

Lesson Title	Mood in Art	Medium	Visual Arts
Curricular Unit	Identifying Emotions - Emotional Literacy	Lesson #	3

Lesson Goals

Socio-emotional	Identifying emotions - Emotional literacy
Artistic	Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.
Academic	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

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 mins	Share 5-6 different pieces of art with students. Ask if they can identify an emotion they feel while looking at the art.
Lesson Intro Time: 10 mins	Define mood. Invite students to revisit each of the different art pieces. Can they identify ways in which the artist demonstrated mood or emotion in each piece? (colors, lighting, shapes, etc)
Brain break Time:	<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: 15 mins	Mood in Abstract Provide a brief explanation of abstract painting. Invite students to chose an emotion or mood and try to convey that emotion or mood in their abstract painting. Encourage them to consider what colors they might use, lines and shapes, etc
Cool down/Closing Time:	<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

example art pieces, paper, acrylic or tempura paint, paintbrushes, water, papertowels

Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
Social/Emotional Skill			
Identifying emotions - Emotional literacy	Students were able to use a generic word to describe their feelings (good or bad)	Students were able to use a broad feeling 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			
Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.	Students were able to identify the general emotion or meaning behind the work of art -OR- students were able to apply a general sense of emotion or meaning behind their artwork	Students were able to identify the emotion or meaning behind the work of art -OR- students were able to apply an emotion or meaning behind their artwork through description of context clues	Students were able to identify the emotion or meaning behind the work of art -OR- students were able to apply an emotion or meaning behind their artwork and explain how and why the artwork conveys emotions/feelings
Academic Skill			

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	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
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