

Children's Drawings

By Cath O'Brien

"I participate in the unorganized, fleeting fantasies that my children present, and am aware of how delicate their dreams are. Their play has no titles, it morphs quickly from one thing to the next and it stops abruptly without conclusion" Ann Agee (Potter USA)

One day a concerned father asked me when I was going to teach his five-year old son how to draw. I could sense his disappointment in me because his son was not producing art that he could relate to or feel comfortable with. I tried to convey that the young artist in question had repeatedly shown me that he already knew how to draw and did so with grace and ease.

The verb to draw has a layered and diverse meaning. It can mean to sketch or to make a mark but it can also mean to move in a particular direction, to pull towards or to extract. My experience has shown me that children draw just as naturally as they eat, sleep and play. For young children especially, drawing is a powerful form of communication and expression. Maybe it is because they are less dependent on language that they are able to draw so easily.

Drawing is not only about sketching or making marks. It shapes structure for visceral ideas and makes abstract concepts more tangible and accessible. Who am I to stand in the way of such an effective and personal form of communication? What I like to do is provide space, time, materials and conversation around the drawing. I like to nurture this innate ability to draw so naturally and encourage practice.

A child's drawing is a treasure as it is an opportunity to share a connection and to learn something about the child and ourselves. From a visual perspective, it's often a highly sophisticated composition of form, colour, line and relationship. It is a record of a reflection, a memory or a magical fantasy and it is a connection to a time and place. The question then for me is what can I learn from a child's drawing that can help me to work with them creatively.

"What can you teach?" Not art, that's impossible. Contrary to common view, art cannot be taught. I believe that a piece of work comes out naturally from a human being just like one human comes out of another...You must have life coming out of you" Kazuo Ohno



By Abby Age 7

“我进入了我的孩子们所呈现出的无组织的、转瞬即逝的幻想中，我意识到他们的梦有多么的精致。他们的剧本没有标题，会很快从一件事变换到另一件事，它会突然停止没有结论” [[[Ann Agee (Potter, USA)]]]

有一天，一位非常关心孩子的父亲问我什么时候教他五岁的儿子画画。我能感觉到他对我的失望，因为他的儿子并没有创作出他可以称之为艺术或感到欣慰的作品。我试图向这位父亲传达的是，我们所谈论的这位年幼的艺术家已经一再地向我展示出他已经知道了如何画画，并且优雅和轻松地画了画。

“画（draw）”这个动词具有层次性和多样性。它可能意味着画草图或做一个记号，而它也可以意味着朝一个特定的方向移动，拉动或拔出。我的经验告诉我，孩子们画画就和吃饭、睡觉、玩耍一样会自然而然地发生。特别是对于年幼的孩子们来说，画画是一种强大的沟通和表达方式。也许是因为他们很少依赖于语言，所以他们很容易就能画画。画画不仅仅是画草图或做记号。它塑造了内心思想的结构，使抽象的概念更有形和更容易传达。我怎么有资格阻碍这样一个有效的和个人的沟通方式？我想做的是围绕着画画提供空间、时间、材料和交谈。我喜欢培养这种自然绘画的能力，鼓励孩子们练习。

一个孩子的绘画是一个宝藏，因为它是一个机会，我们可以通过这个机会来分享和孩子之间的联系，对于孩子和我们自己有所了解。从视觉的角度来看，它往往是形式、颜色、线条和关系的高度复杂的组合。它是对于反映的一个记录，一段记忆或一个神奇的幻想，它是一个时间和一个地点之间的连接。那么对于我来说，问题是我能从孩子的绘画中学到什么，从而帮助我具有创意地与他们一起合作。

“你能教什么？”不是艺术，教艺术这是不可能的。与一般的观点相反，艺术是不能教的。我认为，一个人自然地创作出一件作品，就和一个人创造出另一个人一样...你必须让生命从你身上走出来” [[[Kazuo Ohno]]]

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By William age 7