



# ART EDUCATION LESSON PLAN


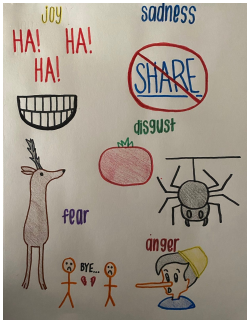


<b>Lesson Developed by fall 2020 Miami University (OH) students:</b>  Holly Flaig Julia Linzell Hannah O'Rear Hillary Truax	<b>Grade level:</b>  Kindergarten	<b>Theme/Big Idea:</b>  <i>Emotions</i>
<b>Time Frame for Lesson: 40 minutes to 1 hour.</b>	<b>Other information:</b>	
<b>Anchor Image:</b>  <div></div> <div><p><b>Artist/Maker:</b> Gordon Parks</p><p><b>Title:</b> Albia and Isabel, Rio de Janeiro, Brazil</p><p><b>Date:</b> 1961</p><p><b>Material/Technique:</b> gelatin silver print; paper</p><p><b>Dimensions:</b> 11 H x 14 W in</p><p><b>Accession No.:</b> 2014.109</p><p><b>Credit line:</b> Gift/Purchase of The Gordon Parks Foundation. © and courtesy of The Gordon Parks Foundation. Purchase made possible by a challenge grant from Paula and Barry Downing, with major support from the WSU Student Government Association; Mike and Dee Michaelis;</p></div>		

<b>Lesson Title:</b>	Feeling in Rainbows
<b>Lesson Overview:</b>	Because our photo displays complex <i><b>emotions</b></i> , we will focus on universal <i><b>emotions</b></i> (joy, sadness, fear, etc)) and how interaction creates these <i><b>emotions</b></i> . Use a clip from the movie "Inside Out" that presents basic <i><b>emotions</b></i> . For the activity, the students will <i><b>draw</b></i> how they feel while playing with friends and family using <i><b>colors</b></i> that are representative of these <i><b>emotions</b></i> . This will help

	<p>kids to become familiar with identifying and recognizing emerging <b>emotions</b> within themselves. This activity is appropriate for this grade level because the kindergarteners are <b>drawing</b> out how they feel when they are playing with other people and siblings.</p>
<b>Essential Questions:</b>	<ul style="list-style-type: none"> <li>• What are <b>emotions</b>?</li> <li>• What causes you to feel <b>emotions</b>?</li> <li>• How can you affect other people's <b>emotions</b>?</li> <li>• How do you <b>express</b> your <b>emotions</b>?</li> <li>• What <b>emotions</b> do you feel with your friends/siblings/other people?</li> </ul>
<b>Objectives:</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Explore a <b>drawing</b> utensil of choice to use to make their <b>drawings</b> (Cr1.1.K)</li> <li>• <b>Draw</b> images of activities in their daily lives that trigger specific <b>emotions</b>. (Cn10.1.K)</li> <li>• Communicate what emotion they are conveying and explain why/how their <b>drawing</b> represents said emotion. (Re7.2.K)</li> <li>• Select a place to display their work in their house, share their <b>drawing</b> with their parents/friends/peers. (Pr4.1.K)</li> </ul> <p><a href="#">Bloom's Verbs</a></p>
<p><b>Standards</b> (<a href="#">Kansas Visual Arts Standards</a>):</p> <p>(We are using KS standards since the Ulrich Museum of Art is in KS.)</p>	<p>Creating</p> <ul style="list-style-type: none"> <li>• Engage in exploration and imaginative play with <b>materials</b>. (Cr1.1.K)</li> </ul> <p>Connecting</p> <ul style="list-style-type: none"> <li>• Create art that tells a story about a life experience. (Cn10.1.K)</li> </ul> <p>Presenting</p> <ul style="list-style-type: none"> <li>• Select art objects for personal portfolio and display, explaining why they were chosen. (Pr4.1.K)</li> </ul> <p>Responding</p> <ul style="list-style-type: none"> <li>• Describe what an image represents. (Re7.2.K)</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>• <b>Drawing</b> utensil of choice (their own <b>colors</b> to <b>express</b> the <b>emotions</b> they feel)</li> <li>• Paper</li> <li>• Special training is not needed for the safe use of these <b>materials</b> but will need to explain that you only use the <b>drawing</b> utensil on paper.</li> </ul>
<b>Lesson Vocabulary:</b>	<ul style="list-style-type: none"> <li>• <b>Color</b>: Red, orange, yellow, green, blue, purple, etc.</li> <li>• <b>Brazil</b>: A country in South America</li> <li>• <b>Emotions</b>: feelings that a person has</li> <li>• <b>Expression</b>: showing feelings through art, actions, words, etc.</li> <li>• <b>Gordon Parks</b>: photographer from Kansas who took photos for Life Magazine</li> <li>• <b>Draw</b>: making lines and marks</li> <li>• <b>Material</b>: Items used and involved in creating artwork</li> </ul>

<p><b>Historical/Multicultural Artwork:</b></p>	<p><b>Gordon Parks</b> was from Kansas. He took a lot of pictures for a magazine called LIFE. Once, he went to <b>Brazil</b> to document the extreme poverty there. He followed the story of a young boy named Flavio who was suffering from severe asthma (he is very sick). This photo is of him and 2 of his sisters. Flavio is in the background of this photo, watching his two sisters interact. This shows a protective nature, because of his role in providing for his sisters.</p>
<p><b>Questions for the Gordon Parks image:</b></p>	<ul style="list-style-type: none"> <li>• What <b>emotions</b> do you feel when you look at this image?</li> <li>• How do you think these people are feeling? Why do you think they are feeling this way?</li> <li>• How do you show what you are feeling?</li> <li>• Have you ever had to take care of something? How do you think this makes Flavio feel?</li> </ul>
<p><b>Visual Culture Component (this is often used as the hook for the lesson):</b> How will the students engage visual culture in the lesson? Visual culture can be the focus of the entire lesson or present only in a portion of the lesson, such as motivation, presentation, art-making, or in the discussion. Include thumbnails <u>and</u> citations/links.</p>	<p>Inside out movie clip  <a href="https://www.youtube.com/watch?v=1S0RKRRyqhQ">https://www.youtube.com/watch?v=1S0RKRRyqhQ</a></p> <p>Questions          -Before the clip: What are <b>emotions</b>? (Explain definition). Can you name some <b>emotions</b>?          -After the clip: What <b>emotions</b> did you see?          Introduce the idea of <b>color</b>/abstractly representing emotion: Can you describe what [character] looked like?          -What do you think/feel of when you see [certain <b>color</b>]?</p>  <p>Description: Newborn baby, Riley's <b>emotions</b> are introduced: joy, sadness, fear, disgust, and anger. They are all shown in the context of different situations that create those <b>emotions</b>. This clip demonstrates the theme of <b>emotions</b> because it clearly exemplifies simple <b>emotions</b> and how they arise, in an easy way for young kids to understand and relate.</p>

<p><b>Procedure (Modeling, Guided Practice, Independent Practice):</b> Provide <i>specific details</i> for what students need to do for each step of the lesson. Procedures should be written beginning with the lesson introduction all the way through the evaluation, with language directed to the student artist. Do not forget to allow time for cleanup and include a detailed procedure for clean up. Include a meaningful closure to the lesson. Indicate in parentheses how long each step might take.</p>	<p><b>Step 1: Show the <i>Gordon Parks</i> photo: 5-10 minutes</b>  <b>Ask these questions:</b></p> <ul style="list-style-type: none"> <li>- What <b>emotions</b> do you feel when you look at this image?</li> <li>- How do you think these people are feeling? Why do you think they are feeling this way?</li> <li>- How do you show what you are feeling?</li> </ul> <p><b>Step 2: Historical/multicultural context: 5-10 minutes</b>  <b>Introduce Gordon Parks:</b></p> <ul style="list-style-type: none"> <li>- Who <b>Gordon Parks</b> was (photographer for LIFE magazine from Kansas)</li> <li>- His project in <b>Brazil</b> (photographed a young boy, Flavio, who is very sick, and his family)</li> <li>- Context of the photo (subjects are Flavio's two sisters. Flavio is in the background, watching them. Flavio takes care of his siblings)</li> </ul> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>- Have you ever had to take care of something? How do you think this makes Flavio feel?</li> </ul> <p><b>Step 3: Visual culture component-10 minutes</b>  Introduce <b>emotion</b> to the kids</p> <ul style="list-style-type: none"> <li>- Name some <b>emotions</b> that you feel</li> </ul> <p>Show the <i>Inside Out</i> clip</p> <ul style="list-style-type: none"> <li>- After the clip: What <b>emotions</b> did you see?</li> </ul> <p>Introduce the idea of <b>color</b>/abstractly representing emotion:</p> <ul style="list-style-type: none"> <li>- Can you describe what [character] looked like?</li> <li>- What do you think of when you see [certain <b>color</b>]?</li> </ul> <p><b>Step 4: Activity-20 minutes</b>  <b>Draw what emotions you feel when playing with friends/siblings/people</b></p> <ul style="list-style-type: none"> <li>- Use an 8.5x11in piece of paper and <b>drawing</b> utensils of choice (markers, crayons, pencils, etc.)</li> <li>- Think of a specific memory, objects that remind you of your friends/other people, or abstract shapes that you associate with your feelings</li> <li>- It could be one large image or a series of smaller images</li> <li>- Use <b>colors</b> that make you feel these <b>emotions</b> or that you associate with different <b>emotions</b></li> </ul> <p><b>Step 5</b>  <b>Display your work in your home and explain your drawing to a parent/guardian/ friend</b></p> <ul style="list-style-type: none"> <li>- Find a place in your homes to hang up your <b>drawings</b> (fridge, walls, bedrooms)</li> <li>- Explain your <b>drawings</b> and <b>emotions</b> behind said <b>drawings</b> to a parent/guardian friend</li> </ul>
<p><b>Assessment:</b></p>	<p>Copy/paste objectives here. Can change to a checklist.  Did you:</p> <ul style="list-style-type: none"> <li>• Explore a <b>drawing</b> utensil of choice to use to make their <b>drawings</b>? (Cr1.1.K)</li> <li>• <b>Draw</b> images of activities in their daily lives that trigger</li> </ul>

	<p>specific <b>emotions</b>? (Cn10.1.)</p> <ul style="list-style-type: none"><li>• Communicate what emotion they are conveying and explain why/how their <b>drawing</b> represents said emotion? (Re7.2.K)</li><li>• Select a place to display their work in their house, share their <b>drawing</b> with their parents/friends/peers? (Pr4.1.K)</li></ul>
Example images of completed activity/project:	<div><p>I decided to represent a good memory I have of being with a few of my friends. I chose to <b>draw</b> the people in warm <b>colors</b> to represent positive feelings, and I chose to make the background blue to represent contentedness and calm.</p></div> <div><p>I decided to <b>draw</b> how I feel with friends using every <b>emotion</b>. I started with happiness and drew out how I love laughing and smiling when I am around people. For sadness, I do not like it when people do not share and for disgust, I do not like bugs or tomatoes. For the emotion fear, I have a huge fear of deer so I made sure to put that on my drawing and I hate losing the people I love. Lastly, I did anger and I do not like it when my friends or siblings lie to me. I used different <b>colors</b> to describe my <b>emotions</b> to how I was feeling during those situations.</p></div> <div><p>I decided to <b>draw</b> some scenes where I'm with friends and chose <b>colors</b> based on what sort of <b>emotions</b> I feel while doing these things. For example, I drew me with my cat and me with my friend picking flowers in pink and orange, <b>colors</b> that make me happy. In green and blue I drew myself being scared of the monkey bars and the dog at my friend's house to represent fear.</p></div> <div><p>For my <b>drawing</b>, I drew a couple of people holding hands, under a blue, sunny sky, walking on a grassy yard with flowers. When I am hanging out with my friends I feel happy, like a shining, warm sun in the summer. I used bright blue, yellow, and green, with a little pink, because when I think about being happy, I think of those <b>colors</b>.</p></div>

<p><b>Resources:</b></p>	<p>SEL Standards:  <a href="https://www.ksde.org/Portals/0/CSAS/Content%20Area%20(M-Z)/School%20Counseling/Soc_Emot_Char_Dev/Kansas%20SECD%20Model%20Standards%20Revised%20July%202018.pdf">https://www.ksde.org/Portals/0/CSAS/Content%20Area%20(M-Z)/School%20Counseling/Soc_Emot_Char_Dev/Kansas%20SECD%20Model%20Standards%20Revised%20July%202018.pdf</a></p> <p>These Kansas K-2 SEL standards could be addressed:</p> <ul style="list-style-type: none"> <li>• Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.</li> <li>• Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.</li> <li>• Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</li> </ul>
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