

## **8. GRAPHICAL AND VERBAL EXPRESSION**



## **8.1 Preliminary statement**

Earlier the topic was introduced by following the development of the graphical expression in Sara, Fiorenza and Stefano (3 years old).

The verbal aspect regarded the comments by which each child was completing the expressive effectiveness of his/her drawings.

We can now conclude by examining the development of free graphical and verbal expression in Nicola and Cristina (6 years old).

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Nevertheless it is useful to quickly review the main features of the graphical-pictorial expression in relation to the age in the following way:

- 1) personal organization of the main tracts in relation to what is perceived as existing. A scheme for the human body, for a tree, for a house, for the sun, for an animal.
- 2) transition from a non-specialized positioning in the operating space to the use of the same space in horizontal, vertical and oblique directions: ground-line, skyline. The direct relationship is still used, that is the chimneys, the tree, the person are drawn perpendicular to their support.
- 3) space-time positioning was earlier done by the superposition in the same space, then by the attribution of a specific space and eventually by making linear sequences. On the same page we note the presence of different moments of an event (e.g., the balloon in the hands of a child, the balloon flying away, the balloon in the sky). The linear sequence is perfected through the learning of reading and writing.
- 4) fixed attribution of colours and variations on the same scheme only through strong personal motivations (e.g., the sun is always yellow, the sky blue, the grass green, the trees brown, etc.).

## 8.2 First attempts

The age of the children is 5-6 years. Already from the first day a big exercise-book has been prepared for each pupil to gather all the documents produced.

The children draw freely, then try to write signs, words and a draft sentence.

The pupils can choose paper sheets in different formats and colours.

They play with our basic signs. The line in any colour tells a tale by its contractions, expansions, intervals, in relation both to images shown and to its location in the space of the sheet. Only the surface significant for the tale and the description ask for a close-up and superposed tract which becomes colouring, or else they recall the use of additional colours.

The colour is often used as in a mosaic style and changed in order to differentiate parts of the objects drawn, thereby resulting in beautiful effects. Some children like to trace the margins first and then to fill the internal parts with colours. Their attention is drawn to the respect of the “fences” they have traced, and next to them the children are urged to proceed with short and careful tracts, but also close to one another to give strength to the colour.

Rhythms are built up on the chromatic and formal scheme. Techniques and materials are varied.



Macchie = spots

giallo pecorina = yellow like little sheep

giallo pesche = yellow like peaches

blu gins = blue jeans

giallo sole = yellow like sun

blu di estate = blue like summer

rosso tulipano = red like tulip

blu grembiolino = blue like school apron

rosso terra = red like soil

blu notte = blue like night

rosso pesce = red like goldfish

blu mare = blue like sea

rosso tetto = red like roof

verde mare = green like sea

celestino sporco = dirty light bluish

celestino chiaro = light bluish

## The teacher poses questions.

### Examples

#### Spatial and spatial-temporal relationships

- where does the child lean his/her feet?
- is he/she alone? Who is by him? In front of him/her? Behind him/her?
- where is he/she going? How will he/she reach home?
- who is at home?
- what is there around the house?
- are there trees?
- are there animals? Are they alone?
- is it daytime or nighttime? What is there high in the sky?
- and on the ground?
- is it warm or cold? How can you guess this?

#### Connections

I can see two houses. Starting from the first one, how can I reach the second one?  
What kind of road is it?  
Are there vehicles on the road?  
What can you see along the margins of the road?  
How can I go to the top of the mountain? In your drawing I cannot see any road or track.

#### Superposition

Here we see your house. You say that the one behind it is your cousin's house.  
How can we understand in the drawing the second house is behind?  
In the classroom we try with two pupils. Of the one standing behind something cannot be seen: the belly with the clothes, a part of the legs, ...  
Now let's go back to our sheet of paper and see how to arrange the houses.

#### Discard

Let's observe the tree. On a branch smaller branches expand and on the latter there are some other, thinner branches, so thin that they seem to be drawn with a sharp pencil. Something interrupts the order: a branch is bent, broken. What happened?  
The child holds something in hand which he/she likes a lot (e.g., a small box found in the chips), puts it on the sheet and continuously traces its shape.  
We ask: "I would like to draw a little hole on the lid. May I? But I don't know the use of it."  
The child replies: "I know: it is useful to breathe because in the box there will be a trapped ant. There it is ...".  
And the whole tale becomes vivid.

#### Differentiation

"On the street you have drawn 5 vehicles, all similar. Can't we differentiate them? Are they all lorries? Are they all Fiat? ..."  
"No, this is my uncle's Panda, this is my dad's Renault, ..."  
"So, can't you add any particulars to identify them?"

## Rhythms

On the foliage of the tree we could draw a rhythm: light green, dark green, light green, dark green, .... in the mid of the green: a nest ....

Also the pebbles of the road: small, big, small, big, ....., round, sharp, round, sharp, ....., light grey, dark grey, light grey, dark grey, ..., then suddenly a hole!

## Development

All these cars on the road suggest me that a petrol tank is needed, a tyre shop, car electrical repair, highway patrol, a robot, a policeman, ...

## Completion

I see a big tree. Is it alone or else did it grow in a group, i.e. there are trees nearby, small trees just sprout from the ground, old big leafy trees, ...?

a rhythm on the foliage of the tree

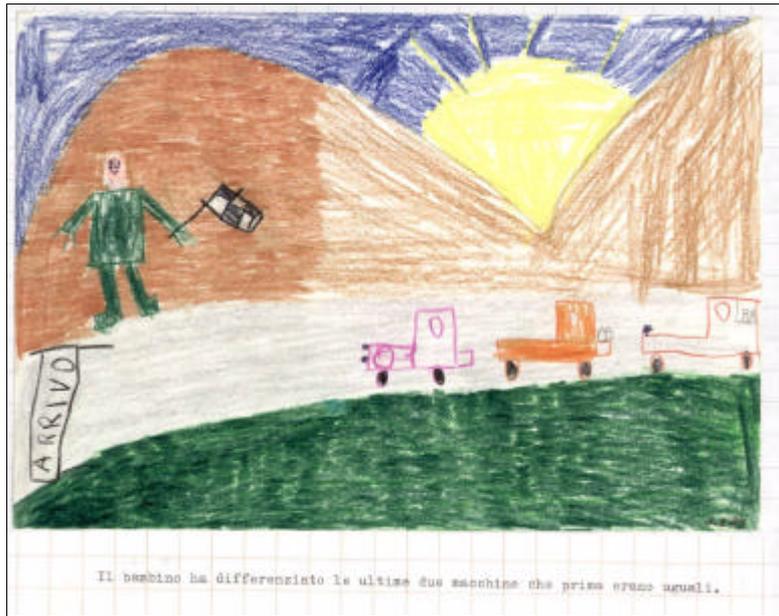




a rhythm with the fishes ... a rhythm with the rocks .....



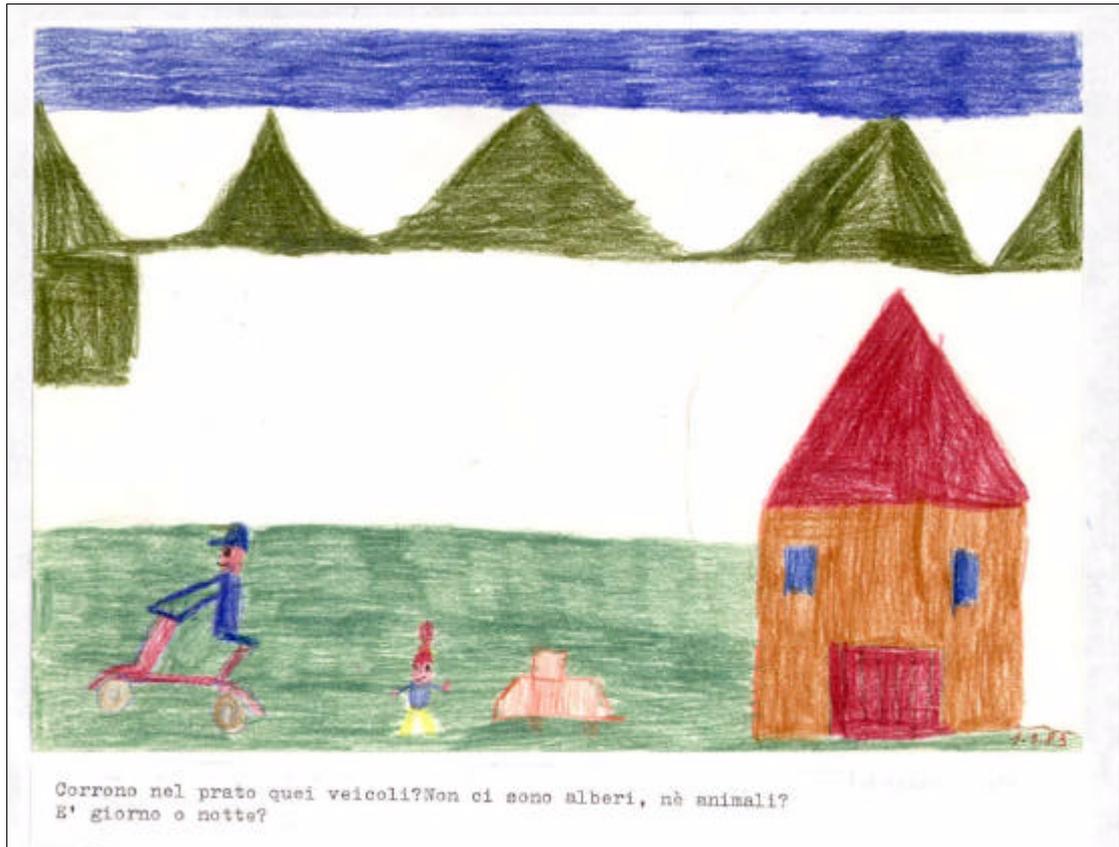
below there is your cousin's house



the child was able to differentiate the two cars which previously looked the same



A branch is broken. What might have happened?



Are those vehicles running on the meadow? Aren't there any trees, nor animals?



At the beginning the child had drawn only the pine tree and a bird. We did an intervention by asking him, "Is it really a lonely tree? Is that bird flying alone?". The child replied "No!".

### 8.3 Nicola .... some documents



Nicola va al stero

Nicola va all'estero

Nicola va all'esteto

child's writing

teacher's writing

Child's copying exercise

Nicola goes abroad

Nicola at Carnival



Nicola a carnevale

Nicola a carnevale

Nicola a carnevale

teacher's writing

child's writing

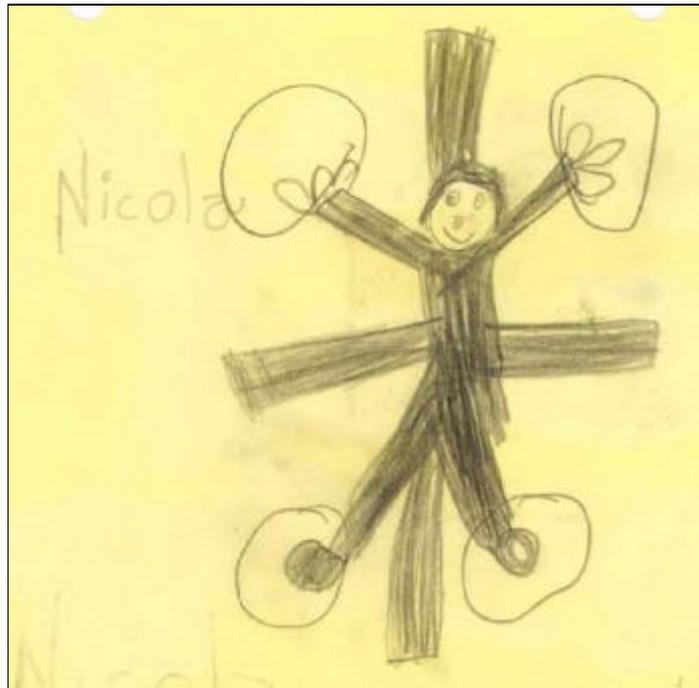
child's copying exercise

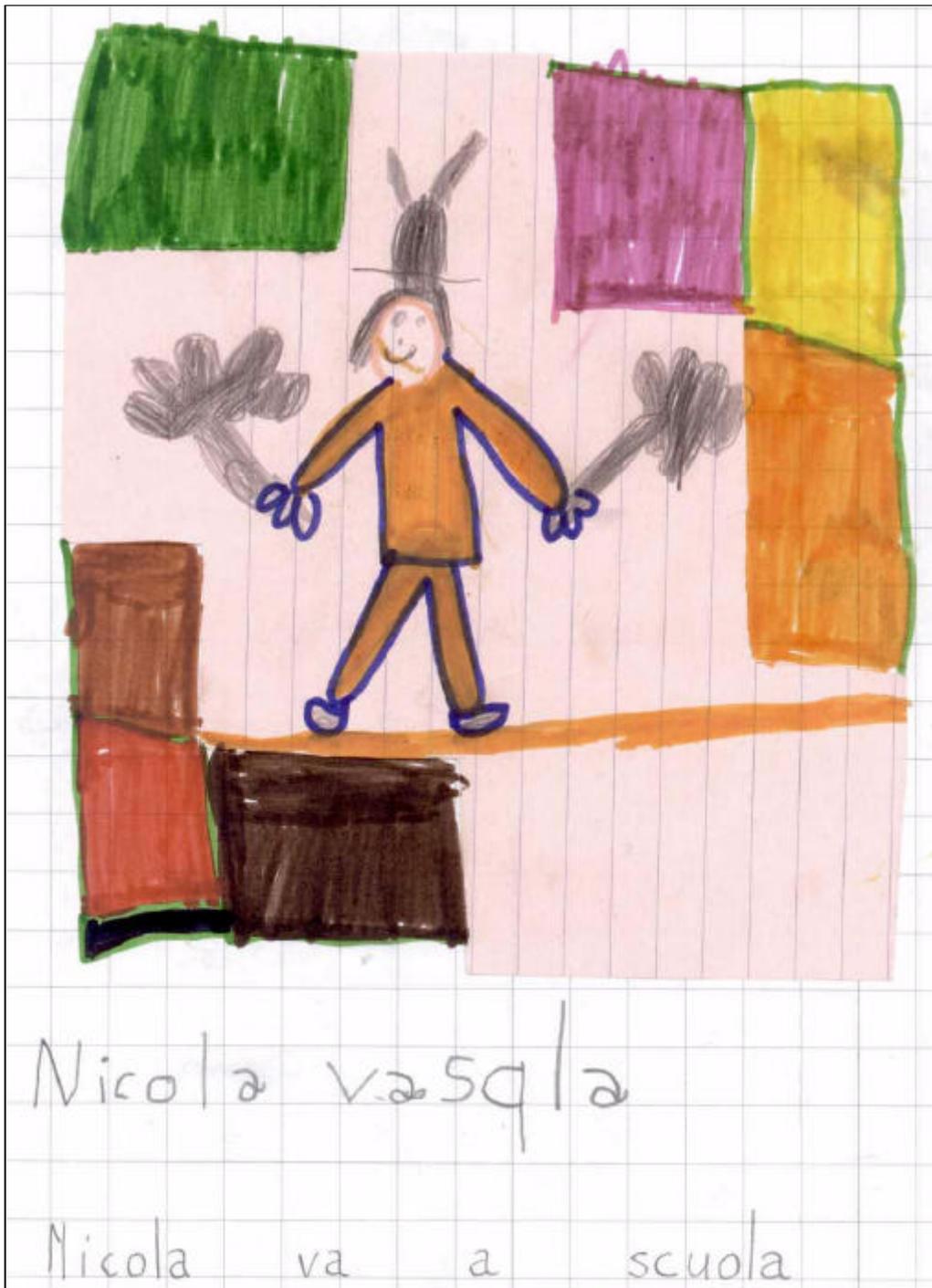
Regret for the Carnival games?



it's the end of Nicola

Fear for school: *"I shall die, wings will grow and I shall fly to the sky" ...*





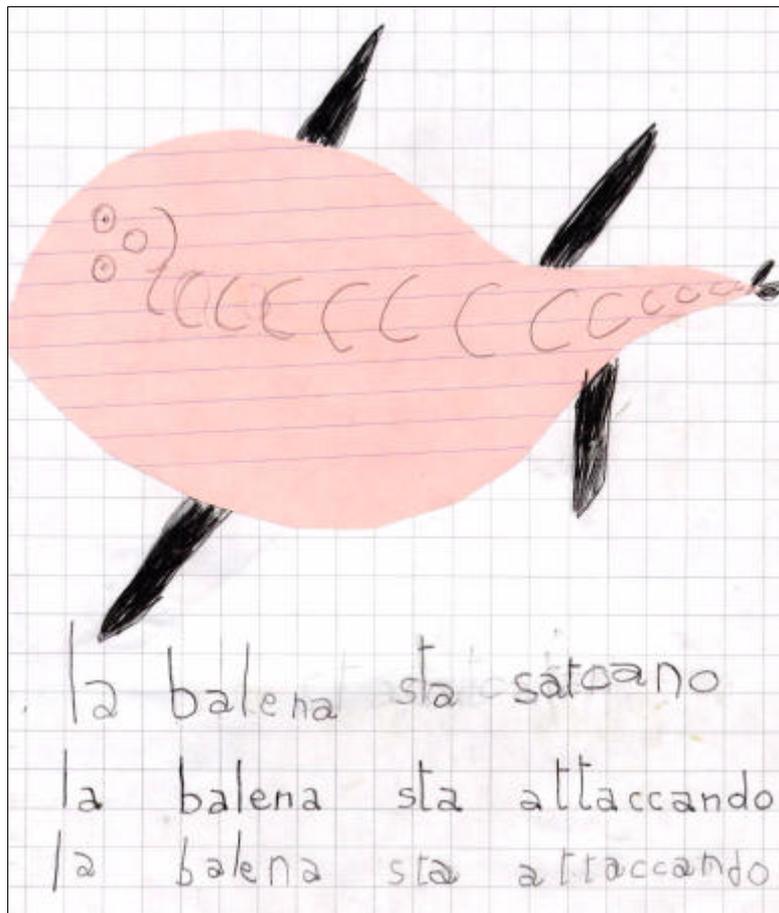
Nicola goes to school

In the drawing Nicola has wings on his hands: “It is nice to go to school” ... Introduction of a pause between the name and the remaining part of the sentence. Use of the whole space of the sheet.



the story of the giant

Attempt to separate words



The whale is about to attach

The child was given a strange, coloured shape. He glued and built up a whale. In the sentence words are separated.



The flying machine

Sheets in various formats.



Myself adult while working

The sentence is well constructed, words are separated and correct.



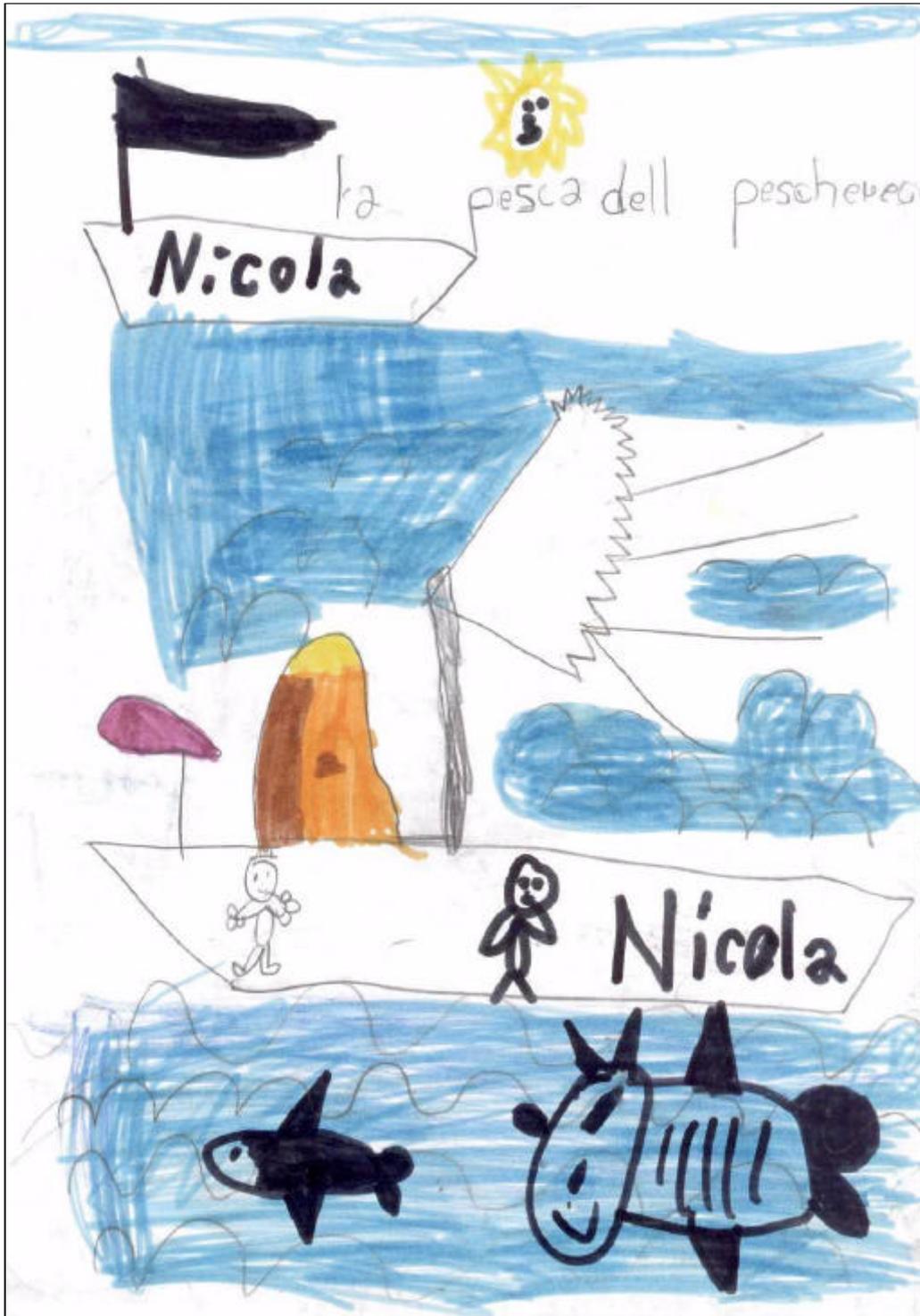
The child's mother is ill

Partial use of the sheet: only the left-hand side.



I am at my aunt's for lunch because my mother is at the hospital

Let's observe that the use of the space on the sheet is not arbitrary, as psychologists, psychoanalysts and anthropologists like to state.

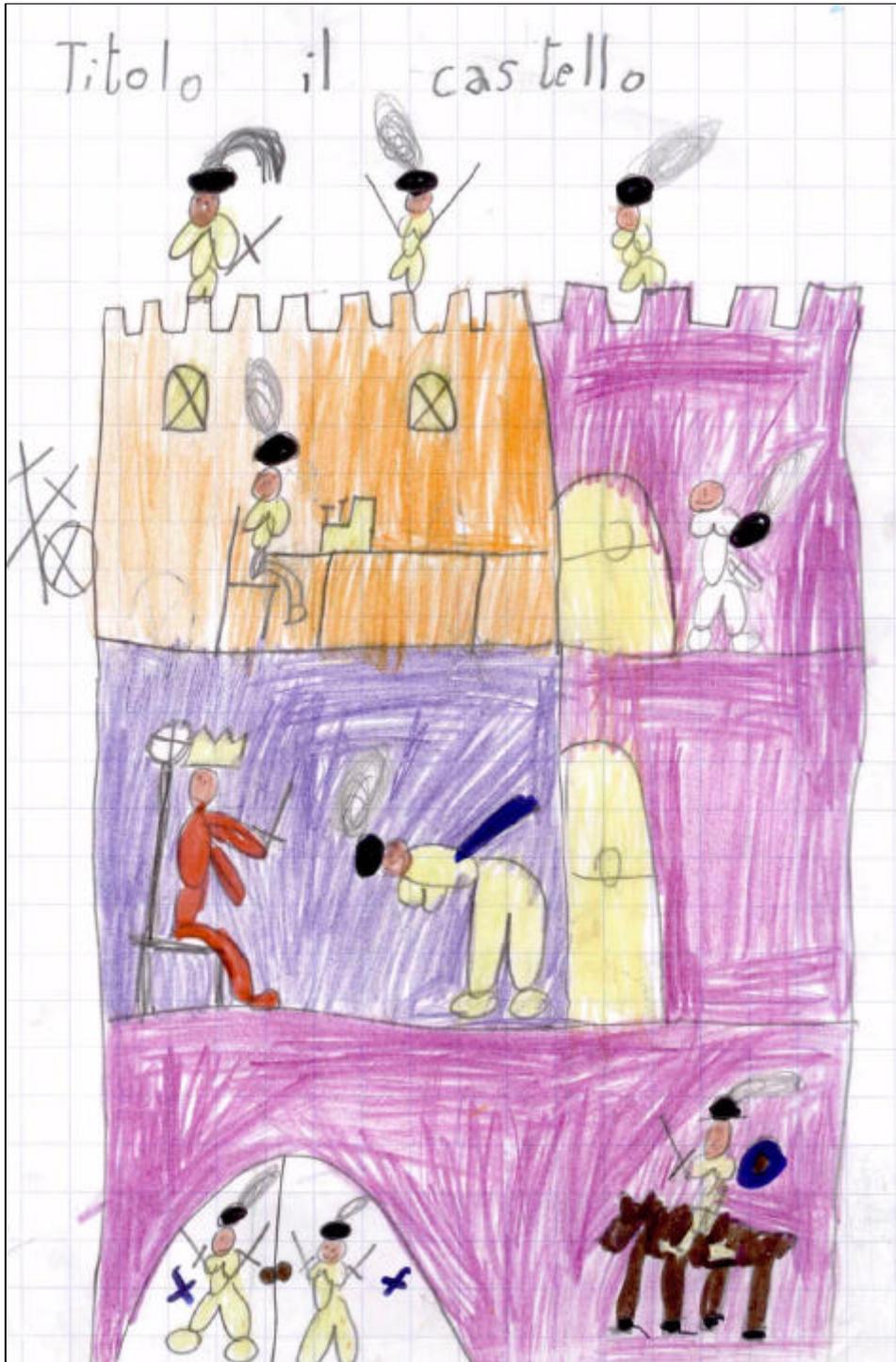


The fishing of the fisherman



Today is my lucky day

Happiness: stars, moon (light), small birds, butterflies, wheels (cart and bicycle = speed and movement), winged horse.



Title = the castle

Text and drawing on separate sheets. Title in the drawing.

io mi sono  
divertito a costruire  
il castello legoland  
io mi sono  
divertito a  
costruire il castello  
legoland

I had a good time in building up my Legoland castle.

Differently from the previous drawings, here a separated sheet is offered for the written verbal expression.

## 8.4 Cristina .... some documents



Cristina plays with her friends

Sentence without perception of the pause.



Cristina goes on a tour

Attempt of separating words operated only between her own name and the remaining part of the sentence.



Her first show

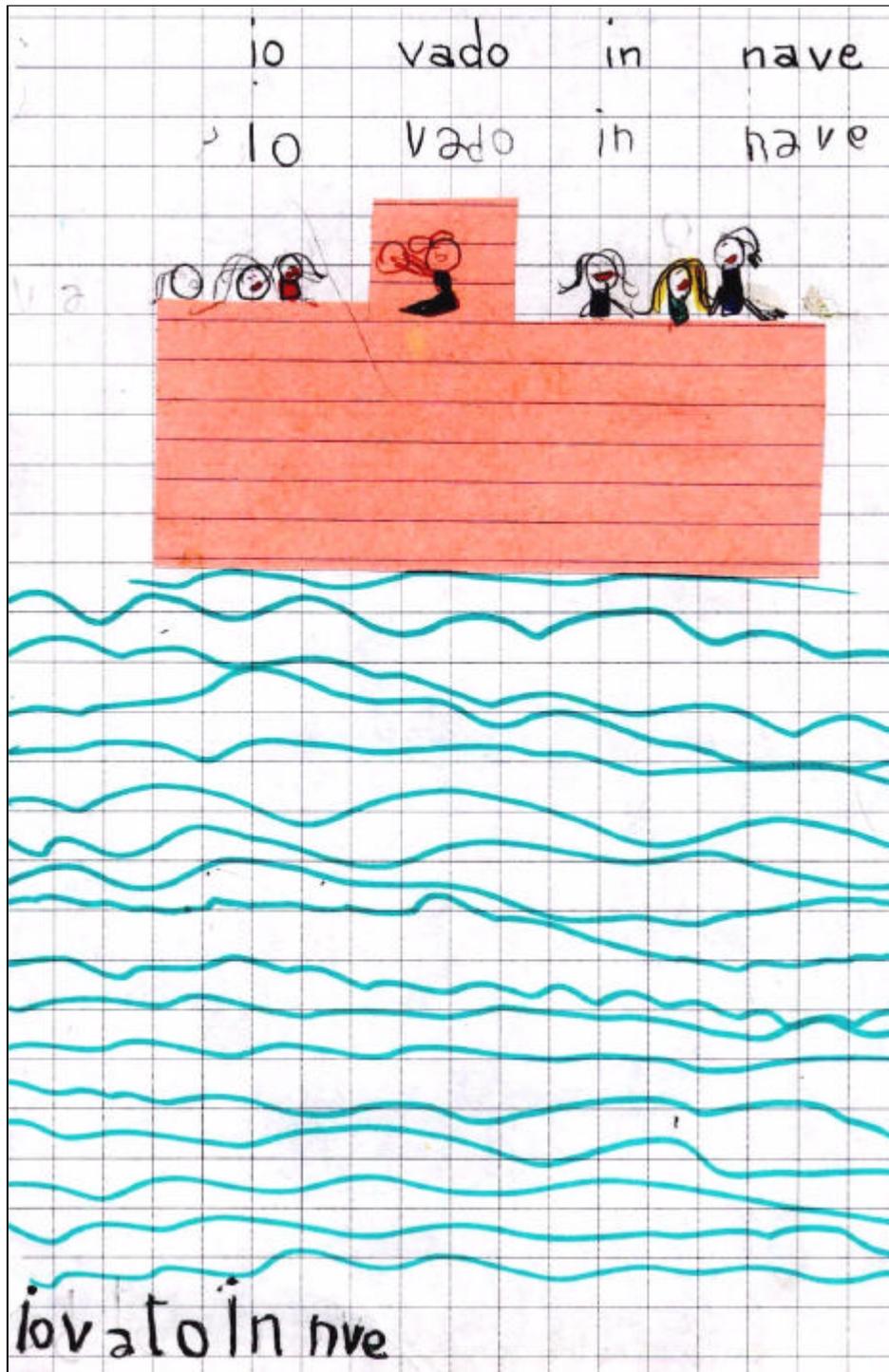
The words are correctly detached. Some sounds escape.



Happiness at first sight

(dedicated to the teacher)

Perception of two pauses.



I travel on a ship

The child builds up around a given shape.



I hear a melody za za za

The child builds up around strange shapes. The pupils can choose from a box where the teacher prepared many simple shapes in different colours and materials.



I make a party because it is my birthday

Words are differentiated and correctly built up.

The construction of the scenes and the setting of the shapes recalls the fact that the child is attending a dance school.



I am playing ball with my cousin



Santa Lucia brings the presents

Cristina and Nicola:

the drawings on the same topics are grouped.

The teacher asks for a general title: “*the snow*”.



I am going to skiing with my cousin Matteo



Eventually a lot of snow fell and I am very happy

Title = the snowman



My sister and I are building up a snowman



I am skiing at Montecampione and I am having a very good time



The machine collecting the snow



Title = the super fall  
I did a super fall aiuto = help

Se non andava davanti  
il maestro non mi  
fermavo più e non  
respiravo più

Hadn't the ski teacher stayed in front, I wouldn't have stopped and breathed anymore