

**Beyond Our Bodies and Into the World**



Lesson developed by artist, Pearl C. Hsiung

**Objective**

Students will engage in an exploration of their identities and create a full body self-portrait that will depict the emotional-self rather than their physical being. Students will begin with a short mindfulness exercise to prepare for the lesson.

**Age** Kindergarten and up

**Time** 50 mins

**Focus** Social Emotional Learning (SEL), Identity, Self-Discovery, Imagination, Visual Arts (Color, Line, Shape, Texture)

**Material**

- Crayons
- White paper

**Core Standards**

- Social Emotional: Label and recognize own and others' emotions.
- Visual Arts: Create art that tells a story about a life experience.

(See below for a full list of standards.)

**Opening (5 mins)**

Distribute crayons and paper to each student. Introduce the project.

- *Typically, when we think of ourselves, our bodies, we think about our physical characteristics like our arms, legs, bones, muscles, heart, and brain.*

- *Aside from these physical things, what else is contained in our body that makes us who we are? What about the invisible things like our identities: our emotions, thoughts, ideas, hopes, dreams and desires?*
- *Today we will be making a self-portrait. However, instead of making a drawing that looks like our physical selves, we will make a drawing that represents who we are inside.*

### **Instruction and Guided Practice (30 mins)**

**Step 1:** *To begin, I'd like everyone to close their eyes (1 minute or so) and start thinking about what makes you who you are.*

Questions:

- *What do you love about yourself?*
- *What do you love to do? What makes you happy?*
- *What is your favorite season or environment? Do you like the sunshine, rain, snow, ocean, desert, or forest?*
- *What are some of your dreams – what do you want to be when you grow up? What do you wish for?*

**Step 2:** *You may open your eyes. Let's start drawing what you were thinking about. Instead of drawing your physical body, draw the things that represent who you are inside. Begin drawing an abstract version of yourself.*

**Step 3:** *Starting in the middle of the page, create a drawing that represents your heart. Draw the things you love like your family and friends and activities you love to do.*

**Step 4:** *Moving up to the top of the page, create a drawing that represents your mind. Draw the things that you dream about, think about, and wish to do.*

**Step 5:** *Moving to the bottom of the page, draw your favorite environment. Are you outside at a park? Is there grass under your feet? Are you in the ocean? Or, are you at home?*

**Step 6:** *Now draw the sides and the background of the page. Fill in the background with lots of color. Play around with adding different textures and shapes. Make sure these images represent you -- they should be a reflection of who you are and what you are feeling inside.*

### **Work Time (10 mins)**

Circulate the room to help students brainstorm and create their vision. Encourage creativity, abstract forms, and thinking outside of the box!

### **Closing (5 mins)**

Have students turn to their neighbor and share their drawings and three things about who they are using the image they have created.

Art is an essential tool for early childhood development. Studies have shown that art education helps to increase comprehension of STEM and literacy concepts as well as offering students an outlet to process trauma, develop self-discipline and self-management, and interpersonal relationship skills. Active engagement in the arts can yield positive benefits in social and emotional growth. The art lessons developed by Crayon Collection are meant to support this growth.

## Standards

### Social Emotional Competency

#### Self Awareness

- Label and recognize own and others' emotions
- Identify what triggers own emotions
- Analyze emotions and how they affect others

#### Self Management

- Manage personal and interpersonal stress
- Exhibit positive motivation, hope, and optimism

### Visual Arts Standards

#### Creating

- 1.1 Engage in exploration and **imaginative play** with various arts **materials**.
- 1.2 Engage **collaboratively** in creative artmaking in response to an artistic problem.
- 2.1 Through experimentation, build skills in various **media** and approaches to artmaking.

#### Responding

- 7.2 Describe what an **image** represents.

#### Connecting

10. Create **art** that tells a story about a life experience.

## About the Artist

Pearl C. Hsiung (b. Taiwan, resides in Los Angeles, California) explores the space that lies between representation and abstraction. Hsiung received her BA at the University of California, Los Angeles and her MFA at Goldsmiths College, London. She has had solo exhibitions at Visitor Welcome Center, Los Angeles; Human Resources, Los Angeles; and Vincent Price Art Museum, among others. In 2015, Hsiung was awarded a California Community Foundation Fellowship for Visual Arts grant as a Mid-Career Getty Fellow. She currently teaches painting and multi-media art to under-served and at-risk youth at Heart of Los Angeles (HOLA) in MacArthur Park.

**Additional Resources**

Use these images of examples of abstract self-portraits:

