

Standard I.—II.

Following the instructions given in the introduction the child working with free action from the shoulder will produce some such form as this. (The object being to obtain control of the hand, the motion round and round should be repeated until the hand can follow in the same track.)

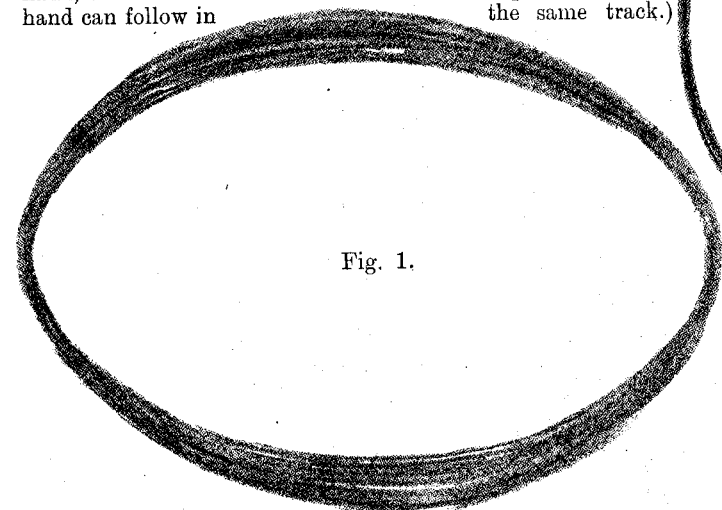


Fig. 1.

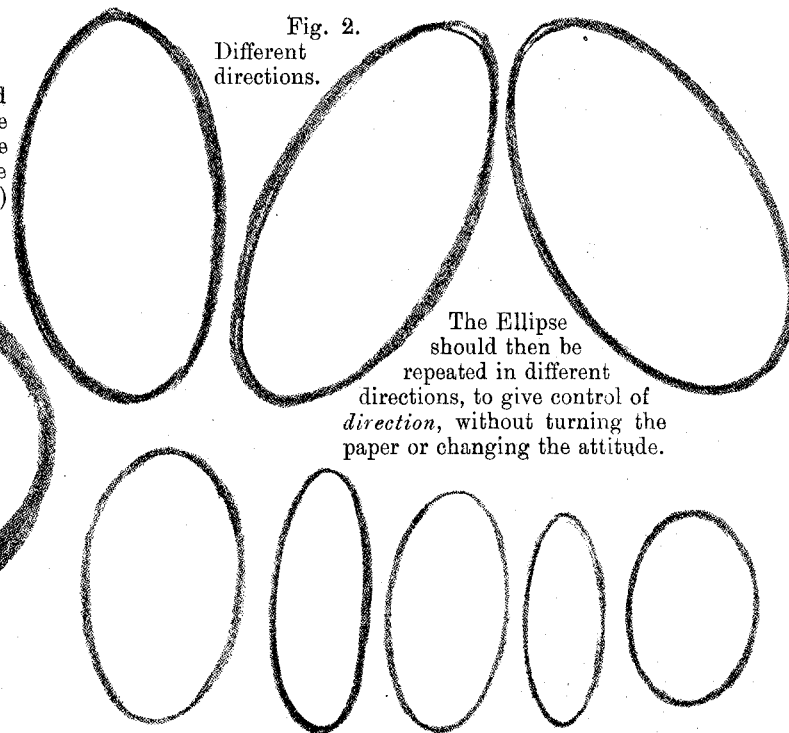
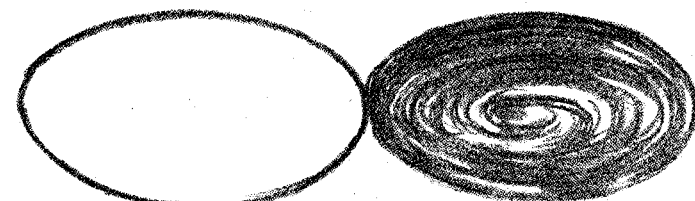


Fig. 2.
Different
directions.

The Ellipse
should then be
repeated in different
directions, to give control of
direction, without turning the
paper or changing the attitude.

Fig. 4.—Different numbers (equal sizes).

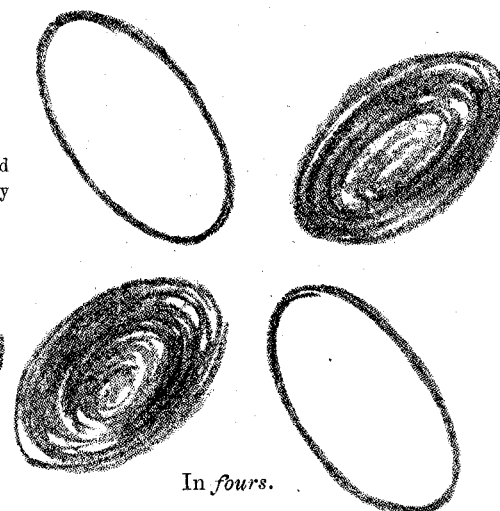


Combinations of the same forms in sets of *twos*. (N.B. A great variety of combinations can be evolved. The above is only one specimen of the forms which the children may produce. It is *not* intended as a copy. These combinations are the beginning of design.)



(Fig. 1 may be differentiated into a *line* or *mass*. Both these developments are used in these combinations.)

Combinations in *threes*.



In *fours*.

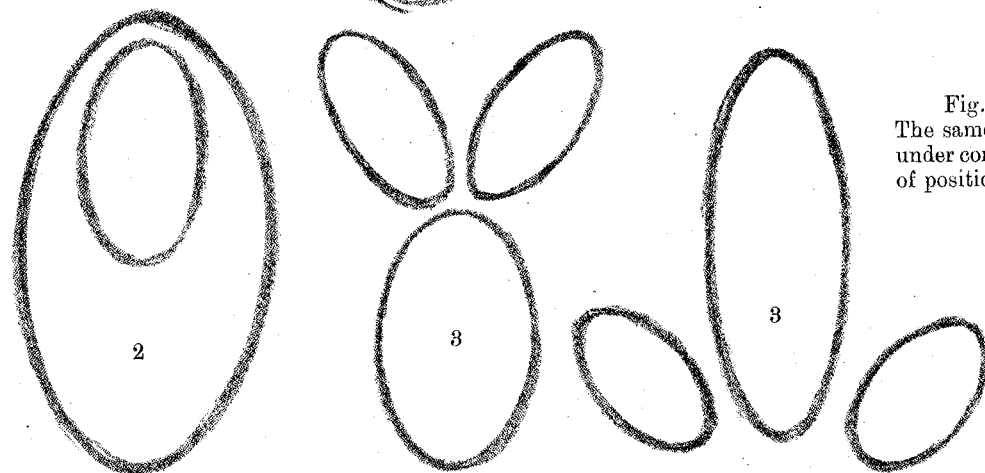
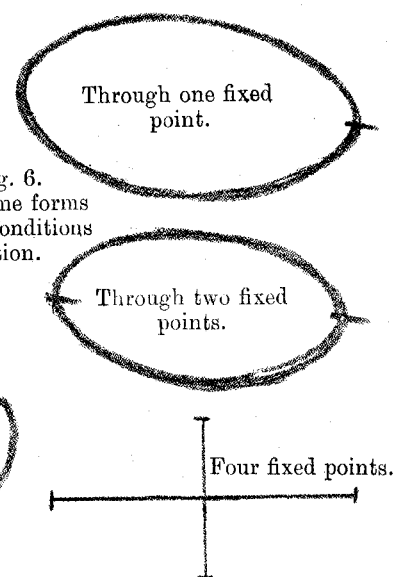
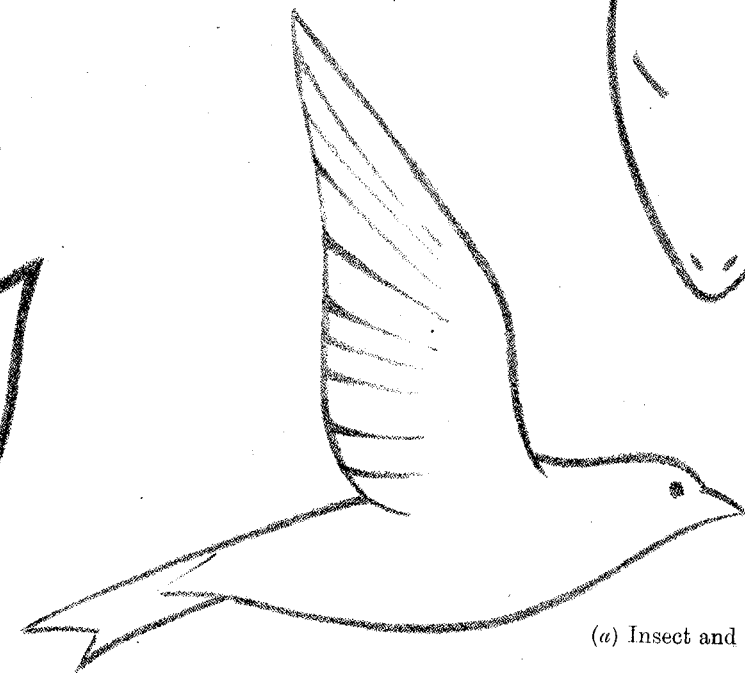
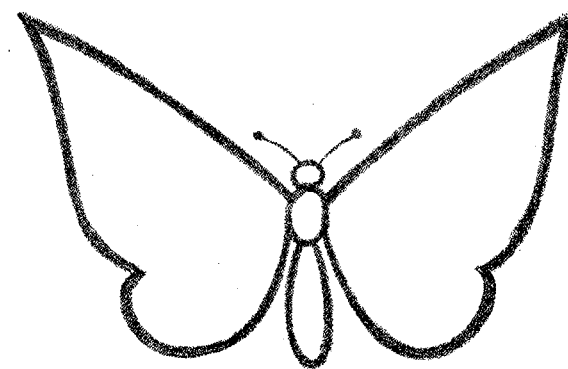
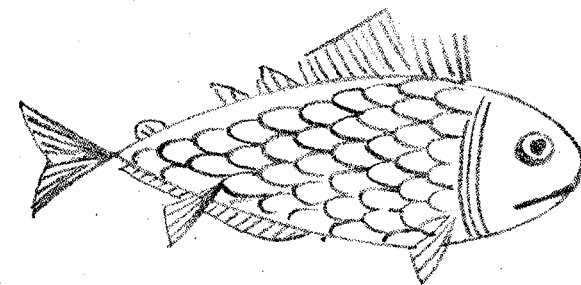
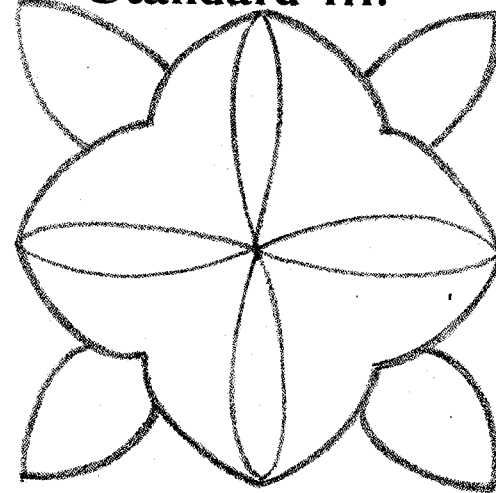


Fig. 5.—Different numbers (unequal sizes).

Fig. 6.
The same forms
under conditions
of position.



Standard III.



(a) Insect and bird forms.

Fig. 5—Suggestions of Decorative and Natural forms by combinations of quadrants, etc.

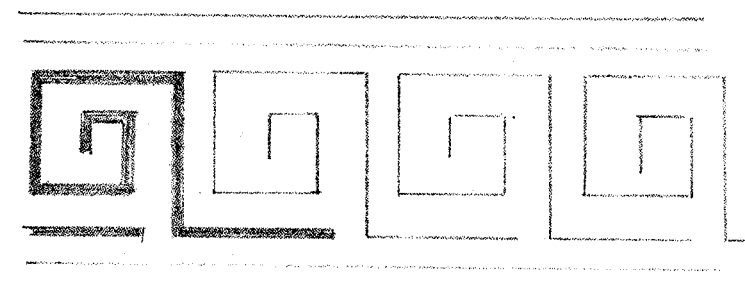
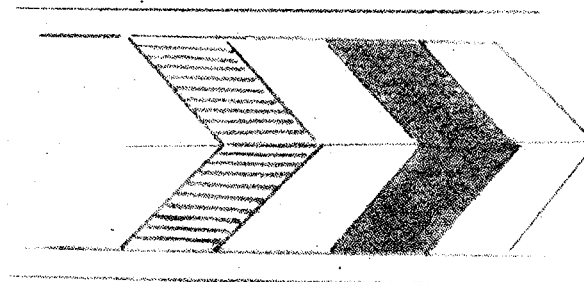


Fig. 6—Decorative forms suggested by Geometrical work of the Standard.

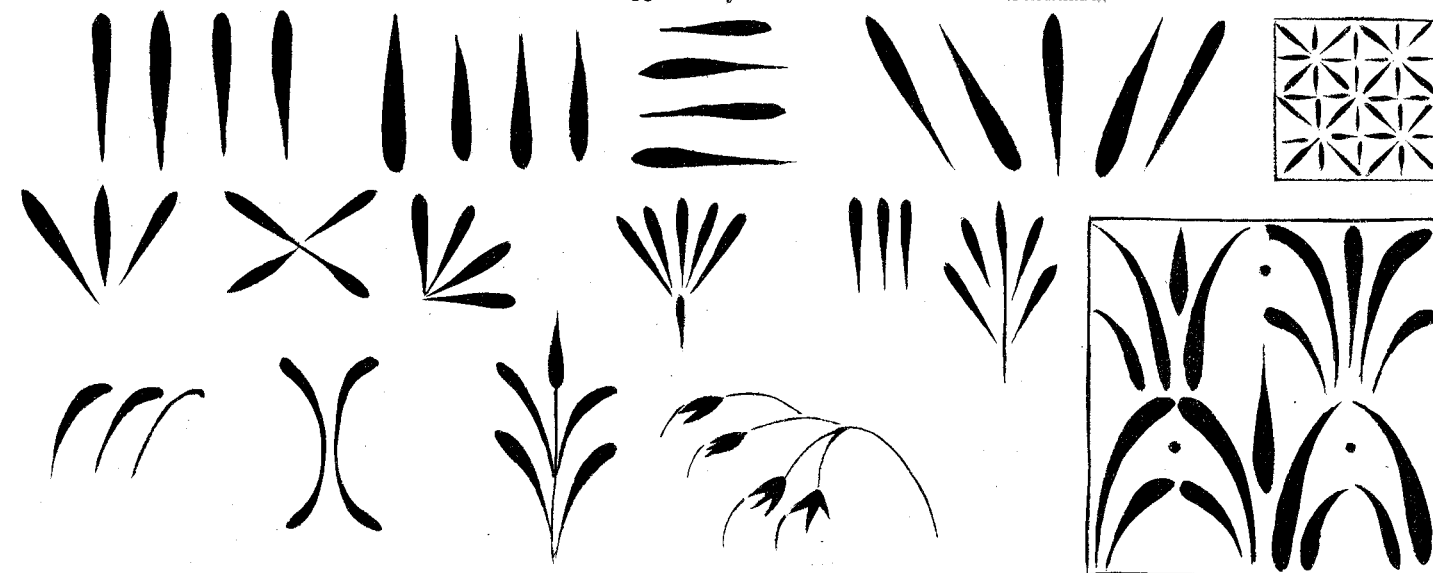


Fig. 7.—Ovale Brush work forms and their combinations at different angles, and to fill geometrical spaces, etc.