

Dr. Debrah C. Sickler-Voigt Presents...

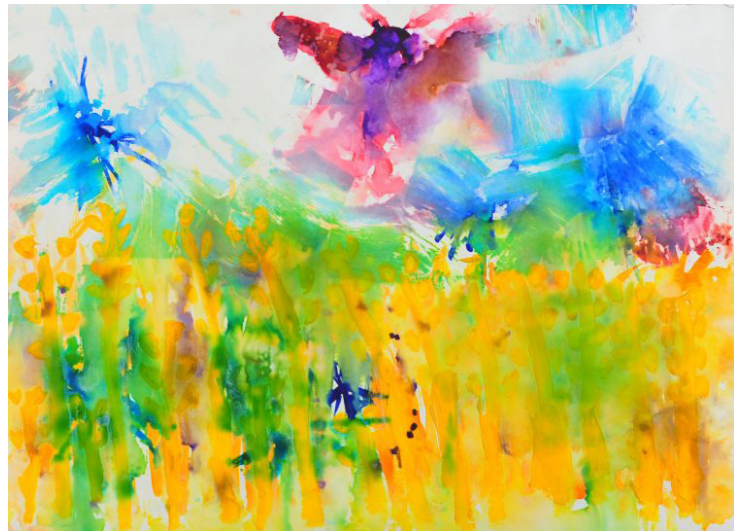
Milestones in Early Childhood Development

(Pre-Kindergarten through 2nd Grade)

I am thinking.

Around Pre-Kindergarten and Kindergarten...

- I can comprehend small bits of information at a time.
- I can concentrate only for short periods. My concentration lasts from five to ten minutes.
- I am using speech to communicate with others, but I have a limited vocabulary.
- I have limited reading abilities. I like it when adults read me stories.
- I may reverse my letters when writing.
- Play and explorative activities stimulate my cognitive development.
- I benefit from practicing routines.
- I want to explore and try new things, even though I may not be able to achieve my desired outcomes.
- I like to play and pretend.
- I like learning through manipulatives.
- I understand the world based on my sensory perceptions. (These may not reflect reality.)
- I learn through repetition, such as singing songs, practicing routines, etc.
- At age five, I have not yet developed cognitive reasoning skills.
- At age five, repetitive actions help me learn.
- I am beginning to elaborate on my answers at age five.
- By age 5 or 6, I can solve simple problems.



Around First and Second Grades...

- I can understand information about the past only through connections to my present life.
- I enjoy learning through games.
- By age six to seven, my thoughts are becoming more organized. I use concrete thinking skills.
- At age seven, I have developed greater listening abilities.
- At age seven, my vocabulary has expanded.
- At age seven, I can learn by taking things apart.

I am growing.

Around Pre-Kindergarten and Kindergarten...

- I need to move my body regularly. I cannot sit still for long periods of time.
- I like to move between various classroom learning centers.
- I want to run, skip, jump, and play on the playground.
- I am developing my large motor skills.
- I have limited fine motor skills.
- I am learning how to clean my work area with teacher guidance.
- I am learning how to hold and manipulate materials.
- My movements may be clumsy at age four.
- At age four, I am developing my hand and eye coordination.
- At five years old, my gross motor skills have improved, but my fine motor skills are not fully developed.
- I may still grasp a pencil with my fist or can already clench a pencil with four fingers by age four.
- I can cut basic shapes with scissors by age four or five.
- Around age five, I can hold a pencil with three fingers called a tripod grip. This dynamic ability allows me to have better control of my marks.
- At age five, I can sit in one place for up to 15 to 20 minutes.

Around First and Second Grades...

- I am developing fine motor skills.
- My coordination has improved by age six.
- I have greater manipulative skills.
- By ages six and seven, I am more dexterous with my fingers.



- (Page 1) Sára Kolářová Sára (5 years), Verner Tadeáš (6 years), MŠ a ZŠ Sunny Canadian, Jesenice - Osnice, Czech Republic. ICEFA Lidice 42nd Exhibition
- (Page 2) Anna Aiki Gevorgian (7 years), Detskaya khudozhestvennaia shkola O. Sharambeiana, Dilizhan, Armenia. ICEFA Lidice 40th Exhibition

I am feeling.

Around Pre-Kindergarten and Kindergarten...

- I can cry easily.
- I like to talk.
- I want to please the teacher and caring adults.
- I like to make personal decisions and benefit from adult guidance.
- I can become overwhelmed easily. I feel frustrated when things do not go my way.
- I want to share my stories and use my imagination. I use the visual and performing arts to express my ideas.
- I like to play with other children.
- At ages five and six, I can show empathy for other people's feelings.
- I still have difficulty understanding other people's perspectives.
- I may respond to assigned gender roles in my society.
- At age four, I may misinterpret other people's body language and emotions.
- At age four, other people's perceptions may affect my self-esteem.
- I have a basic understanding of right and wrong. I can feel guilty when I am wrong.
- I benefit from rules and routines. Practice helps me learn expected classroom behaviors. By age seven, I have a better understanding of the rules and can follow the rules more clearly.



Around First and Second Grades...

- I like to make personal decisions.
- I am becoming less impulsive than before.
- I like to help and please others. I can help in the classroom.
- At age six, I may have temper tantrums.
- I need encouragement when I make a mistake or do not do as well as I wanted to.
- I like sharing my ideas during show and tell.
- At age seven, I enjoy working in pairs.

● (Page 3) Lo Wai Cheuk (5 years), Wewa Froggies Arts and Learning, Hong Kong, China. ICEFA Lidice 42nd Exhibition

● (Page 4) Gallage Himasi Tanisha (4 years), Sampath Rekha International Art Academy, Colombo, Sri Lanka. ICEFA Lidice 42nd Exhibition



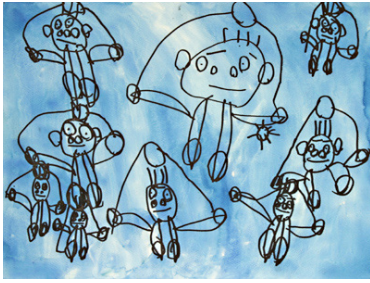
Around Pre-Kindergarten and Kindergarten...

- I select colors based on my emotional preferences. I choose them because I like them.
- I draw with basic symbols.
- My portrayal of space is often non-representational. Objects may appear to float within the composition.
- I like to draw what I think is most important the largest so that it looks special and stands out.
- I will assimilate visual schema from my peers. Their artworks inspire my art and my artworks inspire their creations.
- I am learning how to hold and manipulate art supplies. Many are new to me.
- I require the guidance and supervision of my teacher and knowledgeable adults to help me as I learn new art processes.
- I can construct with building blocks and paint at easels.
- I can spread finger paints to produce artistic designs.
- Given practice by age four or younger, I can cut with scissors.
- I have the dexterity to string small beads by age four or five.

Around First and Second Grades...

- I often include flat colors without shading in my art.
- At age 6, I understand spatial relationships better. I often draw a baseline or multiple baselines to organize objects in my art.
- I use schemata to represent objects such as people, houses, and trees.
- I incorporate sociocultural symbols in my art.
- I have better control of my marks.

Graphic Representations



- **Mandala:** A mandala is a graphic symbol of a circle and intersecting lines. It represents children's transition from scribbling.

(Left) Srisuk Kittithat (4 years), Bansilapa taklom club, Surat Thani, Thailand. ICEFA Lidice 36th Exhibition

- **Schemata:** Schemata are visual symbols children develop to represent objects, feelings, and actions in their art. A **schema** is a visual symbol. It is the singular form of the word schemata.
- (Right) Lisdelis Bada Pérez (5 years), ICEFA Lidice, 33rd Exhibition



- **Baseline:** A baseline organizes objects such as people, houses, and nature on a single platform line that runs horizontally across the artwork's composition.

(Left) Kristen Tomáš (6 years), MŠ, Vizovice, Czech Republic. ICEFA Lidice 40th Exhibition

- **Multiple Baselines:** An artwork with multiple baselines has more than one baseline and usually includes a baseline at the horizon line to show greater depth in the composition.
- (Right) Jablonská Tereza (5 years), MŠ, Šaľa, Slovak Republic. ICEFA Lidice 42nd Exhibition



- **X-Ray View:** Students may also present x-ray views to depict both the inside and outside an object—such as a house, vehicle, or body part.

(Left) Wang Zelin (7 years), Yuan Se Fine Art Studio, Wuxi, China. ICEFA Lidice 42nd Exhibition



- **Fold Over View:** Children use a fold over view to show different sides at the same time, such as a street scene or areas of trees.

(Left) Jelviani Ghazal (7 years), KANOON - Institute for Intellectual Development of Children & Young Adults, Tehran, Iran. ICEFA Lidice 40th Exhibition

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Note: This milestones list is not exhaustive. All children develop as unique individuals.

Acknowledgements

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Dr. Debrah C. Sickler-Voigt is a Professor of Art Education. Her textbook is *Teaching and Learning in Art Education: Cultivating Students' Potential from Pre-K Through High School* (Routledge, 2020). It provides greater insights into children's development theories and practices.

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