



mtg

Hawke's Bay  
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# EXPRESSING EMOTIONS THROUGH ART.

EVERYONE SHOWS THEY CARE – A LESSON  
CONTAINING PORTRAIT PHOTOGRAPHY FROM MTG'S  
ONLINE COLLECTION:

[HTTPS://WWW.MTGHAWKESBAY.COM](https://www.mtghawkesbay.com)

**Year/Level:** Can be modified for any year group/level

**Subjects:** Visual Arts, Health

**Time Required:** 1–2 class sessions

### Lesson Overview

This lesson is part of a sequential unit. Students make connections between their own feelings about caring for something and similar feelings that are expressed in works of art.

### Learning Objectives

Students will be able to:

Make connections between their own feelings about caring and similar feelings expressed by artists in works of art.

Explain how artists depict the idea of caring in works of art.

Create a drawing of themselves that uses the principles of design to express their feelings of caring for something.

### Materials

- Pencils, crayons, and drawing paper
- Students should bring images of something he or she cares about to class.
- Images of works of art that show a person with an object/person that they care about.



# LESSON STEPS:

- ▶ *Preparation*
- ▶ Ask students to bring a picture of something that is special to them—their pet, a special toy, doll, or a small, cherished possession—to class. You can also set guidelines about bringing the actual objects in. Bring in something of your own to share, such as an heirloom.

1. Initiate discussion by sharing your cherished item first. Talk about the emotions that you feel when you think about or look at your special object.





- ▶ 2. Have students discuss their feelings for something they care about. Ask questions to help students articulate their feelings about their special object. Find common threads in the children's responses and make connections between responses by recording them on the blackboard. All feelings are valid for the discussion. Choose a few students to respond to the same questions.
- ▶ - What is your special something?
- ▶ - How long have you had it?
- ▶ - Why is it special to you?
- ▶ - Does your object remind you of someone, or an event in your life?
- ▶ - Does your object make you feel happy, or sad? Why?
  
- ▶ You may want to ask questions in a way that allows students to respond together. For example: How many of you are sharing a toy with us today? How many of you are sharing a picture with us today? How many of you have happy feelings about your object? Is it also possible to have sad feelings about a special object?



3. Ask students the following questions in order to explore their emotional connection to the object:

- ▶ - How do you care for your special something?
- ▶ - If I took a picture of you with your special something, how would you hold it to show me you cared for it?

4. Introduce works of art from MTGs collection ( see next slide for ideas)and have students look closely at each by asking them to describe what they see:

- ▶ - What do you notice first in the picture? Why does it stand out? (Is it larger, brighter, or more colourful?)
- ▶ - Look at the people in the picture. Do they look happy or sad? What do you think they are thinking? Who do you think they are?
- ▶ - Use adjectives to describe the people in the photograph.
- ▶ - What else is in the artwork? Describe what you see.
- ▶ - Do you see someone caring for something in this picture? What is the person caring for? How did the artist show that the person cares for their object?

Where appropriate, ask students to compare the works by asking:

- ▶ - How is this one different from the last one we looked at?
- ▶ - How is it similar?
- ▶ At this point, you can also share background information such as the title of the artwork, the artist's name, where the artist lived, and when the artwork was created. You can also talk about what a portrait is—a picture of a person, usually showing his or her face.





The portrait is of an unidentified Māori woman and her baby wrapped in a korowai on her back.

**Photographer: unknown.** The photographer may have been Charles Hemus.

**Date:** unknown. The photograph may have been taken between 1890 - 1910.

**Media/Materials description:** Black and white photograph on a card mount.

**Measurements:** Photograph:  
Height x Width: 54 x 90mm



The photograph shows a teenage boy in a swimming costume sitting on a sand dune with his arm around his dog. His discarded clothes lie on the ground beside him.

**Photographer:** The image is displayed in an album that belonged to Nora Brebner née Nicol.

**Date:** unknown, probably late 1910s or early 1920s.

**Media/Materials description:** Black and white photograph glued to a page in an album.

**Measurements:** Height x Width: 46 x 72mm





A studio portrait photograph of Dr Frederic de Lisle and his grandson Rollo Brock De Lisle. Dr De Lisle is seated on a chair holding a book open and Rollo De Lisle is seated on a stool at his side.

**Photographer:** Wallace Poll.

**Media/Materials description:**  
Black and white photograph  
mounted on card.

**Measurements:** Height x Width:  
133 x 95mm





5. Have students make connections between the images of people caring for something and their own feelings for their special object.

- ▶ - Which artwork looks most like how you feel about your special object?
- ▶ - Why do you think the artwork makes you feel that way?
- ▶ - How do the colours, lines, shapes, and space in the painting make you feel?

Because your students will have images of their cherished possessions with them, they will be excited to share. Take advantage of this enthusiasm but keep the discussion balanced between how they feel about their own things and what is depicted in the artworks. Your goal is to relate their personal feelings to the artists' representations of similar feelings.



6. Ask students to remember how they said they would hold their object to show that they care for it in a photograph. Next ask them to create a drawing of themselves that expresses their feelings of caring for their special object. The drawing need not be a finished artwork but should reinforce what they have expressed about caring feelings and their observations of the artworks.

Your students' year level will determine how much direction you give in the art creation.







## ASSESSMENT:

Students should be able to do the following:

- ▶ - Recognize the ways that artists depict the idea of caring for something in works of art.
- ▶ - Verbalize connections between their feelings and those expressed in works of art.
- ▶ - Create an image that depicts the idea of caring, using examples from other artists.

## EXTENSION ACTIVITIES:

Have students write a few sentences answering the following questions about their own drawings to reinforce objectives.

- ▶ - Who or what is in your drawing?
- ▶ - How long have you had the object, or known the person?
- ▶ - How did you show in your drawing that you care about your special object or person?