

Visual Arts and Social Emotional Learning - 2026

Cycle 2: General Teacher Project

Expressing Emotions Using Visual Art



UNDERSTANDING MYSELF THROUGH ART

Growing up, we often hear various ideas about how student expression in classrooms should look like. Have you experienced classrooms where-

- You were told- “Be strong, strong kids don’t cry”
- Being angry was perceived as being rude and misbehaving.
- Art was supposed to be realistic and not imaginative or expressive.
- Only girls were socially allowed to show their feelings through creative and performance arts.

Emotions are physical and mental states of being that shape our ideas and actions. Growing up, it is important to understand what triggers specific emotions, especially difficult ones, and how we react and respond to such situations.

Art-making provides a non verbal medium for children to not only put their ideas and emotions on paper, but also for them to process and normalise the same. Let’s dive into the world of emotional expression through art-making!



WHAT ARE EMOTIONS?

Emotions are how we feel in response to what happens around us. They show up in our body, our thoughts, and our actions. Emotions are temporary and are reactions to specific situations, experiences, or events.

Why is emotional expression Important?

- Helps students recognise and express their emotions in healthy ways, supporting emotional well-being.
- Allows students to release and process big feelings through safe and creative outlets.
- Builds empathy and understanding by helping students notice their own emotions and those of others.
- Supports reflection and emotional awareness, laying the foundation for lifelong learning and self regulation.

OBJECTIVES

- To help students recognise and express their emotions through art.
- To inform students of what different emotions look and feel like.
- To support students in understanding how emotions show up in their body, thoughts, and actions.
- To normalise emotional expression for children regardless of their gender.

EXPECTED OUTCOMES

- Students recognize and express their as well as others' emotions.
- Students use art to express and assert their individuality and honour their experiences.
- Students start processing their emotions and then responding to situations.
- Students understand that no emotion is right or wrong to feel.

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Detailed Task Learning Resource



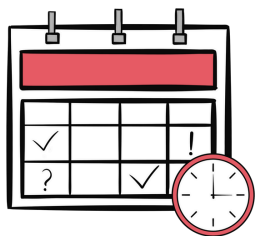
TASK 1:

PREP FOR ART CLASSES



Step 1:

Refer to digital content on DIKSHA resources.



Step 2:

Identify two classes in a month to conduct art activities.



Step 3:

Gather the required materials and keep them ready a day before the art class.



Step 4: (Based on your classroom needs)

Create a list of quick, fun activities or energisers that help develop students' self-awareness.

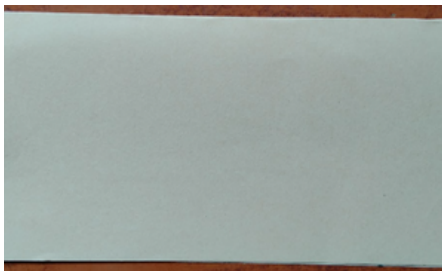
TASK 2: (FOR GRADES 1 & 2)

CONDUCT ART ACTIVITY 1

Topic: Students make an origami house and draw family members.

Materials: Paper, Crayons/Sketch pens, Pencil

Step 1: Place the paper vertically and fold it in half.



Step 2: Fold both sides inward so the outer edges meet the centre line.



Step 3: Open one side of the fold and form triangle on top. Repeat on other side.



Alternate: Watch the video [here](#) to make a paper house.

Step 4: Decorate the roof of the house and add a door and windows. Colour your house!



Step 5: Open the folded paper and draw your family members using simple lines and shapes.



TASK 2: (FOR GRADES 3 TO 5)

CONDUCT ART ACTIVITY 1

Topic: Students make a dream origami house and draw their family portrait.

Materials: Paper, Crayons/Sketch pens, Pencil

Step 1: Ask the students to share and draw it in their artwork:

Q. Who all are there in your family?

Q. Do you have a pet?

Q. What would your dream house look like?

Step 2: Hold a paper in standing position and fold it in half.



Step 3: Fold both sides inward so the outer edges meet the centre line.



Step 4: Open one side of the fold and form triangle on top. Repeat on other side.



Alternate: Watch the video [here](#) to make a paper house.

Step 5: Design your dream house using colours and shapes.



Step 6: Open the folded paper and draw your family members in their favourite clothes.



TASK 3: (FOR GRADES 1 & 2)

CONDUCT ART ACTIVITY 2

Topic: Students create a Emotion Portrait to communicate different emotions.

Materials: Paper, Crayons

Step 1: Explain and Show Emotions: Emotions are feelings we have inside us. Sometimes we feel happy, excited, or proud. Sometimes we feel sad, angry, scared, or confused. All emotions are okay.

I feel **happy**
when I dance.



I feel **sad**
when I fall.



I feel **scared**
when its dark.



I feel **angry**
when I am hit.



Step 2: Scribble freely with different colours and fill the whole page.



Step 3: Draw a happy/ sad/ angry/ scared face, depending on what they feel today.



TASK 3: (FOR GRADES 3-5)

CONDUCT ART ACTIVITY 2

Topic: Students create a Emotion Portrait using colours to communicate different emotions.

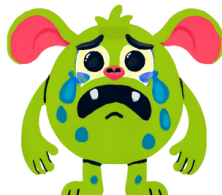
Materials: Paper, Crayons

Step 1: Explain and Show Emotions: Emotions are feelings we have inside us. It is completely okay to feel negative and positive emotions. All feelings are valid because it's how we express ourself.

I feel **happy**
when I dance.



I feel **sad**
when I fall.



I feel **scared**
when its dark.



I feel **angry**
when I am hit.



Step 2: Draw the face (eyes, nose & mouth) of the monster based on the emotion you feel today.

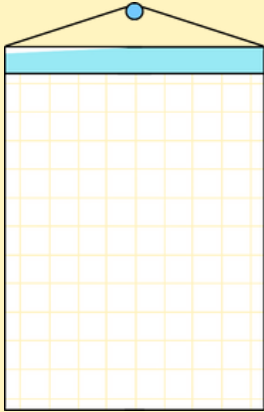
Step 3: Draw the body of your monster. You can add neck, hands, or even give it clothes.

Step 4: Colour your monster!



TASK 4:

OBSERVE & TRACK STUDENT PROGRESS



Step 1:

Design a simple chart to track students' ability to engage in the activity 1 & 2.



Step 2:

Observe students while they are engaged in the activity and update the chart after each activity.

TASK 4:

PROGRESS TRACKER SAMPLE

While students create origami houses and emotion portraits, observe their progress. Use these symbols to mark the level that fits each child best:

- ★ = Good: The student does the task easily and stays focused.
- ✓ = Developing: The student can do it but needs more time or practice.
- = Needs Improvement: The student finds the task difficult and needs a lot of support.

Student Name	Recognises Emotions (Identifies emotions correctly)		Shows Emotions in Artwork (Using faces, colours, or symbols)		Connects Artwork to Self (Draws family, home, or personal details)	
	Activity 1	Activity 2	Activity 1	Activity 2	Activity 1	Activity 2
Example: Nune	★	★	★	✓	✓	○
Student 1						
Student 2						
Student 3						
Student 4						
Student 5						
Student 6						

TASK 5:

REFLECTION

Please tick (✓) the responses that best describes your experience during the origami house and emotion portrait activities.

What type of emotions did the students show during the activity?

Can select more than one

()	()	()
Basic	Developing	Complex
happy, angry, sad, scared	excited, nervous, bored, calm	confused, surprised, surprised, shy

How comfortable were students while showing emotions through art?

Select only one option

()	()	()	()
Very comfortable	Comfortable	Somewhat hesitant	Very hesitant
All students expressed freely without support	Many students expressed freely with some support	Only a few students expressed freely without support	Most students needed a lot of support

How did students connect their art to themselves or their emotions?

Can select more than one

()	()	()	()
Personal details	Faces and expressions	Colours or symbols	Talking or pointing
drawing family, home, or favourite clothes	drawing happy, sad, angry, or scared faces	using colours or symbols to show emotions	explaining or showing the artwork

TASK 5:

REFLECTION

Please tick (✓) the responses that best describes your experience during the origami house and emotion portrait activities.

Did students share emotions or talk about themselves with peers or the teacher during the activity?

Select only one option

()	()	()	()
Actively shared	Some sharing	Limited sharing	No sharing
All students shared emotions or talked about themselves	Many students shared emotions or talked about themselves	A few students shared when prompted	Students did not share

Did the learning resource give you enough guidance to help students express emotions through art?

Select only one option

()	()	()	()
Very sufficient	Sufficient	Limited	Insufficient
I could guide students confidently	I could guide students with some additional support	I needed a lot of additional support	I found it difficult to guide students

What was challenging in conducting these activities?

Can select more than one

()	()	()
Instruction	Sharing	Time
Explaining emotions to students	Helping students open up and express	Time taken to complete the activity

TASK 6:

END OF ART CLASSES



Collect Student Artworks

Gather artworks from students to archive their creative progress. You can also display a few artworks on the art wall in your classroom.



Create an Art Wall in the Classroom

Set up a dedicated space in the classroom to display students' artworks. Update the wall with new artworks to celebrate creativity.



Take Photos and Upload on DIKSHA

- Students' artworks
- Students creating their art
- Classroom art wall