

Interventions with the ENViL CEFR_VL, as a Tool for Art Education in Early Childhood Education and its Teacher Training Programs

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Abstract

“Don’t touch!” This brutal intervention into the freedom of personal expression of young children is often heard. Has anyone actually counted the number of times the child hears that expression before s/he begins her/his schooling? Even without statistics it’s foreseeable that, without independent activity and making her/his own experience, the development of the child’s personality will be hindered. Learning exercises are created with an understanding of the characteristics of this age group and of the particular children or pupil groups at the educational institutions. In practice, however, we see that instead of consciously planned assignments geared towards the competencies to be developed, what is taking place is activities convenient for the adults, most often spread through social media. Parallel to the development of the CEFR_VL prototype, its study of kindergartners (Pataky, 2017) was at the same time a test of the practical applicability of the model. The workshop takes the research results as its starting point, and uses diverse interactive methods to seek answers to the particular questions of visual education for young chil-

dren, while surveying what possibilities are contained in the toolbox offered by the CEFR_VL model that can aid the awareness of the planning of pedagogical processes for early childhood educators who (also) teach visual arts. The ENViL Workshop pursues one of the new objectives of InSEA: to offer support to early childhood educators to get to know the most up-to-date trends in Education through Art.

Keywords

ENViL, CERF_VL, Early Childhood, Visual Competencies, Art Education, Teacher Training.