



TIMKEN
MUSEUM
OF ART

Lesson: Promoting Empathy and Mindfulness Through Art

Grades 4-12



THE
Parker
GERALD T. &
INEZ GRANT
PARKER
FOUNDATION

PATRONS of the PRADO



"Promoting Empathy and Mindfulness Through Art" | 4th-12th Grades

CURRICULUM CONNECTIONS:

English Language Arts and Visual Arts

COMMON CORE:

ELA-READING.RL.1

ELA- READING.RL.1.3

CCSS.ELA-LITERACY.L.3.3

CCSS.ELA-LITERACY.L.6.5

CCSS.ELA-LITERACY.L.9-10.5.B

CCSS.ELA-LITERACY.L.11-12.1.B

ART MATERIALS:

Blank paper

Pencils

Crayons or pastels

VOCABULARY:

Mindfulness – The process of being in the present moment without judgement.

Judgement – Make a decision or form an opinion about something.

Feelings – Something that we feel from within, or inside of ourselves.

Emotion – How our body reacts when we feel something. For example, stress being felt by a tightness in the chest or excitement being felt by butterflies in the stomach.

Deep Breathing – Breathing in slowly through the nose and exhaling through the mouth.

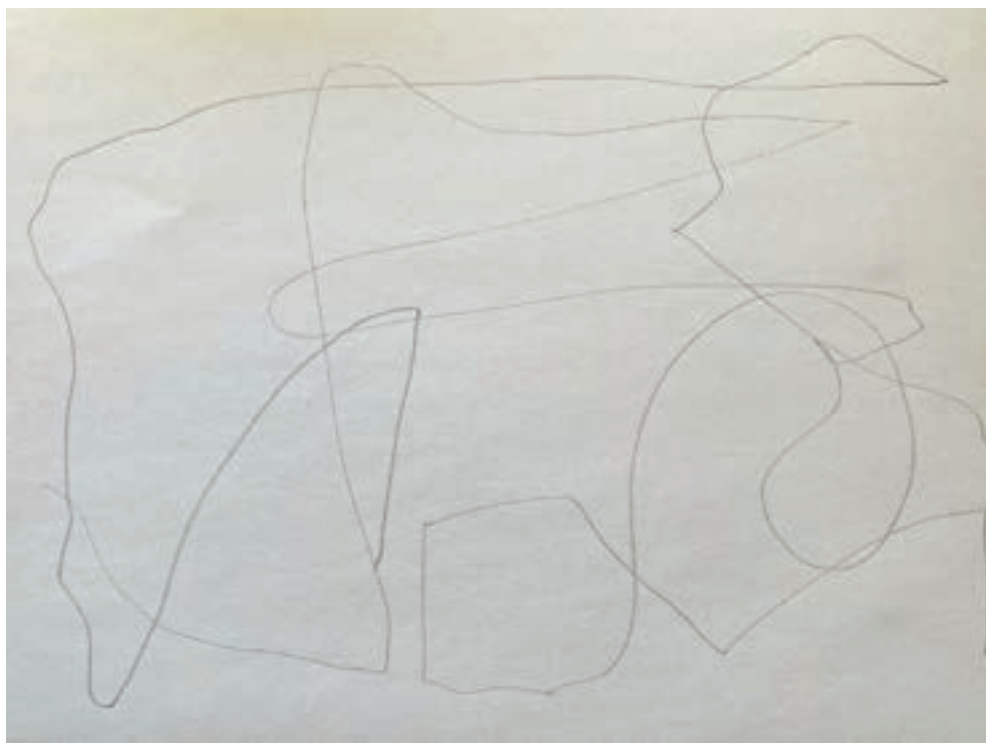
Perspective – A way of seeing something; a point of view.

Process

- Take your students through the vocabulary definitions and provide examples to demonstrate each word's meaning.
- Direct the conversation to discuss feelings. Go around the room and ask students to give one word or phrase that describes how they feel in the moment. Remind them that there are no right or wrong answers.
- Ask students to read the painting like they would a page in a book; right to left and top to bottom; pretending they are reading lines of words on a page. As they read the painting, direct them to tap into how the picture makes them feel.
- Ask questions like: What would it feel like to be the man walking up the hill? How do the colors in the painting make you feel? Do you think it is cold in the picture? What do you think the air smells like? Does anything in the painting remind you of something from your own life?
- Take students through a deep breathing exercise where they close their eyes and inhale through their nose slowly for 3 counts, hold the breathe for 3 counts, and exhale through the mouth for 3 counts. Repeat the exercise 3 times.
- Explain to students that deep breathing is a great way to calm down, feel more peaceful, and have a positive perspective.
- Return to the painting, ask students to re-read the painting from a different perspective, beginning with the bottom right corner of the picture and moving diagonally to the top left. Go around the room and ask students to name something new they discovered by changing the way they looked at the painting.
- After several students have shared new elements they found, ask students to share with the class an observation from another student that they had not found themselves.

- Lead a conversation about how we all have different points of view and different things we notice. No observation is better than another. It is just another person's experience in the moment.
- Pass out white paper, pencils, and crayons/oil pastels.
- Inform students that they will be creating a drawing with their eyes closed.
- Ask students to close their eyes, and for 30 seconds, draw a continuous line that travels from the top of the page, to the sides, and to the bottom of the page without ever lifting up from the paper. The line will cross itself several times. Instruct students to make a variety of lines: curvy, jagged, diagonal etc.
- Instruct students to open their eyes and, without judgment, view what they have drawn.
- For K-3rd grade, instruct students to use any colors that they want to outline and color in all of the shapes they can find in their blind drawing. By the end of the project, their entire picture will be colored in, and no white paper will be showing. See Supplement 1.
- 3rd-12th grade, instruct students to either just find shapes to outline and color in, or to find an image or scene within their blind drawing to emphasize and color in. Their finished project will be completely colored in with no white paper showing. See Supplements 1 & 2.
- Leave time at the end of the lesson to allow students to share their work with one another and discuss how going through each part of the project felt.

SUPPLEMENT 1



SUPPLEMENT 2

