



UWM Lesson Plan Template for Learning Segment

NAME OF TEACHER: Ms. Sam Smith along with cooperating teacher, Ms. Lynn Erickson

LESSON PLAN # AND TITLE: Color My Feelings

NUMBER OF SESSIONS: Two sessions at 45 minutes each.

BIG IDEA: The big idea for this lesson plan is feelings. At this age, it is important for children to become aware of how their actions affect their peers and themselves, specifically each other's feelings. Being able to recognize these feelings in both Spanish and English, is vital to interpreting them. Interpreting the feelings that they are learning about while associating them with various color relationships, will strengthen their ability to express them in their own artwork.

Artist: Sandro Chia, a contemporary neo-expressionist painter from the 1980's – 2010's.

Book: "The Day the Crayons Quit" by Drew Daywalt

DEVELOPMENTAL CHARACTERISTICS OF THE LEARNERS (graphic, social, and cultural):

The students intended for this lesson plan are in second grade and between the ages of seven and eight. The graphic developmental characteristics of these students differ. While most students are interested in creating detailed images with a baseline and perspective, some students still struggle with 3-dimensional space and the diminishing of objects in space throughout their work. (Roland, 2006) Students at this age are starting to lose their egocentric tendencies and care more about their interpersonal relationships with family and peers. The students I will be teaching believe that they have the ability to learn visual arts though social comparison sometimes hinders this ability. When producing artwork, these students have a tendency to compare their ideas and work to that of their peers

This is a two-way bilingual school and classroom, with varying Spanish and English comprehension abilities. All students are capable of reading and writing basic sentences in both languages, while half are more fluent in one language than the other. Some students still have a tendency to confuse words of one language with another, or pronounce words of one language as the other.

La Escuela Fratney is a public school set in an urban community, focusing on multiculturalism, diversity, and respect. Students regularly participate in “mind-full moments” that focus on meditative thoughts through a sound mind and body, respectful actions, and altruistic behaviors towards each other. Students and teachers refer to each other as “friends” instead of teacher, student, helper, etc.

OBJECTIVES AND NATIONAL STANDARDS:

Form and Structure (allow students to analyze and demonstrate art making approaches using art elements and principles of design to convey meaning): Following a looking and talking activity with Sandro Chia’s paintings, students will be able to accurately identify and describe how different colors express different feelings in an artwork. Students will be able to apply their knowledge of warm and cool colors and textures to express their feelings in a painting.

Meets standard: VA:Re8.1.2a “Interpret art by identifying the mood suggested by work of art and describing relevant subject matter and characteristics of form.”

Production (allow students to analyze and use techniques and materials through methods of experimentation and investigation to develop art and/or design): By mixing colors and using a variety of brush strokes that construct movement, students will be able to reflect their feelings regarding significant personal items or events of their choice.

Meets standard: VA:Cn10.1.2a “Create works of art about event in home, school, or community life.”

Art Context (allow students to relate art to personal, social, cultural and/or historical perspectives): After studying and analyzing the book, *The Day the Crayons Quit*, and Sandro Chia’s images, students will be able to understand the importance of color, texture, and movement to establish mood and reflect their feelings about an important personal item or event.

Meets standards:

VA:Re9.1.1a “ Used learned vocabulary to express preferences about artwork.”

VA:Re.7.2.3a “Determine messages communicated by an image.”

Personal Perspective (provide opportunities to students for personal choices with content, methods, or styles): By writing an artist statement about their painting, students will be able to describe how a personal item or event evoked a particular feeling and why they chose the colors, textures, and brush strokes to tell the story.

Meets standard: VA:Cr3.1.2a “Discuss and reflect with peers about choices made in creating artwork.”

ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:

What academic language will be used:

Visual Texture: Visual texture gives an image new qualities. It adds texture to an object that can be seen, and your mind can image how it would feel through seeing it. Visual texture is usually created through color mixing and movement through different brushstrokes.

Feelings: Feelings are something we experience, a sensation or emotion as a reaction to something happening. Feelings can be good or bad, strong or soft.

Specific feelings to be discussed: Sad/triste, silly/tonto, angry/enojado, confused/confundido, calm/calma, happy/content, sleepy/sonoliento, bored/aburrido, nervouse/nervioso, and excited/emocionada.

Cool Colors: Cool colors include blue, green, purple, and variations of those colors. Cool colors typically evoke feelings of sadness, calming, or mellow and cold sensations.

Warm Colors: Warm colors include red, orange, or yellow. Warm colors are usually associated with bright colors, hot things, and happy or angry feelings.

Expression: Expression in art is conveying meaning through the artwork, or showing feelings. How you “express” your feelings.

Where academic language will be practiced through writing and art making:

The academic language will be introduced during the looking and talking activities, when the students write their artist’s statement, and through an interactive display board. While discussing Sandro Chia’s painting, students will be introduced to and practice the terms visual texture and expression. Warm and cool colors will be learned through an interactive matching game on the display board. Feelings, and their specific examples, will be discussed through reading the book, the display board, and Sandro Chia’s images. All academic language will be re-emphasized during the teacher demonstration and students will be encouraged to include academic language while discussing their paintings aloud to their peers.

LANGUAGE FUNCTION USED THROUGHOUT LESSON:

Type of language function: Description

Emphasis of language function: Students will be able to observe, identify, and report information and qualities in artwork based on learned academic language to interpret the feelings conveyed in images seen and to apply these qualities to better express their own feelings in telling a story about a significant personal item or event.

Where language function will be practiced through writing and art making: Language function will be used in the looking and talking activities of both the book and the artist's work to investigate feelings. Students will describe what they see in the images and discuss feelings and colors. While students write their artist statement, they will have to describe what feeling is being evoked, why they chose to express it with those colors, and what important event or personal item they are depicting in their work. This language function will help students to develop writing about and understanding their own work as they indicate.

UNIT or LESSON OVERVIEW:

Describe how the learning segment or lesson reflects a broad view toward **creating, presenting, or responding to visual art** that incorporates **all** of the following components:

1) Interpreting art (analyzing art-making approaches, theories, art forms, genres, etc., used to convey meaning) Students will interpret the feelings conveyed in an artwork based on their analysis of color, texture, and movement.

2) Developing works of art/design (using techniques, methods of experimentation, or investigation) Students will develop their own artwork that expresses their personal feelings about a significant personal item or event through their use of color, texture, and movement made through color mixing and painting applications.

3) Relating art to context (personal, social, cultural, or historical perspectives)

Students will study the work of contemporary artists and understand how expressionistic art has had an importance in conveying meaning about feelings. They will also consider how their actions can have an impact on other's feelings and why it's important to express feelings, understand them, and share it with others.

while providing opportunities for student choice (of content, methods, or styles).

Students will have the choice of which feeling to express, choice on which personal event or significant objects they would like to draw and paint, and their own style of creating visual texture and movement.

LESSON SESSION PART ONE:

- Students gather on carpet for reading: *The Day the Crayons Quit*, by Drew Daywalt.
- Discussion of various types of feelings, their color relationships, and facial expressions.
- Introduce interactive display board for color interpretation and feeling matching game. All students will participate equally with the board and assist each other when necessary.
- Demo and art activity introduction. Discuss personal items, significant events, and why they evoke certain feelings.
- Art activity: Writing and drawing about important personal items and events and what feelings they evoke.

MOTIVATION/INTRODUCTION: Looking and Talking About Art (Book)

Questions based on Images: Students will look at and investigate three specific images in the book, *The Day the Crayons Quit*, by Drew Daywalt. The students will describe what they see in the images following guiding questions to open the discussion on what is happening in the images and the big idea of feelings.

Essential:

- What are feelings?
- What are some feelings we have, good and bad?
- Why are feelings important to us, and others?
- How do we demonstrate feelings to others?

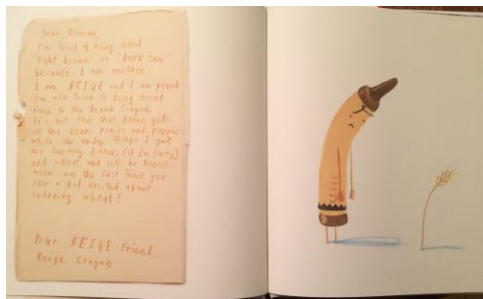
Scaffolding:

- How is the crayon feeling?
- Does the crayon look like it's expressing that feeling? How so?

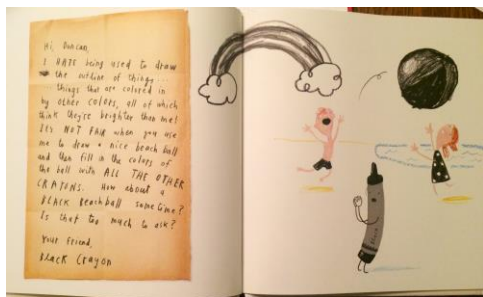
- What did Duncan do to make the crayon feel that way?
- How can Duncan make the crayon feel better? Why should he?
- How might the crayon's picture look different if it was experiencing another feeling?



- How is green crayon feeling? Why?
- Are these good feelings to have or bad?
- Show me how you look when you're feeling like this?
- What else do you see in this picture?



- How is beige crayon feeling? What happened to make him feel that way? Does his face express that?
- How do you feel when someone calls you by the wrong name? What's a good way to react to that?
- What could Duncan do to make beige crayon feel better? Would you treat your friends like that?



- How is black crayon feeling? Why?
- Is that fair of Duncan to do that to black crayon?
- How do the other two kids look like they're feeling? How can you tell?
- Is it ok to use colors in pictures even though something might not be that color in real life?

ART MAKING: Students will brainstorm ideas on significant events or important personal items they have that evoked a strong or memorable feeling. Students will draw these events or items with pencil and begin writing their artist statement. They will write their name, some of the items or events that evoke feelings, and what these feelings are.

Supplies: Pencils, erasers, Bristol board for drawing on, and question sheet.

Teacher instruction and demo: The teacher will introduce a few of their own drawing examples that show significant personal items or events. Describe to the students why they chose those items and events, and what kinds of feelings they evoke. The teacher will guide students to begin their drawings and discuss with each student individually while they work; what they are drawing, why they chose that, and what feelings they evoke. The display board and book will be available for the students to reference and get ideas from while they work.

Objective: Students will identify their own personal items or significant events through writing, drawing, and reflecting on them. They will investigate how the items or events evoke specific feelings and why those feelings are important.

Students at work: Students will work at their desks and in small groups of three to four while they write about and begin drawing their events or personal items. Discussion among students about their work and progress using academic language will be encouraged.

Closure: Students will assist in collecting all the supplies for cleanup. Students who wish to present their work or discuss it with the rest of the class will have an opportunity to do so. All drawings will be collected by the teacher and held until part two of the lesson.

LESSON SESSION PART TWO:

- Review discussion on feelings and the book, *The Day the Crayons Quit* by Drew Daywalt.
- Introduce warm and cool colors with the interactive display board's matching game.
- Introduce Sandro Chia and his paintings through a looking and talking activity.
- Discuss how the artist expresses feelings through color, movement, and visual texture in his work.
- Art activity to paint and complete the drawings from part one of the lesson.

MOTIVATION/INTRODUCTION: Looking and Talking About Art (Sandro Chia)

Questions based on Images:

Essential:

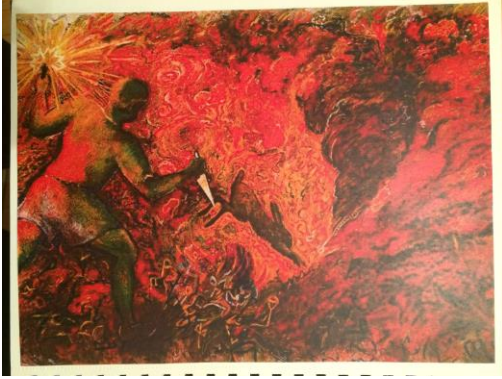
- What are some different ways that feelings can be expressed or shown in an artwork?
- What colors can you think of, that are associated with certain feelings?
- How can visual texture and movement in an artwork aid in expressing feelings?
- How can we create visual texture and movement in a painting?

Scaffolding:

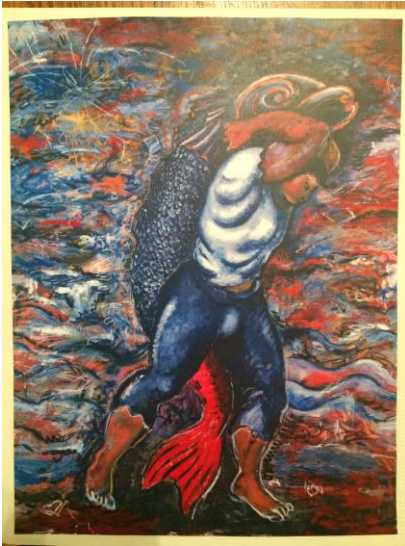
- How does the use of warm and cool colors in the paintings help to express feelings?
- Where do you see visual texture and movement in Sandro Chia's images?
- What kind of feelings do you see being depicted in these images?



- Describe what you see in this image.
- Is there movement in this painting? Where?
- What kind of colors does Chia use in this painting?
- Do these colors express any specific meaning?
- How does Chia show visual texture? Where do you see it?



- What do you see happening in this image?
- Does Chia use mostly warm, or cool colors in this painting?
- What kind of feelings does that express?
- Where do you see visual texture and movement? Why use that kind of texture?
- How does that help express those feelings?



- Describe some things you see happening in this image.
- What makes you think that's what it is that's happening?
- What kind of feelings do you think Chia was expressing in this image?
- Why did you choose those feelings?
- Where do you see movement and visual texture? Cool or warm colors?
- Is it important to express these feelings in art?

ART MAKING: Students will paint their drawings expressing feelings through color, while creating visual texture through color mixing and application. The students will then reflect on their work and complete their artist's statements.

Supplies: Watercolors, painting tools; various sized brushes, paint palates, and Bristol board. Newspaper to cover the desks, and sponges for clean up.

Teacher instruction (demo): The teacher will introduce Sandro Chia and open a guided discussion on feelings, colors, movement, and visual texture in his paintings through a looking and talking activity and the interactive display board. The teacher will demonstrate color mixing and paint application with different paintbrushes to create visual texture and movement in a painting. The teacher will also instruct students how to properly care for their brushes and paints during use and during cleanup. Students will be encouraged to reference the book, images, and display board while completing their work, reflecting, and writing the rest of their artist's statements.

Objective: Students will understand how to properly mix colors and apply to the bristol board in an intended way to express feelings through color, movement, and texture while depicting a significant personal item or event of their choice that evokes these feelings.

Students at work: Students will work at their desk and in small groups of three to four. The students are encouraged to openly discuss their work and their progress amongst each other with learned academic language. They will complete their paintings and reflect on their color choice to finish writing their artist's statement.

Closure: Cleanup and presentation. Students will assist in cleanup of supplies and hanging their paintings to dry. Students that wish to present their work and discuss it with their class peers will be given an opportunity to do so. The students will take time to look at the artwork of their peers and talk about what they see; the colors, feelings, textures, and movements in each other's paintings.

ADAPTATIONS: Students who need assistance interpreting English words to Spanish will have access to a handout sheet with translations, as well as Spanish to English translations. The individual student in the class with an IEP will be given extra time for completion of her painting and more supplies to work with. This student will also be allowed to leave the classroom with these supplies and work independently if she feels she can not concentrate in the classroom. Use of the interactive display board during instruction and work time will serve as an adaptation tool as well. Students can reference this board to find inspiration for their artwork, practice the color and feeling matching games, and review vocabulary words. A paper with relevant questions to the lesson will be given to each student to guide them in writing their artist statement. These adaptations will support their need for assistance in the classroom and allow for an inclusive working and learning environment.

Relevant Theories: Higher Order Thinking (Feldman)- Students will engage in a critical thinking activity when they interpret what feelings are expressed by certain colors through the interactive bulletin board. This skill is activated when the students encounter questions and dilemmas with this new unfamiliar information and solve the problem together through critical thinking. (Bloom's Taxonomy) Students will also build on previously learned experiences to construct new knowledge as the Constructivist Theory states. Building upon what the students already know about their feelings and colors, they will construct new knowledge with the introduction of warm and cool colors, their correlation to expressing feelings, created visual texture, and interpretation. This build up from prior knowledge is known also as scaffolding, "small steps to large steps," with the teachers assistance in introducing new information for students to learn from. (Vygotsky)

Initial assessment: Discussion around the big idea of feelings during the looking and talking activity with *The Day the Crayons Quit* in the first part of the lesson, will indicate what the students already know about feelings. This will allow the teacher to gauge how far instruction should be taken when teaching about feelings. These students have already been introduced to the color wheel and are familiar with which primary color combinations create complimentary colors. Teaching these students warm and cool colors will build on this prior knowledge, along with proper color mixing techniques in paint.

Progressive/Formative assessment: While students are working during part one of the lesson they will each be asked individually how their drawing is progressing and given feedback. The teacher will assess that each student has chosen a significant personal item or event to depict in their work. Students will also be assessed for their use of learned academic language in conversations about their work with their friends. This assessment will be done through conversation with the students and the hand out question sheet for their artist statement. Based on the student's progress and any questions that arise, the teacher can assess what information needs to be re-taught during the second session, and what should be reviewed before moving onto their final project.

Final/Summative assessment: Ruberic- core art standards, objectives, criteria, and feedback. Teacher will highlight and select one performance level per standard and leave feedback for students.

CREATING- PRODUCTION: FORM AND STRUCTURE: Students will be able to accurately identify and describe how different colors express different feelings in an artwork and apply their knowledge of warm and cool colors and textures to express their feelings in a painting.

+ Advanced performance level: Student has applied their knowledge of warm and cool colors and textures to express their feelings in their painting while accurately identifying and describing how different colors express different feelings in an artwork

+Proficient performance level: Student has applied some knowledge of warm and cool colors and textures to express their feelings in their painting while only being able to identify and describe how a select few different colors express feelings in an artwork.

+Basic performance level: Student has applied minimal knowledge of warm and cool colors and textures to express their feelings in their paintings while being neglectful in identifying and/or describing how different colors express different feelings in an artwork.

+Feedback:

PRESENTING –ANALYZE, INTERPRET, AND CONVEY MEANING: Students will be able to interpret the feelings conveyed in an artwork based on their analysis of color, texture, and movement.

+ Advanced performance level: Student has shown the ability to interpret the feelings conveyed in an artwork based on their analysis of color, texture, and movement.

+Proficient performance level: Student has shown only some or average ability to interpret the feelings conveyed in an artwork based on their analysis of color, texture, and movement.

+Basic performance level: Student has shown minimal to no ability to interpret the feelings conveyed in an artwork based on their analysis of color, texture, and movement.

+Feedback:

RESPONDING- ART CONTEXT: Students will be able to understand the importance of color, texture, and movement to establish mood and reflect their feelings about an important personal item or event after studying and analyzing the book, *The Day the Crayons Quit*, and Sandro Chia's images.

+ Advanced performance level: Student has shown the ability to understand the importance of color, texture, and movement to establish mood and reflect their feelings about an important personal item or event after studying and analyzing the book and images.

+Proficient performance level: Student has shown some ability to understand the importance of color, texture, and movement to establish mood and reflect their feelings about an important personal item or event after studying and analyzing the book and images.

+Basic performance level: Student has shown minimal ability to understand the importance of color, texture, and movement to establish mood and reflect their feelings about an important personal item or event after studying and analyzing the book and images.

+Feedback:

CONNECTING- PERSONAL: Students will be able to describe how a personal item or event evoked a particular feeling and why they chose the colors, textures, and brush strokes to tell the story by writing an artist statement about their painting.

+ Advanced performance level: Student has shown the ability to describe how a personal item or event evoked a particular feeling and explain why they chose the colors, textures, and brush strokes to tell the story by writing an artist statement about their painting.

+Proficient performance level: Student has shown some ability to describe how a personal item or event evoked a particular feeling and explain why they chose the colors, textures, and brush strokes to tell the story by writing an artist statement about their painting.

+Basic performance level: Student has shown minimal to no ability to describe how a personal item or event evoked a particular feeling and explain why they chose the colors, textures, and brush strokes to tell the story by writing an artist statement about their painting.

+Feedback: