

The report is outlined according to the following questions:

- What themes or subjects of interests are present in young people's artworks?
- What kind of local subjects, concepts and ideas are displayed by young people's artworks?
- What kind of cross-cultural subjects, concepts and ideas are displayed by young people's artworks?

Background of the Sample



There are totally 35 drawings collected for this international drawing project.

There are two sources of collection for the pictures. First are 20 pieces of drawing collected through the Creative Kids which is a commercial organization committed to artistic development of children and adolescents.

These drawings are made by 20 individual students who come from 19 schools in Hong Kong. The works of these students are largely influenced by the Creative Kids curriculum rather than the schools the students attended. As a commercial organization, Creative Kids committed to develop awareness of and arouse interest in the arts among children of all ages, and to develop a solid foundation of creativity and arts appreciation, through a wide range of arts enrichment programmes. The areas provided in the programme include Visual Arts, Arts & Crafts, Sketching and Oil Painting. The teaching methods the art tutors used in teaching students focuses on inquiries and experience, critical studies and experimental projects are the commonly adopted methods,

the rationale of the organization is allow freedom to students while they will be inspired on ideas, skills, and art knowledge in creating their work.

Another source of collecting the pictures is a secondary school in Hong Kong. There are 15 pieces of drawing collected from this school. The students are therefore mainly influenced by the school curriculum of visual arts in Hong Kong in making the pictures. The Visual Art Curriculum in Hong Kong stresses on four learning targets that include: developing creativity and imagination, cultivating critical responses, developing skills and processes and understanding arts in context. The art education provided for secondary school students refers to one or more of these learning targets. Most often, towards senior secondary levels such as starting from secondary level 3, the focus of development is on drawing and painting, design, ceramic as they are the main areas of the Hong Kong Certificate School of Examination that students have to sit for at the completion of secondary school education.

Places the Drawing Taken Place

There are mainly two places. For the students who joined the art organization for art training, the work is completed at there, though students will do follow up at home at the final stage of the work or whenever they would like to work on it in between the time they attend the next class; and students used to attend art courses once a week. For students from the Kowloon district, the work is completed in school and also at home when they have to follow up the submission of a piece of work.

Description of Students

Table 1: Age Composition of the Sample

Age	No. of sample
18	1
17	1
16	7
15	26

Table 2: Geographical Profile of the Sample

District	No. of sample
Hong Kong District	20
Kowloon District	15

The sample is mainly Hong Kong Chinese. There are some specific features to note on the sample:

a. Age Distribution

The mean age of the sample is 15.34. Majority of the sample is at the age of 15, this composition is representative of the stage of adolescence that fits the research aims of the project.



b. School Background and its Curriculum

As shown in Table 2, students are located in two main geographical areas of Hong Kong. The school in Kowloon where the students come from is a grammar school with a moderate to low academic banding. While students located in schools of the Hong Kong side includes those who are studying in the International Schools in Hong Kong and schools of higher academic background. The possible difference made upon this is on the art exposure of students in terms of the school background, as well as the popular culture and activities of the adolescents.

First of all, International Schools in Hong Kong follows a specific country's education system and curriculum, compared with the Hong Kong school curriculum, international school students tended to have a broader art training which includes multiple forms and areas such as drama and fashion, although some schools in Hong Kong has started to broaden the areas of study and widen the art development of students to provide beyond the traditional forms in the curriculum such as drawing, painting, design, printing and ceramics;

international schools have the benefit of gaining richer resources and art expertise supply in the education of students. Also, Hong Kong school may not regard Visual Arts as an important subjects and relatively speaking art training of students study in ordinary grammar school in our society is generally not as developed as the international schools. The art exposure will be more localized instead of international.

To the life of students, since the social economic status in the area the school located in Kowloon is largely lower than the schools located in Hong Kong, it is possible that students are exposed to quite a different environment and that their pattern of living, pass time events, habits and customs may varied among each others. It could be common that students at the Hong Kong side have more chances to access to cultural activities, museums, and other cultural and artistic activities, while students at the Kowloon side will involve in activities which aims is entertainment based. Although the two types of events should not be found exclusive on the samples, it projects some differences which may make difference in the topic and content of the drawings. Another significant feature is that the school in Kowloon from which 15 students' drawing is collected is a school with strong emphasis on Christianity. The schools in Hong Kong side where the drawing come from also include Catholic and Christianity schools. Religious background may be a source of influence to students in this population.

c. Analysis Outcomes

Interest or Subject Specific to the Drawings

The following themes emerged to be important points to note on the sample regarding Hong Kong adolescents' drawing:

Content Related to Daily Living and Self:

One of the major themes students often expressed in their drawing is the content of daily living; it ranges from activities in the context of schools, family, peers, and their own interest an hobbies. In the pictures, we can find familiar images and objects such as the staircase in the living room, bathroom, window, furniture, desk, musical instruments, sport games court, family characters (such as mother). Either in abstract or realistic styles, the content of daily events are a significant aspect in the drawings, and most often, the character of students are included as a part related to the events they described, the

students would project how he or she see the environment and the daily living in relation to their own self, as to express their feeling, thinking or as a means of reflection. The picture also describes their feeling of pain, happiness, and sadness and all sorts of emotions.

How Adolescents Relates Drawing to themselves

How young adolescents perceive drawing to themselves are an interesting theme from the study. There are three major explanations from students on how drawing relate to them.

Art for Arts Sake

The first type suggests clearly the concept of *art for art's sake*, these young people clearly regarded drawing as a means of artistic engagement without specific functions, the suggestion from the author of a piece entitled "Men Under Water" (05) illustrates clearly this concept, he said, "I chose this topic to make my artwork because I thought it would be interesting to draw an under water city. As I continued developing the idea, I added the idea of putting people from the future and investigating the city into the artwork, so I draw this picture". His picture shows two men under water with some buildings surrounding them. The two men in the picture were compressing the buildings with their weapons so they could take them away to investigate. This fantasy world was a product of his artistic engagement.

Explorer on Skill and Technique

The other type of perceiving drawing which can make an interesting contrast to the previous type is that the author would like to explore skill and technique very purposefully in making the picture. For example, in a picture of "Man in a Bicycle" (06), the author reflected that in his drawing he was trying to present a distorted image of the man in bicycle inside a sphere, and in the art process he was mainly exploring the difference between a flat photo and image after distortion inside a sphere. In another picture named "Upside Down Face" (27), the author painted the picture in a way that the properties of the face would be different when looked at from upside down, for example the mostache becoming the eyebrow. He also explored how colour could be used to strengthen the contrasting effect of the objects, for example in the colour of the hats, he used cold color to create an unpleasant and less welcoming feeling on one and warmer color for the other. He said by recalling the process of working on the upside down different images, "I choose the 2 comparisons of color

because it could show and emphasize the character of the faces, the cold matched the more evil face whilst the warm colors showed the happier face". He was satisfied with the outcome of the drawing and proud of the skills he used in the picture.

Art to Contain a Message to Express or Educate

The intention of delivering a message also brings young adolescent to close relations and engagement in making drawing, as reflected from the study. As the authors would like to deliver a message, the pictures carry meaning, for personal fulfillment, sharing and enlightening the others. The common messages are the expression of a will, a wish, and the description of an ideal living environment. For example, one picture was composed by the motive of a dolphin in two hues, the author would like to express the concept of peace and he wishes life can be harmony and people can enjoy peace. Another picture described a pleasant dream house, through which the author's wish for a relaxing atmosphere was projected as the perfect life style of people. Another picture also shows a dream environment for living, which is sensuously appealing and relaxing, it shows a huge window facing the sky which presented a nice scene of many goose flying in the sky, and a long and big river showing many kinds of fish inside.

The drawing "Two Men Diving" (04) shows two men diving in the deep blue sea searching for a lost city. The author projected his wish to be an archeologist in the future when he grew up. He also imagined he was one of the divers in the deep sea who was looking for old historical sites, especially looking for the past countries. Another picture (20) describes the concept of environmental evolution, with its name "Gone are Beautiful Days", it illustrates the life cycle of dolphins, starting from the top yellow box, all the way down to the black box. It is a kind of expression to appreciate life.

Although the authors are adolescents, some of the pictures express strong deep feeling and perspectives of life. We can see the inquiring mind of young people in mediating about life. An illustrative example is a piece of work named "Personal Environment" (15) in which the author describes life in the first person's stance. He drew a silhouette of his face as the centre of interest in the picture. Next to it the author presented the modern side of Hong Kong as a metaphor of the complexity and brightness of the author's teenage and adult life, in which different roads to difference places were drawn. The author

referred these images to one's life decision, to which there was no fix route to follow, but he as a life searcher could explore among them. At the other side of the silhouette was an old building of Hong Kong. There was a flight of staircase clearly showing the up and down route. The author saw this as his childhood which was supported and led by parents. In the middle part, a black and white chess was shown; it carries a symbolic meaning that every step of life was planned out. He further elaborated that chess game was like the law in society, and everyone had to follow the rules, if people did not follow them; they would be out of the game and might be confined in prison. In the array of rich details in the picture, the young author reveals his thoughtfulness about one's life related to various concepts such as fate, family, choices, and rules of the game, which he would like to share with the audience.

Skills to Produce an Imaginative and Illusive World

Whatever ways young people perceive drawing means to them, the pictures presented rich creative capacities. Many drawings did intend to show audience an imaginative and illusive world. This refers to the appearance of unrealistic, distorted, deformed images that was created by the confusion of space, time, and perspectives.

Extension and Free Association

In a piece named "An Endless World" (09), the author shows a combination of objects we can find in daily life, the author intended to create a visual illusion and the perception of an endless world, by assembling different patterns or objects in a very tiny space in the picture. Another drawing named "Imagination of Pipes" (07) was the author's imagination of the original water pipes into snakes, which created interesting pipe- and snake- like visual images.

Another interesting picture named "The Fantasy World" (24) was created by the author's imaginative free association impulse, it was told that when the author was looking down at the boots she was wearing she thought of drawing a nice pair of boots, but then she thought it was too plain to draw the boots so she added on some patterns on the picture and also the Empire of the sun. Her imagination flowed while she developed the images along; the final appearance of her picture also includes symbols and images of the Occupied France and the Germany Nazi Party which presented a "fantasy, upside down, crazy, historical" world far richer than the images of a pair of boots.

A common way of creating imaginative pictures that commonly found on adolescent's work is by the use of extension. The "Crazy Narcissus" (29) can illustrate this method well. While presenting a realistic narcissus, the leaves, flowers and roots of the narcissus were turned into something we could see in our daily life. In another drawing named "Future Car" (33), based on the image of a car, the author designed a vehicle that could fly or rise above a traffic jam. He created spider-like legs for the car to enable the vehicle to adjust it's height to avoid being stuck in rows of cars, that he felt it a challenge to recreate objects and free from the constraints of human physical world.

Impossible Perspectives & Time and Space Confusion

Common ways of creating illusion were found, they include the use of distorted perspectives, as well as time and space confusion. In the "Impossible Space" (18), different impossible and illogical items from human faces, chairs to snakes were drawn. The author intended to create opposite drawings (draw the objects in opposite way such as upside down) to give the impression of an oxymoron. She created illogical places by allocating furniture in strange space arrangements, and reversing the time schedule of day and night by the tone she made on a small landscape in the picture. While it was imaginative and illusive, the author suggested that the item represents the importance to the author's daily life, which specifies the author's individual style.

Another picture (21) shows interesting distortion of perspectives; disproportioned sizing and distorted images of objects which the author aimed to explore the use of abstract spaces and the impossible perspectives of an object. The drawing gives interesting visual impact. In the picture, a range of candle light was arranged in the middle across the paper, at the bottom an up-side-down bath room was drawn, and bathroom pipes were disoriented and appeared at the upper part. On the top line of the picture, there was a line of cupcakes placed upside down from the ceiling, which recalls the images of the candle light in the middle of the picture. The picture gives a strong illusion to audience in interpreting the reality in the distorted space and images. Other disorientation of objects and confusion of space were appeared in common in other pictures. For example the illustration of space between modern and ancient time varied from inside and outside of a room.

Local images were found in the drawings. They included description of the scene on popular Chinese festivals such as Chinese Lunar New Year and Mid Autumn Festival. Young people also suggested the great respect on family relationship which was shown in the pleasant description of bonding between brothers and sisters, mothers and daughters as well as a world of harmony relationships in between teachers and students, friends and each individuals in the world. Although this can be something common across nations, it indicates clearly the specific elements of Chinese culture in the expectation and pursuit of morality and a peaceful community. The moral human relations in the Chinese ethical tradition were also revealed in the drawings, for example, the hierarchical relations defined in our culture was reflected on the drawing of mother and daughters and teachers and students, in which young adolescent has specified the superior position by putting them into the central focus.

The strong wish for prosperity and luck as an inherited Chinese cultural expectation was also presented in the pictures, they were represented in some objects that had symbolic meaning in the Chinese cultural traditions, such as the drawing of several kinds of flowers which resembles specific meaning to pray for harmony and happiness in life such as narcissus, sword lily and chrysanthemum in Chinese Lunar Year. The idea of patriotism and national belongingness were presented vividly, for example the drawing of the blossoms of the Hong Kong city flowers known as bauhinia in spring time to express the wish or to celebrate the flourishing of the achievement of Hong Kong. The sentiment of strong belongingness to Hong Kong was strong in some pictures, which has turned into drawings that include local images; as one author told, “as I started this piece near the Chinese Lunar Year, I wanted it to be a piece of art close to what is happening at the moment I felt in my daily life that can represent Hong Kong as a family”.

While the Chinese wishes for peace and happiness, the traditional thinking of driving away the evils and bad luck was emerged in young people’s thinking as in the pictures. In the picture named “Future Car”, the author said, “I choose this topic to make my work because the elephant is a fireman, he can help someone that needs help, he can bit the bad guys in outer space to guard against disturbances and evilness”.

While 2008 Beijing Olympics occurs in China, though it was regarded an international event instead of a local one, young adolescent in Hong Kong

regarded it as the glory of China to hold the event. One young people described Chinese Kung Fu as an important sport in the Olympics to specify the local values of this event. She described two mice playing Chinese Kun Fu in the Olympics, in the picture the one wearing red helmet which resembles the Chinese kicked off the one in blue helmet kick who was non Chinese, she expressed in words that “I am proud of China about the Beijing Olympics”.

One of the very popular theme emerged was the use of Japanese Cartoon figures in the drawing of Hong Kong adolescents. Japanese cartoons were very popular in Hong Kong since the 1970s; Japanese films were shown in TV in Hong Kong also since that time. In the pictures, many young people adopted the typical way in drawing figures and human images. A typical Japanese figure at modern time is big and sparkling eyes, small nose, tiny mouth, and slim figure in fashionable dressing.

Global Images

Images Related to Global Issues

It appeared very clearly that young adolescent has responded quickly to the issues over the world, the issues happened in one country are now becoming global with a more complex relationship among the countries which was defined globally in terms of the political and economic aspects of a nation or society. The following topics found in young people’s drawing vividly presented the world situation of globalization hence they were defined “global images”.

A picture entitled “banded hands” (03) shows an impressive pair of hands tied up by ropes. The author interpreted that “this is my friend’s hands tied up by a string of rope, the hands are deliberately positioned to imitate a feeling of sadness and helplessness. I drew this to follow up my feeling and ideas on the numerous uprisings in Tibet during March and April 2008, the movement was violently crushed by the Chinese government; ethnic Tibetans were tortured, suppressed, and in several cases, killed under police fire”. The drawing was a personal response of the young artist to what he saw as injustice and oppression of the Tibetan people.



Another picture describes a “fantasy, upside down, crazy, historical” world. In this picture, the author described the history of the occupied France, the German Nazi Party, and the Communist Party. The international image of Eiffel Tower, Nazi flag, and the communist party flag resembles young

adolescent's mind on the historical events that were interpreted in the global world. This was another example to suggest the exposure of young people nowadays in a globalized context but not limited to their own country. In a drawing named "The Portrait of an African" (08), the author drew an African face instead of an Asian face, this represented the globalized context around the world of young people.

Another group of pictures described the Olympics in Beijing can show young people's expression about Olympics as a great event over the world, in the globalized situation, this event should be the topic of discussion over the world and this topic reflected in the Hong Kong adolescents' mind is not about the local culture of Chinese and Hong Kong, but discussion at the global level on concepts of inequalities and social injustices. The scope of the pictures presented the Beijing Olympics was wide beyond the sports and the Chinese people's joy about it. But the conflicts emerged as a global topic which were presented as competition between sportmen,

Internationally Famous Images and Traditional Representations

While Japanese cartoon figures were used, some internationally well known cartoon figures were commonly found in the pictures, the most often used one is mouse which was modified versions of the Disney Micky Mouse. In a picture, the mouse was drawn in the Beijing Olympics. The author said, "I decided to paint in a cartoonic form, creating an invisible line of interaction between the sports, also making an imagination from a child mind". This description suggested that the influence of internationally known cartoon to the art of young people. Also, in the drawings the traditional representations such as cross and heart shapes were still used to symbolize crisis and love.

Inspired by internationally well known Artists

In the drawings, internationally famous artists were the inspiration of young people, they followed the typical styles of these artists in creating their pictures. For example the influences from M. C. Escher on the use of abstract spaces and impossible perspectives, Andy Warhol's pop art with bright colour and sharp images. The young artists were exposed to the world images and composition styles of the world artists as their imaginary sources. Some authors were inspired by writers and musical band in making their work such as one mentioned about the influence from the book "The Time Travelers Wife" and the lyrics from the band named "My Chemical Romance. Her

drawing was an abstract interpretation of space and time in which vibrant colour was used to represent space and a large watch to represent time.

Conclusion:

The analysis of the drawing can draw some very interesting points related to drawing as a means of art creation as well as the image sources of young people in Hong Kong.

First of all, the meaning of making a drawing varied among young people, however, it restates the various functions of drawing in the literature as an expression, as a process of skill development, and as an artistic engagement itself. The very rich detailed reflections enable us to appreciate the function and meaning of drawing in young people's life, it is of very important values in young adolescent's life and that educators, teachers and art tutors can be assured of. In specific to school education, the potential of drawing can be further made use of as a visual tool of expression, which serves various educational purposes as to sharpen one's thinking, releasing pressure and tension, communication and expression, as a fulfillment and artistic engagement.

With regard to the images, Hong Kong adolescents' work has preserved some images which represented the living and culture of Hong Kong and that we can term it as "localized or cultural"; such as the images of local festivals and symbolic objects. Behind this the analysis suggests that though now the world has developed into a globalized era, the localized cultural elements, such as moral human relations in the Chinese ethical tradition, Chinese cultural beliefs, morality etc have implanted into Hong Kong young people's mind. This is a very natural carry over. However, it is very interesting to ask if the other countries have also had these findings, and whether the nation's specific features and history has made any difference at this point. This should be neutral, but this discussion is interesting to restate the relationship between art and culture, which is a very important strand in art study in schools in Hong Kong and elsewhere in the world.

While local images were kept, it was very interesting to find that adolescent has contained a global dimension in their thinking and identity. They did very much concern about the events that were now spoken at the world level, and that they were very conscientious in bringing in their reflection on the issues at

the global level. For example the very impressive discussion of the Tibet upheavals around the concept of justice in a young artist's drawing. This was a very useful function of drawing to act as a means for young people to discuss the social issues which catches the global interest; the means can be a very impressive communication among different places of the globe. In turn, it promotes drawing and art development globally and locally.

The study also discovered one very important point to the art education in Hong Kong. It was indicated that there was a difference on the young people who studied in the district of Hong Kong and studied art courses outside school and the young adolescent who studied in a school in the Kowloon district who mainly received art education in school. The former presented to have enriching content in their pictures and an impressive array of extensive technical skills in handling the drawing in terms of colour, skills and composition. The drawing of the latter group was confined to very limited composition styles and technical skills, and their ideas were largely confined within school and family. This aspect needs more detailed study to reach a valid conclusion. However, the situation can be explained by mainly two factors, i.e. socio-economic background and art training; which makes the difference on the performance of young people's drawing. Tentatively, the school curriculum of Hong Kong may refer to the multiple functions of drawing or art that drawn from the picture analysis of this study, to check if the present Hong Kong visual art curriculum can accommodate the ideas and any space of improvement can be possible and necessary. If art or drawing cannot make from the inner drive and motivation of students, the images and creative expression would be limited, the analysis has informed us this point. How to help children and adolescent in schools to consider inwardly using art as a means of expression or creation was essential.

Finally, it is expected that the analysis and ideas shared from this study from Hong Kong can come up with a comparative study and different nations can share the situation of their own referring to art, as an important aspect in human living in the society and as an important means to personal development to every individuals in their own countries relative to the globe.