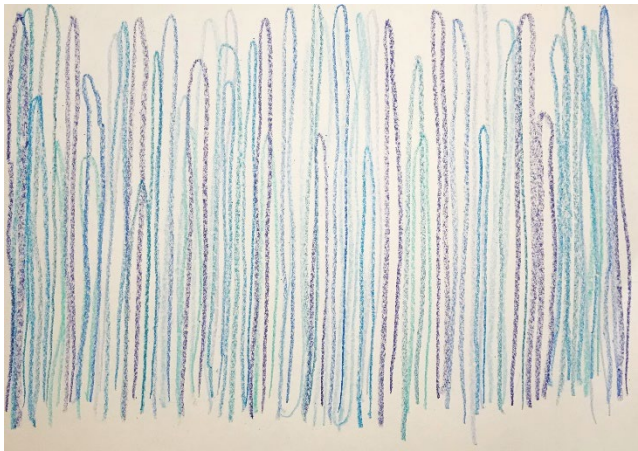




Learning Plan Guide: Culturally Responsive Arts Integration

Lesson Title: Drawing How We Feel	
Arts Content Focus: Visual Art	Non-Arts Content Focus: Literacy/SEL

Lesson at a Glance	Lesson Summary <i>2-3 sentence lesson "snapshot":</i>	Photo <i>What does this work look like? Student work examples:</i>
	<p>Early Learners read the book, <i>The Way I Feel</i> by Janan Cain to help them recognize and name different feelings. They talk about how different lines and colors can express a variety of feelings in the book.</p> <p>Next, students look at the art of Latinx artists José Parlá and Retna and explore drawing expressive line by mirroring line type, direction and color of lines created by Teaching Artist/Teacher.</p> <p>Students reflect on their own feelings using the illustrated mood meter with emojis, then make art that expresses a feeling using line and color.</p>	

Setting the Stage	Who & Where	Community Collaboration <i>What actions can I take to include and invite:</i>
	<p>Author(s): Gloria Gonzáles García</p> <p>Cultural Identity of Author(s): Chicana</p> <p>Learning Setting: Early Learning</p> <p>Student Age Range: 4-5 years old</p> <p>Time needed: 45 minutes</p> <p>Materials Needed: See <i>Relevant Resources</i>, below.</p>	<p>Local Artists: Invite/connect with local artists, museum educators, college arts/cultural studies teachers and art students from a variety of levels (Middle school, High School, College).</p> <p>Elders and Families Invite local graffiti artists to show their signatures and techniques for expressive use of line and color. Ask families to make art about feelings shared with other family members at special celebrations, anniversaries, or holidays. Families could make and exhibit their art alongside students as part of a special celebration of family night.</p> <p>Languages: Dual Language students</p>

Learning Goals

Big Idea(s) & Key Concepts

What concept matters most to my students? For example: Pattern; Active Voice; Volume; Collaboration.

Emotions can be expressed by using different line types, line directions, and colors in drawing.

Skills & Thinking

*Briefly describe the arts and non-arts content goals. *See Related Resources for a sample of selected standards.*

1. Responds to and describes story text and illustrations.
2. Practices making expressive lines.
3. Identifies own emotions. Shows and describes what an emotion looks like.
4. Makes an expressive drawing about an emotion. Shares thinking behind artistic choices.

Looking for Learning

What will we see and hear that shows student learning?

1. Recognizes and names different feelings from a story.
2. Draws a variety of line types (straight, curved, wavy, zigzag), and directions (vertical, horizontal and diagonal).
3. References the Mood Meter. Shares a facial expression for an emotion. Describes what types of lines they see in facial expressions and/or body poses.
4. Uses a color on the Mood Meter that matches a chosen emotion and selects line type and line direction to express that specific emotion.

Learning with Students

Lesson Step-by-Step

Time Needed	Teacher Script	Looking for Learning
SESSION ONE 8 minutes: Students sit in circle.	<p>Introduce the book, <i>The Way I Feel</i> by Janan Cain and read it (or view on video at: youtube.com/watch?v=ITPUxVQ6UIk) to help them recognize and name different feelings.</p> <p>Ask students to notice LINE TYPES (straight, curved, wavy, zigzag) they see, including the LINE DIRECTION (vertical, horizontal or diagonal) and COLORS of the LINES in the book illustrations.</p> <p>Also, what do they notice about the words in the book?</p>	<p>Recognizes and names different feelings from a story.</p> <p>Identifies line types, and line direction, as well as color and how the words look.</p>
3 minutes	<p>Invite students to think about a time when they were happy, sad, angry, scared and silly.</p>	<p>Demonstrates facial expressions and body language that expresses the following emotions: happy, sad, angry, scared and silly.</p>

Lesson Plan template designed by ArtsWA, Creative Start Team (Updated August 2020).

Find more lesson plan examples and teaching resources at: <https://www.arts.wa.gov/creative-start-studio/>.

Learning with Students

	<p>Have them share a feeling they are comfortable to share with a facial expression.</p> <p>Ask students what types of lines they see in the facial expressions and/or the body pose (smile, slumped shoulders, etc.)</p>	<p>Describes lines in facial expressions/poses.</p>
<p>4 minutes: Students move to work areas to draw lines.</p>	<p>Demonstrate how emotions can be conveyed by drawing expressive lines using different line types (straight, curved, wavy and zigzag).</p> <p>Ask students to “mirror” expressive lines by drawing them along with the Teacher/Teaching Artist on paper.</p> <p>Talk about how line direction can communicate different feelings or levels of energy. Also talk about what vertical, horizontal and diagonal lines feel like or suggest.</p> <p>Point to various lines and ask students what emotion the lines feel like. Does the line type change the feeling of the line? The line direction?</p>	<p>Practices, on white copier paper, different expressive type and direction of lines—mirroring the expressive lines the teacher has drawn.</p> <p>Identifies how line type and line direction can change the feeling of the line.</p>
<p>SESSION TWO 5 minutes: Students sit in circle.</p>	<p>Introduce the works of Latinx artists, Retna (Marquis Lewis) and José Parlá with emphasis on Line as an Element of Art. Show students that art <u>does not</u> have to look like a person, place or thing.</p> <p>José Parlá was born in Miami to Cuban immigrants and is lives in Brooklyn. His paintings are constructed “improvisationally” by layering materials to resemble distressed walls. He uses flowing script text abstractly, not to be literally read, yet he states it reflects “memory and history.”</p> <p>Marquis “RETNA” Lewis was born and lives in Los Angeles. He has African-American, Salvadorean and Cherokee ancestry. In his work he has created a distinctive constructed script which is derived from Blackletter, Egyptian hieroglyphics, Arabic and Hebrew calligraphy and street-based graffiti.</p> <p>Have students share what emotions the lines make them feel.</p>	<p>Identifies line type and line direction in art and talks about how the art makes them feel.</p>
<p>5 minutes: Students move to</p>	<p>Review line types—students again mirror line types drawn by the Teacher/Teaching artist) who varies the color of lines—using a</p>	<p>Reflects on how color impacts how lines make them feel.</p>

Learning with Students

work areas to draw lines.	red, yellow, blue and green crayons. Ask students about impact of color.	
5 minutes: Students move back to a circle.	Introduce the Mood Meter with Emojis: teacherspayteachers.com/Product/Emoji-Mood-Meter-Social-Emotional-Learning-Classroom-Management-3999890 . Share how emotions can be defined by Energy and Comfort Level which is then expressed as one of four COLORS in the Mood Meter: red, yellow, blue and green.	Understands how the mood meter works.
SESSION THREE 2 minutes: Students sit in circle.	Demonstrate by selecting an emotion from the Mood Meter. Then select a matching color and demonstrate your own choice of line type, and line direction aided by the Mood Meter. Ask students to share their thinking on what emotion you were expressing and have them back it up with their observations. Reinforce that you are drawing only uses line and color.	Analyzes the teacher's intent based on the choices the teacher made in color, line type, and line direction.
10 minutes: Students move to work areas to make drawings.	Instruct students to select an Emotion from the Mood Meter, then select the matching color. (smile, slumped shoulders, etc.) Students make choices about the line type, and line direction that they will use to express that emotion on 9" x 12" white drawing paper. Remind them that their drawing will <u>not</u> look like an emoji. Remind them that their drawing can communicate an emotion with only lines and color.	Selects emotion and color Makes choices in color, line type, and line direction. to show the emotion they want to convey.
2 minutes Students gather to view art and talk about art.	Guide students in looking at their emotion drawings grouped as a color group (red, yellow, blue, green) and/or as a class. Ask students to support their choices in line and color by talking about the emotion they are showing.	Explains their color and line choices.

After Teaching

Reflection on Learning

*What did students say and do to show learning?
Where were students successful? What were some
barriers and challenges?*

Students responded to a story text and illustrations about feelings. They talked about how line and color can show feelings.

Students analyzed use of line type and direction in works by Latinx artists, and talked about what those lines “felt” like.

Students practiced making expressive lines, and selected colors on the Mood Meter that show emotions that they have felt.

Students chose a Mood Meter emotion (and matching color) for their drawing. They also chose specific line type and line direction to convey that emotion in their drawing.

Next Steps

*How will you celebrate student successes? How will
you address identified barriers and challenges?*

Incorporate music (selecting a Latinx composer/musician) that is varied emotionally. Or select a Latinx work that supports an emotion and have the entire class create a work based on the selection—specific (excited) or by Mood Meter division (ie. the spectrum of blue emotions)—repeating with a new selection that supports another emotion.

Students read the book, *The Color Monster: A Story About Emotions*, by Anna Llenas (or view the Book Read Aloud For KIDS! video on [youtube](https://www.youtube.com/watch?v=S5YQnpZY-eE) [youtube.com/watch?v=S5YQnpZY-eE](https://www.youtube.com/watch?v=S5YQnpZY-eE)) to further explore how color and line can express feelings.

Students create personal “monsters” that express a range of emotions on index cards and keep them in a jar (like the book) or another container (Ziploc baggie). They can use the cards to express an emotion they are feeling but are not ready to voice.

Students can also create “character” cards to personify or express an emotion they are feeling but are not ready to voice.

Materials Needed

Art Supplies:

1. Line types handout; white copy paper to practice drawing different line types, and line direction
2. 9” x 12” white drawing paper; Crayola crayons in a range of reds, yellows, blues and greens
3. Mood Meter with emojis on smartboard or projector screen

OPTIONAL: Crayola construction paper crayons (easier to use for darker marks but less range of colors); Pentel or Cray-Pas oil pastels are brighter and can make more expressive marks than crayons, but a bit messier and lack range of colors.

Standards

Note: *Standards are intended as a guide to encourage developmentally appropriate, complex thinking in the arts and beyond. Notice the emphasis on creating, performing, responding, and connecting (as opposed to creating an object or product only).*

Relevant Sample Standards:

Visual Art

Performance Standard (VA:Cn10.1.K)

- a. Create art that tells a story about a life experience.

See more Visual Art Standards [here](#).

Literacy

Integration of Knowledge and Ideas:

[CCSS.ELA-LITERACY.RL.1.7](#)

Use illustrations and details in a story to describe its characters, setting, or events.

See more Literacy Standards [here](#).

Related Resources

Watch a video of the is Arts Integrated Lesson and find more at: <https://vimeo.com/427551218>

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