

ARTS IMPACT LESSON PLAN

Visual Arts and Literacy Infused Lesson

Expressing Emotions through Words and Faces

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Enduring Understanding

Facial expression and action words can communicate emotion.

Lesson Description (Use for family communication and displaying student art)

Students read *The Way I Feel* by Janan Cain. They discover how the faces in the illustrations and the action words in the text can express emotions. They create works of art in which they communicate emotions through faces in expressive line drawings and add a color wash to represent action.

Learning Targets and Assessment Criteria

Target: Identifies emotions in book illustrations.

Criteria: Describes how characters are feeling based on their facial expressions.

Target: Communicates feelings effectively.

Criteria: Expresses emotions in line drawings; responds by identifying emotions observed in line drawings.

Target: Identifies verbs in text.

Criteria: Names action words found in the story.

Target: Creates an artwork with line and color.

Criteria: Draws a face with oil pastels; adds color with a watercolor wash.

Vocabulary

Arts Infused:

Expressive Verbs
Facial Expression
Emotion

Literacy:

Action Words
Verbs

Arts:

Line
Oil Pastels
Watercolor Wash

Materials

Museum Artworks or Performance

Seattle, WA

Seattle Art Museum

Tacoma, WA

Tacoma Art Museum

Materials

The Way I Feel by Janan Cain;
Watercolor paper size 12 x 18 in.; Oil pastels; Blue painter's tape; Laminated placemats; Watercolor sets; Watercolor brushes; Water containers; Paper towels; Class Assessment Worksheet

Learning Standards

WA Arts State Grade Level Expectations

For the full description of each WA State Arts Grade Level Expectation, see:

<http://www.k12.wa.us/Arts/Standards>

- 1.1.1 Elements: Line
- 1.1.6 Elements: Color
- 2.1.1 Creative Process
- 2.2.1 Presenting Process
- 2.3.1 Responding Process
- 4.2.1 Connection between Visual Arts and Literacy

Early Learning Guidelines, if applicable

For a full description of Washington State Early Learning and Child Development Guidelines see: <http://www.del.wa.gov/development/guidelines/>
(Age 4-5) 1. About me and my family and culture: Self-management: associate emotions with words and facial expressions.
(Age 4-5) 5. Communicating (literacy): Reading: Use actions to show ideas from stories, signs, pictures, etc.
(Age 4-5) 6. Learning about my world: Arts: show an increasing ability to use art materials safely and with purpose; show creativity and imagination.

continued

Common Core State Standards (CCSS) in ELA

For a full description of CCSS ELA Standards by grade level see:

<http://www.k12.wa.us/CoreStandards/ELAstandards/>

RL.K.1. With prompting and support, ask and answer questions about key details in a text.

RL.K.2. With prompting and support, retell familiar stories, including key details.

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story the illustration depicts).

**Students Who Are College and Career Ready
Students in Reading, Writing, Speaking,
Listening, and Language**

Demonstrate independence.


Build strong content knowledge.


Respond to the varying demands of audience, task, purpose, and discipline.

Comprehend as well as critique.

Value evidence.

ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson


Pre-Teach

Introduce using art material safely. Introduce the visual arts concepts of line and color.


Lesson Steps Outline

Day One


1. Demonstrate and guide exploring how facial features show emotion.

 Criteria-based process assessment: Shows emotions by using facial expression.


2. Read *The Way I Feel*, stopping on selected pages to ask students to interpret emotion in facial expressions.

 Criteria-based teacher assessment: Describes how characters are feeling based on their facial expressions.

3. Demonstrate and guide drawing two different emotions through facial expressions with oil pastels.

 Criteria-based process assessment: Creates line drawings with oil pastels to show emotions.

4. Tell students they are using their 21st Century Skill of Communication when they express emotions through their line drawings. Invite students to name the emotions they observe in the line drawings.

 Criteria-based teacher checklist, peer assessment: Expresses emotions in line drawings; responds by identifying emotions observed in line drawings.

Day Two

1. Looking at the book again, guide students in identifying expressive verbs that show emotion.

Criteria-based teacher checklist: Names action words found in the story.

2. Ask students to look at their line drawings and to choose an expressive action word to match the drawing and the emotion.

Criteria-based process assessment: Selects an expressive action word to match the drawing and the emotion.

3. Demonstrate and guide adding watercolor wash to oil pastel drawings.

Criteria-based teacher checklist: Draws an emotional face with oil pastels; adds color with a watercolor wash.

4. Lead a gallery walk reflection.

Criteria-based reflection: Identifies emotions and action words in paintings.

LESSON STEPS

Day One

1. Demonstrate and guide exploring how facial features show emotion.

- *I'm going to make my face show "happy."*
- *Tell me how you know I'm happy. What shape is my mouth? Does it turn up or down? Open or shut? Are my eyes wide open or are they narrow. Are my eyebrows curved or raised?*
- *Show me your happy face.*

▣ Continue demonstrating and leading students to use their facial expressions to show different emotions.

▣ You may use mirrors for students to practice showing emotions with their faces.

Criteria-based process assessment: Shows emotions by using facial expression.

2. Read *The Way I Feel*, stopping on selected pages to ask students to interpret emotion in facial expressions.

- *Artists can show us emotions by drawing the eyes, mouth and eyebrows in certain ways.*
- *So let's look at the illustrations in the book to see if we can figure out what the characters are feeling by looking at their facial features.*
- *What emotions do you see? Why?*

Criteria-based teacher assessment: Describes how characters are feeling based on their facial expressions.

3. Demonstrate and guide drawing two different emotions through facial expressions with oil pastels.

- *We will use oil pastels. They are kind of like crayons, but I'll press a little harder so I can't see the paper through the color. This is called opaque coloring.*
- *We will do just the outline of your face showing two different emotions. Make sure to include your eyes, eyebrows and mouth to express how someone feels.*
- *Today we will just draw the lines; tomorrow we will paint.*

Criteria-based process assessment: Creates line drawings with oil pastels to show emotions.

4. Tell students they are using their 21st Century Skill of Communication when they express emotions through their line drawings. Invite students to name the emotions they observe in the line drawings.

- *Our line drawings communicate feelings. We'll be using the 21st Century Skill of Communication.*

- *Will you repeat that word with me? COM-MU-NI-CA-TION. Let's tap the word into our shoulders while we say it again. COM-MU-NI-CA-TION. Let's tap another way. We'll tap while crisscrossing. Tap your right shoulder with your left hand and tap your left shoulder with your right hand. COM-MU-NI-CA-TION.*
- *Look at your fellow students' line drawings. What emotions do you see? Why?*
- *I'll label your two drawings with the emotions that you are communicating.*

Criteria-based teacher checklist, peer assessment: Expresses emotions in line drawings; responds by identifying emotions observed in line drawings.

Day Two

1. Looking at the book again, guide students in identifying expressive verbs that show emotion.

- *Yesterday we learned that artists can show emotions through facial expressions.*
- *Authors can also show emotions through expressive words. While I read, let's see if we can figure out what the characters are feeling from the action words, the verbs.*
- *"The man yelled at the dog!" "Yelled" is the action word. What is he feeling?*
- *Notice how the picture shows the action word.*

▣ Read the whole story, stopping to identify expressive action words.

☑ Criteria-based teacher checklist: Names action words found in the story.

2. Ask students to look at their line drawings and to choose an expressive action word to match the drawing and the emotion.

- *Look at your line drawings. What emotions do your drawings communicate?*
- *What expressive action words do your drawings communicate?*

☑ Criteria-based process assessment: Selects an expressive action word to match the drawing and the emotion.

3. Demonstrate and guide adding watercolor wash to oil pastel drawings.

- *Today we will add paint to our emotion pictures. We're going to use watercolor paint.*
- *Remember to get your brush wet first. Make gentle swirls in the paint to pick up a lot of paint on your brush. Paint right over your lines and see what happens.*
- *We're going to fill the whole picture with paint. It can be one color or lots of colors. The color you choose can help to communicate your emotion and your action word.*
- *When you want to change colors, you swish your brush in the water ten times, then lightly drag it against the side of the cup and touch it to the paper towel to see if it's clean. If it's not, do it again!*

☑ Criteria-based teacher checklist: Draws an emotional face with oil pastels; adds color with a watercolor wash.

4. Lead a gallery walk reflection.

- *Take a gallery walk around and look at the other artists' paintings.*
- *What emotions do you see? Why do you know?*
- *What expressive action words do you imagine the artist is communicating? Why?*

☑ Criteria-based reflection: Identifies emotions and action words in paintings.

ARTS IMPACT LESSON PLAN Visual Arts and Literacy Infused Lesson

Pre-kindergarten: *Expressing Emotions through Words and Faces*

CLASS ASSESSMENT WORKSHEET

Disciplines	LITERACY	VISUAL ARTS	LITERACY	VISUAL ARTS	Total 4
Concept	Emotion	Communication	Verbs	Composition	
Criteria Student Name	Describes how characters are feeling based on their facial expressions.	Expresses emotions in line drawings; responds by identifying emotions observed in line drawings.	Names action words found in the story.	Draws a face with oil pastels; adds color with a watercolor wash.	
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30.					
Total					
Percentage					

What was effective in the lesson? Why?

What do I want to consider for the next time I teach this lesson?

What were the strongest connections between visual arts and literacy?

Teacher: _____

Date: _____

ARTS AND LITERACY INFUSED LESSON: *Expressing Emotions through Words and Faces*

Dear Family:

Today your child participated in a Visual Arts and Literacy Infused lesson. We talked about ways faces and action words express emotions.

- We read *The Way I Feel* by Janan Cain.
- We discovered how the faces in the illustrations and the action words in the text express emotions.
- We created works of art in which we communicated emotions through faces in expressive line drawings and added a color wash to represent action.

At home, you could practice showing different facial expressions and trying to guess what the person is feeling. You could look at your child’s favorite books and together look for clues to the characters’ emotions in facial expressions and action words.

Enduring Understanding

Facial expression and action words can communicate emotion.