

從塗鴉看治療中的危機與轉化

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摘 要

塗鴉(scribbling)是藝術治療中常見由案主所自發的藝術活動。本文從皮亞傑(Piaget)的認知發展階段理論、以羅溫費爾德(Lowenfeld) 的兒童繪畫發展階段理論 (Lowenfeld & Brittain, 1987)為基礎所發展的兒童繪畫發展理論(陸雅青, 2005)，結合佛洛伊德(Freud)精神動力學派的分析觀點，以及路斯皮因克(Lusebrink 1990, 1991)表達性治療層次架構(Expressive Therapies Continuum, 簡稱 ETC))的理論出發，探討藝術治療中看似毫無意義的自發性塗鴉如何轉化為有價值和有療效的活動，也介紹過程中可能見到的塗鴉情境。最後，將舉兩個塗鴉的實例來說明案主在藝術治療中的轉化過程。

關鍵字：塗鴉、藝術治療、轉化

Scribbling--Crisis & Transformation in Therapy

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Abstract

Scribbling is a spontaneous activity that can be client-initiated and sometimes seen in an art therapy session. This paper explores how spontaneous scribbles that seem to be meaningless in the beginning transform into something therapeutic and significant through examining the following theories: Piaget's cognitive development theory, the author's graphic development theory derived from Lowenfeld's, Freudian psychodynamic perspective and Lusebrink's theory of Expressive Therapy Continuum (ETC), and discusses some scribble phenomena that may be encountered during the process. In the final part, the author will give two examples to illustrate the clients' transformations through their spontaneous scribbles.

Keywords: scribble, art therapy, transformation