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**Art to Grow**

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Art created for children must start from a deep understanding of the intended audience: an audience in constant development, rapidly moving through different stages of cognitive, emotional, and sensory development. It's not just about entertaining or simplifying the world to make it accessible, but about offering tools for interpreting it, enriching sensitivity, and opening doors to imagination and thought. Creating for children, therefore, implies a huge responsibility.

It's essential to avoid reductionist views that view art for children as a simple educational vehicle, as a means of transmitting explicit content, often cloaked in a moralizing or manipulative tone. Art aimed at children should instill values, but with subtlety and respect, with symbolic richness and emotional exploration... not with sermons or dogmas.

Children's abilities are often underrated, treating them as a minor, limited audience who can only understand the obvious or the predictable. This condescending view is counterproductive. Experience has shown that children are capable of processing surprising levels of complexity, provided the approach is honest and sensitive. Art can help awaken in them questions, concerns, and emotions that even adults cannot put into words.

Of course, it would be useful to establish segments in children's artistic creation, taking into account the different stages of development. What stimulates a three-year-old will not be the same as what challenges an eight-year-old. However, there are also works that manage to transcend these age groups and engage with a broad spectrum, appealing to universal codes and multiple layers of meaning.

There should be no taboo subjects when it comes to creating for children. What matters is not so much the subject matter as the approach. Difficult or complex issues—such as death, loss, inequality, fear, love—can and even should be addressed, as long as it's done with the sensitivity required by these ages. Art has the ability to open spaces for these necessary dialogues, helping children understand and integrate fundamental experiences.

It's also necessary to distinguish between children's art and art for children. The former can include expressions

