

Lesson Title	Expressive Paintings	Medium	Visual Arts
Curricular Unit	Identify emotions: Expressing emotions	Lesson #	4
Lesson Goals			
Socio-emotional	Self Awareness: Identify Emotions		
Artistic	Use and maintain materials, equipment and tools safely at work and performance spaces		
Academic	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		
Lesson Details (45 minutes total)			
Opening Routine Time:	<i>To help create routine and sooth anxiety, every class should begin with the same activity. Consider creating an opening routine that allows students to move, incorporates rhythm, and invites students to offer something (a dance move, a clapped rhythm, a silly sound) that is repeated back by either just one other person or by the whole group.</i>		
Warm Up Time: 5 minutes	<ol style="list-style-type: none"> Once everyone is seated, explain to students that we are going to talk about expression emotions. Art is one of the various tools people can use to express themselves. It can be like a visual journal entry for some artist, remember Picasso's Rose Period? What are some ways that emotions can be expressed through visual art? (ie. color, shape, spacing) Present today's lesson as a partner activity where each group must come up with a watercolor painting for an assigned emotion. Assign groups and then have each group pick an emotion word out of a bag. The chosen emotion is what that group must portray in their watercolor. 		
Lesson Intro Time: 5-10 minutes	<p>Before having the groups begin their paintings, give students a chance to plan out their design on scrap paper with a pencil. Show students some example emotion paintings.</p> <p>Take a moment to facilitate a discussion about what needs to happen to work well together.</p>		
Brain break Time: 5-7 minutes	<i>Choose a brain break in the moment. Brain break used will determine whether the energy of the room becomes energized, calmed, or focused.</i>		
Main Lesson Time: 20 minutes	<ol style="list-style-type: none"> After students have been presented some examples and had time to plan their designs, discuss watercolor. Remind students that they must add water to the paint in order to help it move across the paper. A trick for using watercolor is to work from light to dark. Demonstrate a wash. Allow students to begin their paintings in groups. Be sure to check in with group to help each group share the tasks equally and make sure everyone is feeling included. 		
Cool down/Closing Time: 3-5	<i>Similar to the opening routine, your closing should be the same activity each day as an expected way to signal the end of the class and transition to what comes next.</i>		

Materials

watercolor paper, watercolor paint, paintbrushes

Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
Social/Emotional Skill			
Self Awareness: Identify Emotions	Students were able to use a generic word to describe their feelings (good or bad)	Students were able to use a broad word to describe their feelings (ie. happy, sad, mad, excited, scared)	Students were able to use a specific feeling word to describe their feelings (ie. anxious, exhilarated, confident, hopeful, distrustful)
Artistic Skill			
Use and maintain materials, equipment and tools safely at work and performance spaces	Students needed many reminders on how to use material safely and appropriately	Students were able to use materials safely and appropriately with little reminding	Students were able to use materials safely and appropriately with no reminders

Academic Skill

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Students were able to express ideas with simplistic language

Students were able to adequately express ideas with a mix of general and precise language

Students were able to effectively express ideas with precise language