



ART BRIDGES: Lesson Plans for Enrichment, Growth and Healing

Wild Side Calm Side Self Portrait

**A Copyright Activity Reposted with Permission from
Kathy Barbro**

"Art Projects for Kids"

<http://artprojectsforkids.org/wild-sidecalm-side-self-portraits>

Note from Kathy: "I found this idea years ago on "Artsonia" so I'm just someone passing along a good idea."

Objectives:

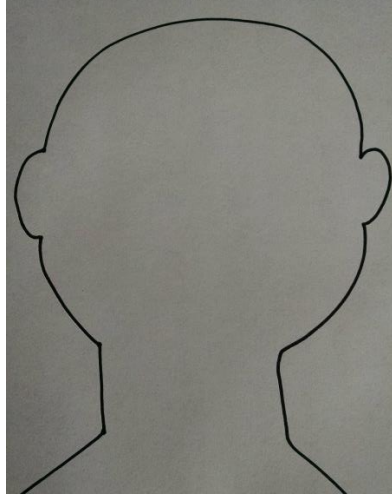
1. To use variations in line, shape/form, color and texture to communicate ideas or feelings in works of art
2. To help students understand feelings and emotions in a positive way

Audiences:

Kathy implemented this lesson with first grade students but this lesson could be adapted for all age groups.

Supplies/Materials:

- Cut-out cardstock head and shoulder templates—created prior to class session



- Pencils, paper and black markers



- Oil pastels



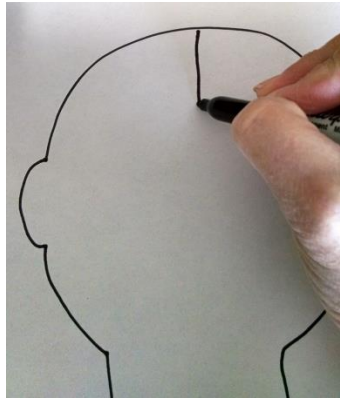
- Crayons



Class Instruction:

1. Give the participants the head and shoulder cardstock templates to trace in pencil on a sheet of paper.

2. Next ask the participants to draw a line down the middle of the head, dividing the face into two sides.



3. Ask the participants to choose one side and draw facial features and hair in a “wild” manner. Lots of zig-zags and energetic lines may be used. The other side of the face and neck are drawn in a calm manner with simple, smooth “calm” lines. When complete, all the pencil lines are traced with a thick black marker.
4. Ask the participants to fill in the “wild” side with crazy colors (generally red and orange) and the “calm” side with peaceful colors. Oil pastels produce the most vivid results, but crayons can work too.



5. Make sure the participants also fill in the background. Remind them that the goal is for both sides to look very different—one side calm and the other side wild.



At the Conclusion of the Class:

Ask the participants to share their self-portraits with the class and explain the emotions they created with their self-portrait.

Note to Counselors/Therapists:

This lesson could be adapted as a therapeutic tool in the hands of a trained therapist/counselor to help the client understand emotions and feelings and how to control them. Rather than asking the participants to draw wild and calm images, you could ask them to draw happy/sad, brave/frightened, etc. You may ask the participants what kinds of situations would cause them to look like their self-portrait.

Lesson in Action:

Laurie Reinsch, LMHP from the Lincoln Regional Center used this lesson with one of her Life Skills groups. Instead of asking the clients to illustrate their “wild side/calm side” she asked them to illustrate their past and their future, including captions, with interesting results. From Laurie: “The clients enjoyed doing

something different. They were all about letting others see their work. I liked the exercise, as art accesses the other part of the brain.”

*Special thanks to **Kathy Barbro, “Art Projects for Kids”** who graciously gave Hildegard Center permission to repost this lesson for this project. Please visit Kathy’s website, www.artprojectforkids.org to learn more about the lessons and projects Kathy has made available on her site.*

If you have used this lesson plan, we’d love to hear from you! Please send questions or comments through our website www.hildegardcenter.org .

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