

MUSEUM
AS→LEARNING
RESOURCE

CARNEGIE
MUSEUM OF ART

ARTS, HUMANITIES, SOCIAL
EMOTIONAL LEARNING,
ENGLISH LANGUAGE ARTS

Title: Mindfulness with Art

Teacher-in-Residence: Lynn Martucci

Grades: 3–4

Subjects: Arts, Humanities, Social Emotional Learning, English Language Arts

Goals:

- To promote students' mental and emotional well-being through engagement with art.
- To think critically about one's feelings while interpreting artwork and to engage with a work of art while evaluating one's innermost thoughts.

Objectives:

- Students will compare and contrast.
- Students will analyze.
- Students will interpret.
- Students will form and test hypotheses.
- Students will evaluate/form judgments.

PA Standards:

[Arts & Humanities 9.1.3.E](#)

[Arts & Humanities 9.3.3.A](#)

National Core Arts Standards:

[Anchor Standard 6:](#) Convey meaning through the presentation of artistic work.

[Anchor Standard 10:](#) Synthesize and relate knowledge and personal experiences to make art.

Vocabulary:

- mindfulness
- Glenn Ligon
- evaluate
- interpret
- analyze
- judgement
- hypothesis
- compare
- contrast

Artworks Used:

Glenn Ligon, *Prisoner of Love #1 (Second Version)*, 1992 <https://collection.cmoa.org/objects/9dd890a9-f0c8-4ed1-9a09-f6c382e654bd>

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Materials Needed:

- pencil
- markers
- large oil pastels
- sketch pads

Steps:

Introduction:

The concept of mindfulness originated from Buddhist practices. It describes a state of focus on and awareness of emotions, physical sensations in the body, and consciousness. When you are mindful, you have an enhanced ability in terms of your self-awareness and capacity to reflect on your experiences and daily life. Benefits include improved psychological stability, improved quality of life, and changes in brain patterns. These changes include the ability to maintain a calm, focused state of attention; thicker and more developed areas of gray matter in the brain; and the development of neural pathways in the brain that enable you to create and focus on art-making.

Activity:

- In one lesson, the artwork will be introduced to students. They will be given time just to look at and interpret the work.
- Introduce free association as a way to make connections. The teacher can model what it looks like to students, using a work of art. Tell students that there is no right or wrong way to complete this exercise.
- For the main activity, students will be doing free association. They will be given large sketch pads, pencils, and markers and will be instructed to free-associate or free-sketch, making connections between the work of art and their everyday lives (ex. their families, friends, experiences, vacations). Free association allows the mind to wander and make connections randomly. Students can make an information web, sketch a picture, use colors, and so on to capture their free association.
- Ask students: How did creating this work make you feel? Was free association easy or difficult? Why? Should we try another artwork? What emotions did this piece of art evoke in you? What do you see/think/wonder/know? Did your mood/emotion change while you were drawing?
- Hang students' drawings around the room and have them do a gallery walk, leaving sticky notes on classmates' works. Have them concentrate on how others' drawings made them feel and what connections they noticed.
- Choose other works from Carnegie Museum of Art's collection and continue having students respond to them using this mindfulness technique. Students can also help with the selection of the artwork.

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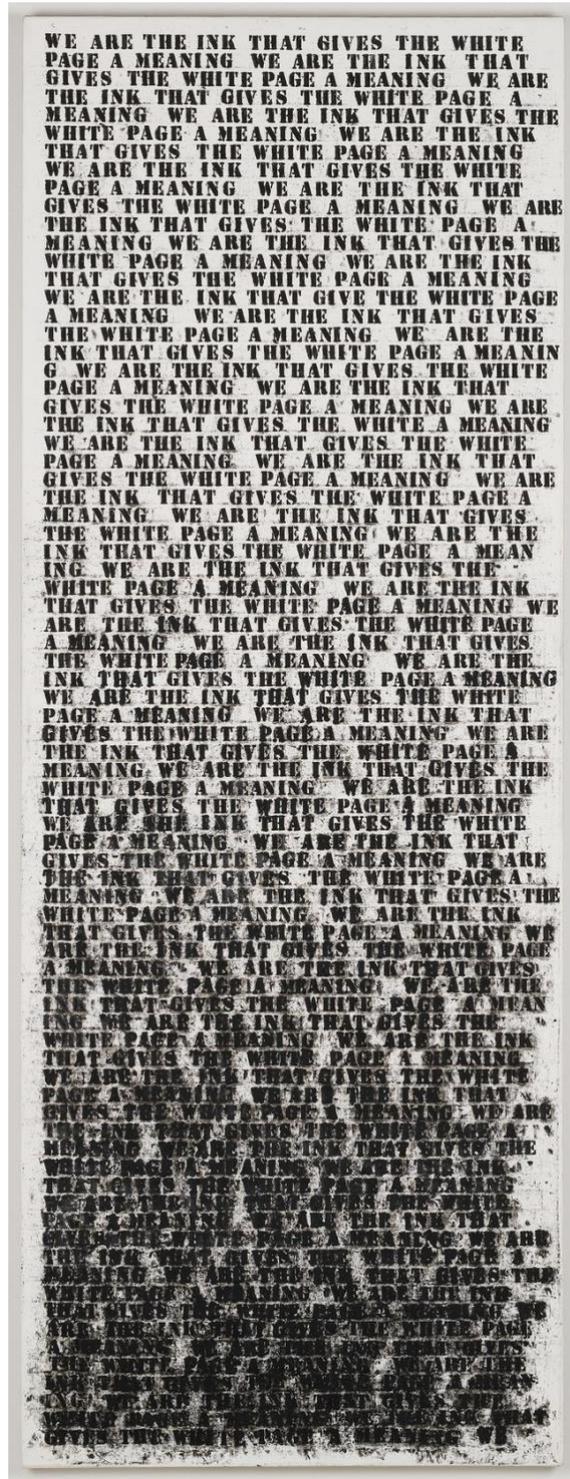
Resources:

- Feel free to use one or more of the [art meditation recordings](#) from Carnegie Museum of Art to facilitate your students' mindfulness journey. You can also use "Weightless" by Marconi Union (available on [YouTube](#)).

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