

## Relationship Between Art and Writing

Adapted from Project ELIPSS (1996)

<b>Art</b>	<b>Writing</b>
Children need to play with a variety of art materials—paints, crayons, markers, chalk, clay, ink stamps, collage materials.	Children need to play with a variety of writing tools—crayons, markers, chalk, pencils, pens, paint
Different kinds of paper should be available for drawing, painting, and cutting.	Different kinds of paper should be available for writing—lined, unlined, various shapes, sizes, and colors.
Children do not need preprinted pictures to trace and color.	Children do not need preprinted letter forms to trace and copy.
Children need ample time to produce art spontaneously.	Children need ample time to produce writing spontaneously.
Children’s art can take many forms—painting, drawing, sculpting, collage.	Children’s writing can take many forms—note writing, letter writing, sign making, story writing, journal writing.
Children should be encouraged to experiment and take risks in creating art.	Children should be encouraged to experiment and take risks in creating writing.
Children need many hands-on experiences to bring “life” to their art.	Children need many hands-on experiences to bring “life” to their writing.
When children are constructing art, they are learning to solve problems about controlling media and communicating ideas or feelings.	When children are inventing spellings, they are solving problems about how written language “works.”
It is common for children to paint over their pictures—covering the whole page with color.	It is common for children to cover a whole page with writing—particularly when imitating cursive writing.
Children often repeat a particular design over and over on the same page.	Children often repeat scribbles, letter like forms, certain letters or words over and over on the same page.
Children’s early artworks should be recognized and displayed—but never judged.	Children’s early attempts at writing should be encouraged and accepted—but never judged.
Opportunities for art are an important part of early literacy development.	Opportunities for writing are an important part of early literacy development.