

## Guiding Strategy for Children's Graffiti-Art Activities

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**Abstract.** It is found that the forms of children's painting activities are diverse through the understanding and research on the graffiti-art activities in the children's art field. This paper proposes how to guide children's graffiti-art activities, and stimulate children's feelings and experience of beauty, enrich imagination and creativity, learn to use the mind to feel beauty, express beauty and create beauty in the nature and social and cultural life. Guide children's motives for graffiti-art, trigger children's enthusiasm for graffiti-art, and let children find themselves through graffiti-art activities, enhance aesthetic quality, and make painting education full of vitality and vitality.

### To Understand Children's Graffiti-Art Activities Correctly

Children perceive the world, know the world, and open the chapters of life with innate intuition. This cognitive feature of children is a pursuit of beauty and a natural need for the beauty of painting. Children start to perceive object from the beginning, and have an expression through lines, shapes, colors, spaces and structures and many other forms of artistic language, which interpret the rich connotations of artistry, and become the most primitive way in the process of children's objective understanding of the world.

Children's art has the main performance characteristics of form beauty. The graffiti period is an important period in the process of children's growth. Understanding correctly and guiding the development of children who are in the graffiti period can help them to form a good aesthetic consciousness and increase children's self-confidence, which could satisfy the goal of emotional communication and child education.[1] Therefore, the art teachers should correctly grasp the children's graffiti-art teaching though combining children's behavioral characteristics, and to understand and know more children's inner world, let children recognize object through sensory feelings, with the help of various the images, richness and fun of beauty, and take up the artistic communication and aesthetic education through various forms of children's graffiti-art activities.

### The Guiding Strategy of Practicing Graffiti-Art Activities

#### Perception in the First, Then Graffiti.

Children explore the world through their senses and hands, and understand object and inspire emotions by color, sound and shape. Education is to make good use of children's nature. Children's art education needs more feelings and performance. Painting is a kind of visual art activity, and observation is the basis of painting activities. it accumulates materials for painting activities by observing the appearance in the mind, if the observation ability is improved, and the imagination and creativity will naturally be greatly improved. In the graffiti-art activity, children can be consciously brought to close to nature, and let the children participate in some meaningful activities, and observe more, listen more and think more, so that they will have more experience and feelings of life. In the specific experience process, pay more attention to the perception, imagination and feeling of children's autonomy, and reserve the material of painting for the brain. [2] Only the various senses of children are fully mobilized, can children's enthusiasm, initiative and creativity be better exerted. It will yield double teaching goals through the feelings and experience of good objects; for children, the skills training is only a way of painting performance, the point is to feel the

beauty and appreciate the beauty; only perceive the real object in the real situation and accumulate a rich experience of perception, which helps children to carry out graffiti-art activities and improve their ability to express their paintings.

#### **Provide the Rich Material Environment to Children.**

Children have a potential interest in painting activities, which require teachers to induce, guide, nurture and protect so that children have a more relaxed psychological environment to put themselves in graffiti activities. How to create an inner environment with aesthetic and emotional color for children, first of all, it is necessary to have a beautiful external environment, so that children can be immersed in the atmosphere of the external environment, and the rich material and material environment is indispensable.

Children's pictures, catalogues, picture books, etc. that are of interest to children need to be arranged in the graffiti activity venue to provide children with a rich library of materials. There are also famous paintings, sculptures, architectures and handicrafts that allow children to receive the influence of classic works all the time. [3] Children can also move their favorite items into the graffiti-art, whether it is rabbits, leaves, animals, plants, anything in nature, as long as it is in line with children's aesthetic tastes, any object that children are interested in desires can become the material of creation. Graffiti-art materials are not limited to painting materials. They can be anything of any kind. Graffiti-art materials are placed in the graffiti-art activities venue for children to choose freely, and children are encouraged to use their imagination and creativity to complete graffiti-art works. Because children have a strong curiosity about objects they are interested in, they give the emotional color of the work, which is the most authentic and natural expression of children's graffiti-art.

#### **Guide Children to Express Their inner Feelings Through Graffiti-Art.**

All creativity has its own source, it is on the basis of the corresponding intellectual psychology and knowledge and experience. The study of children's drawing skills requires teachers to control the dominant position of teaching and learning. If excessive emphasis is placed on teaching, student's learning process becomes a passive indoctrination way, and to achieve active learning for children, the creative guidance is essential.

In the process of graffiti activities, children's rhythm of graffiti-art will produce a sense of satisfaction. Despite the messy lines and chaotic colors, children feel amazement and joy. At this time, teachers should not intervene too much, and try to enter the inner world of children, read what the lines of children's graffiti-art represent in their inner world, and then guide them with skills, like guide children through the rich graffiti materials to express the characteristics of objects. What you should know is that the children at this time are comprehending the works rather than making the works, and then give the work affirmation and encouragement. It is necessary to know that the more children are encouraged to use their brains, the stronger their ability to feel things, the greater their self-confidence, and the better their self-development. Every child's personality is different, children of different personalities use different painting languages in graffiti-art. At this time, it requires teachers to teach students according to their aptitude and guide each child's personality traits, and mobilizes the children's original creative enthusiasm to create his own graffiti-art through gasping their interest.

**Graffiti-art under the theme scene.** Because of their age characteristics, Children's hand movements are inconsistent with their inner thoughts. Therefore, children in this period have a strong randomness in graffiti-art activities. Combine this feature to set the theme scene, which can be a familiar fairy tale, a cartoon, a life clip, or a theme character, etc. The theme scene setting is a foreshadowing of children's graffiti activities, and children are easy to enter the role and gives emotion in the mode of theme sense. [4] At this time, children will want to express the plot and the character, so the graffiti-art becomes the most direct expression for them. Through the introduction of the storyline, the child's self-positioning in the scene, and the pleasant atmosphere of the external environment, as well as the appropriate form of teacher guidance, the scene that the child wants to express is naturally expressed in the form of graffiti-art. This is a kind of scenario introduction method which is very commonly used in children's graffiti activities.[5] With the help of the

formerforeshadowing, children's graffiti works are real and vivid. Children don't feel any pressure in the process of their graffiti, so children can explore in graffiti, and discover in exploration, grow up in discovery, and have a progress in growth, as well as play the enthusiasm, initiative and creativity of children.

**Create a harmonious graffiti atmosphere.** The children in the graffiti period is very random, who can't be measured by the habitual thinking of adults. What the work of children's graffiti-art is, children can use action and language to supplement the content of the explanation screen. At this time, the attitude of the audience is very important. Try to enter the children's work as a friend, communicate and talk with the children friendly, and guide the children to express their wishes in the work. try to understand and accept the children's graffiti works, and carry out targeted encouragement, care and love children's graffiti interest.

**Provide a Display& Exchange Platform for Children.**

The evaluation of children's paintings mainly includes children's self-evaluation, children's mutual evaluation and teacher's evaluation. When evaluating children's paintings, teachers need to appreciate it from the perspective of children, try to understand the inner world of children, pay attention to discovering the thoughts and emotions conveyed by every line, figure and color on their painting, pay attention to protecting and encouraging the true feelings expressed by children. In addition to the communication way of painting evaluation, the work needs a platform for presentation, or post the work to the network for online discussion and communication. And there are also the most traditional ways of exhibiting works, which is a way of interacting with each other. The purpose is to let children gain recognition and encouragement through the display of works. [6] When facing the works, audience need to pay attention to individual differences, do not underestimate any work, and give the appropriate evaluations of graffiti-art works by different children, find out the advantages and special features accurately, and guide children's painting performance to perfection.

"Painting stems from life and originates from nature". It is not for the purpose of improving children's painting skills. It is necessary to respect children's imagination and creativity, and cultivate children's interest in painting. In the graffiti-art activities, it should pay attention to the characteristics of children at this age grades, but also attach importance to the development of individuality, and enrich children's inner world through the process activities of precepting beauty, experiencing beauty and creating beautiful, improve aesthetic ability, and promote children's physical and mental development.

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