# 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 of 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)?**

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...

<table>
<thead>
<tr>
<th>National Core Art Standards (list grade level specific number and text)</th>
<th>Learning Objectives</th>
<th>Learning Tasks &amp; Assessment Alignment</th>
</tr>
</thead>
</table>
| VA:Crl.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 identification and practice worksheet  

Assessments/Feedback:  
- Emotion identification and practice worksheet as initial assessment of students understanding of facial expression of emotion. |
| VA:Crl.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. |
### ACADEMIC LANGUAGE

<table>
<thead>
<tr>
<th>Language Demands</th>
<th>Planned Supports</th>
<th>Assessments/Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Describe language demands that are essential to this learning segment)</td>
<td>(Instructional strategies, learning tasks, &amp; materials)</td>
<td></td>
</tr>
<tr>
<td><strong>Language Function:</strong> Interpret</td>
<td>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</td>
<td>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.</td>
</tr>
</tbody>
</table>

#### 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.

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher Activities</th>
<th>Student Activities</th>
<th>Differentiation/Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes</td>
<td>View and interpret the artwork of Edvard Munch “The Scream”</td>
<td>Students participate in discussion of artwork as we discuss the expression, lines and colors as ways to convey emotion.</td>
<td>Have students with vision impairment move closer to smartboard.</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Hand out emotion expression worksheet</td>
<td>have student work as a class slide by slide identifying the emotion and drawing the expression</td>
<td>Give students with physical impairments sheets with emotions listed</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Ring clean up bell and instruct students to put artwork into table folders and get into “Mona Lisa pose” before dismissal by table.</td>
<td>Clean up and line up routine</td>
<td></td>
</tr>
</tbody>
</table>
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 | Review lesson 1 with class | Students pair and share their emotion worksheets from prior lesson |  
10 minutes | Share with class teacher sample of final product and demo proper gluing skills. |  
20 minutes | Ring clean up bell and explain clean up procedure per activity | Clean up and line up routine
10 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
30 minutes | Announce clean up | Clean up routine and dismissal
10 minutes

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)
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.

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<tr>
<td>10 minutes</td>
<td>Review lesson 2</td>
<td>Have students stand and show their cardboard emotion face and tell their emotion</td>
<td></td>
</tr>
<tr>
<td>10 minutes</td>
<td>Read Book “Today I Feel Silly” and discuss how color can represent emotion</td>
<td>Students write down colors that they feel connect with their emotion</td>
<td></td>
</tr>
<tr>
<td>15 minutes</td>
<td>Hand out pastels</td>
<td>Students apply colors to their emotion face with oil pastel</td>
<td></td>
</tr>
<tr>
<td>5 minutes</td>
<td>Give verbal clean up directions</td>
<td>Clean up procedure and dismissal</td>
<td></td>
</tr>
</tbody>
</table>

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

Initial
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.

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<tr>
<td>15 minutes</td>
<td>Hand out artist statement prompt and give examples of how to complete it.</td>
<td>Have students complete 3 example statements. Have students chose favorite and cut out to apply to final project.</td>
<td></td>
</tr>
<tr>
<td>15 minutes</td>
<td>Give out tagboard background</td>
<td>Have students assemble their cardboard face, artist statement to background tagboard piece</td>
<td></td>
</tr>
<tr>
<td>10 minutes</td>
<td>Have students turn in final projects and assist students in finishing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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