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CHILDREN'S DRAWINGS OF THREE-DIMENSIONAL OBJECT

“Children's Drawings of Three-Dimensional Objects

use of Context and Verbal Hints” (Abstract)

KWOK Mei Ling (04565744)

The Chinese University of Hong Kong

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Abstract

The present study investigated how children depict three-dimensional objects on two-dimensional plane. The purpose was to address whether presence of contextual cue and verbal instruction can improve children's representation of spatial relation within an object and between objects.

Six-year-old (N=73) and 9-year-old (N=59) Hong Kong children were chosen to study their depiction of 3-D objects. The result showed that older children represented spatial relation within an object and between objects in a more complex manner than younger children did. Both background context cue and verbal instruction could improve older children's depiction of spatial relation within an object and between objects. However, both background context cue and verbal instruction are found helpful in depiction of a single object in younger children. Such findings demonstrated the importance of background context cue and verbal instruction in art education.