Unique Construction of Evaluating Indicator in Children’s Art Works

Lu-Jun FU¹,a, Lan DOU¹,b,* and Li-Suang JI²,c

¹School of Harbin Normal University, Harbin 150025, China
²School of Emile kindergarten, Harbin 150025, China

afulujun0512@163.com, b1206556030@qq.com, c2706005635@qq.com

*Corresponding author

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Abstract. It is a fact that children have feelings and comprehension on things differing from the adult. When they express their understanding and emotions to others, children usually show in a unique way that is also distinguished from adults. People should treat them with understanding and respect they deserves on their creating art works. It is the reason that in children’s world, the unique styles of drawing or writing, speaking and behaviors often contain a wealth of imagination and emotions. In terms of judgment standards, adults cannot construct individual evaluating indicators and evaluating strategy depending on own aesthetical standards to judge children. If we have less unique construction of evaluating indicators for children and pursuit results excessively, such as “truth”, “great”, “good”, which is not conducive to the development of children’s physical and mental health. So, in order to know children’s paintings, we must see more paintings they drew constantly, listen their statement on their drawing, let them say more about paintings and talk with them about what it is in the painting and why.

Introduction

In kindergarten, educational activities of art field consist of three operable activities. They are painting, art crafts and art appreciation. Children’s art work evaluating is a process or activity that is to make judgements on the extent of paintings in art activities meeting children’s development by collecting relevant data and information systematically on the basis of certain standard of educational value [1]. Evaluating should be carried out with unique indicators, according to children’s characteristic in different age level. That is benificial to promote the development of children’s imagination and creativity.

Evaluation significance

It is one of ways to form children as a whole that thinking in others’shoes is used to make evaluation for children’s paintings. Not only can it promote children’s creativity, but it also makes their appreciation, volition, thinking, memory and ability on hands with brain be enhanced [2]. Children’s art work evaluating is a developing evaluation. Development is the final purpose of evaluating. Value orientation in educational evaluation should correspond to different children’s intelligence and characteristic in different age level and law of somatopsychic development. And it also meets personality development. Only in this way can children’s creative potential be maximized and their all-round ability improved.

Evaluation dimensions division

As we all know, the target evaluation pattern of children’s art work evaluating is easy to result in that evaluating is lay special emphasis on art works with more objectivity. And due to the adult’s preference, they neglect children’s true intension in drawing and speaking superiority. Curently, lack of evaluating on children’s art works in drawing is being a major problem during evaluating

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children’s art work. So, children’s art work evaluating should be divided into two dimensions, including objective evaluation of art works and children’s subjective creation in drawing. That is a way to offer guidance plans and advices for knowing children and development of children in different age level.

**Evaluating indicator construction**

Result evaluation of children’s art works is to implement painting evaluation centered on art elements. It does not have a target orientation of appreciating, ranking and assessing. Process evaluation is to implement processing evaluation based on elements of children’s cognitive development. This way can help teachers know children’s inmost world better and show more respect to every child. Teach students in accordance with their aptitude.

Table 1. Evaluating indicators of children’s art works.

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<th>1st indicator</th>
<th>2nd indicator</th>
<th>3rd indicator</th>
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<tr>
<td><strong>Children’s art works evaluation</strong></td>
<td><strong>objective evaluation of art works</strong></td>
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<td><strong>line shape</strong></td>
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<td><strong>children’s subjective creation in drawing</strong></td>
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**Evaluation strategy enlightenment**

We can find their unique insight on life via children’s paintings. It is an important way to understand them that children’s paintings can be known. That is also helpful to know their needs, see their emotion and adjust interactive relationship timely.

**See children’s paintings constantly**

When children draw, teachers can know their drawing ability and their inmost world via some behavior and characteristic, such as creating sequence, image size, subject relationship of persons and colors. For example, children usually like drawing themselves next to their loves. The distance of numbers shows the degree that they love from best to worse. A lot of information knowing children’s paintings can be got by observing their handling for details of characteristic and image, which is the best way to express their emotion to recall the experience of living with relative together in drawing.
Listen children’s paintings constantly

When children have drawn a painting, they are often excited. That is a better time we listen their paintings. If they come to you with their paintings, not say anything, just smile to them and look them in the eyes with encourage, which can let them master thinking and speaking superiority and give them say anything about their paintings. On this way, whil resonating children’s thinking and imaging, it offers us more time to observe their paintings and more topics to talk with them, considering how to arouse them to say more about their paintings.

Let children say more about paintings

For their paintings, children may have their unique thinking or opinions. When asking something about paintings for them, we need to arouse them to speak their thinking whether or not they respond to us. Children experience fun under the circumstance of drawing intently. Children’s inmost expression is beneficial for them to understand art works. Besides, that is good for our comprehension to them. So, we can not get speaking superiority for works and use some unmeaning and broad words that is like “good”, “great”, “truth” to make an evaluation before they say nothing. We can not criticize or talk accusatorial negatively.

Talk with children about paintings constantly

Children’s initial paintings usually show an unapparent symbol. Parents and teachers can not make an evaluation for their paintings according to art works self. If we do not understand them, we can not know what they draw. So, we only rely on model factors to talk with them about paintings. Such as length, twists and turns of lines in drawing, line movement, hue of color paintings, material texture of posters, and so on. When at about 4 years old, children can draw recognizable figurative paintings. At this time, we may talk about these model factors and other exciting things with them as appreciating paintings, which can enrich children’s experience and promote them to know the paintings further.

When children are drawing, teachers should not provide templets for them, especially not ask them to draw as templets [3]. Teachers must show respect to children’s spontaneous performance and creativity. They should give proper guidance and observe, take notes, respond quickly, admire appropriately, which can help children enjoy fun of independent creation and promote interactive atmosphere. Generally speaking, we must implement effective activities for communicating with each other. Unique evaluating indicator should be formulated in accordance with characteristic of children in different age level. Only in this way can children’s imagination and creativity be enhanced.

References