

ARTS IMPACT LESSON PLAN

Visual Arts and Social and Emotion Learning Infused Lesson

Lines Show Emotions

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Grade Level: Pre-kindergarten

Enduring Understanding

Different directions of lines can imply a range of emotions.

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

Students read *The Way I Feel* by Janan Cain and look at artwork from the Seattle Art Museum. They observe how artists use different directions of lines to show emotions. They use watercolor paint to make different line directions – horizontal, vertical, diagonal, and curved – to show opposite emotions, like sad/happy, excited/bored and calm/worried.

Learning Targets and Assessment Criteria

Target: Makes different directions of lines.

Criteria: Paints at least two different lines – vertical, horizontal, diagonal or curved.

Target: Attributes emotions to line directions.

Criteria: Paints lines on one side of composition to show an emotion, and lines on the other side to show an opposite emotion.

Target: Communicates feelings effectively.

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

Vocabulary

Arts Infused:
Communicate

Social Emotional
Learning:
Emotions

Arts:
Line Directions:
Curved
Diagonal
Horizontal
Vertical

Materials

Museum Artworks or Performance

Seattle, WA

Seattle Art Museum

Tacoma, WA

Tacoma Art Museum

Materials

The Way I Feel by Janan Cain; Liquid water colors; 9x12 watercolor paper; Variety of water media brushes; Class Assessment Worksheet

continued

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
- 2.1.1 Creative Process
- 2.2.1 Presenting Process
- 2.3.1 Responding Process
- 4.2.1 Connection between Visual Arts and Social 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 an increasing ability to use art materials safely and with purpose; show creativity and imagination.

continued

Seattle Art Museum images:
Sea Change, 1947, Jackson Pollock,
58.55



White Night, 1942, Mark Tobey, 62.78



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.
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

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.

Come to understand other perspectives and cultures.

ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

Pre-Teach

Read *The Way I Feel* by Janan Cain. Talk about emotions. Introduce techniques for using watercolor.

Lesson Steps Outline

1. Read *The Way I Feel* by Janan Cain.

2. Introduce the big idea that lines can express emotions.

 Criteria-based process assessment: Identifies emotions expressed by lines in book illustrations.

3. Show students works of art with emotion expressed through line direction. Utilize Seattle Art Museum images: *Sea Change* by Jackson Pollock and *White Night* by Mark Toby.

 Criteria-based process assessment: Identifies emotions expressed by line directions in artworks.

4. Remind students of how different types of line direction – vertical, horizontal, diagonal, or curved – can be used to express feelings.

 Criteria-based process assessment: Draws lines in air to show emotion.

5. Demonstrate watercolor techniques and how to properly use brushes to portray different lines and strokes.

6. Guide students using different line directions to communicate opposite emotions on a two-sided composition.

 Criteria-based teacher checklist: Paints at least two different lines – vertical, horizontal, diagonal or curved. Paints lines on one side of composition to show an emotion, and lines on the other side to show an opposite emotion. Expresses emotions in line painting.

7. Repeat the art making process with other opposite emotions (e.g. excited/bored, calm/worried).

Criteria-based teacher checklist: Paints at least two different lines – vertical, horizontal, diagonal or curved. Paints lines on one side of composition to show an emotion, and lines on the other side to show an opposite emotion. Expresses emotions in line painting.

8. Lead a gallery walk reflection.

Criteria-based teacher checklist, peer assessment: Paints at least two different lines – vertical, horizontal, diagonal or curved. Paints lines on one side of composition to show an emotion, and lines on the other side to show an opposite emotion. Expresses emotions in line painting.

LESSON STEPS

1. Read *The Way I Feel* by Janan Cain.

- *What emotions are expressed in the book? How do you know?*
-

2. Introduce the big idea that lines can express emotions.

- *Artists and book illustrators can use different directions of lines to express feelings in artwork.*
- *What kind of emotions did the lines in the book express? How do you know?*

Criteria-based process assessment: Identifies emotions expressed by lines in book illustrations.

3. Show students works of art with emotion expressed through line direction. Utilize Seattle Art Museum images: *Sea Change* by Jackson Pollock and *White Night* by Mark Tobey.

- *What line directions can you find in these works of art? Let's look for lines that go up and down, side to side, diagonal lines and curved lines.*
- *What kinds of feelings do you think these lines show?*
- *What feelings do the vertical or up and down lines show?*

Repeat for horizontal, diagonal, and curved lines.

- *Remember that we might each feel different emotions when we are looking at a work of art. All of our feelings are right.*

Criteria-based process assessment: Identifies emotions expressed by line directions in artworks.

4. Remind students of how different types of line direction – vertical, horizontal, diagonal, or curved – can be used to express feelings.

- *Just like the artists at the museum or in books, we can use different directions of lines to show emotions.*
- *What emotions are you feeling today?*
- *Draw lines in the air to show how you are feeling. Your lines could go up and down, from side to side, on diagonals, or they could be curved.*

Criteria-based process assessment: Draws lines in air to show emotion.

5. Demonstrate watercolor techniques and how to properly use brushes to portray different lines and strokes.

- *We'll be using watercolor to paint our lines.*
 - *Load your brush with water.*
 - *Drag it gently against the side of the water cup.*
 - *Swirl it softly in the paint palette several times to pick up lots of color.*
 - *Drag your brush gently across the paper towards you. "Stroke the bunny."*
 - *When you want to change colors, circle your brush in the water ten times, then drag it against the side of the water cup again to get the extra water out, and dab it on a paper towel to see if it is clean. If it's not, make ten more circles in the water!*
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6. Guide students using different line directions to communicate opposite emotions on a two-sided composition.

▣ Give each student a piece of paper folded in half.

- *We are going to make paintings of lines today to communicate opposite 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.*
- *Let's choose happy and sad to communicate with our lines first. One side of your paper will have happy lines and the other side will have sad lines.*
- *On the left side of your paper, make lines that express the emotion "happy." Decide if vertical, horizontal, diagonal, or curved lines communicate "happy" to you.*

▣ Give the students a few minutes to finish their first emotion. When all students appear to be finished, go on to the next prompt.

- *On the right side of your paper make lines that show the emotion "sad."*
- *Use a different line direction (vertical, horizontal, diagonal, or curved) to show your second emotion.*

☑ Criteria-based teacher checklist: Paints at least two different lines – vertical, horizontal, diagonal or curved. Paints lines on one side of composition to show an emotion, and lines on the other side to show an opposite emotion. Expresses emotions in line painting.

7. Repeat the art making process with other opposite emotions (e.g. excited/bored, calm/worried).

- *What other pairs of opposite emotions could we choose?*
- *Paint lines with one direction on one side and a different direction on the other side to show the opposite emotion.*

Criteria-based teacher checklist: Paints at least two different lines – vertical, horizontal, diagonal or curved. Paints lines on one side of composition to show an emotion, and lines on the other side to show an opposite emotion. Expresses emotions in line painting.

8. Lead a gallery walk reflection.

- *Take a gallery walk around and look at the other artists' line paintings.*
- *What emotions do you see?*
- *What line directions do you see?*
- *How do the line directions communicate the emotions?*

Criteria-based teacher checklist, peer assessment: Paints at least two different lines – vertical, horizontal, diagonal or curved. Paints lines on one side of composition to show an emotion, and lines on the other side to show an opposite emotion. Expresses emotions in line painting.

ARTS IMPACT LESSON PLAN Visual Arts and Social and Emotional Learning Infused Lesson

Pre-kindergarten: *Lines Show Emotions*

CLASS ASSESSMENT WORKSHEET

Disciplines	VISUAL ARTS	VISUAL ARTS/SOCIAL EMOTIONAL LEARNING	VISUAL ARTS/SOCIAL EMOTIONAL LEARNING	Total 3
Concept	Line Direction	Line and Emotions	Communication	
Criteria	Paints at least two different lines – vertical, horizontal, diagonal or curved.	Paints lines on one side of composition to show an emotion, and lines on the other side to show an opposite emotion.	Expresses emotions in line painting; responds by identifying emotions observed in line paintings.	
Student Name				
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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 visual arts and social and emotional learning?

Teacher: _____

Date: _____

ARTS AND SOCIAL AND EMOTIONAL LEARNING INFUSED LESSON: *Lines Show Emotions*

Dear Family:

Today your child participated in an **Arts and Social/Emotional** lesson. We talked about lines and emotions.

- We read *The Way I Feel* by Janan Cain and looked at artwork from the Seattle Art Museum.
- We discovered that artists use different directions of lines to show emotions.
- We used watercolor paint to make different line directions – horizontal, vertical, diagonal and curved – to show opposite emotions, like sad/happy, excited/bored and calm/worried.

At home, you could write your child's name, and have them surround it with lines that show how they are feeling today!

Enduring Understanding

Different directions of lines can imply a range of emotions.