Developmental changes in the semantic part structure of drawn objects
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**Question**
Across childhood, children produce increasingly recognizable drawings of visual object concepts. How well are such changes in recognizability explained by changes in the amount and kind of information that children include about the parts of each object?

**Methods**
- **drawing data collection**
  - 4-8-year-olds produced 2,160 drawings across 16 common object categories
  - Additional 3-10-year-olds played "guessing games" to measure the recognizability of each drawing in the dataset
- **semantic annotations**
  - Adults labeled each stroke in the drawing dataset with the object part that it represented
- **recognition scores**

**Results**
- **Proportion of recognized drawings**
  - Drawings become enriched with more parts across development
  - Complex relationship between number of unique parts and recognizability

**Conclusion**
New dataset with fine-grained information about which parts of objects children draw across development.

Older children include more unique parts. However, drawings with more parts are not necessarily more recognizable.

**Ongoing work**
Exploring relationship between which parts were drawn and recognizability.

Understanding how the appearance of different parts impacts recognizability.