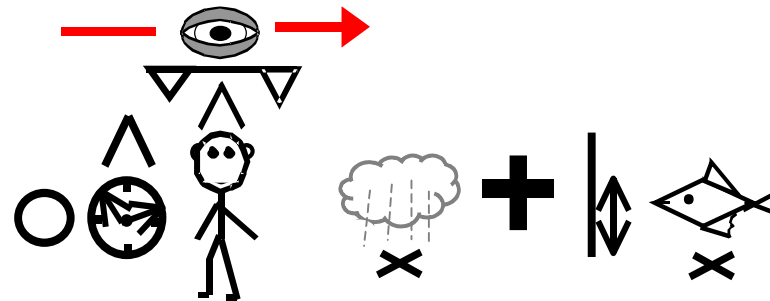


# SYMBOLIC ART NOTATION (R)



# Symbolic Art Notation <sup>(R)</sup>

## Intensive 2 Hour Course Notes

Second Edition May 2025

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The PDF is also available on my web site.

**SYMBOLIC ART NOTATION** was invented and developed by **Stefan Nicholson** in **TASMANIA**.

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# SYMBOLIC ART NOTATION

My aim is to enable young children to learn how to communicate, using language and coding, before they start school—and during their primary years, without the mastery of talking, hearing, alphabets, words, spelling, pronunciation and formalized grammar.

Also, it is my aim to provide an easy communication tool for those people who have difficulty in learning - to develop their language brain pathway to accommodate change and benefit to their well-being.

Early communication can be fun as well as rewarding. It gives people an early start to be able to relate to others and progress onto formalized national and cultural languages.

Early education is a known processor for developing happier, confident and better rewarded adults.

Symbolic Art Notation can be learnt quickly, stimulating the brain, taken seriously and also as a game - for early mastery of our built-in language processor in the brain.

I hope you take up the opportunity to learn and teach Symbolic Art Notation.

Stefan

COVER

INTRODUCTION

BASICS 1 to 6

ACTION ARROW

SAN BLOCK

1. Definite and Indefinite Article (basic symbols)

2. Plural and Gender

3. Personal Pronouns

4. Simple Symbol Modifications to Extend Meaning

5. Joining Symbols (to extend communication)

6. Round Brackets (descriptive) and Square Brackets (belongings)

QUESTIONS

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OPPOSITE and NOT

EMPHASIS

MODIFYING SYMBOLS

DEGREE CHANGE

AUXILIARY

STORY to TRANSLATE

19 RULES to LEARN

TRANSLATION of the STORY

**Language** is the tool that humans use to communicate thoughts to others. We can use **sounds** as in talking and making noises to express emotions. We can use **symbols** as in the many signs that we see in our **community** on public buildings, roads and in maps and diagrams. We need to know their **meanings** in order to **understand** them.

A **Language Processor Template** is built into our brains from birth, requiring us to **learn** how to use it and fill up a vast storage of words that have been 'made-up' to describe things. Our early education is made up of learning and play to focus each young mind on being able to **communicate**. It starts with familiarising ourselves with sounds to match **letters** and groups of letters called **words** - often linked to **pictures**, so that we can link all these **concepts** together. Complicating the ability to **communicate** with anybody, **human groups** established over millennia have developed their own set of sounds and symbols which they have decided will **name** meanings and objects in their society. However, the basic concept of **language** is common to all human groups.

The **Language Processor** is activated and built-on during early childhood. But in order to do this, children must also learn the skills of **speech**, **listening**, **sight**, **understanding** their environment, **drawing**, **reading** and **writing**, along with all the **emotional** and **life rules** and mechanical **movement** processes. Learning the **alphabet** and forming words mentally and with our mouths, to produce the sounds that describe the **pictures** shown in class, is just the start. Then there is the **structure** of one's native language to learn - **nouns**, **adjectives**, **gender**, **verbs** and their **tenses**, **adverbs**, **questions** etc. At the same time, **writing** is introduced which makes the words and their meanings permanent - the **written text**. First the **letters**, then the **words** and **spelling** anomalies, followed by **printing**, **cursive writing**, **capital letters**, **phonetics** and **punctuation**.

Language and later the written text are complex procedures to learn for all children. Some children are born without the **means to see** the world around them or the words and accompanying pictures. Some children **can not hear** the spoken words and instructions,. These children require an alternative form of communication first, like **Braille** and **Sign Language**. Then there are other children and even adults with various **learning difficulties** caused by **physical**, **emotional** or **developmental** problems, such as Autism and Dyslexia. These students need to have **modified teaching** methods and more intense one-on-one time in order to overcome their difficulties. **EVERYONE can learn LANGUAGE**.

**Symbolic Art Notation** eliminates most of the extra skills required in learning a **first language** in order to concentrating on **basic communication**. It develops the in-built language centre, and rewards the student with **successful outcomes** and **confidence**. Just by moving some pre-drawn symbols to specific places, the meaning can be made to be understood. Later, the symbols can be roughly drawn by anybody, as long as they are recognised for what they represent. Thus, there is no need for a '**vocabulary**' of pre-drawn symbols. Instead the student can creatively draw the symbols themselves.

**Symbolic Art Notation** is a **complete modern language** and follows the same basic concept as all the other languages. It uses **abstract pictures** (symbols), in order to direct communication between the **mind** and a written representation. There is no alphabet, no spelling or pronunciation of words. In fact there are no words. This is why it is unique and easy to learn. All the difficulties in learning a foreign language and remembering vocabulary and different grammatical rules, are done away with. There are **19 simple rules**, and the symbols can be either drawn or used from pre-drawn picture cards. The main idea is to place the symbols into **certain positions** for a definite meaning. Any nationality learns the same **Symbolic Art Notation** and it means the same to everyone. It is learning **language** and **coding** at an early age. Early communication means a **better outcome** in life.

# HOW Symbolic Art Notation WORKS

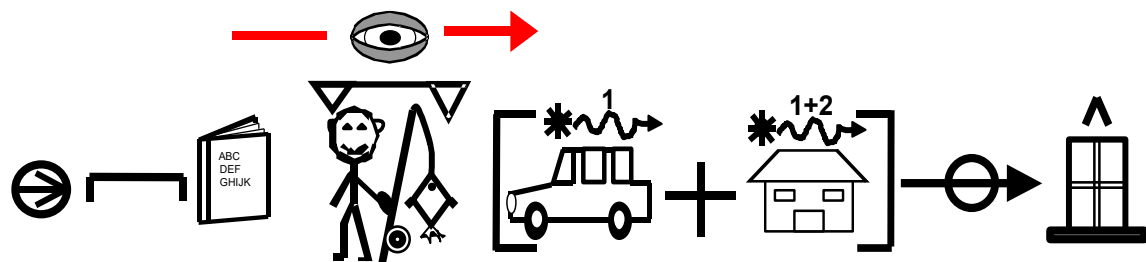
**Symbolic Art Notation** can be understood by people from **ALL Nationalities**: at the same time - English, European, Asian, African, South American, Arabic, Tribes People, Aliens etc. after only a **simple 2 HOUR SESSION** with an instructor.

## Here is an outline of this unique, complete and powerful language:

- Complete language with all grammar built-in, based on symbol position
- Does not use words, spelling, pronunciation, different word endings
- Not spoken, has no tones, has no alphabet, need not be written (just arrange symbols)
- Can be learnt in two hours, by any nationality, and any culture. Simple to learn and use
- It is understood by any nationality, just by looking where symbols are placed
- It is a sight-mind language, and can be used as a universal first language
- Can be used before pre-school to encourage language skills, and for fun
- Can be used by people with special needs for communication
- Incorporates all the functions of a modern written language, but without the stress

Nouns, pronouns, definite and indefinite articles, adjectives, adverbs, verbs, tenses, plural, degrees of adjectives, questions, conjunctions and disjunctions, negation and opposites, conditionals, sense of time, colours, etc. etc.

**They are ALL there without knowing it !!**



A simple example of **Symbolic Art Notation** as explained at the end of this book in the **final story**.

Abstract concepts can be composed using thought logic (see below). Advanced students can be taught about formal grammar later, and how to create complex meanings and stories.

Start off with simple sentences in your own language. Make up the **Symbolic Art Notation** expression with symbols. Create more involved and complex sentences with verbs, nouns, pronouns, adverbs, adjectives, questions, commands, negatives, etc. and translate those into **Symbolic Art Notation**. It will become very easy.

There are many ways of saying things in a language (or so much alike, that it creates the same intention). An example of this is the abstract concept of: **I am hungry** and **I need food**. No, they are not the same. But, in the right circumstance, a person saying that they need food, can be assumed to be hungry. They may just as well want to sell it, store it, or give it to their golden long-haired mongoose. **Symbolic Art Notation** can be made to represent either of the two expressions, but lets face it, your hungry child needs food !

An adult can learn **Symbolic Art Notation** in two hours. Read the book, watch the videos, have a go at teaching it to your children. Please **email** me with any comments that you may have: [stefannicholson@bigpond.com](mailto:stefannicholson@bigpond.com) or go to **my web site** [www.stefannicholson.com](http://www.stefannicholson.com) Enjoy your learning experience, and encourage your children to learn about **language, reading, writing** and **communication** at an early age.

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This language is easy to learn

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Let's get started!!

The first symbols will be very basic. The **simple drawing** that anyone can quickly scribble down.

As long as the symbol is recognised by the person you are communicating with, then that will be fine.

You can use **pre-drawn symbols** and even small **photographs** - but using simple drawings, drawn on the spot will mean that you don't have to carry around a whole library of symbols.

You don't have to know the grammar term for what is happening but it may as well be mentioned to the student, in passing.

Just learn where the symbols go in relation to each other. It's a simple as that.

The **SAN BLOCK** will be introduced later to show where all the symbols can be placed.

As mentioned, we will start off with basic, simple symbols, and then modify their meaning by adding supporting symbols.

These supporting symbols are placed in unique positions **AROUND** the basic symbol.

They represent some of the **NINETEEN RULES** of **Symbolic Art Notation**.

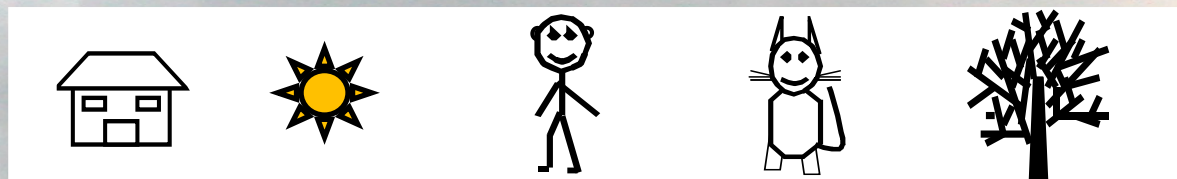
**RULE 1:**  
**INDEFINATE ARTICLE** basic symbol for what you want it to represent .

**FOR TEACHERS:**

This is a **NOUN**, and because each symbol is general, an **indefinite article** is assumed to be in front of it: a house, a car, a bird etc.

Always read the widest possible meanings from the symbols. Then using the surrounding symbols of later sections, the thought to be expressed will be understood, by narrowing down the basic meanings into more complex ones.

The symbols by themselves mean **any** house, **any** car, **any** bird.



A House

A Sun

A Person

A Cat

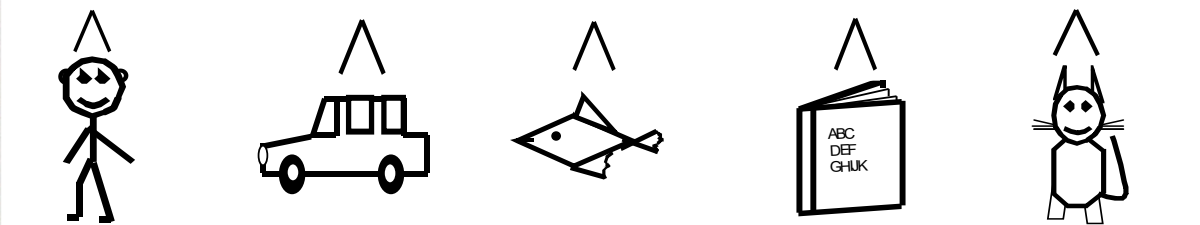
A Tree

**RULE 2:**  
**The DEFINITE ARTICLE** goes over the noun.

If you want to say something about a **particular** house or car, then the **"inverted vee"** symbol is placed over the top of the basic symbol.

**FOR TEACHERS:**

The **person, the car, the fish** etc. You can now see that the **definite article** has been introduced into the language.



THE Person

THE Car

THE Fish

THE Book

THE Cat

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## More than One - Many:

So far we have seen the concept of **ANY** and **PARTICULAR** to describe an object.






What happens if there is more than one individual or group?

Using the **MULTIPLICATION** symbol from mathematics, we can now describe these **PLURAL** meanings.

The following symbols represent the progression from **ANY** to **PARTICULAR** to **MANY**.

Note that you can have many **INDIVIDUALS** as well as many **GROUPS**.

**RULE 3: The PLURAL symbol (X) goes underneath the noun.**

				
<b>A Cat</b> (any cat)	<b>THE Cat</b> ( <u>particular</u> cat)	<b>Cats</b> (any lot of cats)	<b>THE Cats</b> ( <u>particular</u> lot of cats)	<b>People</b> (any lot of people)

## FOR TEACHERS:

I have used symbols from math and music. The **PLURAL** symbol is like the multiplication symbol used in mathematics and the **DEFINITE ARTICLE** symbol is like the stress symbol used in music notation. Both are widely recognised.

**RULE 4: The GENDER of NOUN uses only ONE of THREE symbols placed immediately over the NOUN symbol.**

Gender is ALL Inclusive:

I did not consider the many **GENDER** categories that exist today when I invented **Symbolic Art Notation**. However, the concept of **MALE**, **FEMALE** and **NEUTRE** have been around for a long time. Some languages even attribute everyday objects to a specific gender.

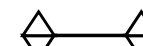
Assigning **GENDER** to a word does two things. It tells the reader that the object of interest is **MALE**, **FEMALE** or of an **ALTERNATIVE** gender - due to various reasons, one of which is when we don't know, or maybe the object is inanimate (like a chair or a table. Non-binary and other groups are able to use a combination of these symbols to represent themselves. As I said - it is **ALL INCLUSIVE**.



**MALE**








**FEMALE**



**3RD Category**

## FOR TEACHERS:

**Symbolic Art Notation** makes use of **GENDER** for both **NOUNS** and **PERSONAL PRONOUNS**. This is shown in the next page. Sometimes you may not need a **GENDER** symbol at all. The **GENDER** goes **on top** of the NOUN and **above** the **Definite Article** if present.

				
<b>THE Cat</b> ( <u>particular</u> cat)	<b>THE Cat</b> ( <u>particular</u> <b>Male</b> cat)	<b>A Cat</b> (any <b>Female</b> cat)	Particular lot of <b>Male People</b>	<b>A Person</b> (non-gender specific)

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**RULES LIST**

**GENDER**  
can be  
physical or  
emotional

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**RULE 5: The PERSONAL PRONOUN symbols go immediately left of the noun.**

**FOR TEACHERS: ADD the PLURAL symbol to make PLURAL PERSONAL PRONOUNS.**

**BASICS 3 of 6**

**PERSONAL PRONOUNS** describe the personal ownership of objects/nouns

- I have a dog - so it is **MY** DOG.
- If you have a cat, it is **YOUR** CAT.
- My brother has a car, so it is **HIS** CAR.
- My sister has a computer, making it **HER** COMPUTER.
- My family live in a house, so it is **OUR** HOUSE.
- My dog has a squeaky toy (unfortunately !), making that **ITS** TOY.

The concept of how **GENDER** and **BELONGING** fit in together will now be explained in more detail. **Non-Binary** people would be referred to in their language as they wish. **Symbolic Art Notation** allows them to tell all nationalities that they do not conform to the concept of only **Male** or only **Female**.

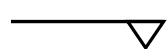
**MY** (first person SINGULAR)



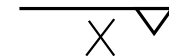
**OUR** (first person PLURAL)



**YOUR** (male second person SINGULAR)



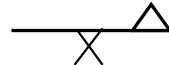
**YOUR** (male second person PLURAL)



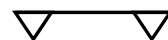
**YOUR** (female second person SINGULAR)



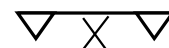
**YOUR** (female second person PLURAL)



**HIS** (male third person SINGULAR)



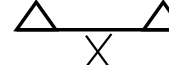
**THEIR** (male third person PLURAL)



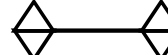
**HER** (female third person SINGULAR)



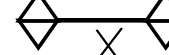
**THEIR** (female third person PLURAL)



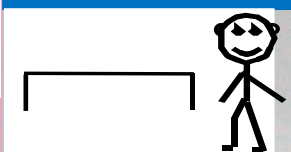
**ITS** (unknown third person SINGULAR)



**THEIR** (unknown third person PLURAL)



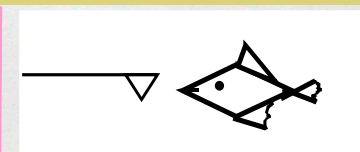
**Finally - some examples: To the purists out there, I used a flat-based triangle to represent "FEMALE"**



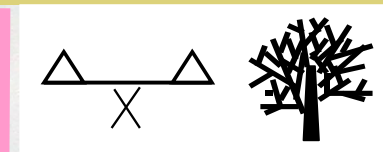
**MY Person**  
(person belonging to me - i.e. Myself)



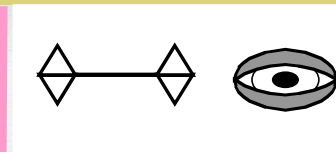
**OUR Mountain**  
(belonging to us - for instance a family)



**YOUR Fish**  
(belonging to one male)



**THEIR Tree**  
(belonging to a group of females - not necessarily human)



**ITS Eye**  
(belonging to one thing - maybe a cyclops)

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## More examples—combining GENDER and PRONOUN and Previous Work:

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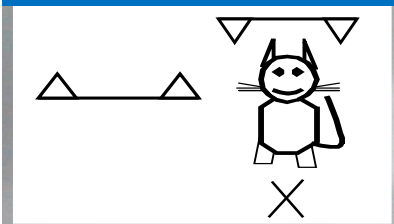
### DEGREE CHANGE

### AUXILIARY

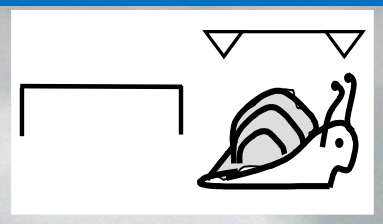
### STORY TIME

### RULES LIST

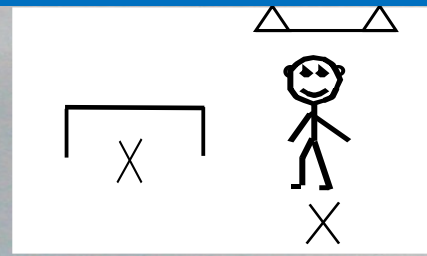
**MODIFY** to create more detailed meanings



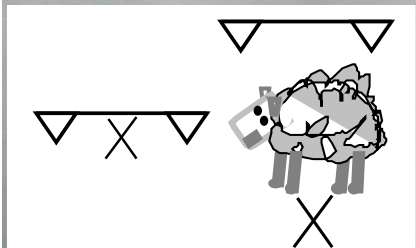
HER MALE CATS  
(particular cats)



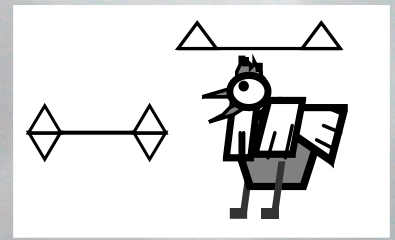
MY MALE SNAIL



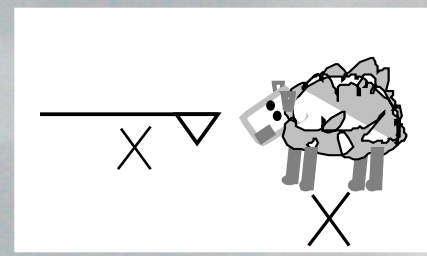
OUR particular group of  
WOMEN (belonging to us)



THEIR MALE SHEEP  
(belonging to a group of males)



ITS FEMALE BIRD  
(belonging to it)



YOUR SHEEP  
(belonging to group of males)

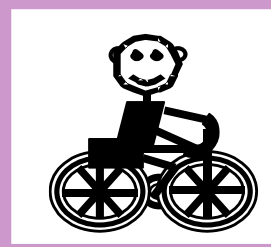
**RULE 6: USE THE LEAST NUMBER OF SYMBOLS. MODIFY BASIC SYMBOLS TO MEAN MORE. LESS IS MORE !!**

**Symbolic Art Notation** works just as long as other people can understand what you have drawn. The symbols in this book are all freehand drawings.

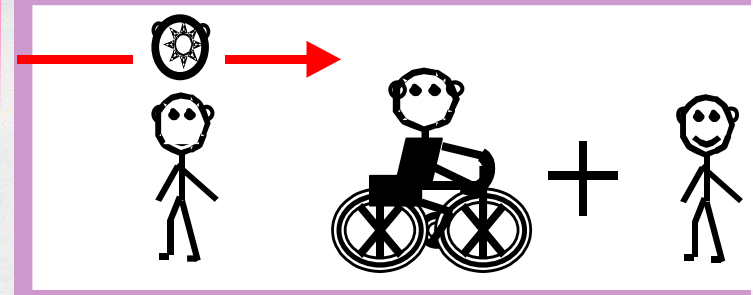
There are ways of making your thoughts to symbols much quicker:

Just draw more detail into the symbol and people will read into it what they see. It is very economical to **modify basic symbols**, rather than draw many symbols to convey the same thought.

An example of this is where **one** symbol of a person with a smile and riding a bicycle is sufficient:



A more complicated (but still correct) way of creating this thought, would be to say: A person is **a cycling person** and is **a happy person**. This longer example is shown below:



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**FOR TEACHERS:**  
When you understand the **SAN BLOCK**, then you will just place symbols into the spatial map template of **Symbolic Art Notation** for all the symbols you draw or use. Using the **18 RULES** and the **SAN BLOCK** correctly, will allow you to draw up any recognisable symbols and slot them into place. The **ACTION ARROW** will get you jumping with VERBS and enable you to write complete sentences. Just relax for now . . . You are doing really well!  
  
This is just a precursor of what you will be learning.

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**JOINS** can make for lengthier sentences

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**RULE 7 JOINING WORDS** are drawings that have been modified using everyday logic of what the symbols represent - and can be recognised by others. A bit like charades!

### FOR TEACHERS:

I am now going to discuss **CONJUNCTIONS** and **DISJUNCTIONS** - the joining words. When teaching Symbolic Art Notation, it is not necessary to tell the student what the name of the language function is called. It does not hurt, but some people will be content with just calling them **JOINING UP** symbols, balancing a statement with a reason.

**JOINING UP** symbols are like the words underlined in these sentences:

I am going **TO** the shop.

I am smiling **BECAUSE** it is sunny.

I will cycle **OVER** the railway line.

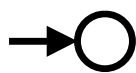
If I go, **THEN** you may stay.

The first part of the sentence tells you what is happening, while the second part (after the joining word), tells you how, why, where, when, who etc.

Symbolic Art Notation, it is not necessary to tell the student what the uses this concept as well. It is probably a good time to introduce how to develop symbol ideas, because this section contains quite a few of them. **AT** can change to other meanings.



**AT**



**TO**

Here are some more . . .



**FROM**



**ON**



**OVER**



**UNDERNEATH**



**UNDER**



**IN**



**THROUGH**

# BASICS 5 of 6

Special Cases - **IF** and **THEN** and **BECAUSE** as **CONDITIONAL** symbols. Not only used in everyday language but also in computer programs.



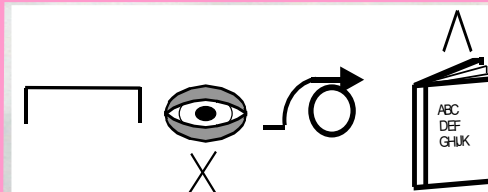
**IF**



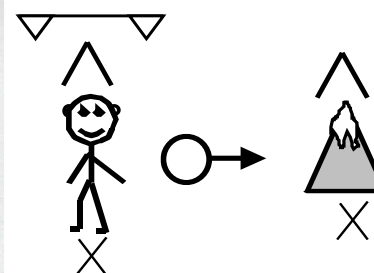
**THEN**



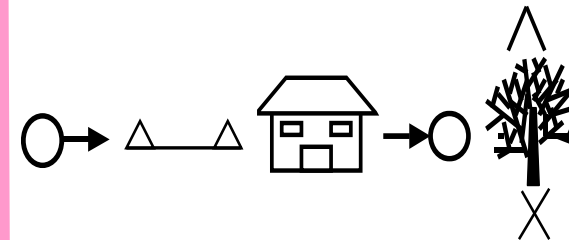
**BECAUSE**



**My Eyes On The Book**



**The Males From The Mountains**



**From Her House To The Trees**

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**ROUND BRACKETS:**

**RULE 8: Use the ROUND BRACKETS for describing the NOUN. It goes on the LEFT.**

**BASICS 6 of 6**

**FOR TEACHERS:**

Some parts of language can be grouped together. For instance **ADJECTIVES** describe the **NOUN**.

Symbolic Art Notation™ introduces the **LHS DESCRIBING BRACKET**, and is located on the Left-Hand Side of the **NOUN**.

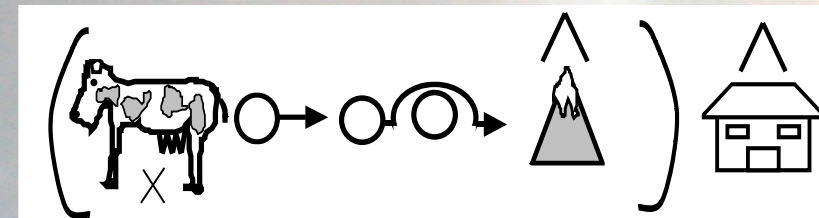
This **ROUNDED BRACKET** not only separates symbols, but it also makes its meanings clear - it is describing the **NOUN**.

**Symbolic Art Notation** uses a pair of **ROUND BRACKETS** on the **Left-Hand Side** of the **NOUN**, to simplify a description of the **NOUN** or main symbol. For instance, if I say a person is a cat person, it does not necessarily mean that the person owns a cat, but just that they like them.

So:



The **PERSON** who has something to do with **CATS**



THE **HOUSE**, which has something to do with **Cattle From Over The Mountain** (maybe a **FARM?**)

**SQUARE BRACKETS:**

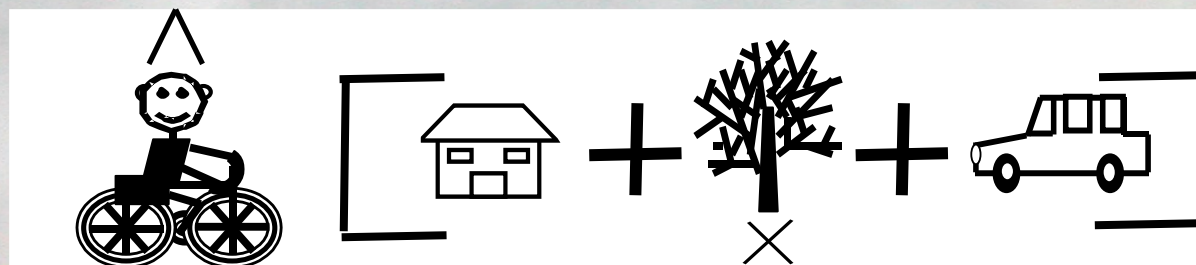
**RULE 9: Use the SQUARE BRACKETS for property of the NOUN.**

**FOR TEACHERS:**

The **RHS SQUARE BRACKETS** are a simple method of containing the things that **BELONG** to the **NOUN**. Items can be separated by a **PLUS sign**.

These brackets go on the **RHS** of the main **NOUN**.

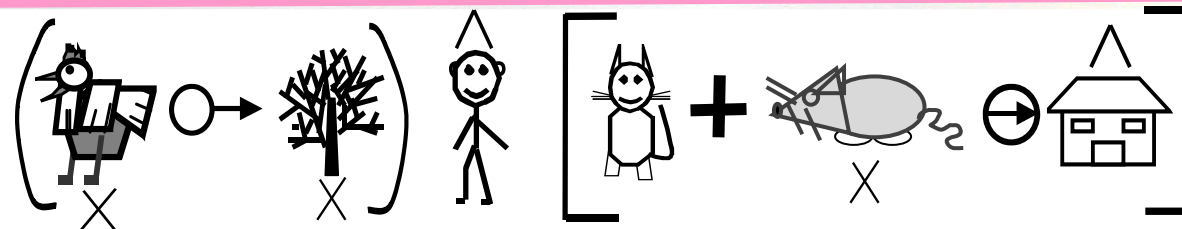
Use the **SQUARE BRACKETS** for symbols that the **NOUN** owns. For example if a woman owns a car and a house, then the symbols for house and car will go into the **SQUARE BRACKETS**.



The **Happy, Cycling PERSON** has a **HOUSE**, some **TREES** and a **CAR**

This example shows both the **ROUND BRACKETS** and the **SQUARE BRACKETS**

THE **PERSON**, who has something to do with **BIRDS FROM TREES**, has a **CAT** and some **MICE IN THE HOUSE**



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The **ACTION ARROW** describes a **VERB** and its **TENSE**

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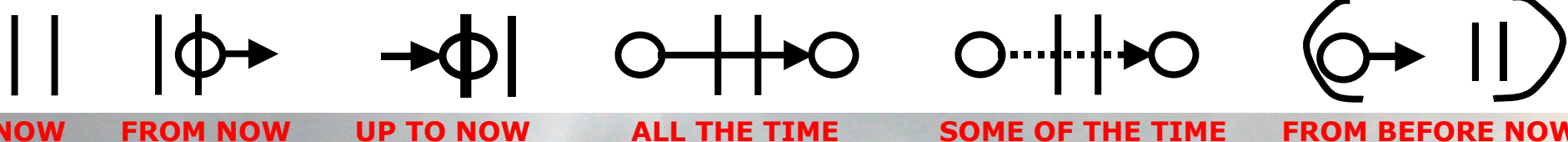
## DO YOU HAVE THE TIME?

It is all very well having symbols for **OBJECTS** but we need to get them to **DO SOMETHING**. After all our lives are not like **PROPS** on a film set - We are the **ACTORS** on life's stage. But first we must learn something about **TIME**. Without it, we are unable to move in relation to the world around us.

To understand **TIME**, we must first understand that **PAST, PRESENT** and **FUTURE** depends on where **NOW** is. The following examples using basic symbols will explain what I mean:

# ACTION ARROW

**RULE 10: The NOW symbol is used to represent TIME. The PAST is BEFORE NOW. The FUTURE is AFTER NOW. The PRESENT is NOW.**



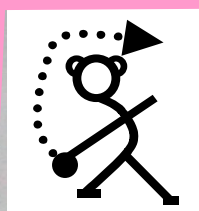
### FOR TEACHERS:

The symbol for "**NOW**" is introduced to students as just another symbol, but it becomes more significant when used with the **ACTION ARROW**. It gives us the verb **TENSES**.

**RULE 11: The ACTION ARROW goes above the MAIN NOUN.**

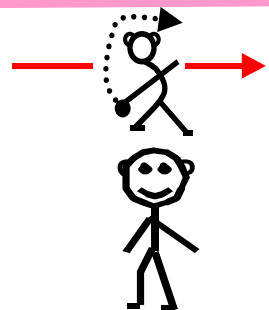
**NOW**, means this particular moment in **TIME**. Not last year, next hour or as soon as I've put the kettle on - I mean **NOW**. Using the **NOW** symbol, and adding more symbols that we have already discussed previously, the concept of **TIME** can be created. Without some concept of time in our actions, the past and future can not be talked about.

Having introduced the concept of **TIME**, the next step is to incorporate that into **ACTION** within a period of time. We are going to change **NOUNS** into **VERBS**, with reference to **TIME**. In grammar lingo that means **TENSES**. For students, please just accept the **ACTION ARROW** and the **NOW** symbol, and what it means. Your teacher can tell you more about **TENSES** when you are ready for it - and **RELAXED**.



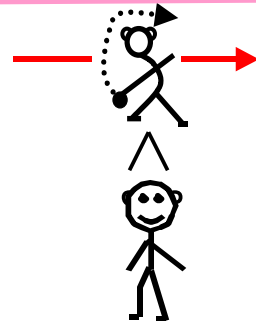
A Throwing Person

**NOUN**



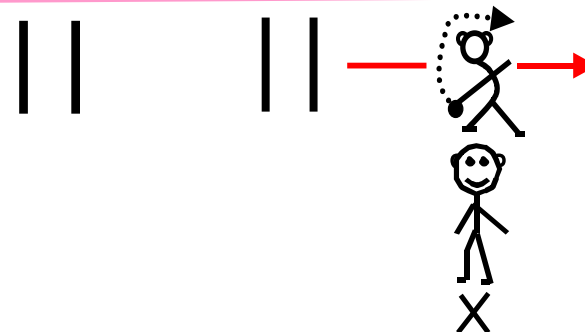
A Person **IS** Throwing

**PRESENT**



The Person **WAS** Throwing

**PAST**



People **WILL BE** Throwing

**FUTURE**

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**Symbolic Art Notation**, has a spatial format—like a map

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# SYMBOLIC ART NOTATION

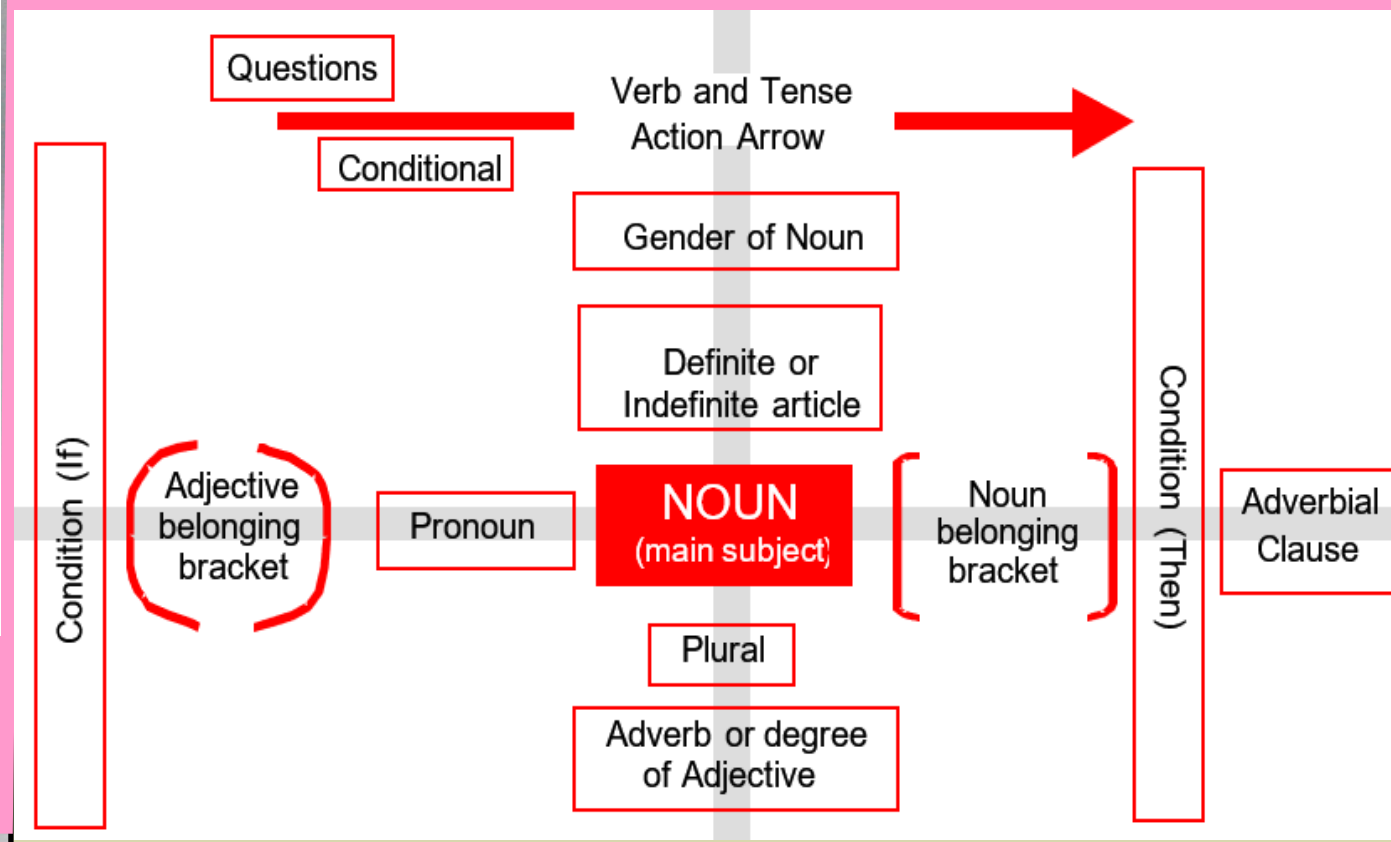
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Basic and more detailed **Symbols** can be drawn, sketched, photographed etc. as discussed in earlier sections. In order to orient your way around the spatial mapping of **Symbolic Art Notation**, an easier to visual it is to use an imaginary template, which I call the **SAN BLOCK**. It is never drawn in as part of the sentence being finalised—but it does show where everything fits in during a first draft for early learning students.

The **SAN BLOCK** on this page is shown with what each area represents, because it is better explained that way. The student may be shown how to put symbols in the **SAN BLOCK** straight away, and so make up sentences and phrases from the very start of their training.

**DO NOT WORRY !!** - your teacher will show how this works.

## RULE 12: Imagine the SAN BLOCK on the page, to arrange your symbols



## SAN BLOCK

### FOR TEACHERS:

The **SAN BLOCK** is the spatial arrangement that is the backbone of **Symbolic Art Notation**. The **SAN BLOCK** arranges basic symbols in such a way, that the grammar is correct. This is **SYNTAX**.

It is important to realise, that the **SAN BLOCK** structure that appears at left, is for instruction only. In practice, there are no lines or squares used at all. They are only used here to show what the location represents.

When using **Symbolic Art Notation**, the symbol for the noun and the action arrow, will act like a map reference.

They alone will show the "reader" what the other symbols represent by their locations.

The next page shows an example using the **SAN BLOCK** positions populated by symbols, so that you can see how the structure works.

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If you don't understand, then keep going back.

**FOR TEACHERS:**

Here is an example of using the **SAN BLOCK** as a spatial arrangement that is the backbone of **Symbolic Art Notation**. The **SAN BLOCK** arranges basic symbols in such a way, that the grammar is correct. This is called **SYNTAX**. The focus points are the **MAIN NOUN** and the **ACTION ARROW** positions. Before we begin, it is mandatory to learn what the following **THREE SYMBOLS** mean - as they are necessary verbs which will be often used in making sentences.

**TO BE**



**TO BE**

Heart and Mind

**TO HAVE**



**TO HAVE**

Already Have It

**TO NEED / TO WANT**



**TO NEED / To WANT**

Want To Have It

**SAN BLOCK WORK**

It is important to realise, that the **SAN BLOCK** structure is for instruction only. In practice, there are no lines or squares used at all (or WORDS). The example shown here is what the spatial arrangement looks like.

When using **Symbolic Art Notation**, the symbol for the **NOUN** (the happy female cyclist) and the **ACTION ARROW** (with the taxi) acts like a map reference.

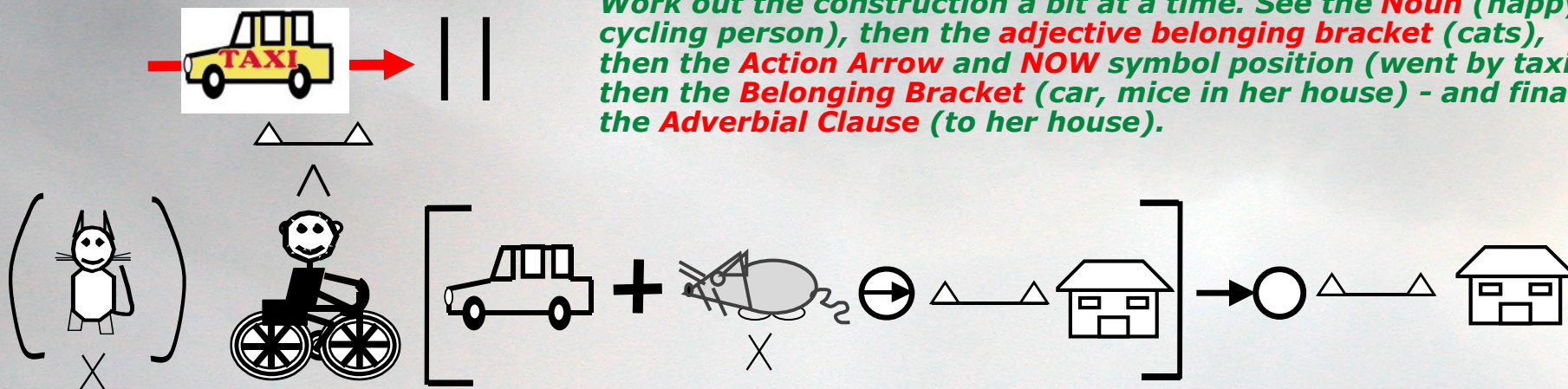
They alone will show the reader what the other symbols represent by their locations around them. The taxi is "before" the **NOW** symbol - indicating the past tense (went by taxi).

**EXAMPLE:**

The happy cycling person (female) who has something to do with cats (and who has a car and mice in her house), went home by taxi.

**Hint:**

Work out the construction a bit at a time. See the **Noun** (happy cycling person), then the **adjective belonging bracket** (cats), then the **Action Arrow** and **NOW** symbol position (went by taxi), then the **Belonging Bracket** (car, mice in her house) - and finally the **Adverbial Clause** (to her house).



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Practice makes perfect

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# SYMBOLIC ART NOTATION

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**QUESTIONS** - We all have questions to ask. This is how we find out about our world. Just ask any two-year old!

**What? Why? Who? Where? When? How?**

The way that Symbolic Art Notation asks questions is by the addition of the question mark symbol at the top left on the **ACTION ARROW**.

In order to produce the type of question like the ones above (who what where etc), other symbols are used to modify the meaning. You only have to learn these once, and place them on the **LEFT and ABOVE** the **ACTION ARROW**.

**The next sequence of symbols shows the logic behind questioning:**

## QUESTION SYMBOLS

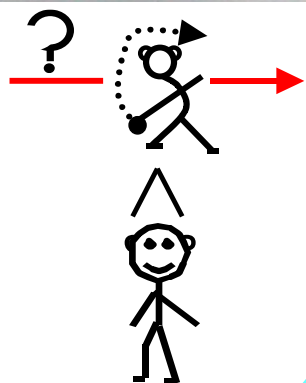
**FOR TEACHERS:**

The question types within **Symbolic Art Notation** is derived from the universal question mark, followed by a symbol that narrows down the question meaning.

This makes it easier to understand and remember the symbols for questions. The location, next to the verb **Action Arrow**, creates the focus onto the verb.

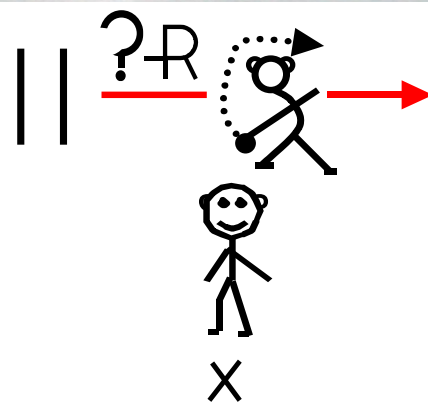
General Question	<b>What ?</b> (What Thing)	<b>Where ?</b> (What Place)	<b>How ?</b> (What Way of Making)	<b>Who ?</b> (Which Person)	<b>When ?</b> (What Time)	<b>Why ?</b> (What Reason)

**RULE 13: QUESTION symbols are located on the TOP-LEFT of the ACTION ARROW**



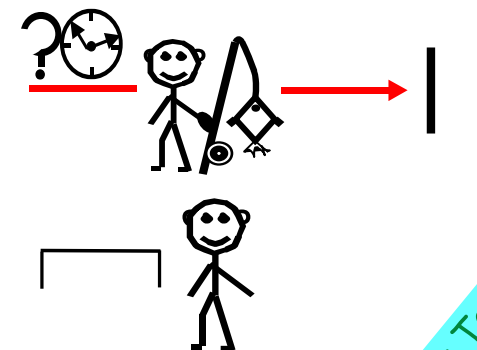
**Is the Person a Throwing Person?**

Present Tense



**Why Will People Be Throwing ?**

Future Tense



**When, Was I a Fishing Person?**

Past Tense

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If you don't understand, then keep going back.

**FOR TEACHERS:**

At this point, it is best to pause, and combine material from previous sections, to see if the student has learnt the basics.

- **Assemble** the information from the main subject
- **Look** to the left brackets to see what describes the subject
- **Look** to the right brackets to see what belongs to the subject
- **Look** down to see if the noun is singular or plural (one or many)
- **Look** up to see if it is any or a particular subject and the gender
- **Look** at the action arrow to see what action describes the noun
- **See** where the **NOW** symbol is and the Arrow (what tense)
- **See** if it is a **question** (what, who, why, when etc.)

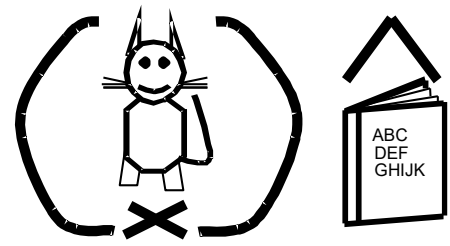
**COMBINE** the thoughts to interpret the symbols and 'sentence'

**REMEMBER:** There are only **18 Rules** and some special symbols to learn for the entire language. It only takes a **few hours**.

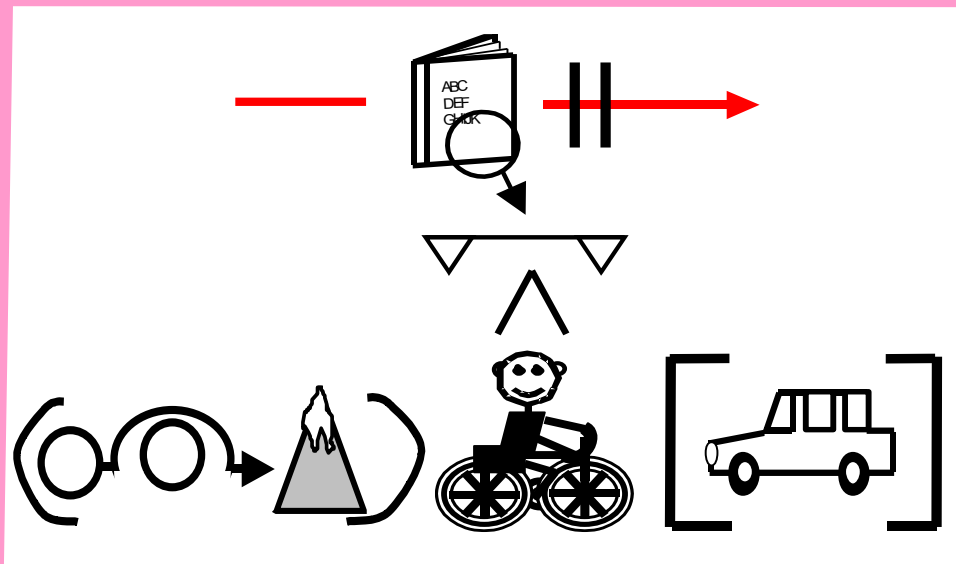
**COMBINATIONS**

Here is an easy one to get you going. Practice replacing different symbols in the same examples to see what they will mean.

**Remember:** Read the widest possible meanings into what the symbols represent.

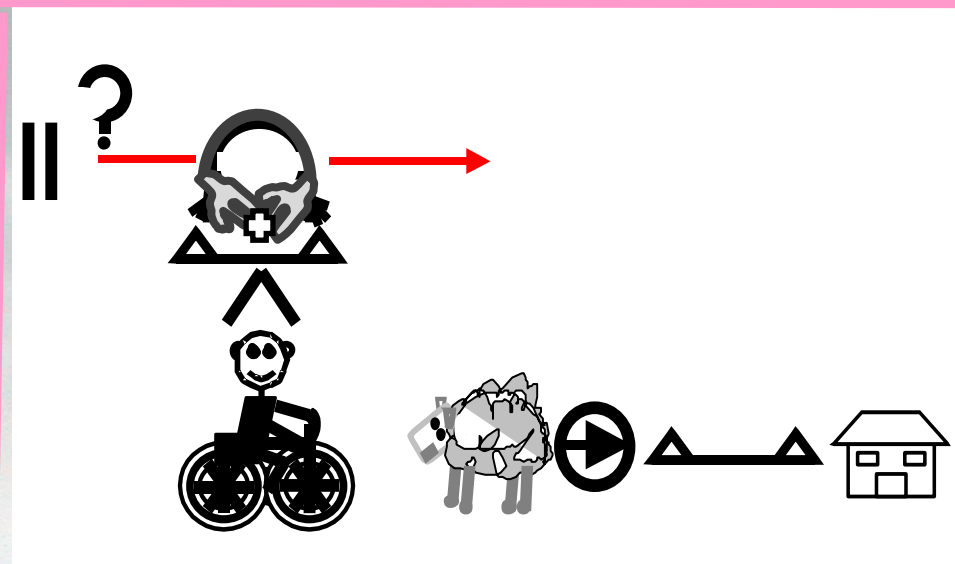


**The Book ABOUT Cats**



**The Smiling Male Cyclist From Over A Mountain, Who Owns A Car, Reads All The Time**

Hint: The Action Arrow goes through the NOW symbol meaning it happens "all the time"



**Will The Female Cyclist Have A Sheep In Her House ?**

Hint: This is future TENSE using the "to Have" symbol. It is also a General Question.

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# SYMBOLIC ART NOTATION

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**FOR TEACHERS:**

Do not let your students confuse **NEGATION** with **OPPOSITES** in grammar. A **NEGATION** is generally identified by using the concept of **NOT** which turns a statement into a **NEGATIVE**.


The cat is black =====> The cat is NOT black

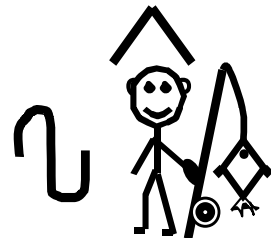
**Note:** It does not mean anything else other than it is not black. The possibilities for the colour of the cat are endless (but definitely not black).

An **OPPOSITE** is a reversing of an action/reaction (Buying/Selling, Throwing/Catching) or a position which is, well across from you or on a different side (Left/Right. Front/Back).

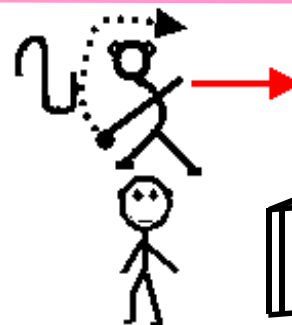
## OPPOSITE & NOT

We live in a **Binary World** made up of pairs of things that we have named as such - like **Rough/Smooth, Black/White, Tall/Short, Male/Female**. Some binary pairs we invented are not so obvious - **Apples/Pears, Chalk/Cheese**. This leads into the discussion about **NEGATION** and **OPPOSITES**.

**RULE 14: The NEGATION symbol, , placed in front of any symbol, means NOT.**



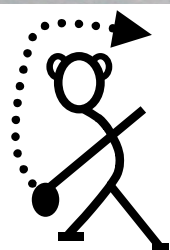
**NOT The Fishing Person**



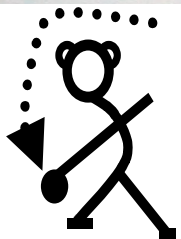
**A Person Is NOT Throwing A Book Over The Cats.**

**RULE 15: A left pointing action arrow can show OPPOSITE action to the "normally" right pointing action arrow.**

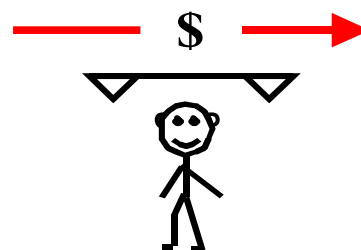
*Hint: Symbols MAY be shown as reversed to indicate it is a reverse action, so your intentions are known to the reader.*



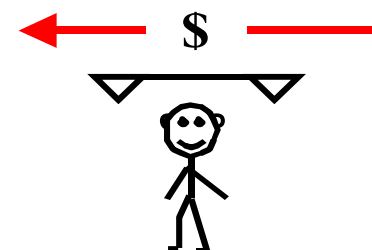
**A Throwing Person**



**A Catching Person**



**He Is Buying**



**He Is Selling**

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Double STRESS for EMPHASIS

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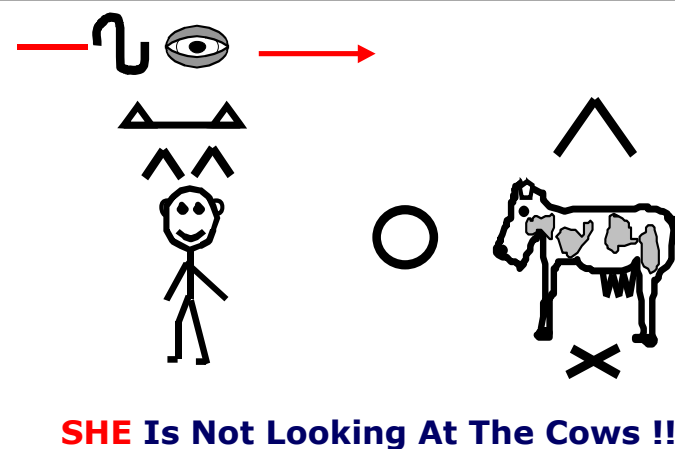
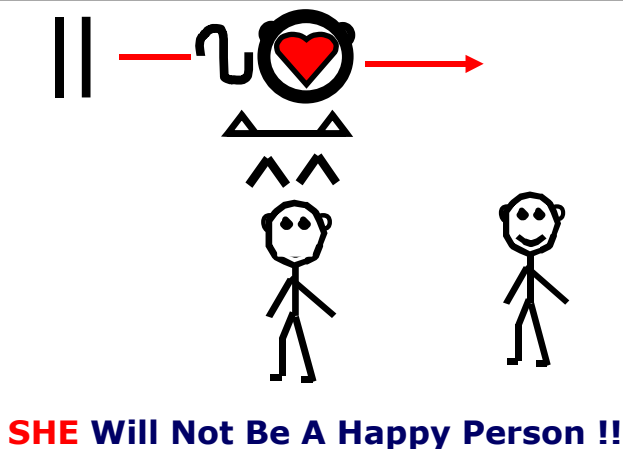
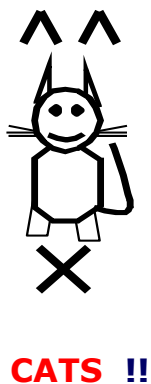
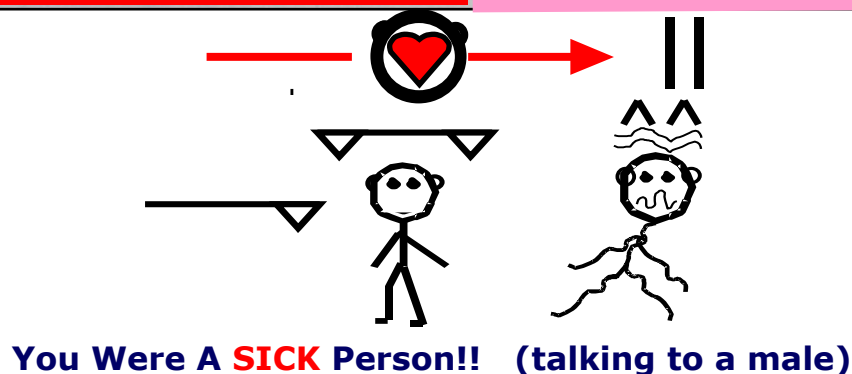
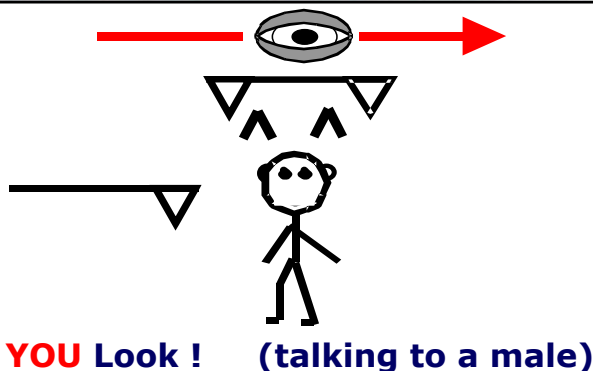
## FOR TEACHERS:

We first used the concept of emphasis in converting an indefinite article into a definite article. i.e. **A CAT** ==> **THE CAT**

The symbol used,  which I call a stress symbol (used in music notation) can also be used to **further emphasise** a symbol. The way to do this, is to have two of these symbols in the same position over the noun.

The meaning then stresses that the object of attention is really to be noticed. Like shouting at somebody. **Hey YOU !!**

**RULE 16: Two stress symbols placed over the noun, turns the statement into a COMMAND or EXCLAMATION !!**



# EMPHASIS

Students can now communicate **EMOTION** and **FRUSTRATION** using the **EMPHASIS** facility.

*Hint: The second example shows the mandatory symbol for **TO BE***



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Follow that STAR to find its MEANING

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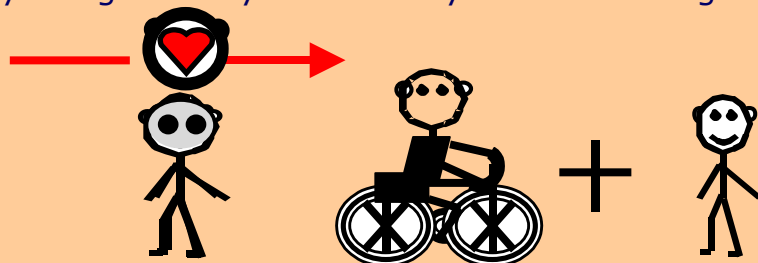
RULE 17: Use The Least Number Of Symbols. Modify Basic Symbols To Mean More. Less Is More !!

MODIFYING SYMBOLS (for greater meaning)

It is very economical to modify basic symbols, rather than draw many symbols to convey a thought. An example of this is when one symbol of a person with a smile and riding a bicycle, is shown as:



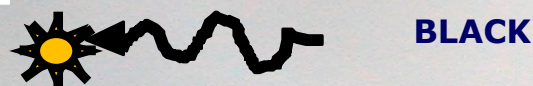
A more complicated (but still correct) way of creating this thought, would be to say that a person is riding a bicycle and is a happy person. This could be made by using more symbols to say the same thing:



A person IS a cycling person and a happy person.

SUNLIGHT or WHITE

1			1+2	<b>Palette Colour Numbers</b>
2			2+3	
3				



MODIFYING SYMBOLS

FOR TEACHERS:

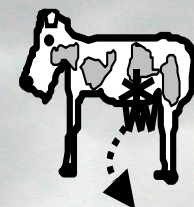
One way of modifying a symbol, is to use the POSITION STAR. It can be combined with an arrow to show the location or movement (to or from), associated with the position of interest. Remember that the widest possible meaning is applied to all symbols.

The Position Star is basically and asterisk: \* and arrow.

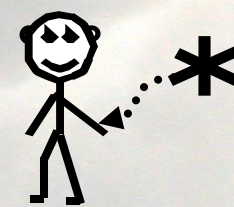
Not to be confused with a Handy Symbol for SUNLIGHT: as you will see.



A Thinking Person



A Milking Cow



A Person's Arm

HINT: From the symbol for SUNLIGHT, the colours can be produced, either by using coloured wavy lines, or by "mixing colours on a palette". Two ways of representing the colours: 1. Actual Colours or 2. Palette Numbers (primaries)

BLUE		OR	
GREEN			
RED			

By Using Coloured Lines or Palette Numbers

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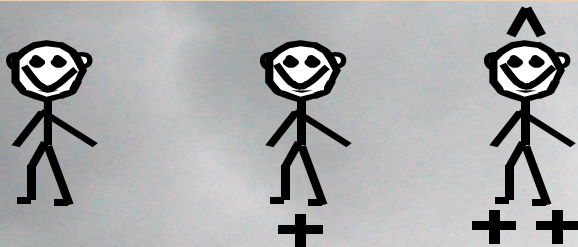
**Symbolic Art Notation** contains **ALL** the essential parts of a modern language. Comparisons form a large part of how we think. For instance, we might compare one person to another in a group of people: One is sad, one has a slight crack of a smile, while another is laughing and alive with a face that reflects real happiness.

There are two comparisons that we can make:

1. The degree of happiness: some are **happier** than others - one is the **happiest** in the group.
2. The mimicking of a condition that we can imagine: Like a happy person (**happily**). Other examples are: like a person (**personally**) and like a cat (**cattily**). These examples are shown below:

**RULE 18: Degree Changes Can Mimic Other Objects and Can Show The Extent Of A Feeling.**

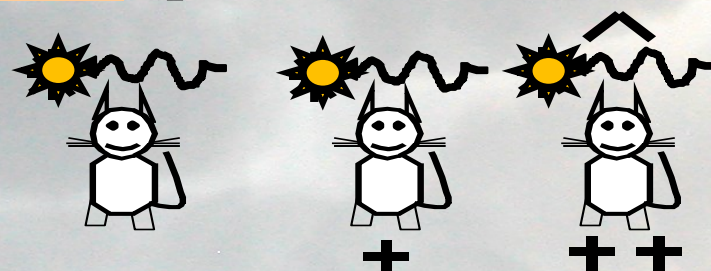
**EXAMPLES: Case 1 (DEGREES of Adjectives) using the symbol:**



**A Happy Person**

**A Happier Person**

**The Happiest Person**



**A Black Cat**

**A Blacker Cat**

**The Blackest Cat**

**EXAMPLES: Case 2 (ADVERBS) using the symbol :**



**A Happy Person**

**Happily**  
(like a happy person)

**A Cat**

**Cattily**  
(acting like a Cat)

**FOR TEACHERS:**

The **first case** shows the degree to which the deed is apparent. For the status of being happy, the cases are:  
**Happy => Happier => Happiest**

The **second case** is changing a **NOUN** to an **ADVERB**. The adverb describes how an action is done.

**FOR TEACHERS:**

This is very useful for showing the mannerisms of a noun.

A **PERSON** can act like a **CAT**.

A **TIME** can be like a **RUNNING TAP**.

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**FOR TEACHERS:**

No, not the ladies' auxiliary — but just as important, the **AUXILIARY VERBS** that tells someone what they: **CAN** do **SHALL** do **MAY** do.

**CAN** implies that you have the **ABILITY** to do something.  
**SHALL** implies that you **MUST** do something.  
**MAY** implies that you have the **OPTION** of doing something.

**RULE 19: Auxiliary Condition VERBS Are Placed on the Left Hand Side on the ACTION ARROW, To Complement The MAIN VERB.**

**SYMBOLS USED**

✓ **CAN**

✓✓ **SHALL**

✓? **MAY**

**AUXILIARY**

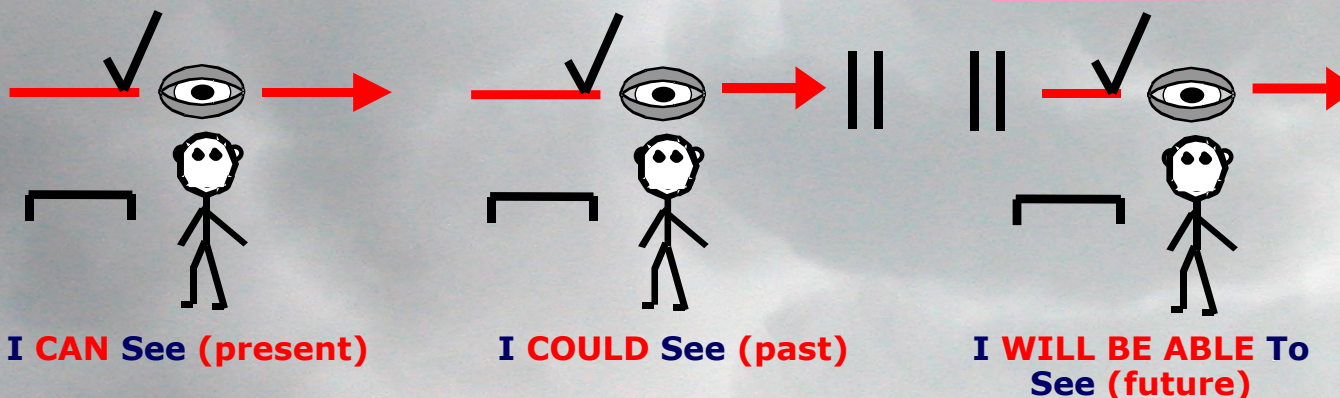
A quick lesson on the past, present, and future, for the Auxilliary Verbs:

**PAST PRESENT FUTURE**

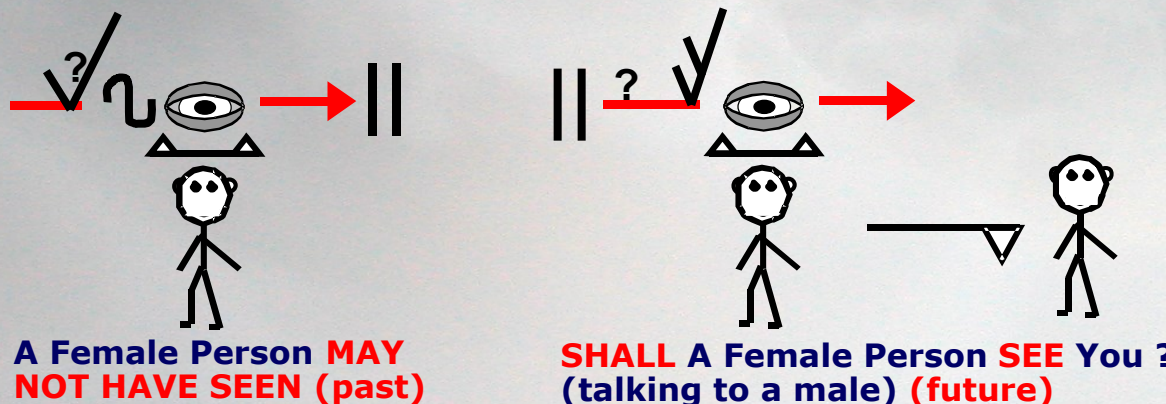
Could **Can** Will be able

Should **Shall** Shall

May Have **May** Might



These three examples show the present, past and future of the form "CAN"



These two examples show more complex ideas.

Just follow your **RULES** to work out the meanings.

**REMEMBER:** I am trying to show you that **Symbolic Art Notation** is a complete language, with all modern grammar.

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**Congratulations!** You have come to the end of this intensive course in learning **Symbolic Art Notation**. It is now time to put your knowledge to the test with translating a **STORY**.

Use all the **RULES** to **UNDERSTAND** and **TRANSLATE** the following story. Some **Symbols** are new, and you must try to make sense of it. The **TRANSLATION** is on the next page. **Good Luck!!**

## STORY TIME

Each part of the story is broken down into "Frames" (within the purple lines)

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RULES:

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**RULE 12**  
**RULE 13**  
**RULE 14**  
**RULE 15**  
**RULE 16**  
**RULE 17**  
**RULE 18**  
**RULE 19**

GRAMMAR:

**Indefinite Article**  
**Definite Article**  
**Plural**  
**Gender**  
**Personal Pronoun**  
**Simply Modify**  
**Joining**  
**Round Brackets**  
**Square Brackets**  
**Now**  
**Action Arrow**  
**SAN Block**  
**Questions**  
**Negation**  
**Opposites**  
**Emphasis**  
**Complex Modify**  
**Degree Change**  
**Auxiliary Verb**

**Let me know** how you get on and what you are doing with

**Symbolic Art Notation**

Keep a watch out for videos and teaching aids associated with presenting more information and easier learning opportunities.

If you would like an official **Certificate of Completion** for finishing this course, just send me an **email** to:

[stefannicholson@bigpond.com](mailto:stefannicholson@bigpond.com)

I would also like to know about and give encouragement by publicity, to anyone teaching **Symbolic Art Notation**.

Best regards,  
 Stefan Nicholson (Inventor/Trainer)

**Story Translation**

web site: [www.stefannicholson.com](http://www.stefannicholson.com)

from previous page:

In my book, a happy fisherman (who has a red car and a orange house), is looking through the window, at the sun and no rain clouds.  
 He will drive under some tall trees.  
 He will sail/boat over the blue waters.  
 He is the happiest person in the world  
 When is he not a happy person ?  
 At the time he is looking at rain clouds and small fish.

There is no  
 plan  
 without  
**RULES**

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# SAN BLOCK

