

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

# Milestones in Middle Childhood Development

## (3rd Through 5th Grades)

I am thinking.

### Around Third and Fourth Grades...

- I have developed greater concrete reasoning skills.
- I am starting to develop abstract thinking skills.
- I can show flexibility in my thinking.
- I can solve more complex problems.
- I enjoy explaining my ideas and class concepts.
- I can classify information.
- I can participate in in-depth assignments.
- I can copy information from the board.
- I can assume greater responsibilities.
- I have greater communication skills due to my advanced vocabulary. I can be more descriptive.
- I have greater concrete operational skills.
- I can make predictions and speculate outcomes.
- I can explain the learning process to others once I have acquired new skills.
- I like learning through group activities.
- I may respond to gender stereotypes.
- At age nine, I may become less imaginative than in my earlier years.
- Comprehending abstract thinking skills is challenging for me.
- I want to understand various reasons and methods for instructional assignments.

### Around Fifth Grade...

- By age ten, I can comprehend more than one concept at a time.
- I have developed research skills. I can acquire new information by reading books and grade-level multimedia resources independently.
- I have an interest in global and sociocultural concerns.
- I can classify and organize information.
- I am good at remembering facts.
- I like to explore personally driven concepts.
- I can defend my decisions when presenting my work.
- I like studying real world issues such as global concepts, the environment, and racial and ethnic diversity.
- Because I am developing advanced communication skills, visual art has become less of a communication tool for me.
- I have developed good listening skills.
- I can concentrate on a given activity.
- I can follow directions independently and pay close attention to details.
- I can be flexible in my thinking.
- I have developed greater problem solving abilities.
- I can develop debating skills with practice.
- I have developed abstract thinking skills by age eleven.
- I can form hypotheses.
- I am starting to envision adult roles and responsibilities.



## I am growing.

### Around Third and Fourth Grades...

- I am more dexterous. I can hold a pencil like an adult and can construct more complex structures.
- I have greater bilateral coordination.
- I can use rhythmic movements.
- I have more control over the tools I use.
- I may overexert myself and need to rest.
- My growth has become slower than in previous years.

### Around Fifth Grade...

- I enjoy active learning in the classroom.
- I have greater hand-eye coordination.
- My large muscles are developing.
- I am developing upper body strength.
- I am more skilled at working with tools.
- I require more sleep with my developing body.
- I have refined my fine motor skills.
- My coordination has almost reached that of adults.
- Girls are experiencing growth spurts around age eleven.
- Girls may begin menstruation at age eleven.
- Due to my physical changes, I am stronger at sports.
- I have greater strength, speed, and balance.
- Boys have developed greater large motor skills.
- Girls have developed greater fine motor skills.



## I am feeling.

### Around Third and Fourth Grades...

- I can cooperate with others.
- I am gaining confidence in recognizing my abilities.
- I am more responsible for my actions, but may sometimes choose to ignore the rules.
- I can assume greater responsibilities.
- I like to take a leadership role at things I am good at.
- I have a greater sense of independence. Sometimes I may take on too much.
- I can become frustrated when I do not grasp a new skill right away.
- I may rush through my assignments just to get them done.
- I benefit from adult encouragement to help me overcome challenges and feel successful again.
- I still learn best by obtaining small pieces of information at a time.
- I enjoy role-playing activities.
- I am beginning to form expanded social networks.
- I am starting to develop special hobbies and interests.
- I value constructive peer assessments of my work and actions.
- At age nine, I may start to become more competitive.
- I can be self-critical.
- I am developing my personal identity.
- I typically have friends from the same gender.
- I want to be accepted by my peers.
- Exclusion from the group will cause me discomfort.

- (Page 1 Left) Mandeep Vijay Shah, Ivory Coast, ICEFA Lidice 32nd Exhibition
- (Page 1 Right) Honourable mention: Valeva Valentinova Denitsa (9 years), Art - School "GEYA", Lovech, Bulgaria. ICEFA Lidice, 37th Exhibition
- (Page 2) Medal: Fabbri Nicoletta (8 years), ZŠ, Vsetín, Czech Republic. ICEFA Lidice, 40th Exhibition

### Around Fifth Grade...

- At age 10, I can recognize other people's perspectives.
- I enjoy sharing my personal interests and perspectives with others.
- I am interested in clubs and social groups.
- I respect fairness.
- I can be proud of my work. I appreciate praise and recognition for my efforts.
- I need help with developing time management skills.
- I can participate in conflict resolution with my peers. We can work together to correct social concerns.
- I can show my sense of humor.
- I can see other people's perspectives more readily.
- I may test the rules and challenge adults.
- I want to look good in front of my friends and may defy the teacher to defend my position.
- I may become moody more frequently at age eleven.

### I am creating.

### Around Third and Fourth Grades...

- I may still include my prior schemata in my art and have an interest in making my artworks look more realistic.
- Observational drawing exercises teach me how to represent what I see rather than what I know. When I create schematic drawings I use preconceived ideas.
- In looking at art, I can identify visual cues about its meaning.
- I incorporate influences from visual culture in my art, such as cartoons, sports figures, and celebrities I enjoy.
- I can mix colors to show greater value in my work.
- I am adding more details to my work.
- I am demonstrating a greater use of perspective by using multiple baselines and/or making objects in the distance look smaller than ones in the foreground. I may also use aerial or one-point perspective.
- I feel eager to try new and advanced art techniques and media. Despite my enthusiasm, I still require time to learn and practice these skills.
- I can produce maps, diagrams, and abstractions.
- I can write an original artist statement about my work.

### Around Fifth Grade...

- Sometimes I may feel that my artwork does not look realistic enough. My teachers help me by teaching lessons that show me multiple approaches to drawing. They demonstrate how artists create their works using a variety of art media that extend beyond drawing.
- I can experiment with stylizations and abstractions in my art.
- I may still use flat areas of color in my artworks. I can also mix various tones. By mixing colors, I can show value and depth in my art.
- I can see the benefit of revising my art to make corrections and changes.
- I can listen to my teachers' and peers' constructive feedback.
- I can use my journal and portfolio to document my progress.
- I enjoy producing skilled crafts and working in various art media.



- Medal: Shreetej A. (10 years), Young Envoys International, Hyderabad, India. ICEFA Lidice, 40th Exhibition

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

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