

**Age**: Third through Fifth Grade **Lesson Duration**: Two 45 minute

sessions

Subject: Social Emotional Learning

# Investigation of Feelings Using Art

A HANDS-ON ART ACTIVITY
DESIGNED BY MICHAEL HANES

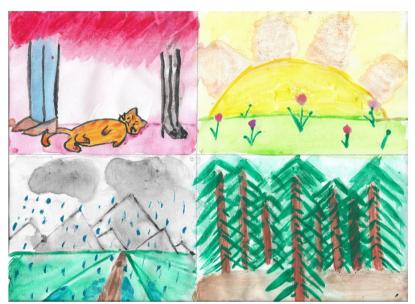


Image Credit: MoNA Example

## **Materials**

- Copies of the Mood Meter (included at the end of the lesson)
- Winter Barn and Happy Hour-Laguna Beach by Michele Usibelli (included at the end of the lesson)
- Whiteboard for brainstorming
- Sticky notes
- Dry erase markers
- Pencils
- Coloring supplies (crayons, paints, markers, or colored pencils)
- Computers and internet access or thesauruses
- Card stock paper

## **Description**

In this lesson, students
will expand their
emotional vocabulary and
learn how art can convey
feeling. Additionally,
students will create a
representation of various
emotions considering
color, shape, and line,
using the art of Michele
Usibelli as inspiration.

#### **Instructions**

#### **Day 1:**

- 1) Introduce the class to a blank version of the mood meter (included at the end of this activity).
  - Go over how the Mood Meter works: the vertical axis relates to high and low energy, the horizontal axis relates to pleasant and unpleasant feelings)
- **2)** Break the class into four different groups to match with the mood meter sections: red, yellow, blue and green.
- 3) Instruct the groups to brainstorm words to put on the color blocks of the mood meter.
  - Groups can use thesauruses or the internet to look for more words to describe the emotions they associate with the colors in varying levels of intensity.
  - Once groups have decided on what word they'd like to use for their color block, use a sticky note to attach the word to the mood meter.
- **4)** After each team has finished labeling their section of the mood meter, bring out the labeled version (also included in this lesson) and compare and contrast the two.
- Did your groups use the same words to describe the colors? Were there any big changes?

  Day 2:
- 1) Remind students of what they did in the previous session (learning about the mood meter) and tell students that they will be continuing that activity today and making art.
- 2) Show students Winter Barn and Happy Hour-Laguna Beach by Michele Usibelli and use VTS to have students think deeper about the art.
  - VTS is an inquiry-based method of facilitating discussion. Tips and resources on VTS are included at the end of this lesson.
  - Have the students write down possible feelings that the artist is attempting to get the viewer to feel.
- **3)** Pass out the art supplies and challenge students to create an original artwork of their own on a blank paper broken into four quadrants (one mood from each group per quadrant). The goal is to create a representations of one emotion from the mood meter for each quadrant of their paper.
  - On the back of their work they will write down the specific emotion word that they were intending to show.
- **4)** After all the students have finished, the students will have a gallery walk and try to guess the specific emotion words that the other students were trying to achieve.

# **Learning and State Standards**

Fulfills Washington State Arts Learning Standards:

<u>Third Grade:</u> VA:Cr2.1.3 (Create personally satisfying artwork, using a variety of artistic processes and materials)

<u>Fourth Grade:</u> VA:Cr7.2.4 (Analyze components in visual imagery that convey messages)

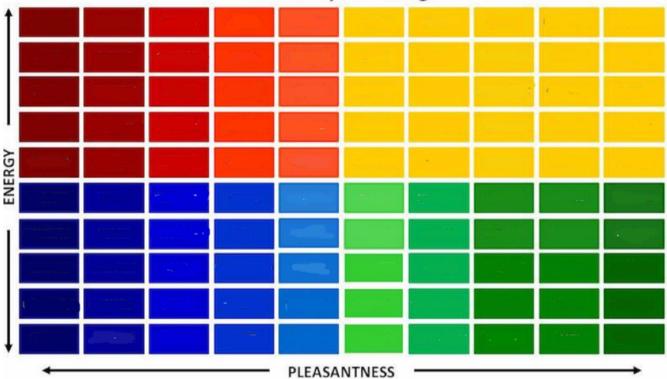
<u>Fifth Grade:</u> VA:Cr1.2.5 (Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art),





# **MOOD METER**

How are you feeling?



# **MOOD METER**

How are you feeling?

ENRAGED	PANICKED	STRESSED	ATTERY	SHOCKED	SUPRISED	UPBEAT	FESTIVE	EXHILARATED	ECSTATIC
LIVID	FURIOUS	FRUSTRATED	TENSE	STUNNED	HYPER	CHEERFUL	MOTIVATED	INSPIRED	ELATED
FUMING	FRIGHTENED	ANGRY	NERVOUS	RESTLESS	ENERGIZED	LIVELY	ENTHUSIASTIC	OPTIMISTIC	EXCITED
ANXIOUS	APPREHENSIVE	WORRIED	IRRITATED	ANNOYED	PLEASED	НАРРУ	FOCUSED	PROUD	THRILLED
REPULSED	TROUBLED	CONCERNED	UNEASY	PEEVED	PLEASANT	JOYFUL	HOPEFUL	PLAYFUL	BLISSFUL
DISGUSTED	GLUM	DISAPPOINTED	DOWN	APATHETIC	AT EASE	EASYGOING	CONTENT	LOVING	FULFILLED
PESSIMISTIC	MOROSE	DISCOURAGED	SAD	BORED	CALM	SECURE	SATSIFIED	GRATEFUL	TOUCHED
ALIENATED	MISERABLE	LONELY	DISHEARTENED	TIRED	RELAXED	CHILL	RESTFUL	BLESSED	BALANCED
DESPONDENT	DEPRESSED	SULLEN	EXHAUSTED	FATIGUED	MELLOW	THOUGHTFUL	PEACEFUL	COMFY	CAREFREE
DESPAIR	HOPELESS	DESOLATE	SPENT	DRAINED	SLEEPY	COMPLACENT	TRANQUIL	cozy	SERENE
	FUMING  ANXIOUS  REPULSED  DISGUSTED  PESSIMISTIC  ALIENATED  DESPONDENT	FUMING FRIGHTENED  ANXIOUS APPREHENSIVE  REPULSED TROUBLED  DISGUSTED GLUM  PESSIMISTIC MOROSE  ALIENATED MISERABLE  DESPONDENT DEPRESSED	FUMING FRIGHTENED ANGRY  ANXIOUS APPREHENSIVE WORRIED  REPULSED TROUBLED CONCERNED  DISGUSTED GLUM DISAPPOINTED  PESSIMISTIC MOROSE DISCOURAGED  ALIENATED MISERABLE LONELY  DESPONDENT DEPRESSED SULLEN	FUMING FRIGHTENED ANGRY NERVOUS  ANXIOUS APPREHENSIVE WORRIED IRRITATED  REPULSED TROUBLED CONCERNED UNEASY  DISGUSTED GLUM DISAPPOINTED DOWN  PESSIMISTIC MOROSE DISCOURAGED SAD  ALIENATED MISERABLE LONELY DISHEARTENED  DESPONDENT DEPRESSED SULLEN EXHAUSTED	FUMING FRIGHTENED ANGRY NERVOUS RESTLESS  ANXIOUS APPREHENSIVE WORRIED IRRITATED ANNOYED  REPULSED TROUBLED CONCERNED UNEASY PEEVED  DISGUSTED GLUM DISAPPOINTED DOWN APATHETIC  PESSIMISTIC MOROSE DISCOURAGED SAD BORED  ALIENATED MISERABLE LONELY DISHEARTENED TIRED  DESPONDENT DEPRESSED SULLEN EXHAUSTED FATIGUED	FUMING FRIGHTENED ANGRY NERVOUS RESTLESS ENERGIZED  ANXIOUS APPREHENSIVE WORRIED IRRITATED ANNOYED PLEASED  REPULSED TROUBLED CONCERNED UNEASY PEEVED PLEASANT  DISGUSTED GLUM DISAPPOINTED DOWN APATHETIC AT EASE  PESSIMISTIC MOROSE DISCOURAGED SAD BORED CALM  ALIENATED MISERABLE LONELY DISHEARTENED TIRED RELAXED  DESPONDENT DEPRESSED SULLEN EXHAUSTED FATIGUED MELLOW	FUMING FRIGHTENED ANGRY NERVOUS RESTLESS ENERGIZED LIVELY  ANXIOUS APPREHENSIVE WORRIED IRRITATED ANNOYED PLEASED HAPPY  REPULSED TROUBLED CONCERNED UNEASY PEEVED PLEASANT JOYFUL  DISGUSTED GLUM DISAPPOINTED DOWN APATHETIC AT EASE EASYGOING  PESSIMISTIC MOROSE DISCOURAGED SAD BORED CALM SECURE  ALIENATED MISERABLE LONELY DISHEARTENED TIRED RELAXED CHILL  DESPONDENT DEPRESSED SULLEN EXHAUSTED FATIGUED MELLOW THOUGHTFUL	FUMING FRIGHTENED ANGRY NERVOUS RESTLESS ENERGIZED LIVELY ENTHUSIASTIC  ANXIOUS APPREHENSIVE WORRIED IRRITATED ANNOYED PLEASED HAPPY FOCUSED  REPULSED TROUBLED CONCERNED UNEASY PEEVED PLEASANT JOYFUL HOPEFUL  DISGUSTED GLUM DISAPPOINTED DOWN APATHETIC AT EASE EASYGOING CONTENT  PESSIMISTIC MOROSE DISCOURAGED SAD BORED CALM SECURE SATSIFIED  ALIENATED MISERABLE LONELY DISHEARTENED TIRED RELAXED CHILL RESTFUL  DESPONDENT DEPRESSED SULLEN EXHAUSTED FATIGUED MELLOW THOUGHTFUL PEACEFUL	FUMING FRIGHTENED ANGRY NERVOUS RESTLESS ENERGIZED LIVELY ENTHUSIASTIC OPTIMISTIC  ANXIOUS APPREHENSIVE WORRIED IRRITATED ANNOYED PLEASED HAPPY FOCUSED PROUD  REPULSED TROUBLED CONCERNED UNEASY PREVED PLEASANT JOYFUL HOPEFUL PLAYFUL  DISGUSTED GLUM DISAPPOINTED DOWN APATHETIC AT EASE EASYGOING CONTENT LOVING  PESSIMISTIC MOROSE DISCOURAGED SAD BORED CALM SECURE SATSIFIED GRATEFUL  ALIENATED MISERABLE LONELY DISHEARTENED TIRED RELAXED CHILL RESTFUL BLESSED  DESPONDENT DEPRESSED SULLEN EXHAUSTED FATIGUED MELLOW THOUGHTFUL PEACEFUL COMEY

PLEASANTNESS Mood Meter

Source: ps120q.org

# **Visual Thinking Strategies**

MoNA's Education programs utilize Visual Thinking Strategies (VTS), which is a research-based teaching method that promotes aesthetic development including critical thinking and communication skills. Here in the MoNA, we use VTS to engage students and general visitors with art encouraging them to observe closely, think critically and discuss respectfully; however, VTS can be effectively used across curricula. This approach teaches its participants how to take the time to observe closely, describe what they see in detail and provide evidence for their observations. Students learn that their reflections and thoughts are valued and appreciated in this inclusive teaching method.

In order to facilitate a VTS discussion, you first encourage viewers to take a quiet moment to observe the work you are going to explore. Then you ask the following questions and paraphrase the responses without adding any of your own judgements. You can insert additional vocabulary and point to specific parts of the artwork.

What's going on in this picture?
What do you see that makes you say...?
What more can you find?

#### **Visual Thinking Strategy Links**

If you are interested in learning more about VTS, <u>here is their website</u>. If you already know and love VTS, but want help finding great images to use in your classroom, here is a <u>fantastic gallery</u>. You can also visit this website for additional resources: <u>www.monamuseum.org/resources-for-educators</u>

# About the Artist: Michele Usibelli



Image Credit: Michele Usibelli Fine Art

Michele Usibelli is an artist based in Woodway, Washington. Michele has always been interested in art, it was her dream job when she was a child. As an adult, she graduated from the University of Washington with a degree in architecture. Her art career didn't begin until her husband gifted her an oil panting class for Christmas, Usibelli describes her art as being rooted in a Russian Impressionist style, which consists of using loose brushstrokes. It is through this distinctive style of hers that she is able to translate daily scenes and abstract ideas into art. Usibelli's art has been featured in galleries and exhibitions across the country.

"I TRULY BELIEVE THERE'S A DIFFERENCE BETWEEN A PRETTY PAINTING AND A PAINTING WITH LIFE".

-MICHELE USIBELLI



Winter Barn, Michele Usibelli Image Source: Michele Usibelli Fine Art



Happy Hour- Laguna Beach, Michele Usibelli Image Source: Michele Usibelli Flne Art