

## Lesson Plan: Mystery Emotion - 6 Major (Original)

Mystery Emotion (Collaborative): Students work with their table group to create large-scale colorful work that conveys an expression/emotion. Each table will select an emotion at random and are to keep it a **secret**; this is so that during the final critique, the class can use their knowledge of the elements and principles of design to make educated guesses about the emotion being conveyed by each group. Students can also compare and contrast these works and their characteristics. They are charged with creating a large scale collaborative piece that utilizes line, shape, symbols and colors to help convey the emotion.

- Movement & Artists: Abstract Expressionism- Lee Krasner, Mark Rothko
- Big Ideas: Emotion, Expression, Identity
- Materials: Acrylic paint, large scale cardboard paper (approx. 4'x5')
- Work Type: Collaborative

Teacher Example:



Lesson Breakdown:

- Day 1: Artist intro, examples, create groups, receive emotion/expression, begin brainstorming
- Day 2: Recap of intro, instruction: line as expression, demo on line as expression, students create line work, closing
- Day 3: Recap of previous class, instruction: color as expression, Demo on opacity and acrylic paint, student work time, closing
- Day 4: Recap, instruction: shape as expression, student work time, closing
- Day 5: Recap, possible work day, and/or writing day (Artist's statement)
- Day 6: \*IF NEEDED\* possible workday and/or writing day (Artist Statement)
- Day 7: Opening discussion/recap, critique, possible display setup, closing

### Central Focus:

In this lesson, students will explore various elements and principles of design and how they can be arranged and used to convey an emotion. In doing so, students learn how imagery can influence how humans understand emotions and how we express it visually. They are charged with creating a large scale collaborative piece that utilizes line, shape, symbols and colors to help convey an emotion. On the final day, students critique all of the works as a class discussion. This assignment is collaborative in that students work with their table group (groups of 5) to create large-scale abstract works that conveys an expression/emotion. Each table will select an emotion at random and are to keep it a secret; this is so that during the final critique, the class can use their knowledge of the elements and principles of design to make educated guesses about the emotion being conveyed by each group. Students can also compare and contrast these works and the characteristics within these works.

### Objectives: Students will be able to (SWBAT)...

1. Identify how emotions are expressed (through imagery) across various cultures and time periods by interpreting the use of line, shape and color within them.
2. Demonstrate how to paint in layers by experimenting with opacity.
3. Critique works of art by evaluating the use of line, shape and color to portray an emotion effectively.
4. Design an abstract expressionist piece by employing techniques of painting line, shape and color.

### Standards:

#### NJ Visual Art Standards -

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. Strand D. Visual Art

- 1.1.8.D.1: Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. Strand D. Visual Art

- 1.3.8.D.5: Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. Strand A. Aesthetic Responses

- 1.4.8.A.5: Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. Strand B. Critique Methodologies

- 1.4.8.B.1: Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.

#### National Core Visual Art Standards -

Responding:

Perceive

Anchor Standard 7: Perceive and analyze artistic work

Enduring Understanding: Visual imagery influences understanding of and responses to the world. Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

- VA:Re.7.2.6a: Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.

#### Analyze

Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?

- VA:Re8.1.6a: Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

#### Vocabulary:

- Expression: The indication of feeling, spirit, character, etc., as on the face, in the voice, or in artistic execution
- Emotion: A state of consciousness (thoughts and feelings) in which joy, sorrow, fear, hate, etc., is experienced
- Abstract: An idea, object or image not from reality
- Opacity: The state or quality of being opaque; how non-transparent an object is.
- Line:
  - 2D - a mark or stroke long in proportion to its breadth, made with a pen, pencil, tool, etc., on a surface
  - 3D - The position or arrangement of an object(s)
- Shape: The external surface or outline of a specific object. To give form to an object.
- Color: The light being reflected by an object, giving it a certain hue, saturation and brightness.

#### Essential Questions:

- How do we as individuals express ourselves
- How do we as a society express ourselves (values, opinions)?
- How can imagery influence our emotions?
- Why is it important to express and share our emotions?

#### Enduring Understanding:

Exploring how we as individuals and as a society express emotion allows us to communicate thoughts, feelings and ideas to one another. This sharing of emotions allows us as individuals and a society to form a sense of empathy and unity. By learning how we express ourselves (through speaking, writing and visually showing our emotions), and exploring new techniques of expression, we can learn how to more successfully share ideas. If we analyze images for their use of color, shape, line and symbolism, we can understand how these aspects can be used to influence how the image makes us feel. Thus, we can understand the subliminal messages behind imagery. This is especially relevant in today's media. As they use these techniques to

purposefully make us feel and react in a certain way; often times in favor of the person who created the image(s).

**Key Questions:**

- How can line, shape, and color portray an emotion?
- How does opacity affect how paint is layered?
- What is the difference between expression and emotion?
- How can emotions be expressed without words and representational images?

**Summative Assessment:**

- Rubric (Cumulative grade: includes grade for the artwork and artist statement)
- Artist Statement (grade will be reflected on the rubric and on the submitted Artist Statement document)