

Early Childhood Fine Art Learning

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Abstract

Art has been an important part of human development for a long time, one type of art is fine art. Fine art is a field of art that involves the creation of visual works, both in two-dimensional and three-dimensional form. The aim of this research is to describe the fine arts activities of early childhood. The research method used is a literature study that utilizes existing library sources. Fine arts in PAUD cannot be separated, many learning activities carried out in PAUD utilize fine arts such as painting and coloring, playing with clay or sand, collage, finger painting, drawing with sand, using recycled materials, decorating or painting. plant's pot. Activities that provide benefits for children are not only in the artistic aspect but also in other developmental aspects.

Keywords: Art; early childhood.

INTRODUCTION

The process of growth and development of children can be maximized in various ways, one of which is through the field of education, education has a very important role in the process of a human's life journey. Education will be provided according to the age of the learners. The age level of 0-6 years is called the Early Childhood Education (PAUD) level. Early childhood education is a coaching effort aimed at children from birth to 6 (six) years of age which is carried out through providing educational designs to help physical and spiritual growth and development so that children have readiness to enter further education (Kemendikbudristek, 2022). Early childhood education is the foundation of the formal education level which plays an important role in individual development. Education carried out at the PAUD level has an impact not only at that time but has an influence on the child's future.

The implementation of learning in the early childhood learning stage has less academic pressure than in the later stages of education. This stage is a suitable period for children to be able to learn various fields of education, one of which children can learn about art. Art activities coexist with daily activities carried out by humans. Art is an inseparable part of almost every moment of a person's life (Ozturk & Ozturk, 2023). Art cannot be separated from children's lives. Art is part of one of the creative stimulations (Saputro, 2018). Art learning is a learning process that aims to develop understanding, appreciation, skills, and expression in various art forms such as fine art, Art makes different and unique contributions to each child's abilities such as understanding, imagining, creating, thinking, feeling, symbolizing, communicating, understanding and becoming a confident and creative individual (Smith et al., 2023) Children at this stage of education have great curiosity about various things (Chen, 2016). Many activities that children do at school include art activities.

Britannica, T, (2020) says that Art has been an important part of human development for a long time. Art is a wonderful way to help children learn, express themselves, and have fun, Art takes many forms that include music, singing, dance, movement, drawing, painting, sculpting, storytelling, performance, and drama. All young children need opportunities to create, participate in and perform a variety of activities in different art forms (Shih, 2018). Friedrich Froebel, believed that young children should be involved in making their own art and enjoying the art of others. For Froebel, art activities were important, not because they allowed teachers to recognize children with unusual abilities, but because they encouraged each child's "full and 'all-round development'" (Shih, 2018). According to Ki Hajar Dewantara, Art is all the actions of a human being that arise from his feelings of life and are beautiful (Mulyani, 2016). Art development in early childhood is important because one aspect of development will affect other developments. Apart from that, art is something that is very close to children's daily lives, the development of art is very important for early childhood because one of its features is that it has a positive impact on children's further development (Sari, 2020).

The success of art learning depends on how the child's environment helps him, both teachers and parents have a crucial role in helping children learn art well. Prior to implementation, teachers should plan diverse and engaging activities to meet children's diverse needs and interests. This can include exploration of different art media and techniques, Activities are adapted to children's developmental stages, teachers need to consider children's developmental stages in designing activities. Activities should be appropriate to the level of children's fine motor skills, concept understanding and creativity according to the age and developmental level of the children.

METHODOLOGY

The research used a literature study. Literature study is a written summary of articles from journals, books and other documents that describe theories and information both past and present organizing the literature into topics and documents needed. The data sources that are references in this study are relevant literature sources, namely sourced from articles. Articles that become references in research are articles on Early Childhood Education and articles on Early Childhood Art. After obtaining data sources as references, it is continued with the analysis of literature review data carried out using content analysis. This research aims to find out the description of the material discussed.

RESULTS AND DISCUSSION

The National Core Curriculum for Early Childhood Education and Care (2018) (VASU) also emphasizes the importance of art education at an early age. Artistic experiences provide children with various forms of expression, which is considered one of the tasks in early childhood education by the VASU. artistic and cultural heritage, and enable positive learning experiences (Bai et al., 2022). Early childhood fine arts refer to creative expressions made by children at their early developmental stages. This includes activities such as coloring, making simple shapes, finger painting, and other types of art that spark their creativity.

Early art is not just about the end result, but also about the creative process that allows children to explore, create and convey their ideas in a fun and engaging way. These fine art activities not only help in the development of fine motor skills, but also facilitate the development of critical thinking, problem-solving, and self-expression that are important in children's holistic development. The classroom and surrounding environment should support children's art activities and it is certainly the role of parents and teachers to provide facilities for children's art activities. Early childhood education classrooms can be approached as important environments that provide aesthetic perspectives for children. Children are surrounded by objects and environments that have rich visual qualities (Bilir-Seyhan & Ocak-Karabay, 2018). Education and art are intertwined, art is seen as part of education. Art development in children's learning focuses more on children's understanding of the outside world and exploration itself. Art education also plays a role in developing children's abilities in a multilingual, multidimensional, and multicultural manner, as well as developing knowledge, skills, and personalities that are in harmony with the mental, emotional, and physical development of children (Saripudi, 2016).

Fine art is a branch of art that is created using elements or visual elements and can be appreciated through the sense of the eye. Visual elements are everything that is tangible (concrete) so that it can be seen, appreciated, through the senses of the eye. These elements include point, line, shape, proportion, composition, perspective, color, texture (material impression), space content and light (dark and light) shading (Mayar, 2022). Art can hardly be defined in one way, it can be expressed through various media such as painting, sculpture, graphic arts, drawing, decorative arts, photography, installation, etc. (Bai et al., 2022). Mirriam-Webster (2019) defines art as: skill acquired through experience, study, or observation; conscious use of skill and creative imagination by aesthetic consciousness, especially in the production of aesthetic objects skill acquired through experience, study, or observation; conscious use of skill and creative imagination especially in the production of aesthetic objects (Bai et al., 2022). Fine arts education has distinctive characteristics compared to other subjects. Fine arts education, like other subjects, has at least two aspects, namely theoretical aspects and practical aspects. Basically, art education is directed at fostering sensitivity, creation, taste and spirit through elements or visual elements that are appreciated through the senses of the eye (Yuniningsih, 2019). Creating art for children is a normal behavior such as talking, playing and fantasizing. Works of art function as an expression of feelings, desires and views of the world around them. A child's activity is a medium for learning as well as playing (Pamadhi, 2012).

Fine art learning plays an important role in the world of education as one of the means and media that can be used to develop skills and recognize and train children's psychomotor skills to be better, so as to develop talents that are already owned as a source of individual competence that needs to be processed and trained continuously (Sayadi, 2020). Viktor Lowenfeld (1957), a renowned contemporary art educator from Austria, has studied children's art for many years. Viktor divided children's development into stages according to the characteristics of children's mental growth. Although each child develops differently and at different speeds, they are generally similar. Children

basically have to go through one stage to get to the next. In the early years, children experience two stages of artistic development (Bai et al., 2022).

Doodling stage: 2-4 years

Children's doodling is a product of their visual experience, coordination of body and finger muscle movements, and also instinctual performance. Lowenfeld believed that when young children start doodling, it is their unconscious reflex, and they have no intention of creating. They just enjoy the feeling of muscle movement, and the feeling of pen on paper. But gradually, children can find some correlation between the lines on the paper and their own movements, so they continue to doodle, and gradually develop hand-eye coordination, muscle control, and other doodling processes related to physical and mental development. Specifically, there are three stages in the doodling period.

The first stage is irregular scribbling. It occurs around 2 years of age. At this stage, they hold the crayon by clenching it. They use their shoulders to control the movement of the crayon on the paper. Moreover, their eyes are not always on the paper when they are doodling. The second stage is elongated or controlled doodling. It occurs around the age of 2.5 years. At this stage, children doodle with repetitive movements, a certain degree of hand-eye coordination and control ability, often with repetitive horizontal lines. Children already have control over the elbow joint.

The third stage is the naming of scribbles. It occurs around the age of 3 to 4 years. At this stage, the child tends to name the picture, connecting the content of the picture with the visual world. They progress from simply enjoying moving their fingers on paper to doodling with fantastic imaginations. They like to give meaning to their scribbles, but the images are still difficult to recognize. The name can be changed, for example, they may claim what they drew is a rocket but change it to something else when they are done. You can detect the relationship between the image and the object they draw, but not the spatial relationship of the object. They name the squiggles and use different colors to distinguish different meanings.

Pre-schema stage: 4-7 years

As children's exposure to the environment expands, they like to explore the world rather than control their own bodies. They realize representational possibilities. They begin to discover the relationship between reality, thoughts and paintings, and constantly accept new concepts, so they often change the concepts and images of their paintings. This period is clearly different from the scribbling stage. At this time, painting has a purpose and is a behavior of consciously expressing thoughts. They progress from scribbling simple lines to early forms of people, animals and objects. These symbolic drawings do not look very realistic, but for children, this is a qualitative change in thinking.

In the pre-schema stage, they tend to draw a tadpole man figure to represent humans. The tadpole man figure consists of the same circles and lines. There is no spatial order and objects are scattered everywhere. The relationship between colors and images

in drawings is determined by children's preferences. Children may have ideas about what they want to draw before they start writing and have the awareness to tell the emotions in their world with circles or lines.

Early Childhood Fine Art Activities

Fine art activities are often carried out by children in their learning process at school forms of fine art that children can do such as drawing, painting with various techniques, coloring pictures, collage / meronce and playing blocks (Primawati, 2023). Of course, fine art activities carried out by children must be adapted to the abilities and stages of child development in order to match the level of understanding and skills that children have. One of the characteristics of children's fine arts is the ability to engage in creative activities, such as making art by imitating, cutting, pasting, and painting (finger painting) (Anggraeni Nisfi et al., 2021). The embodiment and creation of fine art in the form of drawings, paintings, sculptures, types of printed works, including household furniture, visual advertising art, accessories, and others (Mayar, 2022).

Fine art activities that children can do at school are as follows: Painting and Coloring; Children can express their creativity by painting or coloring simple pictures using colored pencils, crayons, or watercolors. Playing with Clay or Sand; The activity of making simple shapes using clay or sand can help children develop their fine motor skills and imagination. Collage; Children can make simple collages by gluing together pieces of paper, fabric, or other materials to create a specific image or pattern. Modeling; Using plasticine or other malleable materials, children can create simple shapes or figures according to their imagination. Finger Painting Activities; Finger painting, or painting with fingers, is a very popular activity in kindergarten. Children can express themselves by creating pictures using their hands directly on canvas or paper. Drawing with Sand; Children can draw or create simple pictures using the sand available in the play area. Using Recycled Materials; Children can get creative by using recycled materials such as waste paper, plastic bottles, or cardboard to make creative and eco-friendly artworks. Decorating or Painting Plant Pots; Children can engage in decorating or painting plant pots to add an artistic touch to their school garden environment. These forms of art not only develop children's creative skills, but also facilitate the development of fine motor skills, eye-hand coordination and problem-solving at an early age. The above activities are simple activities that children can do at school in addition to simple tools and materials used are very easy to obtain which can be done not only at school but can be done at home. Planning and implementation are guided by teachers/parents.

CONCLUSION

Art is always inherent in human life. The context of early childhood art is a wonderful way to help children learn, through art children express themselves, and have fun. Art as, skills acquired through experience, study, or observation, the use of skills and imagination Children have their own way of expressing art itself. Children's learning activities at school are inseparable from art, for example, children do drawing, coloring, and so on. Basically, art education is directed at fostering sensitivity, creation, taste and

spirit through elements or elements of art that are appreciated through the senses of the eye.

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