and its mind develops according to these. Herbert Spenser while thinking about problems of education have written that the acceptance of painting as an element of children education is a result of present intelligence thought series only. First of all Franz Cizek, an Austrian artist teacher, studied in a phased manner the creative genius, psychology and aesthetic sense among the children and he also tried to prove the expression of beauty in the paintings. of children. During the same period the child art got importance because of the interest in primitive art and revolutionary change in the modern art. Many art critics and well-versed educationalists have expressed their views on problems of child art and considered its contribution important in the development of the child this has been described from many different views. Initially the as aesthetic sense was not accepted in this therefore scholars were indifferent towards this concept. The concentration was on the symbolic use of expressionistic technique and it was studied on the basis of the technique of presenting forms and this way the discovery of comprehensions

rules in child art started. From the beginning of the 20th century a new concept came in, that every human in his life goes through the stages of the primitive age human, to the renaissance age developed human. This thought got proper push from the combined effort of child art and prehistoric cave paintings. It was also noticed that children. does not get affected by differences in nationality, country, culture, time and religion.. All over the world child art have same tendency.

OBJECTIVES OF CHILD ART

Children Art can be called as a visual medium for expression of their mental forces. These subject and techniques of expression through which the child expresses his position and contact towards the world is different and special from the other ages of humans. If the child from the mental point of view forgets his infancy and try to become an adult his art will not be the child art. Children art is a visual medium to express experiences, problems and object inspection therefore it can be compared with language. Child art specifically line drawings have many objectives. Generally child wants to draw some or the other thing. If he does not get a chance to do so he starts spoiling them. This should be understood as reaction which comes when his creative tendency is blocked. The child wants to use his brain. If this tendency is not utilized the creative talent of the child is tampered in some cases he loses his self confidence and his self respect also declines when he grows as an adult. But one can be saved from this condition if people are given education in artistic creation from the childhood. Their creative ability should not be blunted in the infancy. It will have at least such effect that when he grows as an adult his thinking would be creative. Therefore the child who have got creative education from nursery classes becomes a good crafts man and intelligent consumer when he grows up. Due to family conditions in many children mental frustration are developed. Through creative activity a child gets freedom from such conditions. In this way though art is not a psychological treatment but is a medium to get relief from stress. But the objective of child art is not only this much. Consequently the characteristic and objectives, of child art are so different that it is not possible to take any final

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decision on their part In all elements of child art cause and effect relation is necessary.

Seven Ways of expression

According to Cizek a child paints in seven stages which are as under-

- 1 **Scribbling and smearing**— In the first stage a child start scribbling and smearing with whatever comes in his hand.
- 2 **Rhythm of spirit and hand**—In the second stage the child moves his hand in a rhythmic way and creates rhythm in the drawing. He develops a knowledge of rhythm. He repeats figures and lines in his drawings.
- 3 **Abstract symbolic stage**— In the third stage a child draws with abstract symbolism which shows the overflow of vitality.
- 4 **Introduction of types** – In the fourth stage child develops the knowledge of forms or types and draws some limited types of forms.
- 5 **Introduction of characteristics** – In the fifth stage child enriches his knowledge by perception and experience and draws better pictures.
- 6 **Differentiation of colour, form and space**- In the sixth stage a child starts differentiating between colours and forms and does a better space organization.
- 7 **Pure unity in forming and shaping** – In the seventh stage he develops the knowledge of making a complete picture.

Herbert Read has also mentioned about the seven stages of the development of child Art.

1. The stage of scribbling remains from two to five years.
2. The stages of rhythmic movement of hand starts from the age of four.
3. In the third stage upto six years a child starts symbolic expression.
4. The knowledge of descriptive relation starts at the age of 7 to 8 years in fourth stage.
5. In the fifth stage a child develops optical realism at the age of 9 to 10 years.
6. Stage of art lessons or disinterest in art comes between 11 and 14 years.
7. The rebirth of artistic taste takes place at age of 15 to 18 years.

It is said that art is not taught the artists are born with talents. That is why the modern thinkers take the child as an artist. The pictures which the child draw in his second stage which are called 'Schema' are very important from the study point of view of personality development. In these also the first schema which the child draws is considered as most important one. In this the child draws a head and

hands and legs are coming out from the same. The rest of the body is left when the schema slowly gets its completeness the other parts of the body also get joined to this. Firstly the body is drawn from the front position. Generally the head is drawn by the circle. In this eyes are made by points or dots or circles with dots inside them. No space is left for the forehead therefore eyes are drawn just below the skull. The nose is drawn by one or two straight lines. For the teeth either small – small vertical lines are drawn or plus signs are made. The body trunk is made by an oval shape and coat buttons, neck ornaments or waist belt are drawn on it which indicates man, woman or child. Generally legs are made by shape similar to tube and by turning them in right angle fingers are made. Hands are made either in hanging position or spreading on both the sides. Fingers are also made in them. In the beginning the children draw this types of human figures. This position which is in front, very slowly converts into background. For some time period pictures are made in a similar manner. The outlines of body, legs and shoulders though remain same as before but they are given right or left direction. All the shapes are made in standing and in a stiff postures. Rarely any of the children make the figures in sitting or in bending position. Most of the children generally differentiate man and woman by their clothes but some show bodily differences also.

In this way as the child draws the picture of human he makes animal picture also. There is no significant difference in these and in human drawing it seems as if the human is made standing in animals position. Humans are made more closer whereas animals are made on the background. When these forms are developed they draw the breasts of mammals, feathers and beaks of birds. In the beginning fishes are drawn with hands and legs but as time passes they are not drawn anywhere. The way the child develops in the same way his schema also develops and all the personal characteristics of each bird is then drawn. In this way the child presents only that aspect of any object which are related to his personal experience and leaves the rest of the aspects, childrens art is completely original. Child artists are free from social control therefore he is totally free to make any type of shapes on any of the subjects. Child art can be categorized under strange fantasy. Then also children's art is confined to the circle of their experience. Whatever the child makes from his point of view there is nothing wrong in it. He can make star and moon with the sun in the day sky. There is no rule of closeness or distance for him. In the same way he keeps in mind the importance of an object more than the comparative size and shape and draws them in

big and small shapes according to their importance.

CREATIVE ABILITY OF CHILDREN

To create and work or to understand art work is called creative ability. This ability is not present in normal children. Although all children have some or the other types of ability but art related ability is found in only some of the children. It is more in some and less in some. It is difficult to say that in which form it can be seen in children generally. In some children it develops slowly but in some it is very high from the beginning. It is related to intelligence also. Children also possess the ability to memorise the description of the objects and presents them. Its relation with visual arts is important because while art creation imagination and memory is required. Child is not interested in all details of an object. He chooses only some important details and then tries to describe them in his own way. In this condition he turns towards realism. If the child is not very intelligent he will only copy the realistic form otherwise he will incline towards imagination. The children who possess creative ability their talent does special work in one direction. The child who possess one type of art talent possess some other kind of talent also and both have similarity also. Children art can be compared with other art styles and forms and their art symbols can be compared with primitive art and their decorativeness and lack of perspective can be similarized with the art of the western countries. The clear bold outlines and rigidness of their postures are similar to folk art.

Talented children choose variations of subjects with great ability. These children compete equally with children who have specially developed mental level but lack talent till the 'Schema' state. Intelligent children soon leave the visual mediums of expression and find out other mediums e.g. language etc. But talented children always choose subjects which are appropriate for visual arts and try to express them in an attractive way. Talented children are able to differentiate visual experiences from among the experience. In the beginning this ability is unknown but as the child grows up he becomes, conscious about it. The ability to memorise visual forms is very much helpful for children to present themselves according to desired changes. The general stages of

development which a child goes through a talented child crosses these before time. There brilliance is judged on this basis. Though some or the other type of inspiration is helpful in the development of a child, their personal ability is also important. It cannot be said that this ability is visible from childhood in great artist. It also happens that there are no signs of it in childhood. Therefore the creative ability of child should more appropriately called as "the consciousness towards creative beauty".

A brilliant child can make perspective and other positional details at the age of 8 years. His visual experiences are much stronger than his other experiences. Therefore he possess a rich picture vocabulary in his language. These pictures are important from the point of view of selection of ugly and beautiful forms from nature and in future they only develop the creative talent of a child. Most of the children stay back after exhibiting their ability at the 'Schema' stage. They lose interest in the aesthetic sense of objects and their visual experience is also not too strong. As a result their picture vocabulary also becomes empty. In gifted children the desire and ability to learn new things is comparatively more than normal children. He is always ready to listen to others and he has no hesitation in following their orders. He observes every object nicely and does not give up when he does not succeed. He corrects his mistakes constantly. His group composition is also of a comparatively high level. Childs creative knowledge is also visible in the use of new medium. Small children's are very curious about the use of new medium but they do so only when they are encouraged by someone. A talented child does not require any encouragement, where normal children use old techniques in new mediums also there the talented child is ready to give up his old practice feeling it unusefull. He is also abide to analyse the elements of art work. Hence from the above stated studies and discussion it is clear that child art is more than a child's play because it unfolds many such inherent qualities of children which prove to be important and helpful in the mental development of a child and shaping his/her personality in future. It serves as a medium of expression and also acts like a bridge between the inner feelings of the child and his outer world.

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