

## ARTS IMPACT LESSON PLAN

### Theater and Social and Emotional Learning Infused Lesson

#### *Finding Emotions through Music*

Authors: Sheryl Pernu and Brandi Stratton with Rachel Atkins

Grade Level: Pre-kindergarten

#### Enduring Understanding

Facial expression and body gestures can communicate emotions inspired by music.

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

*Students identify emotions seen in pictures. They listen to music and name how the music makes them feel. They use their facial expressions, gestures, and movement to show the emotions in the music.*

#### Learning Targets and Assessment Criteria

**Target:** Identifies a variety of emotions created by pieces of music.

**Criteria:** Names how the music makes them feel.

**Target:** Makes a specific physical choice to convey emotions.

**Criteria:** Uses facial expressions, body gestures, and/or movement to communicate how the music makes them feel.

**Target:** Thinks creatively.

**Criteria:** Demonstrates at least two ways to physically represent an emotion.

#### Vocabulary

##### Arts Infused:

Emotion  
Feelings

##### Social/Emotional

Frustrated  
Happy  
Sad  
Scared  
Surprised  
Worried

##### Arts:

Actor Neutral  
Body  
Body Gestures  
Face  
Facial Expression  
Kinesphere  
Movement  
Physical choice  
Self-space

#### Materials

##### **Museum Artworks or Performance Seattle, WA**

Seattle Children's Theater

##### **Tacoma, WA**

Broadway Center for the Performing Arts  
Children's Museum of Tacoma

##### **Materials**

Picture cards from Second Steps kit;  
Chart paper and markers, a selection of  
music from classical composers such as  
Beethoven, Grieg, Chopin, Handel,  
Rossini, Mozart, Tchaikovsky; CD player;  
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>

1.2.1 Skills and Techniques: Movement  
1.2.8 Skills and Techniques: Acting  
2.1.1 Creative Process  
2.3.1 Responding Process  
4.2.1 Connection between Theater and Social and Emotional Learning

##### **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) 6. Learning about my world: Arts: show creativity and imagination; hum or move to the rhythm of recorded music; participate in dramatic play activities (such as acting out familiar activities, stories or events from own life).

##### **WA State Grade Level Expectations in Social Studies**

*For a full description of Social Studies Standards by grade level see:*

<http://www.k12.wa.us/SocialStudies/EALRs-GLEs.asp>

K.5.1.1 Understands point of view.  
K.5.3.1 States own viewpoints and listens to viewpoints of others.

## ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

## Pre-Teach

Introduce movement safety. Teach the Arts Impact *Expressive Body* lesson.

 Choose a selection of music from classical composers such as Beethoven, Grieg, Chopin, Handel, Rossini, Mozart, Tchaikovsky.

## Lesson Steps Outline

**1.** Show picture cards from Second Steps curriculum (happy, sad, surprised, scared, worried, frustrated). Brainstorm a list of different emotions seen in the picture cards.

 Criteria-based process assessment: Identifies emotions shown in picture cards.

**2.** Demonstrate and guide using faces and bodies to show emotions.

 Criteria-based process assessment: Explores using face and body to show an emotion.

**3.** Play a piece of classical music and ask students to identify what they feel when they listen to the music.

 Criteria-based teacher checklist: Names how the music makes them feel.

**4.** Ask students to use their faces and bodies to show what they feel when they listen to the music.

 Criteria-based process assessment: Uses facial expressions, body gestures, and/or movement to communicate how the music makes them feel.

**5.** Ask children to use their “kinespheres” in self-space and their Creative Thinking skills to use facial expressions and body gestures to express the emotions that the different pieces of music make them feel.

 Criteria-based teacher checklist: Names how the music makes them feel. Uses facial expressions, body gestures, and/or movement to communicate how the music makes them feel. Demonstrates at least two ways to physically represent an emotion.

**6.** Lead a reflection and make a connection with everyday life.

Criteria-based self-assessment: Uses facial expressions, body gestures, and/or movement to communicate how the music makes them feel.

## LESSON STEPS

---

### 1. Show picture cards from Second Steps curriculum (happy, sad, surprised, scared, worried, frustrated). Brainstorm a list of different emotions seen in the picture cards.

- *By the expression on her face and her body language, how do you think this child feels?*
- *I'll write the name of the emotion on this chart.*

▣ Continue until emotions on picture cards are identified.

Criteria-based process assessment: Identifies emotions shown in picture cards.

---

### 2. Demonstrate and guide using faces and bodies to show emotions.

- *Let's look at our list of emotions. How does your face and body look when you feel happy?*
- *Show me.*

▣ Continue with all emotions on the list.

Criteria-based process assessment: Explores using face and body to show an emotion.

---

### 3. Play a piece of classical music and ask students to identify what they feel when they listen to the music.

- *How does this music make you feel?*

Criteria-based teacher checklist: Names how the music makes them feel.

---

### 4. Ask students to use their faces and bodies to show what they feel when they listen to the music.

- *Find your own space in the room where you can sit or stand without touching or bumping into anyone else.*
- *Show me how this music makes you feel. Stay in your spot, your self-space. Use your face and your body.*

Criteria-based process assessment: Uses facial expressions, body gestures, and/or movement to communicate how the music makes them feel.

---

### 5. Ask children to use their "kinespheres" in self-space and their Creative Thinking skills to use facial expressions and body gestures to express the emotions that the different pieces of music make them feel.

- *Stay in one spot – your self-space. Make sure you have your space bubble, or kinesphere, on so you will have empty space around you when you move.*
- *When you hear the music, use your faces and your whole bodies to show what emotion the music makes you feel.*

- *You will use your creative thinking skills to use your faces and bodies to show the emotions in different ways.*
- *Will you repeat those words with me? CRE-A-TIVE THINK-ING. Let's tap the words into our shoulders while we say them again. CRE-A-TIVE THINK-ING. 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. CRE-A-TIVE THINK-ING.*
- *I'll play several different pieces of music.*
- *First, tell me the emotion that the music makes you feel.*
- *Next, try at least two different ways to use your face and body to show the emotion. That's creative thinking!*
- *When I pause after each piece, stand in "actor neutral."*

▣ Play music one selection at a time and prompt students to go to "actor neutral" position in between musical pieces. Challenge students to find more than one way to use their faces and bodies to show each emotion.

☑ Criteria-based teacher checklist: Names how the music makes them feel. Uses facial expressions, body gestures, and/or movement to communicate how the music makes them feel. Demonstrates at least two ways to physically represent an emotion.

## **6. Lead a reflection and make a connection with everyday life.**

- *What did you do with your face and your body to show the emotions?*
- *When you listen to music at home, notice how it makes you feel and show your family how you can use your face and your body to show the feelings.*

☑ Criteria-based self-assessment: Uses facial expressions, body gestures, and/or movement to communicate how the music makes them feel.

**ARTS IMPACT LESSON PLAN Theater and Social and Emotional Learning Infused Lesson**

Pre-kindergarten: *Finding Emotions through Music*

**CLASS ASSESSMENT WORKSHEET**

| Disciplines  | <b>SOCIAL/EMOTIONAL</b>              | <b>THEATER SOCIAL/EMOTIONAL</b>   | <b>THEATER SOCIAL/EMOTIONAL</b>                                    | Total<br>3 |
|--------------|--------------------------------------|---|--|------------|
| Concept      | <b>Emotions</b>                      | <b>Face, Body, Emotions</b>   | <b>Emotions</b>  |            |
| Criteria     | Names how the music makes them feel. | Uses facial expressions, body gestures, and/or movement to communicate how the music makes them feel. | Demonstrates at least two ways to physically represent an emotion. |            |
| Student Name |                                      |   |  |            |
| 1.           |                                      |   |  |            |
| 2.           |                                      |   |  |            |
| 3.           |                                      |   |  |            |
| 4.           |                                      |   |  |            |
| 5.           |                                      |   |  |            |
| 6.           |                                      |   |  |            |
| 7.           |                                      |   |  |            |
| 8.           |                                      |   |  |            |
| 9.           |                                      |   |  |            |
| 10.          |                                      |   |  |            |
| 11.          |                                      |   |  |            |
| 12.          |                                      |   |  |            |
| 13.          |                                      |   |  |            |
| 14.          |                                      |   |  |            |
| 15.          |                                      |   |  |            |
| 16.          |                                      |   |  |            |
| 17.          |                                      |   |  |            |
| 18.          |                                      |   |  |            |
| 19.          |                                      |   |  |            |
| 20.          |                                      |   |  |            |
| 21.          |                                      |   |  |            |
| 22.          |                                      |   |  |            |
| 23.          |                                      |   |  |            |
| 24.          |                                      |   |  |            |
| 25.          |                                      |   |  |            |
| 26.          |                                      |   |  |            |
| 27.          |                                      |   |  |            |
| 28.          |                                      |   |  |            |
| 29.          |                                      |   |  |            |
| 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 theater and social and emotional learning?*

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

**ARTS AND SOCIAL/EMOTIONAL INFUSED LESSON: *Finding Emotions through Music***

---

Dear Family:

Today your child participated in an **Arts and Theater and Social/Emotional** lesson.

- We learned about how we can use our faces and bodies to show what the music makes us feel.
- We looked at pictures from our Second Steps Curriculum and named the emotions the students in the pictures were feeling, like happy, sad, worried.
- We used our faces and bodies to show those emotions.
- We listened to music and named what the music made us feel.
- We used our faces and bodies to show how different kinds of music made us feel.

*At home, you could listen to music together at home and talk about how the music makes you feel. Ask your child to show you how you can use your face and body to show what the music makes you feel.*

**Enduring Understanding**

Facial expression and body gestures can communicate emotions inspired by music.