**UNIT 17**

# **DRAWING**

Spontaneous Drawing

The preschool child is usually an enthusiastic artist. Given a pencil or crayon he will occupy himself for relatively long periods. If not restrained he would cover his surroundings - walls, lampshades, books, clothing, and any other available article - with his marks. In fact, it

is a very exceptional child's room whose walls are not, in some unguarded moment, marked or marred to the child's taste and to the parents' or landlord's despair.

As the child advances in age the character of his marks changes. Particularly in the preschool years, these changes appear to be more dependent on neuro-motor maturation and on general development in observation and eye-hand coordination than on special experience in drawing.

Tests of drawing furnish an excellent means of appraising a child's developmental progress, his learning ability, and his individuality.

The younger child of limited repertoir draws what he can and names it according to the impression made by the finished product. We know that the 3-year-old ordinarily does not predict what he draws, that even the 4-year-old changes his designation to fit the product, and it is not until the child is 5 that he names his drawing in advance of producing it. It is at this age that the child may hesitate to choose what he will draw. It should be pointed out too that until the age of 5 there are no clear­-cut sex differences in performance between boys and girls. The 5-years-old girls, however, include many more details than do the boys at that age. A girl will usually draw a house, a lady, a doll, or a girl; while boys will draw a boat, a flag, a car, a lighthouse, an elephant, a plane, reflecting probably the range of interest.

Since the child's finished product has certain significance, it is very important, particularly at the pre­school ages, to watch the child as he draws and when he has finished to ask him to interpret his art. Otherwise much of the meaning which the child puts into his crude attempts will be lost.

"The First Five Years of Life"

 Arnold Gessell, et. al. (abridged)

Arnold Gessel (1880-1961) an American psychologist; is well-known for his work on child psychology, particularly neuropsychological development.

**restrained** – controlled, prevented (to do some harm); *obuzdan, sprečen*

**surroundings** – everything that is around us; the [place](https://dictionary.cambridge.org/dictionary/english/place) where someone [lives](https://dictionary.cambridge.org/dictionary/english/lives); *okolina, okruženje*

**available** –[able](https://dictionary.cambridge.org/dictionary/english/able) to be [obtained](https://dictionary.cambridge.org/dictionary/english/obtain), used, or [reached](https://dictionary.cambridge.org/dictionary/english/reach); at hand; *dostupan, na raspolaganju*

**exceptional** – not like most [others](https://dictionary.cambridge.org/dictionary/english/others); unusual; *izuzetan*

**unguarded** – not [guarded](https://dictionary.cambridge.org/dictionary/english/guarded) or [protected](https://dictionary.cambridge.org/dictionary/english/protected); *nezaštićen, neoprezan*

**mar** – damage, spoil, ruin something; *pokvariti, oštetiti*

**despair**- the [feeling](https://dictionary.cambridge.org/dictionary/english/feeling) that there is no [hope](https://dictionary.cambridge.org/dictionary/english/hope) and that you can do nothing to [improve](https://dictionary.cambridge.org/dictionary/english/improve) a [difficult](https://dictionary.cambridge.org/dictionary/english/difficult) or [worrying](https://dictionary.cambridge.org/dictionary/english/worrying) [situation](https://dictionary.cambridge.org/dictionary/english/situation); *očajanje*

**particularly** – especially; *posebno, naročito*

**mature** – fully grown or developed; *zreo*

**maturation** – the process of becoming mature; *sazrevanje*

**furnish** – to [supply](https://dictionary.cambridge.org/dictionary/english/supply) or [provide](https://dictionary.cambridge.org/dictionary/english/provide) something [needed](https://dictionary.cambridge.org/dictionary/english/needed); *pružiti, obezbediti*

**means** – a method or way of doing something; *sredstvo*

**appraise** – to find out or judge the worth, quality, value of someone or something; evaluate; *procenjivati*

**ordinarily** – usually; *obično, uobičajeno*

**predict** – to say that an [event](https://dictionary.cambridge.org/dictionary/english/event) or [action](https://dictionary.cambridge.org/dictionary/english/action) will [happen](https://dictionary.cambridge.org/dictionary/english/happen) in the [future](https://dictionary.cambridge.org/dictionary/english/future), [especially](https://dictionary.cambridge.org/dictionary/english/especially) as a [result](https://dictionary.cambridge.org/dictionary/english/result) of [knowledge](https://dictionary.cambridge.org/dictionary/english/knowledge) or [experience](https://dictionary.cambridge.org/dictionary/english/experience); say something in advance; *predvideti*

**designation** – name, title, description; *naziv*

**fit** – to make something suitable (for certain purpose); *prilagoditi*

**in advance of** – before; *unapred*

**hesitate** – to be slow in making decisions; *oklevati*

**point out** – call somebody’s attention to something; *skrenuti nečiju pažnju na nešto*

**clear-cut** – easy to recognize, distinct; *nedvosmislen, jasan*

**performance** – the [act](https://dictionary.cambridge.org/dictionary/english/act) of doing something; production, work; *obavljanje (zadatka), učinak, rad*

**significance** – importance, meaning, value; *važnost, značaj*

**otherwise** – if not, in different conditions; *u suprotnom, inače, drugačije*

**crude** – not skillfully made, done or finished; *grub, sirov*

**attempt** – trial, trying, effort; *pokušaj*