

## Purpose

To better understand the continuity of children's learning in primary school Visual Arts, so that art can be better taught and learned.

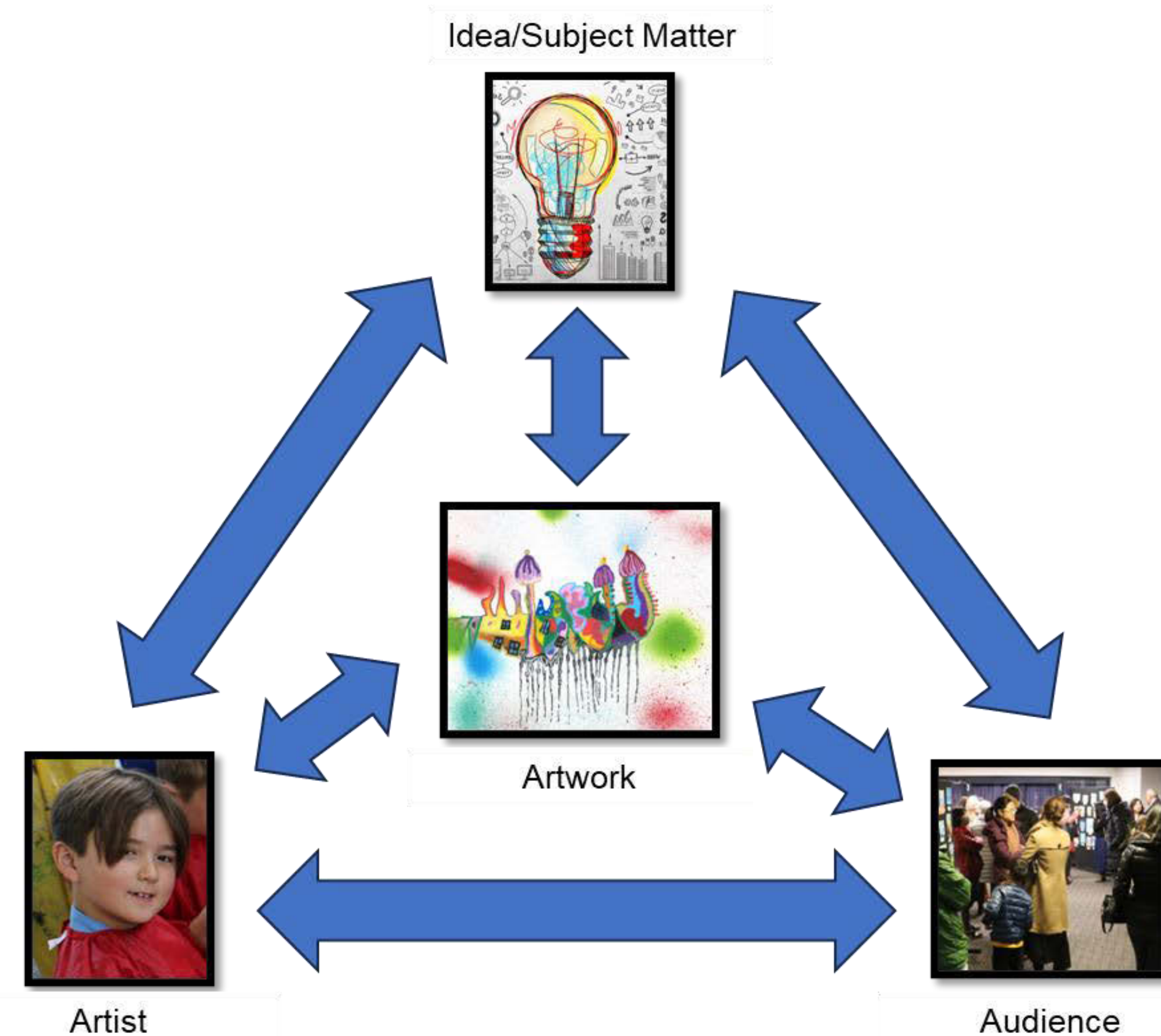
## Research Questions

1. What do children's critical judgements of the meaning and value of their artworks reveal about their role and development as artists?
2. How do these critical judgements change from early to late childhood?

## Methods

**Participants:** 27 students (Year 1, 4, 6) aged 6, 9, 11  
**Data Collection:** Interviews about own work of art  
**Data Analysis:** Within and across 3 case studies

## Analytical Framework



Adapted illustration of Freeman's (1995) Conceptual Framework

## Preliminary Results

Increasing complexity in children's reasoning with age

"I mainly get ideas from books or games or, yeah mainly books, games and other things I do, read or see... I wanted the artwork to represent me." - Alex, Year 6



"I thought of it maybe like an animal, so I chose a moray eel. I started it off as just a - just some grey, and then I made some things, like towers or just destroyed stuff. Or things like buildings just crushed together. I think that's just it." - Leo, Year 1



## Next Steps

Further analysis of the data to determine:

- How and why the children's reasoning develops?
- How do they learn to make connections within the framework?
- How can teachers recognise learning progression in the Visual Arts in order to facilitate this development?

## Conclusions

This study will:

- help shape primary school curricula and pedagogy
- contribute to an improved understanding of the continuity of the child's learning as an artist.

## Key References

- Brown, N.M., & Freeman, N.H. (1993). *Children's developing beliefs as a basis for sequencing in art education*. Australian Association for Research in Education.
- Freeman, N. H. (1995). The emergence of a framework theory of pictorial reasoning. In C. Lange-Küttner & G. V. Thomas (Eds.), *The developing body and mind. Drawing and looking: Theoretical approaches to pictorial representation in children*, 135-146.
- Maras, K. (2018). Mind, language and artworks as real constraints on students' critical reasoning about meaning in art. *International Journal of Art & Design Education*, 37(3), 530-540.

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Becoming lifelong learners:  
 Improving the continuity of  
 learning from birth to 12 years



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