



with feeling

EMOTIONAL INTELLIGENCE THROUGH THE ARTS

Unit 1.4 Who Am I?

Lesson: Heart Objects

Grade Levels 2–4



Yearlong Objectives

- I can recognize my own unique skills.
- I can express myself with words and art.
- I can work as part of an ensemble.

Essential Questions

- How is my own work unique?
- How does my work relate to my personal story?

Lesson Objectives

- Define “comfortable” and “uncomfortable” and identify which they are feeling.
- Create a collage-based self-portrait.

National Arts Standards

Note: For consistency, all arts standards listed are second grade standards. However, National Anchor Standards naturally build on each other. To adjust for your grade level, find the corresponding Anchor Standard for your grade.

- Make art or design with various materials and tools to explore personal interests, questions, and curiosity. (VA:Cr1.2.2a)
- Create works of art about events in home, school, or community life. (VA:Cn10.1.2a)
- Categorize images based on expressive properties. (VA:Re.7.2.2a)
- Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers. (TH:Pr6.1.2.)



Materials needed

all self-portrait pieces (from previous sessions), markers, crayons, decorating materials, tissue paper, construction paper, magazine scraps, fabrics, assorted textiles, scissors, glue, **talking piece**, **emotions cards**



Time needed

90 minutes



Vocabulary for this lesson

Social-Emotional: *omfortable*, *uncomfortable*
 Visual Arts: *collage*, *shape*, *composition*, *portrait*
 Theatre: *ensemble*



Warm-Up Phase (15 minutes)

Circle: “Would you rather” question: Would you rather kiss a jellyfish or step on a crab?

Feelings question: Sometimes we feel things like sad, mad, or scared. Those are UNCOMFORTABLE feelings. Sometimes

we feel things like happy, glad, or joyful. Those are COMFORTABLE feelings. How are you feeling right now: Comfortable or Uncomfortable?

Team-building game: Build a song, Level 4 (see *Team-Building Games*)



I Do/ We Do (20 minutes)

Explicitly Teach

- Revisit class objectives.
- Revisit “comfortable” and “uncomfortable.”
- Revisit the definition of **collage** is, and have students help you remember the qualities of an interesting and unique collage composition.
- Introduce the new objective. *Something is unique and special about all of us. Think about the thing that you love the most in the entire world. That’s probably different than what your neighbor loves most.* Solicit examples.

Keep in Mind

- Go over **norms** for the art space. (Class may decide to make these norms themselves, or the teacher may create them. A possibility is, “Everyone remains safe, respectful, and seen.”)
- Reminders on how to use the supplies and materials safely.
- How can I best share materials?
- What do I do if I don’t like the way my piece turned out?



You Do (55 minutes)

The project, step-by-step

- Think of one thing you really love. It could be ice cream, video games, cats, a favorite pair of shoes, a basketball star.
- Looking at the materials available, how might you create a representation of that object with just paper? (Example: cut two circles and a triangle to make an ice cream cone).
- Use multiple textiles to create the object you love.
- Put that object near your full-body self-portrait’s heart.
- Add the head self-portrait from the second session to the body of the self-portrait.

Extensions: Make another heart object with textiles.

Closure: Students present heart objects to the class and compliment each others’ work.

Optional Writing Prompt: How does this heart object make you feel? Why? How do you know? How does it feel in your body?



Big Picture

Next week we’ll polish these portraits and create a poem to go along with our work.



Adjustments for K-1

Warm-Up Phase

Either ask the question or play the simplified version of the game.

I Do/ We Do

Revisit “comfortable” and “uncomfortable,” and introduce the new objective, but don’t take too long. Shorten to 10 minutes.

You Do

Have a person, animal, and food template pre-drawn and copied for each student, so they pick whether their heart object is a person, animal, or food. They then decorate their heart object with textiles, and describe why their object is special. For example, Kate might choose “person” and be given a person template. She might use brown textiles to create eyes and hair for her person. She would explain to the class that her heart object is her mom, who has brown eyes and hair.