

## **Class Description**

Expression Through Art's goal is to create a safe environment for people to experiment with spontaneous art. Creating spontaneously helps facilitate natural emotional release- this then encourages honest self expression that may have been bottled up in the past. Though this is not therapy, the act of creating in an honest way is within itself extremely therapeutic. Through this program we hope to create an open discussion expressive arts group. Many different techniques will be introduced in making the connection between art and ones emotional self. Critiques of the aesthetic or look of the art will never be made, however others are encouraged to express their honest interpretations and feelings evoked from the art.

## **Class Outline**

1. Names/Icebreaker
2. Intro for art technique (history, application, notable pieces, etc.)
3. Explain expressive/therapeutic part of lesson
4. Art Lesson & time for students to practice(discussion and therapeutic aspects discussed during lesson)

## **Art Techniques to Teach**

Clay/Pottery

Landscape

Patining

- Acrylic
- Oil

Charcoal

Monotype

Collage

Masks (inside how you feel on inside/ outside how you present yourself to others)

Drip painting

Using music as an art prompt

Crumpled paper painting

- Taking a piece of thick canvas paper and crumpling it as much or as little as one pleases. Using the line created on the page while crumpling it paint each portion a different color
- Can you create a clear photo? An abstract photo? Etc

Surprise assemblage

- Place random art supplies (pipe cleaners, wooden shapes, yarn, buttons, screws, etc...) in front of students and ask them to create a painting or 3D sculpture using the given materials.

## **Expressive Art Facilitations**

## Overlapping Figure Tracing to Abstract Expressive Painting



### **Group Activities**

Squiggle drawing-

Each person adds one line to a canvas/paper and passes it to the next person (can do one at a time or multiple maybe with different directives or themes?) to create one large group piece

## **Clay**

Clay work promotes expression of mood and feeling. It allows the clients to experiment with texture and touch by molding, shaping and manipulating the clay. Pounding and kneading the clay offers a healthy way to exert excess energy. Gently molding, stroking and smoothing it lessens stress and anxiety. Clay provides a way to turn an amorphous shape into something specific. In a few minutes a ball can be transformed into a tiny pinch pot by placing and then pressing one's thumb in the center of it. There are numerous projects that can be designed. Some of these include pots, trays, figures, animals, abstract designs, family sculptures and masks. The ease or difficulty of the projects will depend on the population one is working with.

There are many different types of clay that may be used. Terracotta is suitable for many types of work and can be fired. Some clients don't like it because it is messy and dries the hands. Other clays include Sculpey, Crayola, home-made clay (recipes can easily be found on the Internet) and Model Magic Clay. Model Magic is a favorite among clients because it is clean, non-toxic, air dries, and is easily used.

Clay affords the client the opportunity of working three dimensionally, seeing things from more than one perspective. The individual becomes the master of the clay; he is in control of it. Utilizing clay allows clients to mold behaviors, attitudes and self-image. Participants gain insights and develop new methods of coping and problem solving.

### **Size Differential Materials Lesson**

Clay (modeling clay or air-drying clay is preferable for this task). Waxed paper, clay tools and Popsicle sticks can be offered, but are not necessary; water will be needed for air-drying clay.

**Procedure:** Allow patients time to become accustomed to the clay. Suggest they squeeze, roll out, ball up the clay, and try to adjoin two pieces together. After this warm-up instruct group members to create two objects that are exactly the same except that one of the objects must be larger than the other.

**Discussion/Goals:** Discussion focuses on the objects created (see if clients can associate the objects to people in their lives), the size difference (appreciably larger or slightly larger) and possible significance of the size difference. The therapist may question group members about the relationship between the two objects. Ask clients, "If these objects were able to speak to each other what would they say?" Highlight and discuss power relationships, nurturing relationships and related feelings. Goals include self-awareness and acknowledgment of one's role in pertinent relationships.