YiLi Art

Immersive Children's Art Studio

An Immersive Journey Through Art

Own a YiLi Art Studio
joinus@yiliartstudio.com

About Us

YiLi Art

YiLi Art Children's Art Studio is an immersive art space dedicated to nurturing creativity in young children through sensory experiences, material exploration, and open-ended learning.

By combining thoughtfully designed environments with guided exploration, YiLi Art transforms art education into an experience-based journey where children explore, interact, discover, and create.

Each class is built around a unique weekly theme, turning the studio into an interactive artistic world where children are invited to participate, express themselves, and develop confidence through hands-on experiences.

Our Philosophy

At YiLi Art, we believe every child is naturally creative and deserves a space where they feel safe, inspired, and confident to express themselves freely.

To us, art is more than an activity — it is a language that helps children communicate emotions, ideas, curiosity, and imagination.

We believe meaningful artistic experiences help children build confidence, develop self-expression, and grow into curious, imaginative, and independent individuals.

Brand Story

YiLi Art began with a little girl who loved to create.

Inspired by children's natural curiosity and imagination, YiLi Art was created as a space where young children can explore, express, and experience creativity in a joyful and meaningful way.

Today, every theme, environment, and experience at YiLi Art is thoughtfully designed to nurture imagination, confidence, curiosity, and individuality in every child.

I

Believe

•

I

Create

•

I

Become

Our Core Values

YiLi Art

1.Respect Every Child's Natural Development



2. Honor Each Child's Unique Personality



3. Encourage Individual Interests and Expression



4. Nurture an Open and Diverse Worldview



Design Principles of A-PLUS Immersive Art-Themed Courses

YiLi Art

"A-PLUS"

A

Art

Core - Comprehensive Visual Art Courses

S

Spirits

Respecting individual emotions, establishing personal identity, building self-awareness, and embracing diverse cultures.

P

Play

Methods -

Scene-based immersive teaching, sensory synaesthesia inspiration, free expression, and equal communication.

YiLi Art

U

Use

Content -

Product design, space architecture, technological development, etc. In the future, more and more industries will rely on creative thinking in art.

L

Learn

Breaking down the boundaries between art, science, humanities, and nature, and understanding that art is not an independent subject.

Our Learning Framework

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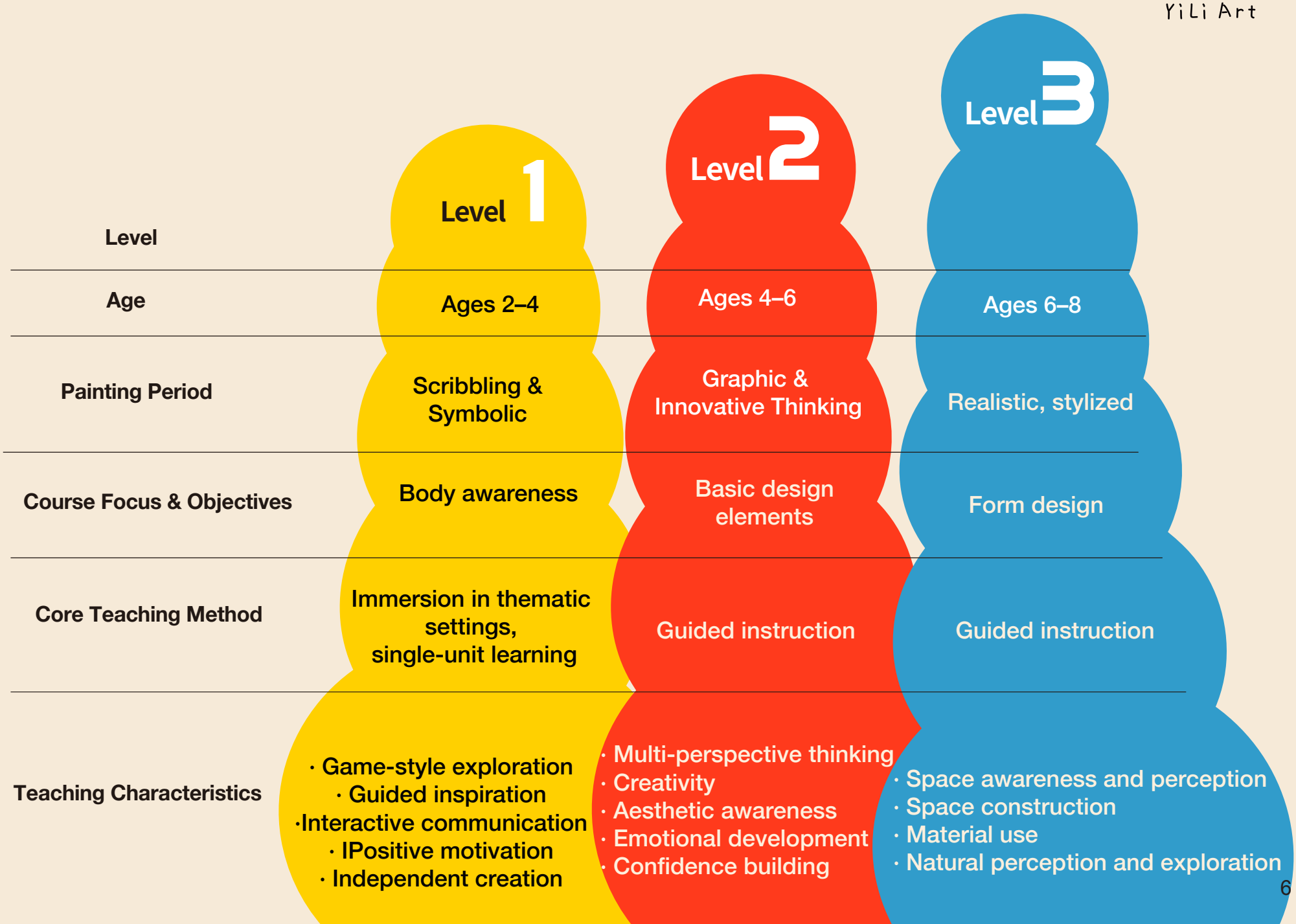

Inside Our Curriculum

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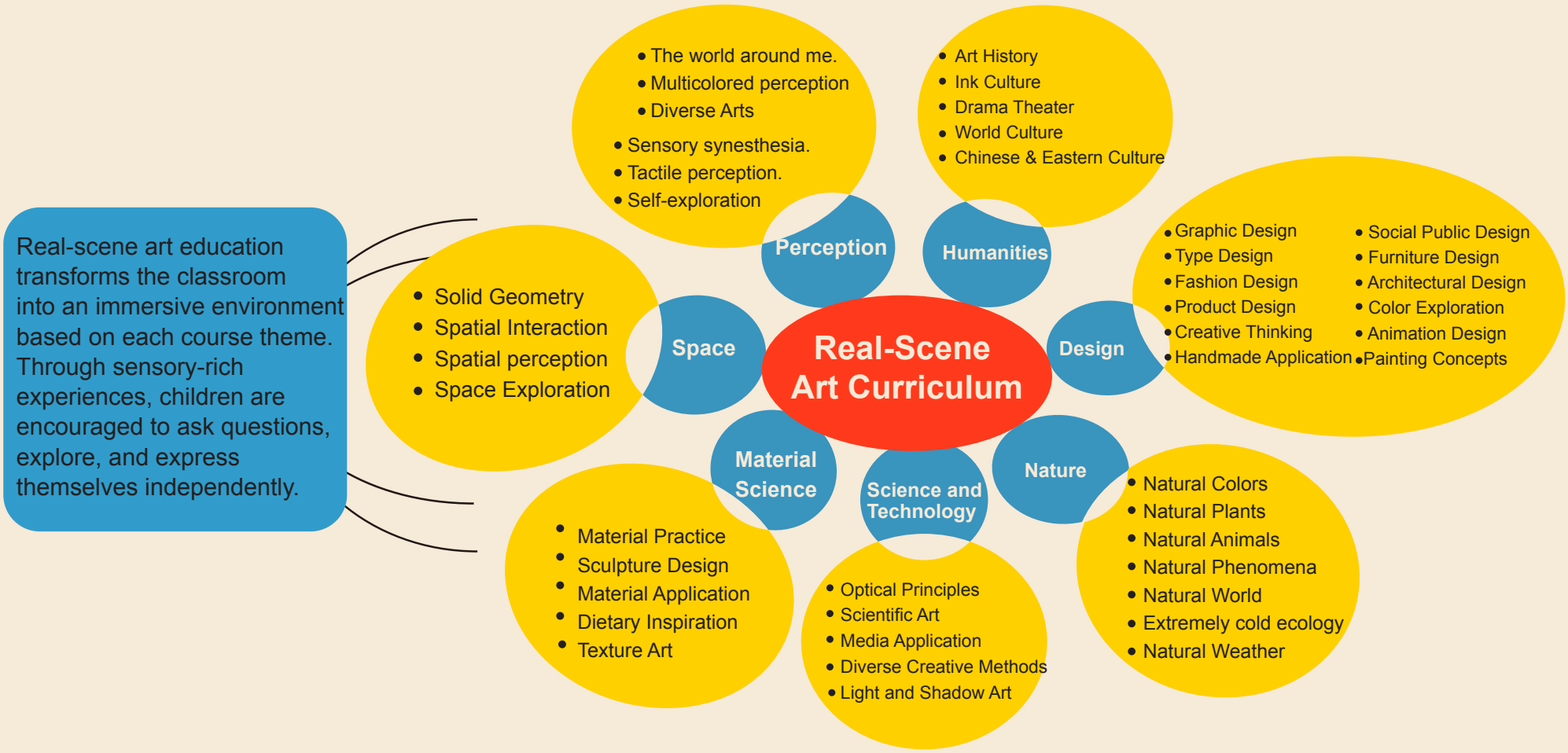

Creative Development by Age

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Art education aims to help individuals develop freedom of expression, enabling them to discover themselves within their own range of understanding. Only by thoroughly understanding the expressive patterns of different ages and cognitive levels can this be achieved.

Age	Age Characteristics	Stage	Stage Characteristics
1 Year Old	Scribbling begins with dots. Marks are the result of repeated arm and hand movements. Large circular scribbles gradually become smaller circles.	Scribbling Stage	Scribbling gradually becomes more controlled. Thoughts begin to emerge from scribbling. At first, the drawing has no clear meaning.
2 Years Old	Begins to make meaningful scribbles. Closed shapes begin to appear in scribbles. Circles begin to appear. Begins to explain and describe drawings.	Scribbling Stage	Scribbling gradually becomes more controlled. Thoughts begin to emerge from scribbling. At first, the drawing has no clear meaning.
3 Years Old	Begins to use lines as symbols. Uses “personification” in drawing. “Tadpole figures” appear. Begins to draw with intention.	Scribbling Stage	Scribbling gradually becomes more controlled. Thoughts begin to emerge from scribbling. At first, the drawing has no clear meaning.
4 Years Old	“Coexistence” and “listing” forms of expression appear. X-ray drawings” appear. Head-foot figures” appear. Begins to draw from impression.	Pre-Schematic Stage	Children discover relationships among lines, forms, and the real world. They continue to search for new forms and establish linear expression, symbols, and style.
5 Years Old	Drawings become easy to understand at a glance. “Head-body-two-arms-two-legs figures” appear. Can freely arrange simple shapes. Uses baselines to express relationships.	Pre-Schematic Stage	Children discover relationships among lines, forms, and the real world. They continue to search for new forms and establish linear expression, symbols, and style.
6 Years Old	Arranges objects along a baseline. “Realistic figures” appear. Can draw decorative patterns.	Pre-Schematic	Children move from spontaneous symbols toward more organized representation.
7 Years Old	Baselines gradually develop into horizontal lines or flat surfaces. Can use lines to connect previously separate elements. Begins to develop awareness of adults, children, and social roles. Human figures from the front, side, and back begin to appear.	Schematic Stage	Children form concepts of people and the environment. They become more confident in expressive methods. They draw from memory and experience. They use geometric lines.
8 Years Old	The concept of repeated patterns develops into schema. “Action-oriented figures” appear.	Schematic Stage	Children form concepts of people and the environment. They become more confident in expressive methods. They draw from memory and experience. They use geometric lines.
9 Years Old	“Stiff human figures” appear. Children realize this form of expression is limited and begin moving toward realism. Begin to pursue more realistic images based on what they actually see.	Early Stage of Realism	Stronger self-awareness. More mature visual understanding. They begin to draw based on what they actually see.

Gallery

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