



# The Development of Art Skills for Preschool Children Using a Creative Art Activity Model

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## **Abstract**

The objective of this research was to compare the level of art skills of preschool children before and after using the creative art activity model. The samples of this research was first-year kindergarteners in the second semester of the school year 2013 at Siddhisas School. In order to accomplish the assigned objectives, the researcher selected one classroom, consists of 10 students, by using the simple random sampling theory. The primary data was conducted by carrying out a test which includes 12 sessions of 50 minutes each and the instruments used were the creative art activity and the art skill evaluation sets. In terms of methodological work of this experimental research, the researcher uses the one-group pre test, post test design and the data was collected by undertaking the mean test, standard deviation test and t-test for dependent samples.

**Keywords:** preschool children, the development of art skills, creative art activity model

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## **Introduction**

Early childhood should be fully integrated, both physically and mentally, and be educated to appreciate the value of cultural art. The early childhood education emphasises on developing the preparation in all appropriate aspects, thus physical growth is essential. In order to promote higher skills of observing, creative thinking, euphony and beauty appreciating for early childhood, organising art education

learning experience is the key, with an art activity being part of a creative activity.

The early childhood's brain is in the stage of gaining experience, the right hemisphere dominates art and creativity learning and appreciation which is in accordance with (Jakapong Suwanratsamee. 2010 : 1; referred from Institute for Gifted and Innovative Learning. 2007:3 - 4) who states that children's art activity makes adults understand the meaning of

children's consciousness and needs whereas the children of this age cannot fully speak, listen, read or write yet. However, the early childhood may use lining or drawing as the tools to express their feelings, comprehending and needs. Furthermore, the other art activities, such as, sculpting, folding, cutting, tearing, patching and creating help enhance children's creativity, imagination and socialisation. Therefore, art is a significant tool which prepares children's personalities. There are a number of positive impacts of understanding children's needs and development towards teachers, one is to help them comprehend more of children's learning system, as well as to better arrange customised teaching plans for each student.

The rapid and severe economic and social crises have created the necessity in transforming Thailand's education system, as (Napanetr Thambawon 2003: 1) addresses that all the environmental problems have a direct and indirect impact on the early childhood's health, development and learning. Also, the influences of other cultures towards our way of life make us realise the importance of maintaining the identity of our own culture. The development of children is in accordance with the unique cultural context and social way of life and is consequently important and must be fostered from an early age and continuously improved.

The researcher then becomes interested in studying the development of early childhood's art skills which consists of all the activities that emphasise and encourage early childhood's learning within the period of 50 minutes. In each activity, the traditional and cultural arts of all the regions in Thailand are linked, for instance, Northern region The Bo Sang Umbrella, Padanung, Yee Peng Festival, Thung Kula Rong Hai, Phi Ta Khon Festival, Pha Taem National Park, The Grand Palace, Amphawa Floating Market, The Bridge of the River Kwai, Nang Talung, Red Whiskered Bulbul, Kolek Boat. In order to promote early childhood's art learning skills through Thai cul-

ture with the usage of stories or video clips of each activity, the children get to practise their skills by sculpting, folding, tearing, cutting, patching, scribbling, drawing, painting, twisting, creating, rolling, squeezing, beading, photo printing and eye-hand coordinating activity. As the children are freely given the opportunity to use their own creativity and imagination, in relation to (Korakot Phaetlakfa. 2009. Introduction; referred from Ongkan Inmaphanra. 1983 : 279-282), it helps children observe the surrounding environments, for example, the colours, shapes, materials, spaces, it also encourages the children to express their capabilities and feelings in forms of visible pictures or articles. Hence, the perceptions in children are expressed through pieces of art in each particular activity.

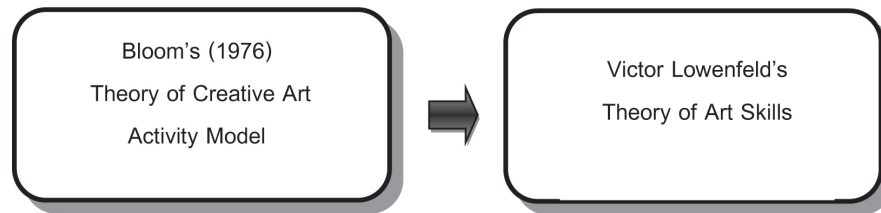
The organising art education learning experience grants the opportunity for children to study, research and communicate their feelings to the surrounding people and to develop their capabilities in thinking, imagining, observing, enhancing self-confidence in selecting materials, promoting eye-hand coordination and ultimate thinking on shapes and colours.

From the mentioned reasons and occurred problems, the researcher subsequently develop the level of art skills of early childhood by using the creative art activity model as a guideline for teachers and concerned people to encourage and strengthen the development of children's minds, intelligences, moods and socials, and to educate the importance of virtues, morals, local cultural arts and traditions for the children to become quality adults in the future.

## Objectives

1. To develop the level of art skills of early childhood by using the creative art activity model
2. To compare the level of art skills of early childhood before and after using the creative art activity model

## Conceptual Framework



*Figure 1* Conceptual Framework

## Methodology

In terms of methodological work of this experimental research, the researcher compares the level of art skills of early childhood before and after using the creative art activity model and develops the level of art skills of early childhood by using the creative art activity model. The procedures are as follows:

1. Studying Victor Lowenfeld's theory of stages in artistic development, which is divided into three stages: scribbling stage, pre-schematic stage and schematic stage

2. Studying the theories and researches on early childhood's art activities and the Bureau of Academic Affairs and Education Standards' 2003 early childhood's education modules, such as, scribbling, drawing, painting, sculpting, tearing, patching, folding, paper activity, squeezing, twisting, creating, beading and photo printing

3. Looking into the making of creative art activity models, this research is based on Chaiyong Promwongse (1980: 122-123)'s model as a guideline to create the following creative art activity model: names of the activities, reasons to use the activity models, objectives, contents, timings, locations, instructional media, activities and evaluations

4. Studying the principles of making the creative art activity models based on the psychological operations with the intention of meeting any learner's abilities, as well as the learners can acknowledge the results of their actions by emphasising on the learners to participate the activities with a variety of instructional media, this research is based on Bloom

(1976 :115 - 124)'s theory as a guideline for an enhanced instruction, which is divided into four characteristics: cues, participation, reinforcement, feedback and corrections

5. Studying articles and researches on traditions and cultures of Thailand's four regions of Attractive Traditional Festivals. The researcher selects some activities from the articles and researches on Thai traditions and cultures of the four regions in order to educate the values of Thai traditions and cultures, there are three activities for each region and the information are then put into plans for making the creative art activity model

6. Presenting the creative art activity model to the experts for their comments on the contents' suitability and activities, then bringing the activities and evaluations forward to three experts for more comments on the contents' accuracy, language and activities' appropriateness

7. Presenting the commented and corrected creative art activity model to the researcher's advisors for their approvals and trying out the creative art activity model with 10 first-year kindergarteners in the second semester of the school year 2013 Siddhisas School, who are not selected as samples, by carrying out six sessions of 50 minutes each with the aim of studying the overall problems and limits in using this creative art activity model.

8. Presenting the commented and corrected creative art activity model to the researcher's advisors again for their final approvals and trying out the creative art activity model with the selected samples.

9. Evaluation of the early childhood's level of art skills

9.1 Studying the theories and principles from articles and researches on evaluating

The Development of the Early Childhood's Level of Art Skills, Observing and recording of Jakapong Suwanrasamee (2010)

9.2 Studying the procedures and techniques in Creating an Evaluation of the Early Childhood's Level of Art Skills of Jakapong Suwanrasamee (2010) Raticchon Rattanatham (2005) Sasasorn Dechakul (2010), Evaluating the Physical Preparedness of Kindergarteners of Waro Pengsawasdi (2007), New Measuring and Evaluating : the Early Childhood of Sirima Phinyoanantaphong (2014) and adapting the principles to be consistent with the samples, creating an experimental evaluation of the level of art skills for early childhood by measuring the skills of coordinating between arm, hand, finger and eye muscles in scribbling, drawing, painting, sculpting, tearing, patching, folding, squeezing, twisting, creating, beading and photo printing

9.3 Analysing the activities' objectives, specifying the skill-indicated behaviours and measuring for creating an evaluation of the early childhood's level of art skills using the creative art activity model

9.4 Creating the evaluation of the early childhood's level of art skills using the creative art activity model, in accordance with each activity's objectives, for testing the development of the early childhood's level of art skills, each has five facets to cover the specified contents and objectives

9.5 Presenting the experimental evaluation of the development of art skills to three experts for examining the accuracy of contents, suitability of an evaluation and marking criteria

9.6 Improving the experimental evaluation of the development of art skills in relation to the experts' recommendations, in which two out of three gave the identical suggestions meaning the evaluation is in an appropriate standard

9.7 Trying out the approved experimental evaluation of the development of art skills with 10 first-year kindergarteners in the second semester of the school year 2013 at Siddhisas School, who are not selected as samples, for further improvements and creating the final experimental evaluation of the development of art skills to use with the samples

9.8 Proving the evaluation's accuracy by presenting the evaluation of the development of art skills to three experts for their comments and marks, then using the given marks to find out the Item-Objective Congruence Index by applying to the quality standard of 0.5 and above (Boonchoet Phinyoanantaphong. 1983: 89)

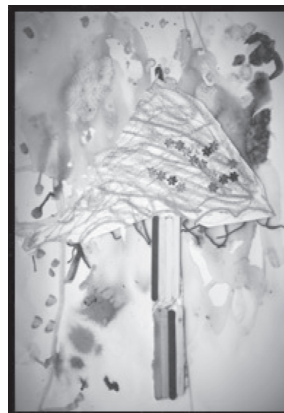
9.9 Presenting the commented and corrected creative art activity model to the researcher's advisors for their approvals and experiment the creative art activity model with 10 first-year kindergarteners in the second semester of the school year 2013 at Siddhisas School, who are not selected as samples, by carrying out six sessions of 50 minutes each with the aim of studying the overall problems and limits in using this creative art activity model.

## Results and Discussion

Carried out the creative art activity model with the samples in 12 activities, as follows:

### 1) The Bo Sang Umbrella

This activity has created to acknowledge the pre-school students about Northern culture of Thailand. The researcher uses mulberry paper and other art materials to create an umbrella in geometry, in order to develop the imagination and creativity in children to learn about shape. Moreover, the children are able to learn how to drip and drop the color on the paper, draw the triangle by using the crayon,



materials to create an umbrella in geometry, in order to develop the imagination and creativity in children to learn about shape. Moreover, the children are able to learn how to drip and drop the color on the paper, draw the triangle by using the crayon,

also using the scissors to cut the yarn, and shred and design their own papers.

### 2) Padanung

The purpose of this activity is to acknowledge the pre-school students about a small ethnic group, Padanung. This small ethnic group live in Northern part of Thailand, which they are known for wearing brass neck rings on their necks. The students can learn about the Padanung culture, belief and custom. The



students will create this project by using a crayon in drawing a face and then molding a play dough in a long length line. After that, the children will tear the paper following the tracing lines in order to help the fine motor skill. Lastly, they will learn to fold

the paper in half and put the string through each hole in the picture.

### 3) Yee Peng Festival

The objective of this activity is to inform the students about Yee Peng Festival, which has been a tradition of people in Northern Thailand. The children will have fun learning about a floating lantern



by drawing it using the crayon in geometry shape. This activity will encourage children to build important pre-math skills and recognizing

geometric shapes, while along the way creating a unique work of art. The method of using crayons is to draw the lantern in the straight line to make a square shape and then cut it neatly. Afterward, the children will roll the paper and squeeze it in the shape of globe.

### 4) Thung Kula Rong Hai

The purpose of this activity is to educate the stu-



dent about the largest highland of the rice field in Northeastern Thailand, which produces the most famous

jasmine rice. The students will learn to create the rice field by using a sponge dipping into a color creating the background of a rice field, and then they will use their own finger paint to make a paddy field. To finish this activity, the children will pick up each rice seed and put it in the artwork and lastly ask children to cut the paper to make a scarecrow and glue it in.

### 5) Phi Ta Khon Festival

The purpose of this activity is to educate the stu-



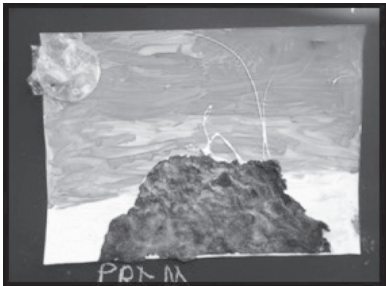
dents about some of the most important event local celebration, which has been passed down from generation to generation. To acknowledge the students about this celebration, the researcher uses, "the Conrad" technique in order to create the

imagination and creativity in this activity. The children will enjoy making it by using their fingerprints dipping into the poster colors, afterward ask them tearing the paper into a square shape and stick each piece of paper to create the mask. Moreover, the researcher also prepares the construction papers in different shapes. The outcome of this activity should help the students to recognizing of geometric shapes, colors, and forms, as well as creating a unique work of art.



### 6) Pha Taem National Park

The purpose of this activity is to educate the stu-



dents of Pha Taem National Park which is located in Northeastern part of Thailand, as well as, the meaning of the word "Taem" in a

local context. The students will learn to create the National Park with the play dough to make a cliff, and then they will draw a circle and cut it afterward squeeze the paper and stick it in to make the sun. The children will gain fine muscle control from this activity.

### 7) The Grand Palace

The purpose of this activity is to educate the stu-



dents about the history of the most beautiful palace in Bangkok, which is considered to be one of the most

popular tourist attractions. The palace has been the official residence of the kings of Siam. Moreover, in the past the inner court of the palace was allowed only for the King and the women to access. To create the palace in an art masterpiece, the students will use the conrad and stamp technique, which will encourage children to use their imagination and creativity. After that, the children will learn how to use the paintbrush with the poster color and coloring it in the model of the palace that has prepared for them. In addition, they will need to shed a small piece of paper in a square shape and stick it in the picture to make the perfect the Grand Palace.

### 8) Amphawa Floating Market

The purpose of this activity is to educate the children about the floating market by the canal near

Wat Amphawan Chetiyaram, where the vendors who



pack their boats with food and drinks selling along the canal. They will learn how to draw the three kinds of tropical fruits; rambutans, mangosteens and oranges from the examples. Then, they will use the sponge dipping into a

poster color to create the canal as a background, and after that they will paint the fruits with crayon, which they are not allowed to color it out of the line in 1-2 center meters. Lastly, folded the paper in half.

### 9) The Bridge of the River Kwai



The purpose of this activity is to educate the children about the famous historical site, Bridge River Kwai which is located in Central of Thailand. The bridge was built during World War II in order to transport the cargo to Myanmar border. To build the bridge, the children will use the sponge dip into a poster color in two colors, which will create the new color. After that, they will use the side of crayons to color it on the paper in a straight line, a curved line, and a diagonal line. According to the lesson, they will learn the value of the tone of each color. In addition, the children will create the historical bridge from an ice cream stick. Then, they will stamp it by using the model, which has been prepared. This will help the children learning how to even the color.

### 10) Nang Talung

The purpose of this activity is to educate the children about the local puppet show in Southern

Thailand. It is the show that appeared only in shadow against a white sheet, with light shining from behind.



This exciting art project is sure to surprise the children. They will enjoy the unique of scratching art drawing in colorful colors. They will how learn to draw a line in straight line, a curved line, and a diagonal line with the colorful crayons. In addition, the lesson will help the children learn the face feature of the puppet in a detail by drawing it with the end of the paintbrush. This creative activity is a great way for preschoolers to practice small motor skill.

#### 11) Red Whiskered Bulbul

The purpose of this activity is to educate the children about the local sport competition of Red Whiskered Bulbul in Southern Thailand.



The children will learn to create the bird in a different of art materials. These will give them to experience of using the crayons, cutting the paper on a tracing

line, put the sting through each hole, putting the colorful beads in a string and tearing the paper in a small pieces.

#### 12) Kolek Boat

The purpose of this activity is to educate the children about the local fishermen boat in Southern of Thailand. The children will have fun decorating the boat with their creativity and imagination. The activity starts with drawing the curvy wave, and then use a sponge dip it into the blue as a background. The children can learn how to color it evenly. Then, they



will be rolled in a shape of a long pipe to make a flag.

*After conducting this research in developing artistic skill of pre-school children with creative art activities, the researcher has recorded an outcome of each activity by evaluating the art skills in children.*

### Conclusions

The study on art expression is developed in according with the theory of Victor Lowenfeld. He studied document and research concerning art activities for young children. In addition, there is a manual on Early Childhood Education Curriculum 2003, which was published by the Department of Curriculum and Instruction Development. Also, the method for creating activities by Chaiyong Promwongse (1980: 122-123) is utilized for creating creative art activities. The psychology theory of Bloom (1976: 115-124) is guidance for enhancing the effectiveness of teaching process.

The mentioned studies and research has helped the researcher to design and develop activities that comply with the research purpose. It also supports the students to be more interested in participating and responding in the activities. During the semester break most students had opportunities to go to different places with their families. When teachers asked about the places that they went to and showed them the pictures/ videos that reflected culture that children experienced during the trip with their parents, it helped to urge children's attention. This activity is the integration between Thai culture (in 4 parts of the countries) and tradition. In this case the children could learn about tourist attractions and cultures of people in different parts of Thailand. In addition to that it helps to foster/ educate the children about the value

of Thai tradition. The creative art activities provided children a chance to learn and express their idea and imagination as well as easily create art pieces. The teaching lessons allow students to recognize the beauty of aesthetics and had fun during the artistic process/ technique as well as develop their art skill through various activities. As a result, children were bold to express their ideas and had a chance to learn from the activities and their creativity on the pieces of art. One of the most essential points is that the students' opinions would be accepted and respected. The art work of students would not be compared. This is to help them to freely use their imagination and ideas. The teacher will give a compliment to the students, which will re-enforce them to have motivation and encouragement to create art works. It would lead to students continue to create and develop their art works. In conclusion, students had chance to summarize their works in groups. This is to go over their work by telling each other about the tourist attractions, traditions, and cultures that they experienced.

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## Further Readings

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It urged the students to have imaginations and ideas as well as creativity. Moreover, it allowed students to present their art works to friends. In this case the researcher put the students' work on the exhibition board.

## Recommendations

This research will be guidance for teachers and involved parties to develop early childhood's art skill by using creative art activities. It will help develop and enhance child development, which indicated in the purposes of study. The effectiveness of child development will be of benefit for the art teachers as they can apply it to their teaching and use it to develop the young children's basic skills.

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