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***„Child Art” of the Z Generation
A Multimedia Model of Visual Skills Development***

Child art research seems to be the last visual field where the medium of study does not seem to have changed since the early 1900s when Kerschensteiner described the first scribbles. With the massive use of digital tools that enable (and actually invite) for the adaptation, combination, multiplication of imagery, classic developmental stages based on the strive of the child for realism do not seem to hold.

In 1993, Hungary was one of the first countries to rename and reshape the discipline “Art Education” for “Visual Culture”, and include, besides the techniques, history and aesthetics of fine arts, also environmental and folk arts, photography, video and digital art. New paradigms in teaching and assessment resulted in a new Framework of Visual Skills and Abilities that forms the basis of our current developmental efforts in education through art.

Between 2009–2010, a national survey of visual creation and perception took place in Grades 2, 4 and 6 (ages 8, 10 and 12). From among the 200 tasks developed, 67 schools with 8000 students in total. Results indicate specific values and expressive forms of youth subcultures, idioms of national minorities and individual uses of visual language. Results suggest a new, multimedia model of child art development that integrates traditional and digital means of expression.

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