

What Do I Feel About the Painting?

SECTION

Art is a powerful means of expression for children, allowing them to express their inner worlds. Especially after traumatic life events where expressing themselves verbally can be challenging, art offers children a safe and non-judgmental space. Through artistic mediums such as painting, sculpture, music, or drama, children can embody the emotions they experience, reconstruct these feelings, and take the first steps toward developing coping skills. Through art, children can recognize the universality of their emotions; feelings of loneliness diminish, and inner turmoil find a more structured structure.

Through this activity, children examine a work of art and try to understand the messages the artist intended to convey and the emotions it conveys. This process not only develops children's ability to recognize the feelings and thoughts of others but also enhances their capacity to recognize and express their own emotions. Thus, through exposure to art, children support their emotional regulation skills, develop ways to cope with stress, and strengthen their self-awareness. The activity also encourages the development of empathy and supports children's creative thinking skills; in this respect, art becomes an important protective factor that enhances psychosocial resilience.

LESSON

Painting course/art

CLASS

6

LEARNING OBJECTIVES

Students will creatively express their feelings, thoughts and experiences using a variety of artistic techniques, enhancing their emotional well-being and resilience.

DURATION OF ACTIVITY

1 class hour (40 minutes)

REQUIRED MATERIALS

- Examples of works by famous painters (Van Gogh, Frida Kahlo, Abidin Dino, etc.),
- printouts, and
- pastels

PREPARATION PROCESS AND IMPLEMENTATION

Research examples of works by famous painters that your students can use to discuss their ideas in class. Works that explore themes of coping, coming together, and persevering in the face of challenging situations will facilitate children's reflection on these topics. Examples of works are listed below. We recommend printing copies of your chosen works, at least A4 size, before class.

DESCRIPTION OF ACTIVITY

1 INTRODUCTION (5 MINUTES)

Start with the question, "How do you think artists express their feelings through paintings?" Ask as many different children as possible for their opinions. If you don't get a direct answer, encourage them to discuss the topic through their own lens by asking questions like, "How do you feel when you're painting? When do you most want to paint?"

2 DISCUSSION - (15 Minutes)

Four or five selected paintings are brought to the classroom. Students are asked to examine each painting in turn. A large group discussion is held about the emotions expressed by the paintings. You can use the following questions for these discussions:

- What might the person who painted this picture be feeling? Why do you think they painted it this way?
- What emotions do the colors and shapes in this picture evoke in you?
- If you were to paint this picture, what would you do differently? What emotion would you want to convey?
- If a painting could talk, what do you think it would tell us?
- If you could give this painting a title, what would it be? Why?

Guernica depicts the chaos and sadness brought on by war.

- What emotions can people experience during disasters or difficult times?
- Why might it be beneficial to express these emotions through painting or other artistic means?

The Great Wave depicts a giant wave.

- Sometimes powerful events occur in nature that we cannot control (storms, floods, etc.). How can people help each other in such situations?

Above the Town depicts two people flying freely in the air.

- What can give people hope after difficult times?
- If you were to paint a hopeful scene after a disaster, what would you include?

□ When we consider the three works together □ What role does art play in expressing the difficulties and hopes of people?

3 IMPLEMENTATION (15 MINUTES)

Each student chooses a painting and is asked to express the feelings it evokes in them in a short paragraph. If they prefer, they may also be asked to draw the feeling and impression the painting leaves on them. They can reinterpret the feeling they feel in the painting through color, draw what the painting reminds them of, or paint what they feel an emotional need to draw afterward.

TEACHER FEEDBACK

1 TAKE INTO ACCOUNT Students':

- Creativity level
- Levels of self-expression in small and large groups and evaluate students individually or as a group.

ADDITIONAL SUGGESTIONS

1. If this activity cannot be completed within one class period, a second class period can be devoted to it.
2. It is recommended that you carefully observe students' reactions during the activity. Indeed, some students will experience different emotions when presented with different pictures. It may be necessary to observe the emotional regulation skills of these students, to meet individually with children who are unable to manage their emotions after class, and to refer students who need further support to the school counseling service after this meeting.

Examples of works by famous painters that can be used in the event:



PICASSO-Guernica



MARC CHAGALL-Above the town



HOKUSAI- The Great Wave of Kanagawa