

Longwood Center for the Visual Arts
129 North Main Street
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Professional Development Teacher Workshop
Integrating Art Therapy into the Classroom
February 14th, 2014

Lesson: The Emotion Expression Game
Grade Level: 3-5

Introduction:

This game will use words to trigger emotional and artistic responses. Students will be given an emotion word, and have 10 minutes to create a piece of art that coordinates with that word. At the end of the class, students will hold up their artwork, and their classmates will guess which word the piece corresponds to. This can be an introductory class lesson into a broader lesson about how emotions can be evoked through art.

Some potential words to be used could be:

- Happy
- Sad
- Angry
- Peaceful
- Scared
- Excited
- Nervous
- Focused
- Loving

Goals	Virginia Standards of Learning
<p>The students will use their imagination to interpret the way a specific word makes them feel through art.</p>	<p>3.4 The student will use imaginative and expressive strategies to create works of art.</p>
<p>The students will express the emotions of a word in various ways.</p>	<p>3.6 The student will create works of art that communicate ideas, themes, and feelings.</p>
<p>The students will review each others artwork and discuss their interpretations.</p>	<p>3.20 The student will express informed judgments about works of art.</p>

<p>The students will use their imagination to interpret the way a specific word makes them feel through art.</p> <p>The students will discuss how each of their classmates might have interpreted and expressed a word in different ways.</p> <p>The students will let their individual personalities and viewpoints guide their artistic expression.</p>	<p>4.3 The student will use imaginative and expressive imagery to create works of art.</p> <p>4.19 The student will interpret works of art for multiple meanings.</p> <p>4.20 The student will describe how personal beliefs influence responses to works of art.</p>
<p>The students will review one another's art and discuss the context surrounding their viewpoints and expression.</p> <p>The students will talk about how words can have certain meanings and how art can be impactful in the same ways that language is.</p>	<p>5.19 The student will analyze an artist's point of view based on contextual information.</p> <p>5.24 The student will reflect on and describe the nature of art.</p>

Supplies and Materials:

- Markers
- Crayons
- Colored Pencils
- Paper

TEACHER AND STUDENT PROCEDURE

TIME	TEACHER PROCEDURE	STUDENT PROCEDURE
<p>MIN 10 minutes</p>	<p>The teacher will introduce the lesson. The teacher will describe the activity and explain how certain words can evoke different feelings, which can be expressed through art.</p>	<p>The students will listen to the explanation of the activity and ask questions if needed.</p>
<p>10 minutes</p>	<p>The teacher will write out the first emotion word. The teacher will give the students 10 minutes to complete their art.</p>	<p>The students will consider the first word and how it makes them feel. They will create art that coordinates</p>

<p>10 minutes</p>	<p>The teacher will write out the second emotion word. The teacher will give the students 10 minutes to complete their art.</p>	<p>with those feelings. They can give examples of a scene or a personal memory.</p> <p>The students will consider the second word and how it makes them feel. They will create art that coordinates with those feelings. They can give examples of a scene or a personal memory.</p>
<p>10 minutes</p>	<p>The teacher will write out the third emotion word. The teacher will give the students 10 minutes to complete their art.</p>	<p>The students will consider the third word and how it makes them feel. They will create art that coordinates with those feelings. They can give examples of a scene or a personal memory.</p>
<p>Remainder of Class</p>	<p>The teacher will facilitate a classroom cleanup.</p>	<p>The students will clean up their materials.</p>

