

Lesson Plan

Teaching Artist: Ronald Chironna

Lesson Name: Emotions

Goal: For students to explore the concept of emotions, and how emotions are expressed.

Objectives:

- 1) Students will define the concept of emotions, and list various types.
- 2) Students will demonstrate expressions and gestures of emotion using visual art.
- 3) Students will compose and perform a song about emotions.
- 4) Students will identify expressions of emotion in portrait artwork by professional artists.
- 5) Students will associate particular colors with specific emotions.

Grade Level: Second Grade

Age: Seven

Art Standards addressed:

The Arts standard 1: Creating, Performing, and Participating in the Arts

The Arts standard 2: Knowing and Using Arts Materials and Resources

The Arts standard 3: Responding to and Analyzing Works of Art

ELA standard 1: Students will read, write, listen and speak for information and understanding.

ELA standard 2: Students will read, write, listen and speak for response and expression.

ELA standard 4: Students will read, write, listen and speak for social interaction.

Blueprint Strands addressed:

- 1) Art Making
- 2) Literacy in the Visual Arts
- 3) Making Connections
- 4) Community and Cultural Resources

Classroom Teacher's Role:

- 1) Help hand out slips of paper with the various emotions written on them, as well as the drawing materials.
- 2) Choose the students at each table who will be paired off to draw each other's portrait.
- 3) Point out to teaching artist students that might need most help with this exercise.
- 4) Take part in the drawing and posing part of the main exercise.

Instructional Outline:

Introduction: Students form a circle to play "Feelings Tag". Anyone tagged is asked to make a statement about, as well as make an appropriate facial expression for, the particular feeling that is named by the person tagging him. I demonstrate with the following statement: "I feel happy whenever I have strawberry shortcake for dessert", smiling while I speak. I walk over to one of the students, tag them and say, "sad", and that student makes a statement about something that makes them feel sad. That student tags another person and introduces a third feeling or emotion for the next student to make a statement about, and so on.

Question & Answer (information gathering):

How many of you are happy/sad/frightened/angry/surprised, etc. sometimes?

Do you know what those feelings are called?

Can you help me name some other emotions?

What facial expressions or gestures do you make to show your emotions?

Can you always tell what emotions other people are expressing by looking at them?

Classroom Management Strategy:

1) To keep students interested by providing a lively and fun lesson.

2) To try to quiet and focus the class, I raise my hand and count down from five to one.

As I count, students should: 5) look at me, 4) be silent, 3) be still, 2) hands free, and 1) listen carefully.

Warm-up Activity: To prepare for drawing and writing:

1) Students take one deep, relaxing breath, and shake out their hands.

2) Students stand up, give themselves some personal space, and draw and write imaginary shapes and words in the air and on the floor, as instructed, with each hand and foot taking a turn. The shapes are forms such as squares, circles, triangles, and ovals. The words reflect the lesson: i.e., sad, happy, angry, and afraid.

Prep Activity:

1) Play the song, "If You're Happy and You Know it, Clap Your Hands." Post the lyrics, so the students can read and sing along.

2) Have students help in writing more stanzas that reflect other emotions. For example:

"If you're sad and you know it cry boo-hoo

If you're sad and you know it cry boo-hoo

If you're sad and you know it, then your face will surely show it,

If you're sad and you know it cry boo-hoo"

3) Write the new stanzas on the blackboard or large sheet of paper posted in the front of the class.

4) Have students sing the entire song they've written, accompanied by the appropriate actions indicated by the song's words.

5) Students compile a list of emotions on a word wall. I post a list of my own to supplement the students' list.

Main Activity:

1) Artwork by professional artists that feature people who are expressing particular emotions is posted. The students identify those emotions. The students are asked to pay close attention to the facial expressions and gestures of the portrait subjects, and the colors used by the artists that help convey their subjects' feelings.

2) We talk about the colors that the students associate with certain emotions, and write those colors next to their corresponding emotions on the word wall we posted earlier.

3) The students are paired off. Each pair of students is given a slip of paper with a specific emotion written on it.

4) The students take turns drawing their partners' portrait. The student being drawn expresses, facially and with gestures, the emotion written on the piece of paper they received. The student drawing the portrait chooses one color to use that he or she thinks best conveys the emotion being expressed by the student who is posing.

Question & Answer (thinking & feeling):

What did you think about our opening song, and writing new words for it?

Did you enjoy singing the song here in class?

What did you learn about emotions today?

Do you think it's OK to express your emotions?

Are there times when you shouldn't express some emotions? If so, why not?

What did you think about drawing your classmate?

What did you think about posing for your classmate?

How did you feel about expressing an emotion while you were posing?

Closure: Each pair of students takes a turn silently standing and holding up their drawings. The rest of the class tries to determine the emotion being expressed by the facial expressions and gestures drawn on the displayed portraits.

Follow-up Assignment: Pick one emotion, and make a collage of pictures of various objects, people, places, animals, etc., which makes you feel that emotion.

Additional Information:

Materials Needed: CD player, chart paper, drawing paper, pencils, crayons and/or colored markers, copies of artwork by famous artists.

Assessment & Reflections:

- 1) Assessment for this lesson includes the completed song, the finished drawings, and the responses to the invitation to compile the word wall. It also includes the students' contributions and efforts to participate in the class exercises.
- 2) Jot down notes about the process of this lesson. Look at it from the students' eyes and adjust the work so that future lessons can be more successful.

Potential Challenges:

- 1) The students might not understand the concept of emotions, and what the various emotions are.
- 2) The students might not answer my questions.
- 2) The students might not participate in writing and performing the song.
- 3) The students might not participate in "Feelings Tag".
- 4) The students might not want to draw or pose.
- 5) The students might be too embarrassed to express their emotions while posing for the drawing.
- 6) The students might not show their finished drawings to the rest of the class.