

## CRITERION A

**Learning goal:** My learning goal is to research the three most common mental illnesses (depression, social anxiety, and panic disorder) that teenagers from ages 13 to 18 experience today to discover how I can interpret these complex physiological symptoms in abstract and visual ways.

Today there are a lot of stigmas surrounding teenager mental health, however, with the sudden increase in instability of mental health in teens, it is a problem that affects our future and should be addressed as such. Many factors increase the risk of developing these mental illnesses: issues with negative self-esteem, academic pressure and expectations, peer problems, and the current pandemic which has been the root of negative emotions (these factors can vary). With my project, I wanted to gain better knowledge of these psychiatric disorders, the stigma regarding them, and the emotions and symptoms it causes. This learning was inspired by my community project which addressed learning disabilities in small children. This sparked an interest in the subject of psychology itself especially regarding human behavior and how it affects the way we perceive the world, but I often struggled to understand these complex emotions and concepts. The fact that this topic is so complex, is why I chose to do use an abstract and subjective form of communication, such as visual art. This prior knowledge was key when starting my project because I had a basis on what to cover when researching. Ultimately, I decided my focus be mental health in teens, as it is something I can personally relate to, and I thus can connect to my inquiry on a personal level.

**Product goal:** My product goal is to create 3 pieces of fine art based on my interpretation of the 3 Psychiatric disorders (depression, social anxiety, panic disorder) using abstract ideas and concepts from my research.

I will do a visual fine art painting about each of the psychiatric disorders stated earlier, so that through the painting I can evoke the emotions, feelings, and symptoms of someone who suffers from the disorder and hopefully spread awareness on the importance and severity of these psychological disorders.

When I was younger I had quite an interest in drawing and went to many art clubs, however this interest dwindled over time because I became neglectful and my passion for something non-academic was often invalidated by the people around since it wasn't seen as a useful hobby. Thus, a major challenge with this project is being able to develop my artistic skills and the ability to develop creative and original ideas. I also must manage my time effectively to complete such large and intimidating pieces, despite my recent loss of motivation in the area over the past few years. Furthermore, I have never been able to connect to my artwork, leaving them feeling shallow and lifeless. However, this project depends on the ability to perceive and portray complex and abstract emotions, which forces me to put effort into growing my current artistic ability and changing my mindset. I may have neglected my artistic side but this prior knowledge of art styles, brief knowledge of acrylic medium, knowing where my strengths and weaknesses lie in art, built the foundation for my development.

**SUCCESS CRITERIA:** I have created a success criterion to determine the criteria that my product should be judged at completion. I have made my goals SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound), to ensure each of my objectives is attainable within a certain period. The final product must meet 70% of the specification to be deemed successful.

CRITERIA	SPECIFICATIONS	IMPORTANCE	HOW WILL I DO/TEST THIS
FORM:	The product must have a range of at least 5 main colours with contrast and a arrange of warm and cold colours between them. These colours should be cohesive and must be able to create a cohesive piece, not a muddy or excessively chaotic look. For instance, using a planned-out colour-palette throughout the	Colour can be used to evoke certain moods and emotions or to create a message or sharp response in the viewer, especially when you use different colours and combine them to create interconnectedness, or when using complimentary colours to create high contrast.	In my initial questionnaire, I will ask my audience what colours are best suited for these topics in their opinion and thereafter I can do some secondary research into colour theory. I can also plan a small colour palette for each painting as guidance of my colour range.

	piece to create interconnectedness and harmony.		
	The product must be eye-catching with effective use of texture, composition, space, materials, and technique. These techniques should lead the viewers continually through the artwork, but every part of the artwork must be important. The artwork should also be visually dynamic.	With effective use of these artistic components, it becomes eye-catching. Texture, value, composition and so on can create different effects and evoke various emotions. A strong composition will get the viewer's eye to continuously move from one place to the next. It should be unpredictable but cohesive and engaging. Different parts of the piece should have different roles: some large and dramatic, others subtle and quiet, so all parts work together to create an intricate web of relationships between the components.	I can use secondary research to find out what makes an art piece abstract and how to properly incorporate artistic techniques. I can then use different tools to create different effects. Such as a palette knife, sponge, paints with varying translucency for different textures. Different brushes to create different sized and textured lines.
<b>FUNCTION:</b>	<b>EMOTION:</b> The product must evoke a feeling, emotional or aesthetic response which can be perceived subjectively by an individual, one that is fitting for the psychiatric disorder it represents. It should have a symbolic and expressive function.	This feeling the product evokes can be different from person to person but must be one that is derived from emotions or experiences regarding the psychiatric disorder so that I can get a valid response.	In my questionnaire website, I will ask for certain situations/scenarios which may represent or are related to psychiatric disorders. Moreover, when presenting my product, I can ask them to rate how much it connects to the disorder. I will also research what these emotions may look like in visual ways
<b>USER, SAFETY:</b>	<b>IMAGES AND LANGUAGE:</b> The product must be age-appropriate: 13 – 17 years. This means that the product will not have bad language, gory images etc. Any language used on my product must be in English. The product must not include any triggering (safety) images which is insensitive to those suffering from the disorders/emotions. Any surveys done must abide by the personal project ethics code: "Ensuring the chosen MYP project topic satisfies appropriate legal and ethical standards concerning health and safety, confidentiality, human rights, animal welfare, and environmental issues"	Understanding our audience gives us knowledge of their limits and thus make our product more effective. Vulgar language, inappropriate images, and potentially triggering things can affect the success of the product, as it can cause them to dislike/resent the product. If we do not abide by the ethics code it will make the testing and questioning process unethical and unsuccessful.	Since I am part of the target audience age, I overall have a sense of what not to include but I will still do research online. In the first research survey, I will ask if there is something they find triggering. I can also research what is sensitive in this topic so I can avoid it.
<b>QUALITY AND ENVIRONMENT</b>	<b>PLANNING:</b> The sketches and designs must be detailed and done 1 week before I start painting to keep my painting more organised and ensure that errors are kept to a minimum.	Planning effectively and using the prompts from my primary research allows me to focus primarily on the artistic process when creating the products. It also reduces the chance for error and failure.	I will attempt to stick as closely to the prompts and feedback I get from primary research, and I will present my sketch to my peers. If they can understand the sketch, it ensures its detail.

	The time limit also leaves time for me to edit my sketch. The product must be inspired by the primary research from my clients.		
	TESTING AND QUALITY: The painting must be tested by multiple people of different circumstances and ages, but there should a majority of teens. The product must not be unfinished or broken in any way (ripped, punctured or the canvas is loose) The painting must stay in prime condition for at least 2 months.	Different people will give me different perspectives and will help me understand the strengths and weaknesses of the product and potentially improve. In contrast, I still should the majority of feedback from the age group of my target audience. A pristine product material quality will largely benefit the overall quality and professionalism of my work.	In the final survey, I can ask people to put their age and gender before submitting their response, this lets me see how different people responded. I will check the condition of the painting regularly and keep it in a safe environment.
<b>SIZE, COST AND MATERIAL</b>	I should have a resource list with cost, size, and quantity of materials. The total cost of the resources must be no more than 1500kr. The canvases must be of equal size and quality (tightly wrapped, a good solid structure, and with high-quality materials) The canvas must be 80 by 80cm and I must complete all 3 within the time frame.	The resource list will help organise what I need and estimate cost and quantity. Excellent quality materials also reflect the quality of the final product. Furthermore, a large painting displays more of a statement and attracts more attention.	I can buy from a local and well-reviewed art store. Some options near me are "Søstre Grene" or "Class Ohlsen".

**PLAN FOR COMPLETING PROJECT:**

To complete my project with minimal anxiety I need to create an action plan/timetable. Creating an action plan will allow me to prioritise certain tasks, help me stay on task and productive. I chose to use a Gantt chart design for my timetable because it includes a visual representation of how my time is split up.

Figure 1: A Gan chart that outlines the tasks on the left and the time (in weeks) intended for completing them on the right.

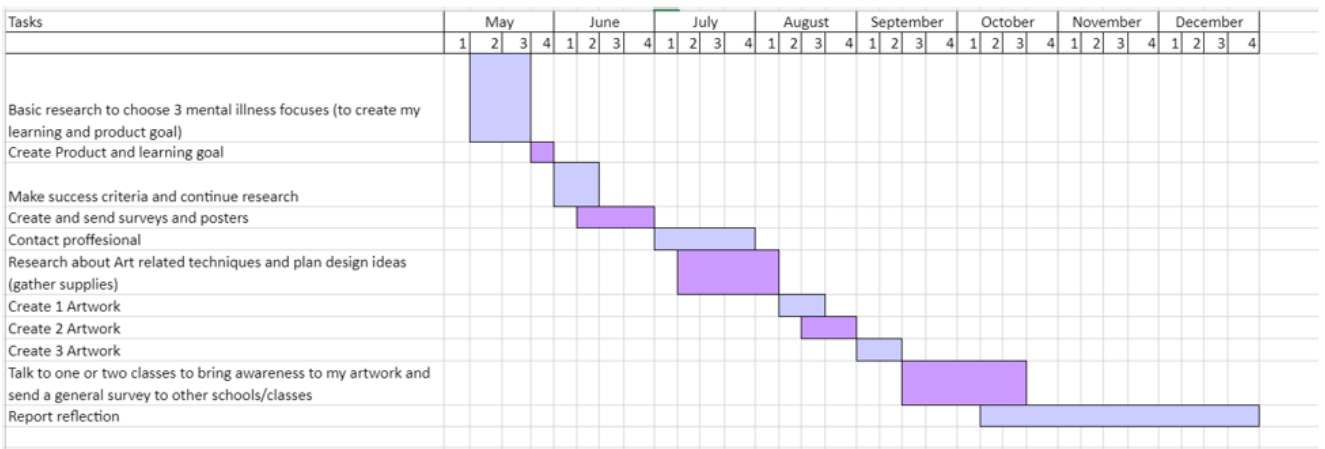


Figure 1 was my first attempt at creating a Gan chart, and it is clearly lacking in many areas. This Gan chart shows the time in weeks, this is not specific and will not aid me in meeting specific deadlines and can lead to time not properly spent and unequal spread of work. Although it includes the main tasks, the tasks are too broad and do not meet the SMART criteria. They do not address the small steps that go into each step.

Figure 2 is my second and final attempt at a Gan chart. My final Gantt chart is a significant improvement from my last as it successfully meets the SMART criteria. This Gan-chart has is split into different sections that target various parts of the process: developing ideas, research and process planning, primary and secondary research – disorders, product planning and process, exhibition, authoring report. Under each, there are specific tasks, with a numerical value of their importance (so that I can recognize my priorities) and a start and end date that is visually represented on the right. This time the dates are specific to a date which allows more organisation and structure. This Gantt chart was created after reflecting on the initial action plan made through feedback from peers and my supervisor, that stated it was not detailed or organised enough.

Figure 2.1: This is a screenshot of how my first section looks and the corresponding deadlines.

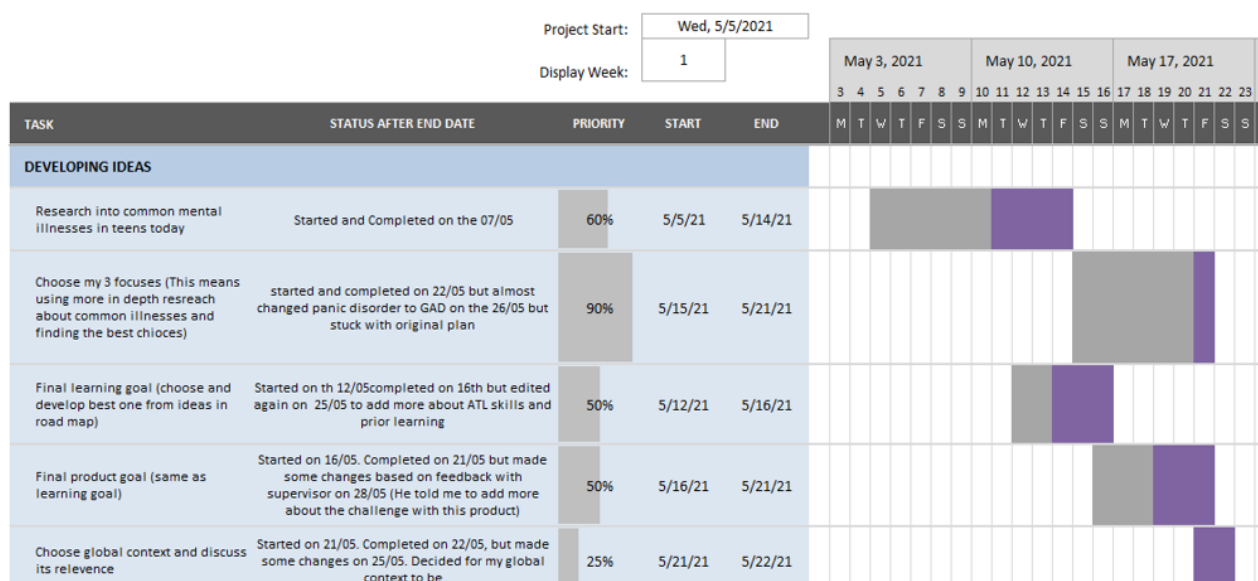
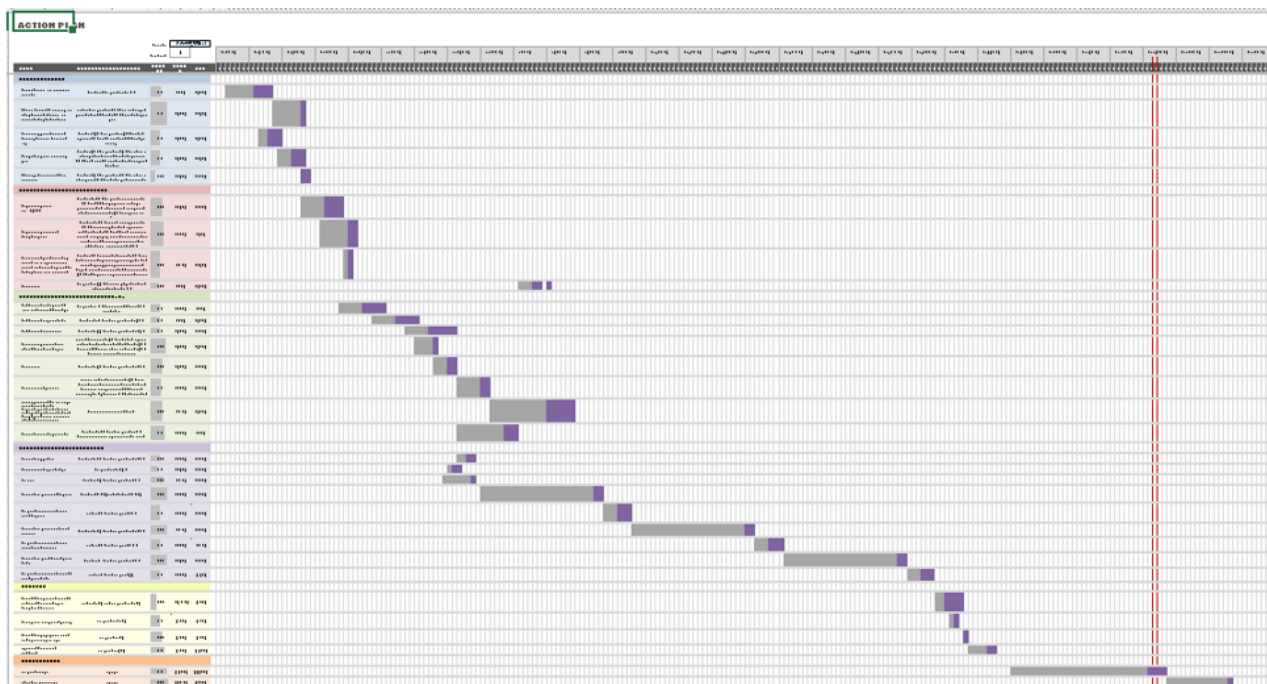


Figure 2: This is a full version that shows how the entire Gan chart is organised and the other sections.



## CRITERION B

### Applying skills for achieving learning goal: Research

The first step of my completing my learning goal was making a research plan: this plan would allow me to identify the various perspectives and information I would need to collect. Below is a small extract of my research plan, which includes a few questions from each topic.

Topic	Research question	Justification	Primary or Secondary	Source:
Mental Illness	What would you define these mental illnesses as? How does it make people feel?	This is a crucial building block for the rest of my research and will also allow me to gain basic knowledge on the mental illnesses I am focusing on and how it affects an individual.	S	I will get secondary information online by googling terms like: <ul style="list-style-type: none"> <li>- "What is depression/panic disorder/ Social anxiety?"</li> <li>- How does someone with depression/social anxiety/panic disorder feel?</li> </ul> Using the online Questionnaire, I ask them things like how they perceive the mental illness visually.
	How does it develop? Causes?	The background information like the causes paints a picture and gives me a better knowledge of how it affects someone's way of thinking.	S	I will also get secondary information online by googling terms like: <ul style="list-style-type: none"> <li>- Causes for depression/social anxiety/panic disorder?</li> <li>- How do they develop in people? Is it different for diverse types of people, ages, and gender?</li> </ul>
	What are some triggers in these mental illnesses?	Including triggering messages or images may directly affect how people respond to my product. My goal is to be able to create artwork that people can relate to or put their emotions into, not to bring up traumatic experiences or trigger unwanted emotions.	S	I will also get secondary information online by googling terms like: <ul style="list-style-type: none"> <li>- What are some Triggers for depression/social anxiety/panic disorder?</li> </ul>
	How would a professional describe these mental illnesses in teens?	I need not only information from people who suffer from this disorder but how a professional who has seen and worked with these psychiatric disorders may describe what it does to the patients. This gives me another perspective.	P	When visiting the professional one of the questions I ask is for them to define what they think these psychiatric disorders are in teens and it could help answer many of my other research questions such as the triggers, the causes and whether covid – 19 played a part.
Art	What art styles and genres are most effective with this topic? Texture, composition, lighting?	To be able to convey the messages I want in visual form, I need to understand what different textures and composition may represent.	S	When researching existing products, I can look for a trend in style and techniques that help convey the message regarding Psychiatric disorders. <p>I will also get secondary information online by googling terms like:</p> <ul style="list-style-type: none"> <li>- What artistic techniques and styles</li> </ul>

				represent/Sadness/isolation/s tress etc?
	What colours represent these mental illnesses?	This links back to helping me create a visual art piece as things like colours and colour schemes (for instance, dark colours, or cold colours) can create an effect or evoke a feeling.	P and S	I will get secondary information online by googling terms like: <ul style="list-style-type: none"> <li>- What colours and hues do people associate with depression/social anxiety/panic disorder? Are they cold or warm in colour?</li> </ul> I can also ask in my survey what colours people associate with psychiatric disorders.
<b>Target Audience</b>	Who is my audience and why?	Understanding my audience and what art style is most effective in creating a response is important so that I can incorporate these aspects into my products for them to be the most impactful.	S	I will get secondary information online by googling terms like: <ul style="list-style-type: none"> <li>- What art styles and techniques are most effective for teens?</li> <li>- What art styles are effective for teens?</li> </ul>
	What would be inappropriate for my target audiences age?	I do not want to include anything inappropriate for their age as it may decrease the effectiveness of the product and I may not get many responses or worthwhile feedback.	S	I will get secondary information online by googling terms like: <ul style="list-style-type: none"> <li>- What is inappropriate to put into artwork for 13 – 17-year-old teens?</li> <li>- What messages are inappropriate?</li> </ul> What language is inappropriate?
<b>Product</b>	What materials are needed to make my product?	It is also important to have the right materials as it can foresee the quality of my work.	S	I will get secondary information online by googling terms like: <ul style="list-style-type: none"> <li>- What materials do you need to make fine art?</li> </ul>
<b>Media</b>	How are mental illnesses portrayed in the media?	Researching this may not impact the final product but it can help me understand how psychiatric disorders are portrayed today, and how this has effect on teenagers suffering from mental illness.	S	I will get secondary information online by googling terms like: <ul style="list-style-type: none"> <li>- How are mental illnesses viewed in media and society?</li> </ul>

I utilized my media literacy and information literacy skills by collecting a variety of primary and secondary information with content relevant to my inquiry and answering my research questions. Regarding my inquiry, the best and most informative secondary research about mental illnesses were from websites made by registered clinics/hospitals or licensed professionals, allowing for credible and reliable information. However, this also meant that finding varied sources were difficult since sources such as videos and posters will have a low chance of being relevant as it cannot go into depth about abstract notions and feelings of the mental illnesses.

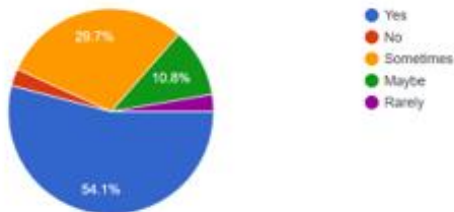
The primary research was a key part of this process, as it depicts the perspective of mental illness from people in my target audience (13 – 18). For this reason, I sent out a questionnaire for people in my school in classes MYP 3 – 5 with the ages (13-16). To effectively get the most relevant and useful answers, I created questions that elicit information on the participant's unique experience, opinions, and perceptions of the psychiatric disorders; asking a question that list symptoms of the disorder and thereafter asking whether they have ever felt these specific feelings before (this is more inclusive so not just people who are diagnosed can answer but everyone), what colours they associate with a disorder, how they would describe it visually, and things I shouldn't include because it is triggering.

Here are some extracts of the survey from the depression section (the same type of question was given for each disorder, and this wasn't the only questions asked):

#### DEPRESSION

Have you ever been bothered by low feelings, stress, or sadness with little pleasure or interest in activities you usually enjoy?

37 responses



What colors or color themes would you use to describe these emotions?

36 responses

Purple
Blue, red, black
black and white
gray
black, red
Grey and black
black
Grey, Black, Red
Grey, White, Green

I also got many valuable written responses for questions such as: how they would describe it visually? For example, for panic disorder, someone described it as an “internal storm (sort of like a brainstorm that is inflicted by intrusive and intense thoughts)” which I found remarkably valuable since panic disorder was one of the tougher illnesses to research. These descriptions were not only helpful to my project, but it helped reignite my curiosity, since they were emotions, I could relate to.

One mistake I should note with this survey was that I had originally sent it out to MYP1 – MYP5 which has students as young as 11 and I got backlash from parents because they were concerned after seeing such a serious survey with the name “Psychiatric disorders in teens”. This error was a result of my absentmindedness, and my supervisor also did not notice the error when given to check over. I understood my mistake and began to fully understand the importance of strictly following the ethics

code, and the consequences small mistakes can have when using others (especially kids) as a source. I changed the name of the survey to “A glimpse into the teenage brain” and resent it only to MYP3 – MYP5. The survey was a success with 39 responses and provided me with vital primary information.

During my art-based research, my sources were much more varied; ranging from videos and posters about artistic techniques to blogs and articles (see source OPVL for an example). During my research, I also

At the bottom of the anxiety swamp by Jayoon choi



analysed 2 existing artworks about mental illness. For each source analysis, I analysed several things such as what it was conveying, why it is effective, the emotions it conveys, artistic choices/techniques and elements, the positives and negatives, and what aspects would be used as inspiration in my own product. The picture below is one of the paintings I analysed. The painting is called “At the bottom of the anxiety swamp” by Jayoon Choi.

A brief summary of my analysis: the artwork shows the audience how the different sides of anxiety become the different sides of a monster, one that cripples you from the inside. It shows emotions of fear, and overwhelming anxiety. One of the “monsters” also looks like it’s trying to escape but instead only further tangles itself. One of the artistic techniques and its effects that I analysed was the use of it being

completely monochrome; however, these contrasting light and dark colours create a sombre and creepy look, one fitting for the general focus of monsters and anxiety. Another example is the use of the steaky grey colour as a background conveys feelings of dullness. This is because the absence of colour and pigment in grey makes it lifeless and gloomy, which is relevant to the topic and fits its atmosphere. After evaluating some of its positives and negatives, I stated what I could use in my own. Such as demonstrating my topic through a metaphor which is easily comparable and abstract just as done here.

Using my information literacy skills, I was able to verify my all my source’s credibility and value. This is displayed in my OPVL where I assessed the origins and content of a source and recorded their benefits and limitations based on their relevance to my inquiry and how they can be utilized in my product. I completed 4 OPVLs for diverse sources with various source formats. Here is an example of one of them:

SOURCE 1: Extract of source (the video I used) <a href="https://www.youtube.com/watch?v=28sHuEJzYh4&amp;ab_channel=JillPoyerdFineArt">https://www.youtube.com/watch?v=28sHuEJzYh4&amp;ab_channel=JillPoyerdFineArt</a> Source: <a href="https://www.youtube.com/c/JillPoyerdFineArt/about">https://www.youtube.com/c/JillPoyerdFineArt/about</a> Poyerd, J. (2016). <i>Emotion in Art</i> . YouTube. Available at: <a href="https://www.youtube.com/watch?v=28sHuEJzYh4&amp;ab_channel=JillPoyerdFineArt">https://www.youtube.com/watch?v=28sHuEJzYh4&amp;ab_channel=JillPoyerdFineArt</a> > [Accessed 5 Jul. 2021].		
Source Origin & Purpose	What is the value of this source?	Are there any limitations?
1 This source is a short informative video made by Jill Poyerd on the 23 <sup>rd</sup> of February 2016. The video is created in the perspective of a professional artist who has is extremely skilled in fine art. The video targets those who have either an interest in fine art, people who want to learn more about sensing different emotions in artwork or for people like me who wish to practice similar techniques to evoke emotion in their art. This is a secondary source since it is not my own information.  The purpose of this video for the narrator (Jill Poyerd) to discuss the “how emotional connections take place” and “how artists communicate emotion in their work” to reinvigorate the watcher’s interest and knowledge in the fine arts. She uses her professional insights and gives an abundant number of	The sources relevance to my research is clear: it directly answers my research questions regarding art like “How to express emotion in art”. She uses famous paintings as examples to analyse and explain how distinct factors affect the emotions, such as colours, lighting, and hues, and exploiting foreground and background to add depth and realness.  For example, when analysing a winter landscape piece by Caspar David Friedrich, she points out how the painter places dramatic values in the foreground and then rapidly decreases the value as you move back, making it seem dissolved in the hazy sun, accentuating the suffocating heat. This is exactly the type of information I need to help me understand how certain emotions and atmospheres are created and evoked.  The creator themselves is very skilled at presenting information, almost painting a picture in a calm and soothing way which perfectly matches the topic. This makes the narrator more authentic since they clearly understand their audiences needs and the information said seems more credible. This is expressed by many others in the comments of the video.  The narrator analyses real life famous paintings that have been known to be an emotional trigger and evoke feelings in their audience so her evaluation. Thus, her commentary becomes more valid and trustworthy. The video also seems bias free as the narrator is simply informing others of her	The source itself is quite outdated, meaning her analyses and commentary is older and she cannot exploit the use of more modern examples, which could later hinder my results if my techniques are too old fashioned.  Most, of the examples of paintings are also quite old. This could be a problem in the off chance (since most art is timeless especially famous ones) that peoples standard for what evokes emotion has changed. It could even have to do with how diverse groups of people react, regarding age and community.  This leads to my next point. The



	<p>examples of famous artwork.</p>	<p>professional perspectives on how these paintings evoke art and does not promote solely her own opinion. She accepts opinions or perspectives differing from her own in the comments.</p> <p>Her evaluations and analysis are also quite accurate and reliable as it matches information from other sources. For example, in the video its said that the large brushstrokes help with the feeling of intensity in a painting by Vincent Van Gogh ("The Sower"). The use of brushstrokes and their effect is something I read a lot about during my research and can confirm its accuracy.</p> <p>Finally, she discusses a painting where the artist was suffering from depression and those abstract feelings were reflected into his painting. This is linked to the mental illness: depression. This new perspective of the emotions of depression and how it affects the way one perceives the world from a person who actively suffers from it, is valuable and relevant to my research.</p>	<p>source might not be fitting for my target audiences age, since what brings out emotion in adolescents may be different and this is not covered in this source since it aims to be more general. This is something I should be aware of when using information from this source but alternatively I can use myself as reference to what might work since I fit into the target age.</p>
--	------------------------------------	--	---

**Applying skills for achieving product goal: Thinking skills**

My creating thinking skills may have been the most vital thinking skill for successfully completing the 3 pieces. During the planning process of each of the of the pieces I had to brainstorm how to effectively portray my paintings so that it evokes the desired feeling. To do this I many potential alternative initial sketches and then together with some peers, I picked the best one. Additionally, the designs itself were based on abstract emotions and concepts and thus I used my creative thinking skills to create visual representations. In the creating stage of the product itself I used my creative thinking skills in styling the painting, such as visual choice, colour theory and how techniques can be used together to create the desired effect.

My critical thinking skills were very crucial to achieving my product. Critical thinking skills requires out of the box thinking, and my goal was to create art pieces that considered multiple perspectives and used my personal learning to create connection between feelings and experiences. The concepts were very abstract, so I had to use my critical thinking to break these down and connect what I felt was important to create a clear representation of the disorders. Even during the painting process, I had to consistently observe, analyse, and identify what I needed to change and what aspects needed improvement.

This was quite a complicated process for me however I overcame it by applying my existing knowledge of past creative projects to help, which demonstrates my use of transfer skills. I had previously created a watercolour artwork based on my investigation of the consequences of the Japanese annexation of Korea on Korean citizens. The skills I learnt of how to use my knowledge of a conceptual topic and create a visual picture during this task were essential skills and something that was key in my success. The source analysis and OPVL shown above are also prime examples of transfer skills as they were tactics we did in design and humanities.

**CRITERION C:**

**MY PERSONAL LEARNING:** Throughout this entire process I have gained knowledge and found new interests. Through my research, I learnt more about psychology in teenagers and what affects our mental health, and

healthy ways to cope. This not only taught me about others and their emotions but also myself, as I was now able to recognize my own complex emotions. I understood the concept of abstract emotions and was able to communicate them through my art in a way words cannot. My mindset was changed, and these initially scary and unfamiliar topics became a source of familiarity, that have furthered my interest in the human condition that effects the way we act and feel. I not only educated myself, but I attempted to diminish the stigma around this mental illness in the people around me that make them somewhat taboo to talk about. As an artist, I have honed both my interest, creativity and artistic skills which allowed me to successfully complete my 3 paintings. I have also regained motivation to paint, and since the completion of the product I have continued to paint and draw in my free time.

**AREAS OF STRENGTH AND WEAKNESS:** I have multiple areas of strength and success during this project. I was able to successfully complete my product and meet my success criteria to a great extent despite my challenges and shortcomings. This development in ability is clear in the paintings as the improvement between each piece is stark. The first painting I did was depression, where I accomplished in capturing an abstract meaning behind the piece using various symbolism and different elements of depression to create a story-like piece, allowing me to explain my unique interpretation of depression. I used various artistic techniques to create my desired effects, such as colour theory. However, the entire process was difficult, time consuming and draining. I could not connect to my painting on a personal level using my own feelings of sadness or despair, thus the painting itself felt lifeless.

The next piece was social anxiety, which has emotions I can relate to as growing up I was very shy and uncomfortable in social situations. I also enjoyed this painting more since I could incorporate my own style. The use of artistic ability also improved since research was abundant and I had a clear plan for the painting. Panic disorder was my last painting and I enjoyed creating it considerably because I used my own experiences of panic and anxiety as guidance. Additionally, I explored many painting techniques here and how to combine them and it was very enlightening and inspiring.

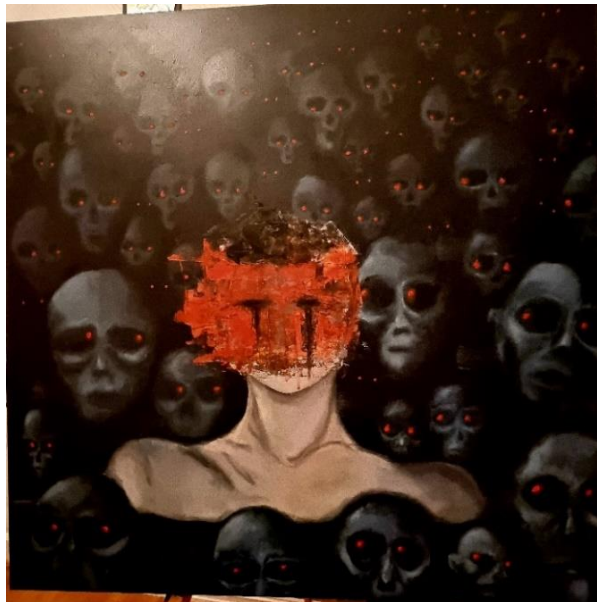
The challenges I faced during this process became part of my learning experience. My biggest challenge was collecting primary research from my target audience. As previously stated, I could not properly follow the code of ethics and I sent out a survey that had potentially sensitive topics to young audiences. In future, when collecting any primary information, I will more closely follow ethics codes and ensure I get an adult and my peers to double-check it for me. Next, I was not able to test my final and completed project with my target audience specifically, which would have made my feedback more relevant to my project itself. In the future, I will manage my time better, allowing me to present my product to a sample audience from ages 13-17. Another challenge was completing the paintings themselves. Each one was exceptionally large, and it was extremely intimidating to start, as I had a fear of ruining it. However, as progressed I gained confidence in my skills and became happier with the outcome.

**IB LEARNER PROFILE:** During the process, I focused on being a communicator and knowledgeable. I had to learn how to collect and communicate information about a sensitive topic and communicate my learning effectively through visual forms. For example, when communicating my information about this psychiatric disorder to others, I had to be extremely careful as it was a sensitive topic that can be triggering and quite scary for people to talk about. To be able to complete paintings conveying abstract messages, I had to have enough knowledge on the topic itself. My knowledge was applied to raise awareness on mental illnesses, which is a global issue. There is no straight answer or solution to these mental disorders, and therefore I needed to seek deeper understanding of them. I did this through thorough research about what to include and what can be triggering for audiences. For example, I found out that depression comes in many forms and many teenagers use dissociation through social media and other fictional realities to cope. I found this interesting, thus I decided to include it in my project.



#### FINAL PRODUCTS:

**Painting 1 – Depression:** Depression is a serious medical illness that is often described as constant sadness and it affects how you feel, the way you perceive yourself and the world, and you are overwhelmed by your emotions (Psychiatry.org, 2013). I wanted to represent the more inconspicuous parts of teen depression: how people with depression felt and how they perceived others and the outside world. In short, the top half depicts a person with a black face covered in yellow flowers, set in a background of pixelated clouds. The bottom half shows a human silhouette with green and black triangles lining its sides drowning while hands reach towards it.




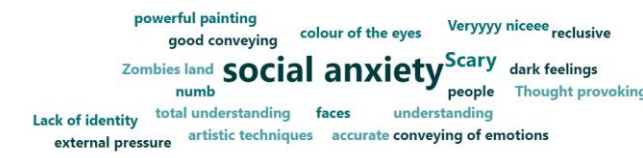
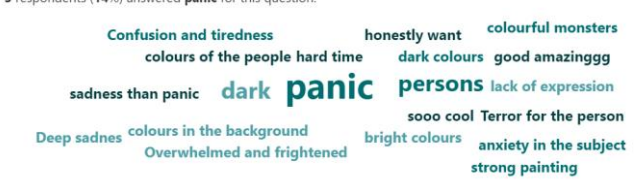
**Painting 2 – Social anxiety:** Social anxiety is the extreme fear of social setting and social interaction, because of fear of being judged. (NIMH, 2021). The piece depicts a person in the bottom centre; however, their facial feature is covered with a mix of colours, warm colours such as reds, oranges, and yellows with hints of black, blue, and green. The person is surrounded by these humanoid looking faces, who vary in size and the farther in the painting the smaller and more distant the faces get. However, each face has a pair of vibrant red eyes that look directly at the person in the centre.




**Painting 3 – panic disorder:** panic disorder is a type of anxiety disorder where one gets sudden, unreasonable and unproportionate feelings of anxiety, with physical effects such as fast breathing, leaving one out of control (NIMH, 2016). I wanted to depict how people with panic disorder, feel as though they are trapped in a storm of internal conflict of thoughts. The piece portrays a distressed person in the centre whose body looks like its melting away. Meanwhile, these shadowy figures in warm and almost emerge from his head in front of a storm.

**Was my product successful?** A grade 6 or above is very successful and since my product (see below for evaluation of success), was successful in 6 out of the 7 success criteria's my product is approximately 86% successful.

SPECIFICATIONS	GRADE (1-8)	JUSTIFICATION: DID IT MEET THE SPECIFICATION?
<p><b>Colours:</b> The product must have a range colour with contrast. The art should have cohesive colours. The colour palette must be able to create a cohesive piece, not a muddy or excessively chaotic look. For instance, using a planned-out colour-palette throughout the piece to create interconnectedness and harmony.</p>	8	<p><b>Painting 1 (Depression):</b> The colour palette consists of primarily cool and dulled colours, ranging from dark and dull blues, purples, pinks, and blacks. Most of these colours were also recommended by my target audience during the survey. Usually, muted colours like blacks and greys symbolize death, sadness, fear and so on. Furthermore, dulled blue also symbolizes depression and sadness (Akarsh Mehrotra, 2017).</p> <p><b>Painting 2 (Social anxiety):</b> I also used warm colours in a chaotic way on the persons face to demonstrate the panic and anxiety caused from the eyes around them. This is because colours like yellow, orange and red are often associated with panic, and warnings, like stop signs, especially when using sickeningly bright and neon hues of these colours that contrast the dark background (Cao, 2021).</p> <p><b>Painting 3 (panic disorder):</b> This painting has a wider range of colours: the shadow-like figures use neon warm colours to symbolize panic (such as in social anxiety) and the background uses cool blues and purples, that are associated with storms.</p>
<p>The product must be eye-catching with effective use of texture, composition, space, materials, and technique.</p>	7	<p><b>Painting 1:</b> This piece lacked texture and effective use of materials, however, there is an incredibly effective use of artistic ability in the design, such as the pixelated clouds. This is where the grade dropped the most since this piece did not fully exploit texture.</p> <p><b>Painting 2:</b> I improved my use of various techniques and used a palette knife to create texture on the persons face those contrasts from the smoothness of the rest of the painting. Texture was very well used here.</p> <p><b>Painting 3:</b> This piece is also an improvement and the most visually intriguing piece, as I used various texture: I once again used the palette knife for thick chaotic texture, I created thin lines of texture on the person like wrinkles, and I used watered down paint to make thin drippy paint to create a melting affect.</p>
<p><b>EMOTION:</b> The product must evoke a feeling or emotion which can be interpreted by the audience, one that is fitting for the psychiatric disorder it represents. It should have a symbolic and expressive function.</p>	6	<p><b>Painting 1:</b> This painting is very symbolic; the top half can represent a multitude of things, from a detachment from reality to a comparison of how other people are perceived. The bottom half compares depression to drowning. You feel utterly helpless, and alone, at the mercy of the unstable and unpredictable waves. Below is the rating of the audience of the amount it relates to the disorder.</p> <p>In your opinion, how much did the first painting (depression) relate to their corresponding disorder?</p> <p><a href="#">More Details</a> <a href="#">Insights</a></p> <p>21 Responses</p> <p>★★★★☆ 4.29 Average Rating</p> <p><b>Painting 2:</b> I wanted to portray the poisonous feelings of dread and anxiety and constantly thinking people are watching and judging you. Felling their eyes bore holes in your head,</p>

		<p>deafening your senses, falling into a state of panic, and paralysing you completely.</p> <p>How much did the social anxiety painting relate to its disorder?  <a href="#">More Details</a> <a href="#">Insights</a></p> <p>21 Responses <span style="float: right;">★★★★★ 4.76 Average Rating</span></p> <p><b>Painting 3:</b> I wanted the shadowy figure to be an embodiment of the immense and unreasonable feelings of fear and anxiety, that swarm and cloud the mind like a storm, leaving you unable to think or function properly.</p> <p>How much did the panic disorder painting relate to its disorder?  <a href="#">More Details</a> <a href="#">Insights</a></p> <p>21 Responses <span style="float: right;">★★★★★ 4.62 Average Rating</span></p>
<p><b>IMAGES AND LANGUAGE:</b>  The product must be age appropriate: 13 – 17 years. This means that the product will not have bad language, gory images etc. Any language used on my product must be in English. The product must not include of any triggering (safety) images which as it is insensitive to those suffering from the disorders/emotions. Any surveys done must abide by the personal project ethics code: “ensuring the chosen MYP project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare, and environmental issues”</p>	<p>6</p>	<p>After my mistake with the survey (see criterion b) I ran into no further problems regarding sensitive issues. My artwork does have potentially scary or disturbing images, but it includes no gory visuals or insensitive or inappropriate messages, words, or visuals. According to my peers and audience, the scariest one would be the second painting (social anxiety) but not scary to the point that it is uncomfortable to be around. Infact, many people thought the “scariness” was necessary and fit well with the topic. Below, are the ways my audience described each painting.</p> <p>Depression:</p>  <p>Social anxiety:</p>  <p>Panic disorder:</p> 
<p><b>PLANNING:</b>  The sketches and designs must be detailed and done 1 week before I start painting to keep my painting more organised and ensure that errors are kept to a minimum. The time limit also leaves time for me to edit my sketch.</p>	<p>5</p>	<p>For each painting, I created multiple small sketches and then compared and chose the best one. This ensured that I took into consideration every option. However, I did not wait a week after each one so I could make changes as I did not have that kind of time to waste when I had limited time. Instead, I made minor changes and got feedback from peers over 2 days and then started painting. I also did this because I knew that throughout the painting process, I could continue to make</p>

<p>The product must be inspired by the primary research from my clients.</p>		<p>changes. Below is an example of a rough sketch for my panic disorder painting.</p> 
<p><b>TESTING AND QUALITY:</b>  The painting must be tested by multiple people of different circumstances and ages.  The product must not be unfinished or broken in any way (ripped, punctured or the canvas is loose)  The painting must stay in prime condition for at least 2 months.</p>	<p>6</p>	<p>The screenshots of my final survey with my audience, done on the exhibition day (see the specification “emotion” and “images and language”) is the feedback that shows my product was successful. There was an average of 25 responses, and they were done by people of different ages, background, and occupations.  Each of the pieces were in prime condition during the exhibition (7<sup>th</sup> October), which is visible under “final product”. It has been over a month since then, and they are still in prime condition with no rips or tears, and deterioration or loss of pigment. I cannot say how it will look a month from now but at this rate, it should remain in good condition.</p>
<p>I should have a resource list with cost, size, and quantity of materials.  The total cost of the resources must be no more than 1500kr.  The canvases must be equal size and quality (tightly wrapped, a good solid structure, and with high quality materials)  The canvas must be 80 by 80cm at least</p>	<p>7</p>	<p>I successfully completed this due to the resource list I created, entailing the items I need and the estimated and actual cost. My budget was 1500kr but because I reused materials I had and only bought what was necessary, the final cost was only 1364kr, meaning I saved approximately 150kr. Each, canvas is 80 by 80.</p>

Overall, my personal project has been a huge success, with high development in personal knowledge and as seen above I effectively met my success criteria as my product meets more than 70% of the criteria. My research into colour theory, techniques and composition was key to utilizing texture and other techniques to create my desired effect. I have used existing products to inspire my creativity and combined them with my research to create artwork that was metaphorical representations of the disorders. My responses and feedback from my audience were also very positive and nobody was triggered, and the paintings were inclusive to all. On the other hand, I have developed creative and artistic skills and tried new things that helped me successfully complete the product (see evaluation above). For example, using a palette knife was new but extremely enjoyable and exciting, and a skill I will continue to utilize. Moreover, I overcame the biggest challenge of expressing emotion in my art through different techniques. For example, I used rough, inconsistent with harsh bold lines to evoke a feeling of chaos. Since completing my project I have gained the ability to use my creative thinking skills more and have transferred them to other subjects.

## BIBLIOGRAPHY:

- Aacap.org. (2021). *Panic Disorder in Children and Adolescents*. [online] Available at: <[https://www.aacap.org/AACAP/Families\\_and\\_Youth/Facts\\_for\\_Families/FFF-Guide/Panic-Disorder-In-Children-And-Adolescents-050.aspx#:~:text=Panic%20disorder%20is%20a%20common,and%20last%20minutes%20to%20hours](https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Panic-Disorder-In-Children-And-Adolescents-050.aspx#:~:text=Panic%20disorder%20is%20a%20common,and%20last%20minutes%20to%20hours)> [Accessed 11 Jun. 2021].
- admin (2016). *Depression Symptoms in Teens: Why Today's Teens Are More Depressed Than Ever*. [online] Discovery Mood & Anxiety Program. Available at: <<https://discovery mood.com/blog/todays-teens-depressed-ever/>> [Accessed 29 May. 2021].
- Artyfactory.com. (2014). *The Visual Elements*. [online] Available at: <[https://www.artyfactory.com/art\\_appreciation/visual-elements/visual-elements.html](https://www.artyfactory.com/art_appreciation/visual-elements/visual-elements.html)> [Accessed 24 Jun. 2021].
- Calmclinic.com. (2021). *Types of Visual Problems and Anxiety*. [online] Available at: <<https://www.calmclinic.com/anxiety/symptoms/visual-problems>> [Accessed 10 Jun. 2021].
- Cao, J. (2021). *12 colours and the emotions they evoke*. [online] Creative Bloq. Available at: <<https://www.creativebloq.com/web-design/12-colours-and-emotions-they-evoke-61515112#:~:text=Yellow&text=Yellow%20is%20a%20strange%20colour,of%20the%20potential%20negative%20connotations>> [Accessed 24 Jun. 2021].
- Dribbble. (2020). *How to use color to evoke powerful emotions in your design*. [online] Available at: <<https://dribbble.com/stories/2020/07/14/color-and-emotions>> [Accessed 1 Jul. 2021].
- Drillinger, M. (2021). *Impact of COVID-19 Lockdown on Teens' Mental Health*. [online] Healthline. Available at: <<https://www.healthline.com/health-news/impact-of-covid-19-lockdown-on-teens-mental-health#Why-are-teens-experiencing-depression-and-anxiety-during-COVID-19>> [Accessed 30 May. 2021].
- Eastham, C. (2017). *A Day in the Life of Someone with Social Anxiety*. [online] Healthline. Available at: <<https://www.healthline.com/health/anxiety/day-in-the-life-social-anxiety>> [Accessed 13 Jun. 2021].
- Google.com. (2020). *how is social anxiety disorder shown in media* [online] Available at: <[https://www.google.com/search?q=how+is+social+anxiety+disorder+shown+in+media&rlz=1C1GCEU\\_en-gbNO915NO915&oq=how+is+social+anxiety+disorder+shown+in+media&aqs=chrome..69i57.18118j0j4&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=how+is+social+anxiety+disorder+shown+in+media&rlz=1C1GCEU_en-gbNO915NO915&oq=how+is+social+anxiety+disorder+shown+in+media&aqs=chrome..69i57.18118j0j4&sourceid=chrome&ie=UTF-8)> [Accessed 21 Jun. 2021].
- Hawes, M.T., Szenczy, A.K., Klein, D.N., Hajcak, G. and Nelson, B.D. (2021). Increases in depression and anxiety symptoms in adolescents and young adults during the COVID-19 pandemic. *Psychological Medicine*, [online] Available at: <<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7844180/>> [Accessed 7 Jun. 2021].
- Ignite Teen Treatment. (2018). *SOCIAL MEDIA AND SOCIAL ANXIETY IN TEENAGERS | Ignite Teen Treatment*. [online] Available at: <<https://igniteteentreatment.com/social-media-social-anxiety-teenagers/>> [Accessed 13 Jun. 2021].
- Ignite Teen Treatment. (2018). *SOCIAL MEDIA AND SOCIAL ANXIETY IN TEENAGERS* [online] Available at: <<https://igniteteentreatment.com/social-media-social-anxiety-teenagers/>> [Accessed 19 Jun. 2021].
- Jill Poyerd Fine Art. (2021). *YouTube*. Available at: <<https://www.youtube.com/c/JillPoyerdFineArt/about>> [Accessed 5 Jul. 2021].

LeBlanc, N.J. and Marques, L. (2019). *Anxiety in college: What we know and how to cope - Harvard Health*. [online] Harvard Health. Available at: <<https://www.health.harvard.edu/blog/anxiety-in-college-what-we-know-and-how-to-cope-2019052816729>> [Accessed 19 Jun. 2021].

Mayo Clinic. (2021). *Teen depression - Symptoms and causes*. [online] Available at: <<https://www.mayoclinic.org/diseases-conditions/teen-depression/symptoms-causes/syc-20350985>> [Accessed 30 May. 2021].

Medlineplus.gov. (2013). *Panic disorder: MedlinePlus Medical Encyclopedia*. [online] Available at: <<https://medlineplus.gov/ency/article/000924.htm#:~:text=Panic%20disorder%20is%20twice%20as,diagnosed%20until%20they%20are%20older>> [Accessed 11 Jun. 2021].

National Institute of Mental Health (NIMH). (2016). *Panic Disorder: When Fear Overwhelms*. [online] Available at: <<https://www.nimh.nih.gov/health/publications/panic-disorder-when-fear-overwhelms#:~:text=What%20are%20the%20signs%20and,doom%20during%20a%20panic%20attack>> [Accessed 10 Jun. 2021].

National Institute of Mental Health (NIMH). (2021). *Social Anxiety Disorder: More Than Just Shyness*. [online] Available at: <[https://www.nimh.nih.gov/health/publications/social-anxiety-disorder-more-than-just-shyness#:~:text=Social%20anxiety%20disorder%20\(also%20called,day%20to%20day%20activities](https://www.nimh.nih.gov/health/publications/social-anxiety-disorder-more-than-just-shyness#:~:text=Social%20anxiety%20disorder%20(also%20called,day%20to%20day%20activities)> [Accessed 20 Jun. 2021].

Network, J. (2014). *Explore Art and Images in Psychiatry from JAMA Network*. [online] Jamanetwork.com. Available at: <<https://sites.jamanetwork.com/art-and-images-in-psychiatry/>> [Accessed 28 Jun. 2021].

NHS Choices (2021). *Panic disorder*. [online] Available at: <<https://www.nhs.uk/mental-health/conditions/panic-disorder/#:~:text=Panic%20disorder%20is%20an%20anxiety,to%20stressful%20or%20dangerous%20situations>> [Accessed 11 Jun. 2021].

NHS Choices (2021). *Panic disorder*. [online] Available at: <<https://www.nhs.uk/mental-health/conditions/panic-disorder/#:~:text=Panic%20disorder%20is%20an%20anxiety,to%20stressful%20or%20dangerous%20situations>> [Accessed 7 Jun. 2021].

perspectivecharity (2020). *At the bottom of the anxiety swamp*. [online] Available at: <<https://www.theperspectiveproject.co.uk/post/2017/10/29/at-the-bottom-of-the-anxiety-swamp>> [Accessed 24 Jun. 2021].

perspectivecharity (2020). *Your Pain is My Pain*. [online] Available at: <<https://www.theperspectiveproject.co.uk/post/2019/05/16/your-pain-is-my-pain>> [Accessed 13 Dec. 2021].

Psychiatry.org. (2013). *What Is Depression?* [online] Available at: <<https://www.psychiatry.org/patients-families/depression/what-is-depression>> [Accessed 29 May. 2021].

Psychiatry.org. (2013a). *What Is Depression?* [online] Available at: <<https://www.psychiatry.org/patients-families/depression/what-is-depression>> [Accessed 30 May. 2021].

ScienceDaily. (2021). *Depressed people feel more gray than blue*. [online] Available at: <<https://www.sciencedaily.com/releases/2010/02/100208211926.htm>> [Accessed 5 Jul. 2021].

Srivastava, K., Chaudhury, S., Bhat, P. and Mujawar, S. (2018). Media and mental health. <*Industrial Psychiatry Journal*, [online] 27(1), p.1. Available at: <<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6198586/>> [Accessed 12 Jul. 2021].



Stanfordchildrens.org. (2019). *default - Stanford Children's Health*. [online] Available at: <<https://www.stanfordchildrens.org/en/topic/default?id=understanding-teenage-depression-1-2220>> [Accessed 6 Jun. 2021].

Technology Networks (2019). *Which Textures Make Us Feel Happy?* [online] Neuroscience from Technology Networks. Available at: <<https://www.technologynetworks.com/neuroscience/news/which-textures-make-us-feel-happy-320188>> [Accessed 22 Jun. 2021].

Teresa Bernard Oil Paintings. (2015). *Know Your Art Painting Styles: 7 Most Popular - Teresa Bernard Oil Paintings*. [online] Available at: <<http://teresabernardart.com/know-your-art-painting-styles-7-most-popular/>> [Accessed 23 Jun. 2021].

Themaga (2016). *Understanding The Elements of Art*. [online] New Dowse. Available at: <<https://www.newdowse.org.nz/understanding-the-elements-of-art/>> [Accessed 23 Jun. 2021].

thoughtCo (2019). *Here's how artists use texture and why it's so important in art*. [online] Available at: <<https://www.thoughtco.com/definition-of-texture-in-art-182468>> [Accessed 3 Jul. 2021].

trembelingart (2018). *How To Express Emotions In Your Drawing*. [online] Available at: <<https://trembelingart.com/express-emotions-drawing/>> [Accessed 28 Jun. 2021].

Verywell Mind (2020). *What Does Depression Feel Like?* [online] Available at: <<https://www.verywellmind.com/what-depression-feels-like-5088793>> [Accessed 6 Jun. 2021].