

Re-Examining Drawing in the Early Childhood Classroom: Changing Teaching Attitudes towards Drawing as Multifaceted, Meaningful Representations

Kwang Dae Chung
University of British Columbia, Canada

Abstract

This research paper examines children’s drawing experiences, in particular, in the early childhood classroom. It attempts to define drawing in terms of its relevance as a teaching and learning activity. Furthermore, the research explores how drawing tasks are meaningful by examining its importance in the early childhood classroom. The data was collected over one month period at a daycare centre where twenty-four 18 to 36 month olds were observed doing their daily art activities. The observations were videotaped and photographed. The research used qualitative approach and participant observation method. A journal of notes was also kept to record any supplementary comments. The findings show that drawing is not only about recognizable pictorial images but are also an entire experience and a process which begins well before any actual images appear on paper, canvas and such. Moreover, the data shows the significance of this process in understanding the students’ drawing experiment in order to truly comprehend and appreciate the storytelling behind each drawing. In conclusion, this research found importance of pedagogy of listening

from that moment and how often early childhood educators missed children's rich, intellectual and amazing thoughts and experiences. This is important for the students but, perhaps, even more so for the educators as the broader definition of drawing allows teachers to use drawing as a more comprehensive teaching and learning tool.

Keywords

Early Childhood Education, Art as Experiences, Pedagogy of Listening.