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Children's Judgments and Feelings about Their Own Drawings

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ABSTRACT

The aim of the present study was to investigate possible age differences in drawing performance of preschool and primary school children, as well as in metacognitive experiences that are activated before and after the drawing process. The study is comprised of 222 children of both genders, aged from 4 to 12. They were tested individually in their schools. They were asked to produce four drawings, which vary on their level of complexity, and to rate before each drawing on a four-point scale the frequency of drawing similar themes and their feeling of difficulty. After the drawing they were asked to estimate again the difficulty they felt as well as the feeling of liking the drawing they produced and the correctness of the drawing. The results of a series of analyses of variance confirmed the expected improvement of drawing performance with age. There wasn't found, however, the same developmental course in the case of metacognitive experiences. On the contrary, there was found a significant decrease in the feeling of liking and the estimation of correctness of the drawings, especially after the second grade.

KEYWORDS

Children's Drawing, Metacognitive Experiences

Cite this paper

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