Shapes, lines, colours and feelings

Subject	Age level	Topic (to be used as a title)	Time
Arts	9 – 10 years old	*Shapes, lines, colours and feelings*	*50 min*

Teaching and learning aims

At the end of the lesson pupils will be able to:
- Make connections between their own feelings and similar feelings expressed by artists in works of art
- Associate colours, shapes, and lines with feelings
- Identify organic and geometric shapes
- Autonomously use what they have learnt to show emotions through shapes, colours and lines
- Recognize and explain the concepts and subject matter of an artwork they create and study

Equipment and material
- Computer or laptop
- Overhead projector
- Smartboard
- Drawing utensils of choice
- Paper
- Worksheets:
    - Famous paintings: https://6qvxwpjda8.execute-api.eu-west-1.amazonaws.com/docs/mENI8sTJn8m17_B-XOm9FwlFyVuYCh?sig=d9fe41deac5e420ae170d008fb9925303a3a786abb26b5222bc4879d990a8d0e
    - Colours and feelings: https://6qvxwpjda8.execute-api.eu-west-1.amazonaws.com/docs/npNo6XZ3H8nMb3XEtkqVz6Eanxt7mS?sig=ac6dd6b68329bd6a25cf0c15a8dc14f5d5349d930610c77b0b6ba432b493aa7a
    - Chart (I like it when…): https://6qvxwpjda8.execute-api.eu-west-1.amazonaws.com/docs/gJS1_sUU8KbNf47DA7ZFnwXCcrhsmg?sig=f9d81b49879555f14d51cad550efb769ed32407ae89918ad6222d5ab034ac33c
    - Digital worksheet: https://wordwall.net/resource/13074959/feelings
    - Video: https://youtu.be/T5vFBHI9kXc

Learning outcomes (4 Cs)

Content
- Emotions and feelings
- Works of art
- Ways to show feelings through art

Cognition
- Identifying feelings in works of art
- Associating colours to feelings
- Explaining how they feel in various circumstances
- Creating their own pictures expressing feelings with the help of colours, shapes and lines

Culture
- Developing awareness about famous paintings and artists
- Recognising the importance of colours and shapes in showing emotions

Communication

Language Function:

- Talking about feelings and how colours may be used to express them

Vocabulary:

- Feelings (happy, sad, angry, relaxed, frightened, playful, energetic, quiet, bored etc.)
- Shapes: square, triangle, rectangle, circle, diamond, semicircle)
- Colours
- Likes and dislikes
- Idioms related to colours

Verbs:

- Draw, colour, identify, explain, feel, experiment, present

Language structure:

- Present Continuous
- Present Simple
- Imperatives
- I like/don't like it when… because…
- Cause and effect

Asking questions

Activities

Step 1: **Introducing the topic**
The teacher and pupils greet each other and then the teacher asks the question: *How are you feeling today?*

(Video: Emotions_Warm_up) Emotions warm up.MP4

Then, after receiving various answers from the pupils (e.g., *happy, tired, bored etc.*), the teacher asks them additional questions:
- *What is your face when you feel sad? And when you feel angry?*
- *What makes you happy?*
- *What makes you feel better when you're sad?*

Step 2: **Presenting emotions in artworks**

The teacher shows the pupils the sequence of 5 famous paintings and elicits the feelings or emotions pupils experience while looking at them (*Worksheet - Famous paintings*):
https://6qvxwpjda8.execute-api.eu-west-1.amazonaws.com/docs/mENI8sTJn8m17_B-XOm9FwlFyVuYCh?sig=d9fe41deac5e420ae170d008fb9925303a3a786abb26b5222bc4879d990a8d0e

Possible answers:
1. Valery Rybakov – Clouds in Sky: happy
2. Edvard Munch – The scream: scared
3. Edvard Munch – The Sick Child: sad
4. Vincent van Gogh – Eternity's Gate: depressed, lonely
5. Amedeo Modigliani – The boy: bored

Then the teacher asks pupils to look at the paintings again and identify the dominant colour(s) for each painting. The pupils will observe that bright colours, like yellow, are associated with happiness, and dark colours are associated with negative feelings.

(Photos: 1, 2) 1.jpg   2.jpg
Video: Emotions_and_colours)   Emotions and colours.MP4

Step 3: **Linking shapes, colours and lines to emotions**
The teacher asks the pupils to watch the video: https://youtu.be/T5vFBHI9kXc - Art & Emotions up to min. 1:37 and then asks the pupils to do the following digital quiz (multiple choice test about feelings) https://wordwall.net/resource/13074959/feelings .

(Video: Emotions_Digital_Exercise) Emotions digital exercise.MP4
Next, the teacher organises the pupils in pairs and asks them to fill in the following chart, dividing feelings into two categories: *I like it when I feel/ I don't like it when I feel,* according to the model:

After filling in the chart, in each pair, the pupils exchange their charts with their paired pupils, and then they take turns expressing what makes their classmates feel in a certain way (*e.g., He/She feels happy when he/she plays football. / He/She feels sad when it rains.)*

(Photos: 3, 4 3.JPG   4.jpg
Video: Emotions_Presenting a chart)   Emotions presenting the chart.MP4

https://6qvxwpjda8.execute-api.eu-west-1.amazonaws.com/docs/gJS1_sUU8KbNf47DA7ZFnwXCcrhsmg?sig=f9d81b49879555f14d51cad550efb769ed32407ae89918ad6222d5ab034ac33c

Step 4: **Drawing emotions with shapes, colours and lines**

The teacher shows the pupils *The emotional colour wheel, by Eric Gibbons:*
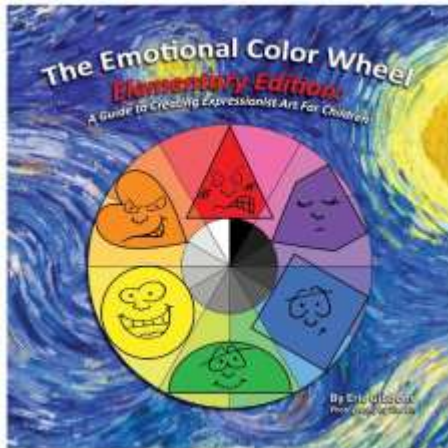
and asks the pupils to identify each feeling and to describe the drawing (*e.g., Yellow is a happy circle. Red is an angry triangle. Blue is a sad square.*) If the pupils don't know how to define the green and purple shapes, the teacher offers support (*e.g., semicircle, pentagon*).

Then the teacher draws lines on the board: upward or downward curved lines, straight lines, zigzag lines etc. and asks pupils if they can use these lines to show emotions (e.g., happy lines, angry lines, sad lines). After eliciting the answers, the teacher gives supplementary explanations.

Then, the teacher divides pupils into groups of four and gives each group a chart of colours and associated feelings:

https://6qvxwpjda8.execute-api.eu-west-1.amazonaws.com/docs/npNo6XZ3H8nMb3XEtkqVz6Eanxt7mS?sig=ac6dd6b68329bd6a25cf0c15a8dc14f5d5349d930610c77b0b6ba432b493aa7a

In each group, pupils will have to negotiate which four colours and feelings they will choose to draw. After that, each member of the group will choose a feeling and a shape, and with the use of all the materials presented they will draw a coloured shape that will represent the feeling.

(Photos: 5, 6, 7, 8, 9) 5.jpg 6.jpg 7.jpg 8.jpg 9.jpg

Step 5: **The presentation**

The teacher will ask a representative of each group to present one of the drawings and describe it in front of the class, giving reasons why their characters feel that way.

(*e.g., My character is a square. It is blue because it is sad. And this is because he lost in the football game.*)

Videos: Presenting a character: emotions-presenting-a-character.mp4

Evaluation

The teacher observes the pupils while they are working individually or as a group and asks them questions about what they are drawing.

There won't be any grades or scores assigned. The teacher will monitor the pupils, thus assessing the pupils' work in this way. Pupils will organise their projects into a portfolio.