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Adolescent Development

Doodles, Cartoons, + Sketchbooks

Anita on her sketchbook
18 yo.
people, animals, articles, room drawing,
pop ups, exacto cut outs

Jessica: dresse

Transformational Drawings

↳ Begin 5th / 6th grade + continue

Development becomes highly diversified
+ exists in parallel threads

Cartoons joined in fragments or conjoined

- Can you tell a story without using images
  ↳ just using lines + colors
  ↳ abstract drawing
open up ways of thinking + expanding

Kids like to draw their shoes -
what kind of life it had?

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kids speak in the vernacular of the culture

Basquiat · Magritte · close · with

Sketchbooks · no parameters, assignments

Desire to make your own mark
↳ negotiate what you experience internally + externally

* What is the most profound experience the adolescent is having now?
→ AM I REAL?
WHAT IS REAL?
HOW DO I KNOW?

Insecure. Uncertain.
↳ trying to pin down reality in their artworks
↳ concern for the way things look - "real"?

The existential question is often, "How do I make it look real?"
→ The student / teachers conceptions of reality are not the same

→ Surrealism.
Could this experience be real?

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the visual real vs. the experiential real vs. physical growth + change

Observations - adolescents - touch everything
- sensory motor learners all over again
- re-exploring the world w/ these new bodies
- what is the difference in the space I feel vs. space I see

- happens earlier for girls than boys
  - physical / sexual development

- tight friendship groups break apart

- Bullying - dilema created from greater variation in the population
  - Read themselves into each other
    - ∴ the peer groups are so powerful
  - Reflection + self-flagulation

We live in a extreme with few guidelines to help kids through this.

Lord of the flies - Golding

A lot rides on the physicality of adolescence

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Identity:

What is your identity?
language
experiences
puzzle pieces
history of family/culture

WHO AM I?
WHAT DO I KNOW?
HOW DO I RELATE TO MY PARENTS?
HOW DO I RELATE TO MY PEERS?

* Parent relationships become problematic.
  ↳ Fragments of - + the task of adolescence is to put them back together

Sense of self/ identity is NOT singular - based on others - mirror feedback we've been given

Discussion on school systems + changing schools

Vision quests

Discipline methods across centuries

"Gifted + Talented" in the Arts
  ↳ socially constructed

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Assessment: "Good Art?"

Prior experiences! lack of prior experiences may appear an "un-talented"

↳ Always need to ask - "What are the experiences?" before making a judgement

The Arts are critical for kids at this Age.

WHAT THEY SEE	•	HOW THEY SEE	•	WHAT THEY FEEL

We do not paint + draw objects in the world - we paint + draw our relationship with them.

→ Identity is flexible + consequence of physical change

Eric Ericson:
"enduring sense of self sameness"

→ not a fixed pole ⟷ complex Facets ⟷

Codeswitching conversation

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Changes in: emotions
Social development
Cognition
Values

Being looked @
Being observed