



CAPTURING EMOTIONS: IDIOMATIC ILLUSTRATION

Grade Band: 3

Content Focus: Visual Arts, Health, & ELA



LEARNING DESCRIPTION

Students will explore the rich world of idiomatic expressions. Through creative illustration, students will not only deepen their understanding of idioms but also gain insights into their own emotions and the emotions of others.

LEARNING TARGETS

Essential Questions	"I Can" Statements
In what ways do idiomatic illustrations encourage creativity and critical thinking?	I can create a visually compelling illustration of an idiomatic expression that effectively conveys its emotional significance, demonstrating empathy and understanding of the emotions expressed in both the expression and my artwork.
How can the artistic process of illustrating idiomatic expressions enhance our self-awareness?	



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GEORGIA STANDARDS

Curriculum Standards (if applicable)	Arts Standards
<p>ELA 3.T.SS.2.a Identify and describe the use of figurative language, such as similes, metaphors, and idioms in a wide variety of texts.</p> <p>Health HE3.1 Students will comprehend concepts related to health promotion and disease prevention to enhance health. HE3.1.e Identify behaviors that show respect for themselves and others.</p>	<p>VA3.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.</p> <p>VA3.CR.2 Create works of art based on selected themes.</p> <p>VA3.CR.3 Understand and apply media, techniques, processes, and concepts of two-dimensional art.</p> <p>VA3.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.</p>

SOUTH CAROLINA STANDARDS

Curriculum Standards (if applicable)	Arts Standards
<p>ELA ELA.3.AOR.1.2 Identify and explain the purpose of forms of figurative language to include metaphor, hyperbole, and idioms.</p> <p>Health Standard 1: "Students will comprehend concepts related to health promotion and disease prevention to enhance health" (NHES, 2007). M-3.1.1 Identify examples of mental, emotional, social, and physical health.</p>	<p>Anchor Standard 1: I can use the elements and principles of art to create artwork. Benchmark VA.CR I can combine several elements of art to express ideas. Indicator VA.CR NM.1.2 I can combine several elements of art to construct 2D or 3D artwork.</p> <p>Anchor Standard 2: I can use different materials, techniques, and processes to make art. Benchmark VA.CR NM.2 I can use some materials, techniques, and tools to create artwork. Indicator VA.CR NM.2.1 I can use two-dimensional art materials to explore ways to make art.</p> <p>Anchor Standard 4: I can organize work for presentation and documentation to reflect specific content, ideas, skills, and or media. Benchmark VA.P NL.4 I can show and describe the idea of my artwork. Indicator VA.P NL.4.2 I can describe my artwork.</p>



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KEY VOCABULARY

Content Vocabulary (if applicable)	Arts Vocabulary
<ul style="list-style-type: none">• <u>Idiomatic phrase</u> - A group of words that, when used together, have a meaning different from the literal meaning of the individual words	<ul style="list-style-type: none">• <u>Space</u> - The distance or area between, around, above or within things. Positive space refers to the subject or areas of interest in an artwork, while negative space is the area around the subject of an artwork. It can be a description for both two and three-dimensional portrayals.• <u>Color</u> - An element of art with three properties: 1) Hue: the name of the color, e.g. red, yellow, etc.; 2) Intensity: the purity and strength of the color (brightness or dullness); 3) Value: the lightness or darkness of the color (shades and tints)

MATERIALS

- 18x24 drawing paper
- Pencil and eraser
- Black sharpie marker
- Crayons, markers, colored pencils
- A list of idioms:



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1. **Piece of cake:** Something very easy or simple to do.
2. **Break the ice:** To make people feel more comfortable in a social situation by starting a conversation.
3. **Let the cat out of the bag:** To reveal a secret.
4. **Hit the books:** To study or do homework.
5. **Bite the bullet:** To face a difficult situation with courage.
6. **Under the weather:** Feeling sick or not well.
7. **A dime a dozen:** Something common or of low value.
8. **Jump on the bandwagon:** To join a popular trend or activity.
9. **Hold your horses:** To wait or be patient.
10. **Burning the midnight oil:** To work late into the night.
11. **Cost an arm and a leg:** To be very expensive.
12. **Once in a blue moon:** Something that happens very rarely.
13. **Rain or shine:** No matter what happens.
14. **Speak of the devil:** When someone you were just talking about enters the conversation.
15. **The early bird gets the worm:** Being early or prompt brings success.
16. **Actions speak louder than words:** What you do is more important than what you say.
17. **Break a leg:** Good luck (especially before a performance).
18. **A picture is worth a thousand words:** Visual images can convey complex ideas more effectively than words.
19. **Out of the frying pan and into the fire:** Escaping from one difficult situation only to find oneself in a worse one.
20. **Fish out of water:** Feeling uncomfortable or out of place in a new situation.
21. **Cool as a Cucumber:** Feeling relaxed, calm.
22. **Your eyes are bigger than your stomach:** You think you can eat way more than you actually can.
23. **You're the apple of my eye:** You are very special to me.
24. **Catch a tiger by the tail:** attempting to deal with a difficult or challenging situation

INSTRUCTIONAL DESIGN

Opening/Activating Strategy

- Begin with a discussion on idiomatic expressions, showing several examples, and explaining that these phrases often have meanings beyond their literal interpretation.
- Students will brainstorm and share idioms they've heard before, exploring their literal and figurative meanings. This activity fosters communication skills and encourages students to consider language in a nuanced way.



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Work Session

- Students will select an idiomatic expression from a curated list or think of their own.
 - They will reflect on the emotional connotations of the chosen idiom, considering how it relates to personal experiences or feelings. This step promotes self-awareness as students connect the idioms to their own emotions and experiences.
 - Example: A student might choose “fish out of water” reflecting on a time when they felt out of place in an unfamiliar situation.
- With their chosen idioms in mind, students will then begin the artistic process of illustration.
- They will use various art materials such as pencils, crayons, markers, or colored pencils to create visual representations of their idioms.
 - Discuss how color can be used to represent emotions and meaning.
 - Discuss how students should use the whole space on their paper to create their artwork. Discuss how choice of placement and size can communicate meaning (i.e. elements in the center and elements that are larger usually communicate more importance).
 - Encourage students to think creatively and metaphorically, using imagery to convey the essence of the idioms and the emotions they evoke.
- As students work on their artwork, facilitate discussions on emotions and empathy.
 - Students will be encouraged to consider the emotions expressed in their chosen idioms and how they might resonate with others. This promotes relationship skills as students engage in perspective-taking and empathy-building exercises.

Closing/Reflection

- Once the artwork is complete, students will have the opportunity to share their artwork with the class.
- They will explain their chosen idioms, discuss the emotions they aimed to convey, and reflect on the significance of their artistic choices, such as color and use of space.
 - Sharing promotes social awareness and encourages students to appreciate the diverse perspectives and experiences of their peers.

ASSESSMENTS

Formative

- Teachers will assess students by observing students' discussion responses and checking in with students during the art-making process.

Summative

- [Artwork rubric](#)

DIFFERENTIATION

Accelerated: Have students reflect on the experience that inspired their artwork; have students create a written explanation about how their artwork demonstrates their experience.

Remedial:

- Chunk the artmaking process for students.



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- Allow students to work with a partner to create their artwork.
- Provide a list of idioms for students to choose from.

ADDITIONAL RESOURCES

CREDITS

U.S. Department of Education- STEM + the Art of Integrated Learning

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**This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

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