

<b>Lesson Title</b>	<b>Let's Face It</b>	<b>Medium</b>	<b>Visual Arts</b>
<b>Curricular Unit</b>	<b>Identifying Emotions in Others - Facial Recognition</b>	<b>Lesson #</b>	<b>6</b>

**Lesson Goals**

<b>Socio-emotional</b>	Identify feelings in others
<b>Artistic</b>	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
<b>Academic</b>	Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

**Lesson Details (45 minutes total)**

<b>Opening Routine</b> 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>
<b>Warm Up</b> Time: 6 mins	Challenge!  Use objects found in the room to make a face on the desk or table.
<b>Lesson Intro</b> Time: 8 mins	Introduce students to the artist Giuseppe Arcimboldo and his work of using fruit to make faces.  Invite students to guess the intended emotion in different pieces by this artist.
<b>Brain break</b> 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>
<b>Main Lesson</b> Time: 15 mins	Face Collages  Similar to the work fo Arcimboldo, students should create a face out of collaged magazing cutouts. Challenge students to use objects that are similar (all fruit, all flowers, all animals, etc)
<b>Cool down/Closing</b> 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**

paper, magazines, scissors, glue

<b>Lesson Rubric</b>	<b>Developing (1)</b>	<b>Adequate (2)</b>	<b>Excellence (3)</b>
<b>Social/Emotional Skill</b>			
Identify feelings in others	Students were able to use a generic word to describe another person's feelings (good or bad)	Students were able to use a broad feeling word to describe another person's feelings (ie. happy, sad, mad, excited, scared) AND/OR provide context clues that led to their understanding of the other person's feelings	Students were able to use a specific feeling word to describe another person's feelings (ie. anxious, exhilarated, confident, hopeful, distrustful) AND provide an explanation for how they determined the other person's feelings
<b>Artistic Skill</b>			
Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.	Students were able to minimally apply the required skills necessary to the project.	Students were able to apply most of the required skills necessary to the project	Students were able to apply all of the required skills necessary to the project.
<b>Academic Skill</b>			

Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.	Students were able to express experiences or events through weak use of sensory, concrete, or figurative language	Students were able to express experiences or events through adequate use of sensory, concrete, or figurative language	Students were able to clearly express experiences or events through effective use of sensory, concrete, or figurative language
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