VISUAL ART LEARNING SEGMENT PLAN
UWM METHODS TEMPLATE

Learning Segment Title: Show your Emotion

Number of Planned Lessons: 3
Age Group: 1st Grade

ENDURING CONCEPTS & GOALS FOR THE LEARNING SEGMENT

Central Focus:

(3-4 sentences describing the core concepts for the learning segment and meaningful connections to the subject-specific objectives, including: interpreting art, developing works of art/design, and relating art to context.

The central focus of this lesson is the big idea emotion. Students will investigate and interpret the artwork "The Scream" by Edvard Munch to develop an understanding of how artists convey emotion in artwork through color and facial expression. While developing works of art, students will apply their knowledge of color and facial expression to create a cardboard face showing their emotion Throughout this learning segment students will use their observations to create their own artwork conveying an emotion and recognize how artists do this as well.

Enduring Understanding (What do you want students to understand through this learning segment?) A variety of emotions are conveyed through facial expression and color. Artists capture these expressions

Key Concepts: Facial expressions and color convey and symbolize emotions.

Essential Questions: What facial expressions can be used to represent emotion?
How can colors represent emotion?

KNOWLEDGE OF STUDENTS TO INFORM TEACHING

How does this lesson connect with and build on students' previous/subsequent lesson(s)? How do students' visual art dispositions inform this lesson? In a previous lesson, students read the book "The Dot" and discussed its inspirational message to create. This lesson on emotion can connect with Vashti's journey from frustration and subsequent transformation to joy as she begins to create her art. Students visual art dispositions at this age can be narrow as they are just beginning to deepen their sense of self and gain emotional understanding. Students will also review painting routines, proper gluing techniques, and clean up procedures.

What personal, cultural, and community assets inform this learning segment? Personally we all experience a variety of emotions daily. This lesson helps students identify emotions in others and helps show them ways to convey emotions through their artwork using color and facial expression. Helping students to personally develop and deepen their understanding of emotions will help them to have better relationships in and out of the classroom.

What are the developmental characteristics of these learners that are relevant to this learning segment? (physical, social/emotional, cognitive. What adaptations and consideration are needed for instruction for whole class, individuals, and students with specific needs? 1st grade students are socially and emotionally more independent but still seek adult approval often. They form and break friendships easily and can be critical of other peers. They are gaining awareness of other's feelings and have their feelings hurt easily. Students with special needs can be given starter sheets with the emotions listed to give them a starting point to work from.

What are the visual art dispositions of this group that are relevant to this learning segment? What are common misconceptions in relation to this learning segment? Students at this age group will be becoming more aware of other's emotions, but still learning how to identify them. They may only be aware of the most basic emotions but still learning the subtleties of others. Students will be focused on the very basic emotions and may have misunderstandings of how to interpret or convey emotions that are more subtle.

Identify research and theory that support your choices, adaptations, and understanding of your students.
Gardner's Theory of Multiple Intelligences addresses intrapersonal intelligence which means "within self" and is another term for self-awareness or introspection. People who have intrapersonal intelligence are aware of their emotions, motivations, beliefs, and goals. This age group is just beginning to gain this awareness of self and others and can be a time of great discovery. Helping students gain better awareness of emotions can improve relationships and also help students understand their own emotional growth.

LEARNING OBJECTIVES & VISUAL ART STANDARDS
Students will be able to...
Student will demonstrate an understanding that...

National Core Art Standards (list grade level specific number and text)	Learning Objectives	Learning Tasks & Assessment Alignment
VA:Cr1.2.1a Use observation and investigation in preparation for making a work of art.	**Interpreting Art:** Students will use Feldman's model of Art Criticism (describe, analyze, interpret, create) to respond to the artwork of Edvard Munch "The Scream" They will investigate the ways expression and color help artist express emotion.	**Learning Tasks:** -Power Point presentation of artwork "The Scream" -emotion indentification and practice worksheet **Assessments/Feedback:** - emotion identification and practice worksheet as initial assessment of students understanding of facial expression of emotion.
VA:Cr2.1.1a Explore uses of materials and tools to create works of art and design.	**Developing Works of Art/Design: Students will use cardboard pieces to create their emotion through facial expression and color.**	**Learning Tasks:** - Students create a cardboard face by cutting and gluing cardboard shapes until they are able to accurately convey their desired emotion. **Assessments/Feedback:** -check results from pair and share activity to see if students are appropriately showing emotion.
VA:Re2.1.1a Interpret art by categorizing subject matter and identifying the characteristics of form	**Relating Art to Context:** Students effectively create a cardboard face that conveys an emotion.	**Learning Tasks:** Students create artist statement about their cardboard face emotion. **Assessments/Feedback:** Provide written feedback for each Describing how they successfully showed their emotion.

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ACADEMIC LANGUAGE

Language Demands (Describe language demands that are essential to this learning segment)	Planned Supports (Instructional strategies, learning tasks, & materials)	Assessments/Evidence of Learning
Language Function: Interpret	1. PowerPoint presentation with visual images of facial expressions as emotions to help students interpret how facial expressions demonstrate emotion 2. Worksheet used to guide students through drawing emotions 3. Students pair and share their worksheet drawings	1. Students successfully create emotions through their cardboard faces. 2. Students create an artist's statement on a background describing how or when they feel their chosen emotion.
Vocabulary: 1. Edvard Munch- 2.		
Discourse (or Syntax):		

LESSON #1

Descriptive Lesson Title:

Lesson Description:
(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

Students will interpret the work of Edvard Munch "The Scream" to gain understanding of how artists convey emotion through color and expression. Students will view faces and try to identify and draw the expression of the emotion using a provided template worksheet.

Materials:
(Instructional, art making, and organizational materials required for this lesson)

Smartboard, PowerPoint presentation, worksheet of emotion identification, pencil

Instructional Strategies & Learning Tasks
Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

Time	Teacher Activities	Student Activities	Differentiation/Adaptations
15 minutes	View and interpret the artwork of Edvard Munch "The Scream"	Students participate in discussion of artwork as we discuss the expression, lines and colors as ways to convey emotion.	Have students with vision imparement move closer to smartboard.
20 minutes	Hand out emotion expression worksheet	have student work as a class slide by slide identifying the emotion and drawing the expression	Give students with physical imparments sheets with emotions listed
5 minutes	Ring clean up bell and instruct students to put artwork into table folders and get into "Mona Lisa pose" before dismissal by table.	Clean up and line up routine	

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Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)
Initial-Students will receive emotion expression worksheet and complete during class
Formative-Students will turn in completed worksheet for review. I will look for how they were able to correctly identify and convey the emotions. During class teacher will move around the room giving one on one verbal feedback to students.
Summative-N/A

Teacher Self-assessment/Reflection: (To be completed following teaching; include connections to relevant theory)

LESSON #2

Descriptive Lesson Title:
Creating our emotion face
Lesson Description:
(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

Students use their prior knowledge of expression showing emotion to create a cardboard face showing their desired emotion. Review gluing and attachment techniques.

Materials:
(Instructional, art making, and organizational materials required for this lesson)
Cardboard cut into various shapes and sizes, teacher sample of completed work, glue, scissors,

Instructional Strategies & Learning Tasks
Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

Time	Teacher Activities	Student Activities	Differentiation/Adaptations
DAY ONE 10 minutes	Review lesson 1 with class	Students pair and share their emotion worksheets from prior lesson	
20 minutes	Share with class teacher sample of final product and demo proper gluing skills.	. -Students begin creating face composition and glue	
10 minutes	Ring clean up bell and explain clean up procedure per activity	Clean up and line up routine	
DAY TWO 30 minutes	Review paint procedure and paint clean up procedure	Finish out gluing and paint entire cardboard face black in preparation for adding oil pastel color	
10 minutes	Announce clean up	Clean up routine and dismissal	

Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)

Initial-Verbally ask students how their face shapes are creating their expression and showing their chosen emotion.
Formative-one on one discussions with students to provide feedback about how successfully their chosen shapes are conveying their emotion.
Summative-N/A

Teacher Self-assessment/Reflection: (To be completed following teaching; include connections to relevant theory)

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LESSON #3

Descriptive Lesson Title: The colors of emotions

Lesson Description:
(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)
Students listen and look at the book "Today I Feel Silly" by Jamie Lee Curtis. Students discuss how color can represent emotions. Students then color their face emotions with oil pastel.

Materials:
(Instructional, art making, and organizational materials required for this lesson)
Book "Today I Feel Silly" by Jamie Lee Curtis, oil pastels, glue and cardboard

Instructional Strategies & Learning Tasks
Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

Time	Teacher Activities	Student Activities	Differentiation/Adaptations
10 minutes	Review lesson 2	Have students stand and show their cardboard emotion face and tell their emotion	
10 minutes	Read Book "Today I Feel Silly" and discuss how color can represent emotion	Students write down colors that they feel connect with their emotion	
15 minutes	Hand out pastels	Students apply colors to their emotion face with oil pastel	
5 minutes	Give verbal clean up directions	Clean up procedure and dismissal	

Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)

Innitial
Formative- look at color emotion sheets and ask students how they make that connection from their color to their emotion
Summative

Teacher Self-assessment/Reflection: (To be completed following teaching; include connections to relevant theory)

LESSON #4

Descriptive Lesson Title:
Artist Statement
Lesson Description:
(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

Students complete their artwork by filling in a prompt telling how or when they feel their chosen emotion

Materials:
(Instructional, art making, and organizational materials required for this lesson)
Printed artist statement prompt, glue, tagboard for background

Instructional Strategies & Learning Tasks
Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

Time	Teacher Activities	Student Activities	Differentiation/Adaptations
15 minutes	Hand out artist statement prompt and give examples of how to complete it.	Have students complete 3 example statements. Have students chose favorite and cut out to apply to final project.	
15 minutes	Give out tagboard background	Have students assemble their cardboard face, artist statement to background tagboard piece	
10 minutes	Have students turn in final projects and assist students in finishing		

Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)

Teacher Self-assessment/Reflection: (To be completed following teaching; include connections to relevant theory)