

## **AN EXPLORATION OF THEMATIC SKETCH THROUGH VISUAL ARTS ACTIVITIES TOWARDS THE PRESCHOOL CHILDREN**

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### **ABSTRACT**

This research shares the exploration of fundamental sketch aesthetics in preschool children's educational activities on visual arts skills. The exploration of this study is bound to the involvement of visual arts essential activities to the advancement of children's preschool skills. The knowledge concerns following the advances of curative benefits that derive from an understanding of crafted sketching patterns and the potential of unique visual arts response of preschoolers. The issues bring children to necessitate the chance and opportunity while learning the sketches that generate internal creativity. The research has to focus through the experiences of children and teachers in artistic activities that bring experiences from visual arts in preschool. The benefactions skills in the visual arts include appreciation factors for preschoolers' sensitivity to environmental learning and artistic teaching. The understanding of the interaction of the aesthetic components is enclosed in thematic sketch techniques. The aspects of the composition manipulation of preschool children are also involved in questioning the important viewpoint and the extension of visual art teaching advancement. This also illustrates the readiness of the engagement the importance modelling range towards visual arts. The objectives and mechanisms were created to achieve exposure determination understanding of essential styles through visual arts learning. The research methodology is going under a qualitative approach through participatory of preschooler artistic activity procedure. Towards the approach, teachers are obliged to monitor three phases of assignment by sketching such as my dream vehicle, my dream house and my family members. The activity takes 20 minutes to 30 minutes to be complete as a sketch. A document analysis approaches are used to analyze and evaluate sketches that produce by preschool children. The outcomes reach a dimension of learning and play awareness and addressed a stimulus for artistic activity in the teaching pedagogy. The research also praises to the artistic direction and participating stakeholders who engaged in the knowledge.

**Keywords:** fundamental sketches, preschool education, visual arts

### **INTRODUCTION**

The exploration of this study is based on the relationship of visual arts essential activities to the development of children's preschool skills. The range of this knowledge also associated with the identification of visual arts fundamental exercises to the advancement of children's preschool experiences. Engaging activities related to the understanding of the image and iconography aspects of preschool children in the construction of sketches. The activities also related to the thought of the concept of artistic features from preschool children in the formation of outlines sketches. Through sketches, the various definitions of meaning transpire through the parameters of psychology, social life and visual arts culture. Within sketches outlines, the numerous interpretations of sense have occurred through the knowledge

of therapy, informative experience and visual arts culture. Wright (2010, 2012) has explored how preschoolers can be influenced by meaning through symbols and imagery. This is because the sketches technique brings knowledge outcome and encourage preschool children to learn more exceedingly. Through an artistic mode, signal from the visual gestures it occurs simultaneously. Abdul Rauf and Tan (2020) have noticed that the artistic activities have been identified as an exemplar of the preschool exercises that can encourage creative thinking. The sketches awareness also grows the impression and have encouraged preschool children to determine the artistic style such as the representation of the outline visual gestures.



*Figure 1. Children in Fundamental Sketch Skills Activities*

Figure 1 shows the exercise of children engaging in fundamental sketch skills activities that carry out in the classroom. The sketches exercise from children have engaged in significant activities that grow the planned skills in learning. According to Gilmore (2019), artistic research is a position to explain how productivity change occurs through the use of visual imagery as a source of new cultural skills. A piece of artistic knowledge is a position to demonstrate how valuable development transpires through the practice of visual metaphors. The inventive knowledge is also initiating the implication of distinctive imaginative abilities. Researchers have found that the effects of good lines and sketches can reflect preschoolers' experiences in learning. Researchers possess discovered that the outcomes of reliable principles and visual sketches can indicate preschoolers' participation in knowledge. Furthermore, Ramli and Musa (2020) stated that the efforts in conducting activities and teaching opened up the preparation for teachers and parents to recognize the combination of sketches outlines of children's artwork. The exercises actions in carrying instruction initiated up the groundwork for educators and parents to acknowledge the progression of children's artwork outlines.

## **Study Issues**

McArdle and Wright (2014) believe that with visual art as a literacy approach it should be a priority for enhancing the creativity of preschool children. Visual arts activities related to the construction of cognitive and natural physical interaction by teachers to preschool children. According to Ajodhia and Miller (2019), the integration of visual art with children as young as age demonstrates the ability to develop experiences for dialogue and collaboration. Musa, et al. (2019) find that activities undertaken by preschool teachers in teaching and learning are limited and restricted to uncertain themes. They have added that the children need the chance and opportunity to communicate while creating sketches that generate and develop creativity.

Furthermore, advances in therapeutic would benefit the thought of crafted sketching patterns and it potentially creates a unique visual arts reception for preschoolers. Referring to the problem, Stewart (2019) often finds that teachers who use visual art approaches are complacent because they are ignored and misunderstood. Through her research, school management often focuses on student achievement in literacy, science, technology, engineering and mathematics for focused educational purposes. According to the Bahagian Pembangunan Kurikulum (2011), children need artistic knowledge and skills that enable them to develop creativity and foster attitude and personality. With this research, researchers focus on aesthetics through the experiences of children and teachers in the situation of sketching activities that bring skills to visual arts in preschool.

Benefactions and skills in the visual arts include; (i) appreciation factors for preschoolers' sensitivity to environmental learning and teaching (environment and media); (ii) understanding of the aesthetic and artistic elements of preschool children in the interaction of thematic sketch techniques; and (iii) aspects of the composition manipulation and interaction of preschool children's self-understanding of sketch task arrangements.

The exploration also involved justification by researchers to study the individual performance of preschool children through the art of sketch images in visual arts. According to Grierson (2011), in early childhood education, teachers must be aware that visual arts education is a key factor in developing creative aspects. Moreover, teaching the technique of sketch and imaging can improve the thinking ability of preschool children. Moreover, the social interaction between preschoolers and teachers during physical education with the field of visual arts education can be enhanced. Visual arts activity is one of the standard opportunities by engaging in creative work that is important for the development of children's cognitive and imaginative activities (Koster, 2012). Additionally, the need for preschoolers to understand the relationship of the elements and principles used should be emphasized in the construction of fundamental sketches. This makes the conditions and terms in the construction of preschool children responsive to the visual arts and teaching aspects of teachers.

## **Research Questions**

The research involved questions such as the following:

1. What is the important viewpoint in determining preschoolers' ability to understand the aesthetic aspects of fundamental visual arts assignments?

2. To what extent do teachers continue to develop a thematic understanding of teaching and learning visual arts skills?

### **Research Purpose**

Researchers have identified determinations for aspects of preschool children's teaching in visual arts fundamental sketch techniques. This demonstrates the readiness of the aspects of the framework and the need for sensitivity in the field of visual arts education to be planned and understood.

1. The purpose of this research is to engage on the importance of sketch from the field of visual arts education in the development of artistic skills of preschool children.

### **Research Objective**

Objectives and mechanisms for sharing visual arts education fields were created to achieve:

1. To give teachers exposure to the 'planning' and 'determination' of technical forms of teaching in visual arts subjects.
2. To build preschoolers' understanding of fundamental sketch styles and presentation techniques through visual arts learning.

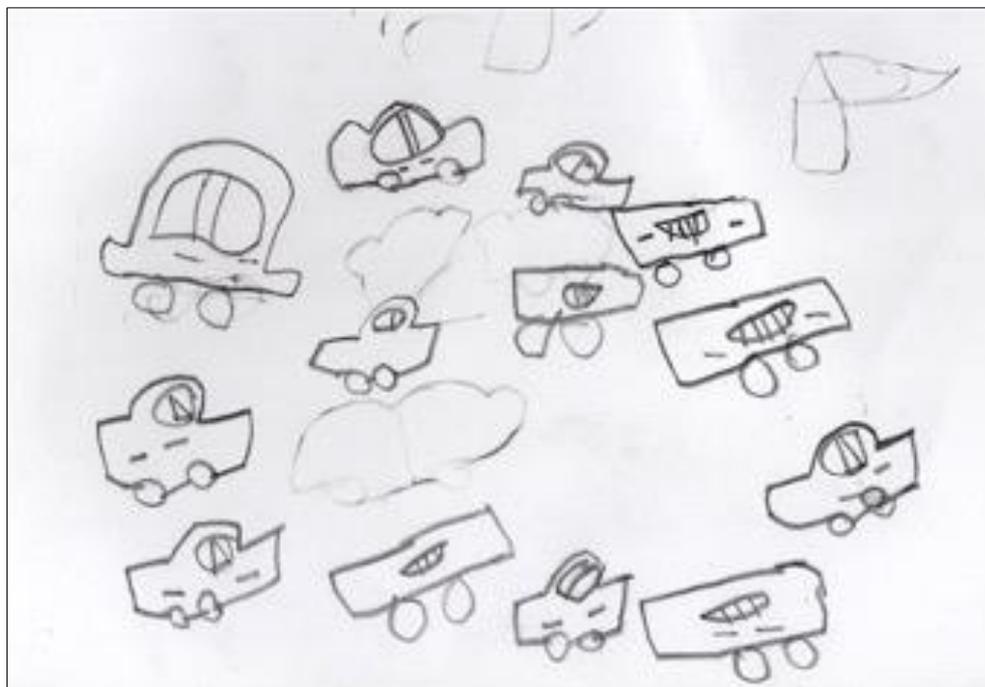
The field of visual arts education is combined to strengthen teachers 'perceptions of developing their teaching style into preschoolers' education. Through the foundation of artistic education, teachers can encourage children to achieve high levels of improvement in the field of visual arts (Van Kuyk, 2011). Furthermore, the exchange of ideas between the activities and the directions of the work can be integrated into the artistic work of visual art. As stated by Musa et al. (2019) teachers need to adapt to a more scholarly approach to visual arts education. Visual arts education needs to be combined with the needs and teaching that are in line with the current practice of teachers and parents' readiness. According to Nagamachi (2002), the visual arts education approach can express and anticipate the initiator's personal feelings through image portrayal. Additional, the emotions and personal insights that are generated apply to the external of the visual art in a distinctive style.

### **METHODOLOGY**

A qualitative approach is based on participatory observations towards fundamental activities and visual art sketches are being implemented. Participatory observation is a qualitative research method in which researchers act to observe towards a focus on a specific children groups. Support and determination is a reflection classification in which researchers accomplish to perceive a focus on selective children as audience. According to Ahi and Tabak (2020), with the use of appropriate methods, researchers can recognise the important role of participants in finding comprehensive points of significance. In certain circumstances, researchers need to participate in specific children group activities with artistic activities. These particular research techniques been conducted while the researchers are in the field. Researchers need to act as observers and act as participants to study the continuity of visual

art sketching activities. This condition provides an opportunity for the researchers to get better information about the focus of the study. Through observation, researchers are able to find out about things that happen in the culture of children's sketch learning. This condition opens the beliefs that focus on research through participatory observation with children. Observations on participants were also used by researchers to collect data qualitatively through careful observation. According to Blomgren (2019), the use of qualitative methods can foster data through field notes, interviews, sketches, photographers and video recordings.

Moreover, to structure the data collection and management, researchers use the supported approach while handling a sketch program. In the beginning, the phase of sharing activities on the elements and principles of visual arts education as well as fundamental sketch techniques are explained to the teachers in advance. This participating should be stated as a preliminary explanation so as not to concern the activity procedure. Towards the approach, the time taken to explain to teachers is one hour of technical planning and explanation. Lampert (2006) proposes an approach to inquiry-based teaching techniques that will enhance critical thinking. Furthermore, the proposes towards aesthetically and creatively are inclusive approach from the art class can stimulate students' higher thinking. A focus on visual arts activities in the classroom is a plan from activity to develop professional expertise for teachers. Figure 2 shows a sketch of a children's image assignment during the class session. According to Ramli and Musa (2020), the formation session for teachers or instructors is should be conducted before any kind of teaching action exploration activities being conducted. Vecchi (2010) has stated "researchers should apprehend the approach by the ability while to recognize aesthetics that can be explained through the understanding of values, the creation of ideas, the discovery of emotions and the control of emotions" (p. xxi).



*Figure 2. Image of the Vehicle*

Every initial sharing and explanation needs to be communicated to members and participants involved in the program as an enlightenment step before facilitates the activity procedure. The purposive sampling is indicated for constructed program design is used as a focus for the planning involved in teaching and learning activities. Arnold (2020) proposes that purposeful sampling be used to ensure that program criteria in the visual arts professional practice are answered. Towards the fundamental sketches, the focus of the teachers and the children involved can be developed and strengthened. Therefore, it is important in the art program to communicate the purpose and objectivity of the sketch program directly to the participant. Additionally, teachers are demanded to perform three phases of assignment by sketching. Among the tasks, the participant has to draw sketches of my dream vehicle, my dream house and my family members. Teachers should take 20 minutes to 30 minutes while monitoring each child's assignment to be complete as a sketch. Document analysis approaches are used to analyze and evaluate sketches that produce by preschool children. Researchers view on Nae (2019) approach to reconstructive research with a combination of document analysis visually including a comprehensive overview of the actions and contexts involved. Moreover, the approach of document analysis is seen by researchers concerning semiotic aspects and formal features of verbal discovery, the interpretation of participants' state of the art programs in emotion, entrance and action (Pintilie, 2014).



*Figure 3. Image of a Dream House*

According to Koster (2012), exposure and supervision of creative arts subjects can encourage children to explore and develop positive emotions in the situation of self-reflection. From the procedures used, researchers can identify the abilities and weaknesses of preschool children applying sketching and outline techniques through assignments delivered by teachers. The design of the research on the program that is being conducted opens up condition for preschooler-centred education. Zakaria et al. (2020) have stated that the design method is the phase of concentration towards data processing based on a systematic network

of data forms. Taylor (2020) discusses the function and approach of a creative program as allowing teachers and students to collaborate artistically through critical thinking in problem-solving activities. Sketching activities in the program provide a learning opportunity for preschoolers to create considerably focused sketch work. Teachers and children work together to achieve aesthetic understanding and subjectivity through activities. The term development of skills in activities has been viewed as a condition of professional learning procedures. Significant of artistic activities such as workshops and exercises aimed at enhancing teaching and learning as cited from Fullan (2007), Wei et al. (2009), Stewart (2014) and Overstreet (2017). The level of context in particular artwork is presented can explain the categories of information that will be achieved through the participants of the teachers and children. Through visual art activities, the themes can enhance preschoolers' perceptions of understanding fundamental sketch. Figure 3 shows a sketch for a children's home image assignment. To facilitate activities, teachers are assisted children to comprehend important themes as the basis of the activity domain.



*Figure 4. Sketches of Family Members*

The process of content validity should involve the use of experts in visual arts and science, education, assessment and creativity as mentioned by Wilson and Presley (2019). Designing activities combined with motivational aspects has the impact of sharing the production of visual artwork. Understanding visual art education requires that teachers monitor preschool children to adapt their personality to their development and sketch skills. The fundamental understanding should be combined with the requirements and factors of image composition through the skills of the teachers. According to Nagamachi (2002), through the visual arts education approach aims to express and anticipate artistic feelings through images and objects. Figure 4 shows a sketch of a family-based image project from children. Additionally, sketches produced by preschool children necessitate being performed individually and in groups.

Approaches and mechanisms for developing fundamental sketches in visual arts education to achieve; (i) preschool children can recognize the visual image and develop a sense of learning in shaping their learning knowledge; and (ii) preschool children can learn sketch techniques through personal artistic experience.



*Figure 5. Sketch Activities as in a Group*

According to Gibson (1979), ongoing artistic activity should be utilized to determine the attention of an individual with potential behaviour and actions. Furthermore, Williams (2019) found that an approach through the artistic program would open up individual improvement opportunities according to an understanding of art and design focus elements. The motivations of performance-focused on exposing children and teachers to creative programs. Artistic programs are part of the concept to enhance children's learning in the classroom. Figure 5 shows an ambience of group activity performed by the children in the classroom. In the progression of the activity, preschoolers' artistic thinking engagement with a fundamental sketch learning skills needs to be focused. To derive the activity, researchers are conducting projects while collecting data and facts. Ramli and Musa (2020) further stressed that the experience in visual art-making with teachers and children would be conducted in an artistic program.

Researchers make participatory observations and digital visual recordings would be used to analyze and identify teachers' personality. It is necessary for the phasing procedure during visual arts instruction to be incorporated into the artistic subject matter. Researchers determine assignments (themes) through instructions shared with preschool children for the creation of sketches. Twigg and Garvis (2010) identified the need for artistic aspects in the development of children's teaching. They propose a prescriptive structure for preschool children to encourage the subject of visual arts education at school and home. Thorburn (2020) finds that the objective of the artistic methodology must be to differentiate the creative information from the regular. Through the supervision of researchers, teachers cooperate to carry out thematically as they are focused on preschool children. The presentation of the artwork was done on a neatly drawn sketch paper and documented for further reference. During the activity process:

Referring to the assignment instructions, researchers need preschool children individually to succeed in a series of collective tasks. The sketch activity was chosen to measure the detailed artistic information. By selecting the developmental phase, the artistic learning of the preschool children's and visual arts would be able to be conducted. Wright (2012) recognizes visual arts education as an important component in the development of high-quality children's learning. By indicating to the process of program activities, preschoolers' skills need to be supported to manipulate the theme of the assignment according to the suitability and natural state of the teaching. Lindo and Ceballos (2019) have found that as children learn, the expressive of visual arts and media can be used thematically to promote mental health as well as facilitate early awareness to practice learning. In continuity, preschool children demonstrate the ability to incorporate thematic images into themes in the presented work of the sketches. Collection of preschool children's sketch skills is prepared with the collection of artistic works upon completion of the program. Selection and evaluation of children's skill-building skills are made according to the guidelines of formality through the measurement of elements and principles of visual art language.

## **OUTCOMES OF VISUAL ART PROGRAM**

The visual arts education program encompasses the opportunity for teachers and preschoolers to appreciate the essence of sketching techniques. The idea and conceptual structures that underpin visual arts education work well in the context of 'theme manipulation' with the guidance of teachers. Furthermore, Salem et al. (2006) express an understanding of visual art through works that bring artistic meaning and personal balance to aesthetic judgment. Through the visual arts education approach, children's exposure through sketching programs is designed to gain knowledge while enhancing their understanding of learning the artistic culture. As stated by Rainford (2020) teachers should explore the role of creativity that enhances children's confidence and demonstrates educational effectiveness.

Teachers need to encourage preschoolers to do their assignment (the construction of imagination) within a set time frame during practice. By identifying the sources of ideas, the construction of a defined work can be prepared by children. Figure 6 shows the composition of the value added to the sketching image through children's sketch activities. In particular, the developmental needs of visual arts education are particularly needed in the teaching of children, especially at primary and preschool levels (Smyth & Davis, 2016). This is because preschoolers' internal personal experiences can meet the external expressions towards the subject of the visual arts. In keeping with the requirements of the visual arts education subject, the interaction of ideas by teachers influences the state of the artistic experience.



*Figure 6. Addition Value to Sketch Image*

Planning and practising the theme assignments for preschool children is through; (i) dimensions of senses while learning and play; (ii) the purpose of image manipulation and aesthetic understanding; and (iii) cooperation of preschool children's personality in the arts.

The benefits of artistic theme would be functioning the character and transition between child interaction and role-playing. According to Christensen (2004) and Cupchik (1995), they discussed the aesthetic aspects of several domains thematically. They have stated matter that related to visuals and highlights the appearance and quality of the sketches. Every work produced by children aims to stimulate the artistic response of teachers. Follari and Navaratne (2019) find a way by integrating visual arts into their skills as they support to prepare the future by providing opportunities for practice creativity, communication, critical thinking and collaboration. This procedure is part of the work-sharing phase that developed following the scope of the essential sketch research objective. Based on these concepts, the transformation of the manipulation of sketch patterns has determined the adaptation of preschool children to the physical subject of visual arts education. Plows (2014) elaborate that the inclusion of guided teaching subjects enhances the awareness and potential of visual arts skills for teachers to teach children. Preschoolers' have to involved in artistic needs and practice in 'transforming' the ideas to initiate the sketch learning goal. It is the essence and process that transforms the field of visual arts education into a thematic medium of teaching and learning activity.

## **CONCLUSION**

On a natural basis, teachers show their cooperation and responsibility throughout the thematic sketch research process for preschool children. Moreover, the field of visual arts education opens up opportunities for remarkable teachers who are still in the process of experimenting with sketching techniques. Every work produced by children opens the stimulus for artistic

action in the teaching pedagogy. The sharing and range of activities involve individual postgraduate students who are trained as mentors. Furthermore, preschool children are assisted by teachers and program administrators who provide endless support. Specifically, thematic sketching activities for preschool children have been documented to be shared for general educational purposes. To achieve the optimum level of teaching, the entire organization of thematic sketching activities strives to sustain and focused on the visual art style. Research into this sketch program facilitates the precise and specialized knowledge required by organizations' efforts to improve visual arts education. The sketch program opens up important perspectives for teachers and children artistic development. The thematic and creative experiences are meaningful for the process of learning in social interaction.

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