Growth Development and Theory Of Creativity: Viktor Lowenfeld

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Viktor Lowenfeld

Born in Linz, Austria in 1903.

Elementary school at Vienna.
Attending University in Vienna for Art History and Psychology.
Vienna Academy of Fine art. Lowenfeld studied under Edward Steinberg which required his students to work with ceramic sculptures while blindfolded. Because of this, Lowenfeld suggest Institute for the Blind to used the same method to blind people.

Famous for children development and growth in term of art and creativity.

Art educator
Artist
Psychologist
Author
Professor

Books:
The Nature of Creativity (1939)
Creative and Mental Growth (1947)
Your Child and His Art (1954)
The Lowenfeld Lectures (19827)

Died at Pennsylvania, United Stated in 1960
Understanding Growth

Art as a Means of Understanding Growth

1. Emotional Growth
2. Intellectual Growth
3. Physical Growth
4. Perceptual growth
5. Social growth
6. Aesthetic growth
7. Creative growth
Emotional Growth

- Drawing provides the opportunity for emotional growth.
- Drawing accomplished is in direct relation to the intensity with which the creator identifies with his work.
- This called self-identification whereas the creator portrays things that are meaningful to him.
Intellectual Growth

- Usually seen in the child’s growing awareness of himself and his environment.
- Drawing shows children intellectual level.
- Drawing sometimes used as an indication of the mental ability of children, particularly when verbal means of communication are not adequate.
Physical Growth

- Physical growth can be seen in his ability for visual and motor coordination whereas he started to controls his body, guides his line and perform skills.
- These children have desires to refined and develop their motor skills.
The cultivation and growth of senses is an important part of the art experience. In creative activity, the increasing of perceptual growth can be seen in child’s awareness and use of a variety of perceptual experiences. Visual observation is the most emphasized in an art experience.
The social growth of youngsters can readily be seen in their creative endeavors. Drawing and painting reflect the degree of identification the child has with his experiences.
Aesthetic growth is often considered the basic ingredient of any art experience. Aesthetic can be defined as the mean of organizing, thinking, feeling and perceiving into an expression that communicates their thought and feelings to someone else.
Creative growth

- Creative growth starts as soon as the child begins to make marks.
- Drawing and paintings shows children creative growth in terms of independent and imaginative approach to the work of art.
Art as a Reflection of Development

- The children always talk to adult within his visual language as their communication.
- Art is important for children’s thinking process, perceptual development, emotional development, increasing his social awareness and creative development and surely refined their sense skills.
Lowenfeld Stages of Artistic Development
The development of Scribbling

Disordered Scribbling

The Naming of Scribbling

Longitudinal

Circular

SCRIBBLE STAGE (2-4 YEARS)
Disorder Scribbling

- Disorder Scribbling is uncontrolled markings created by lack of motor control.
- This scribbles look “random”.

![Image of Scribble Art]
Controlled Scribbling

Controlled scribbling was divided into two which is longitudinal and circular.

**Longitudinal** is controlled repetitions of motion that demonstrated the awareness of kinesthetic movement.

**Circular** is explores controlled motion. These scribble appears to circle and ovals. Usually in repetitive and conjunctive manners.
The Naming of Scribbling

Develop from kinesthetic thinking into imaginative thinking, transferred motion into a story.
THE PRESCHEMATIC STAGE (4-7 years)

- Conscious creation of form.
- Lack of understanding about space, colors, creatures and logic.
THE SCHEMATIC STAGE (7-9 Years)

- Awareness in the concept of space, colors and creatures.
- The children started to differentiate things.
THE DAWNING REALISM (9-12 Years)

- Self awareness and self criticism become highly apparent and influential.
- Strive for greater attention to detailing. They try to copy what they had seen.
THE PSEUDO-NATURALISTIC STAGE
(12-14 Years)

- The practices of copying increasingly children’s ability to do spontaneous drawing. Sign of shading and motion are observed. Proportion, perspective and used of space are more accurate.
- This stage investigates the child in by their psychological differences in visual and non-Visual.
**VISUAL**

The accuracy in the depiction of object.

**NON-VISUAL**

- Expression or emotions to show their feelings through differentiate colors.
ADOLESCENCT ART (14-17 Years)

• Art at this stages is an independence style whereas they know how to develop their maturity and how to used their experience in art.