

Quarterly Portrait







Assessment Instructions

Photocopy this template for each child at the beginning of the school year. In the month of August/September, have each child draw a picture that represents him/herself, a family member, or other person (ex. Bible character, friend, relative, etc.). Repeat this activity at the end of each quarter (Oct, Dec, Mar, and May). Place the finished portrait drawing in the child's portfolio in the "Work Samples" section. The growing collection for each child should show his/her developmental progress throughout the school year.

Optional: If preferred, or simply for the fun of variety, allowing the children to draw portraits on a chalkboard or whiteboard and taking close-up photos of the portrait drawings, printing them and keeping them in their portfolios is also good.

These quarterly portraits will assist the teacher in tracking the developmental progress of each child.

Developmental Stages of Children's Drawings

<p>Perspectives</p> <p>Drawing Development in Children</p> <p>Viktor Lowenfeld Betty Edwards</p>						
<p>2 3 4 6 8 12 14 yrs</p>	<p>2 years</p>	<p>3 years</p>	<p>4 years</p>	<p>6 years</p>	<p>8 years</p>	<p>10 years</p>
<p>Viktor Lowenfeld <i>Creative and Mental Growth</i></p>	<p>Scribbling stage</p> <p>First disordered scribbles are simply records of enjoyable kinesthetic activity, not attempts at portraying the visual world. After six months of</p>	<p>The preschematic stage</p> <p>First conscious creation of form occurs around age three and provides a tangible record of the child's thinking process. The first representational attempt is a person, usually with circle for head and two vertical lines for legs. Later other forms develop, clearly recognizable and often quite complex. Children continually search for new concepts so symbols constantly change.</p>	<p>The schematic stage</p> <p>The child arrives at a "schema," a definite way of portraying an object, although it will be modified when he needs to portray something important. The schema represents the child's active knowledge of the subject. At this stage, there is definite order in space relationships: everything sits on the base line.</p>	<p>The gang stage: The dawning realism</p> <p>The child finds that schematic generalization no longer suffices to express reality. This dawning of how things really look is usually expressed with more detail for individual parts, but is far from naturalism in drawing. Space is discovered and depicted with overlapping objects in drawings and a horizon line rather than a base line. Children begin to compare their work and become more critical of it. While they are more independent of adults, they are more anxious to conform to their peers.</p>		

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Child's Name: _____ Child's Age: _____ - _____
Years Month

Circle Month: Aug-Sept / Oct / Dec / Mar / May



Note here child's verbal description of portrait picture:
