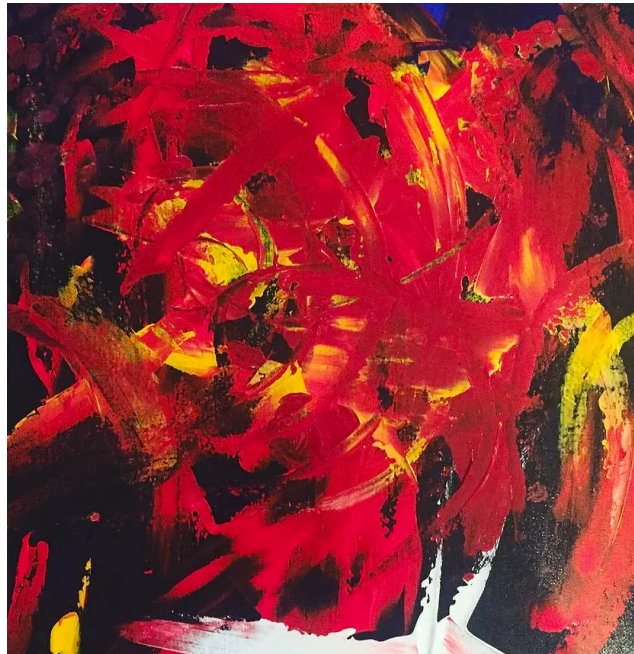


THIRD GRADE UNIT PLAN

ART AND EMOTIONS



Nicole Stabile
ARED 536 | Spring 2025

Big Idea: Art allows us to explore, understand, and communicate feelings—both our own and those of others—deepening empathy, self-awareness, and connection across all areas of learning.

Grade: 3rd Grade

Length of Unit: 7 classes – 50 minutes long

Key Concepts:

Lesson 1:

- Artists use color to represent and communicate different emotions.
- People may interpret the emotional meaning of colors differently based on personal experience or culture

Lesson 2:

- Art can express complex or mixed emotions using more than one element, like color, shape, and facial features.
- Facial expressions and body language are visual tools that artists use to show how a character or person feels.

Lesson 3:

- Artists make intentional choices in color, composition, and imagery to represent a specific emotion

Essential Questions:

Lesson 1:

- How can color be used to express feelings or emotions?
- Can one color represent more than one emotion

Lesson 2:

- In what ways can different artistic elements (like color, shape, and facial features) work together to represent complex emotions?
- How can a simple expression or gesture change the way we feel about an image

Lesson 3:

- What factors should an artist consider when choosing how to represent an emotion in art?

Rationale:

This unit is important for 3rd grade students because it helps them develop emotional awareness, empathy, and self-expression through creative exploration. At

this age, children are learning to identify and manage more complex emotions, and art offers a powerful, nonverbal way to explore and communicate those feelings. By connecting emotions to visual elements like color, line, and facial expression, students learn how to express themselves more effectively and understand others more deeply. These skills support social-emotional growth, build confidence, and make art personally meaningful—both inside and outside of the classroom.

National Core Art Standards:

Lesson 1:

- VA:Cr1.1.3a – Elaborate on an imaginative idea.
- VA:Re7.1.3a – Speculate about processes an artist uses to create a work of art.
- CCSS.ELA-LITERACY.SL.3.1 – Engage effectively in collaborative discussions.

Lesson 2:

- VA:Cr2.1.3a – Create artwork using a variety of artistic processes and materials.
- VA:Re8.1.3a – Interpret art by analyzing use of media to create meaning.
- VA:Cr3.1.3a – Elaborate visual information by adding details in an artwork to enhance emerging meaning
- VA:Re8.1.3a – Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.
- MU:Re7.1.3a – Demonstrate and describe how selected music connects to and is influenced by personal interest, experiences, or emotions
- CCSS.ELA-LITERACY.SL.3.4 – Report on a topic or text, tell a story, or recount an experience.
- SEL Competency – Self-awareness: Identifying emotions and recognizing how they influence behavior
- Relationship Skills – Communicating clearly and listening actively.

Lesson 3:

- VA:Cr1.2.3a – Apply knowledge of available resources, tools, and technologies to investigate personal ideas through art-making.
- VA:Cr3.1.3a – Elaborate visual information by adding details in an artwork to enhance emerging meaning.
- VA:Re9.1.3a – Evaluate an artwork based on given criteria.
- VA:Cr1.1.3a – Elaborate on an imaginative idea.

- VA:Pr5.1.3a – Identify exhibit space and prepare works of art for presentation.
- CCSS.ELA-LITERACY.W.3.2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- SEL Competency: Self-Awareness – Recognizing emotions and how they influence behavior.
- Self-Awareness – Identify and recognize one's own emotions.

Objectives:

Lesson 1:

Knowledge:

- Students will identify colors and their associated emotions
- Students will discuss how colors are used in the world around them to communicate emotions through a class discussion.

Skills:

- Students will complete a color wheel by associating each color with an emotion(s)
- Students will contribute ideas during a class activity to match emotions to colors.

Dispositions:

- Students will reflect on their own feelings and how they interpret color.
- Students will learn how others perceive colors and their emotional connection.

Lesson 2:

Knowledge:

- Students will identify and describe how facial features change to show different emotions.
- Students will describe how music influences mood and feelings.

Skills:

- Students will draw facial expressions to match specific emotions given to them.
- Students will create abstract artworks based on how different pieces of music make them feel.

Dispositions:

- Students will reflect on how they feel and how they express those feelings through art.
- Students will respect others' emotional responses and interpretations.

Lesson 3:

Knowledge:

- Students will identify how color, line, and imagery can visually represent different emotions in art.
- Students will be able to explain the reasoning behind their artistic choices and how those choices express a specific emotion.

Skills:

- Students will create a mixed-media or drawing-based artwork that visually expresses one chosen emotion.
- Students will select and apply art materials to reinforce the emotion they are conveying.
- Students will write an artist statement describing their emotion and the visual choices made to express it.

Dispositions:

- Students will reflect on their own emotions and communicate them through their artistic choices.
- Students will show respect for diverse perspectives during the gallery walk by giving kind, reflective feedback.

Pre-Assessment:

Students will respond to the prompt: "What color are you feeling today? Why?" They will record their answers in their sketchbooks through both drawing and a few written sentences. Students will then fill out a printed color wheel worksheet by assigning an emotion(s) to each color based on their personal associations.

Formative Assessment:

Students will complete an exit slip after Lesson 1, identifying two colors and an emotion associated with that color. In Lesson 2, students will be observed by the teacher throughout their work time. In Lesson 3, students will engage in in-program teacher and peer check-in during the final project.

Summative Assessment:

Upon completion of the final project, which consists of a final artwork representing a chosen emotion, as well as a written artist statement. The unit will conclude with a gallery walk, where students display and view each other's work. A rubric will be used to evaluate the final product, reflection, and participation.

Conclusion:

This unit will provide 3rd grade students with a meaningful opportunity to explore how art can be a powerful tool for emotional expression and understanding. Through structured exploration of color, expression, and abstract art, students learn how visual elements can be used to represent a wide range of emotions. The unit ends in a final project where students have the freedom to choose an emotion, select the color they feel best represents it, and design an image that visually communicates that feeling. This choice allows students to reflect on their personal experiences and express themselves through their art. Students will not only build technical and conceptual art skills but also gain confidence in their ability to understand and communicate emotions—skills that extend beyond the art room into all areas of life.

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Lesson Plan One

Enduring/Big Idea: Art allows us to explore, understand, and communicate feelings—both our own and those of others—deepening empathy, self-awareness, and connection across all areas of learning.

Contemporary Artist Connection: Jose Parla, Hervé Tullet

Historical Artist Connection: Mark Rothko

Visual Art Content Areas: Drawing and Color Theory

Lesson Title: Color and Emotion Introduction

Grade/Class: 3rd Grade Visual Art

Time Allotment: 1 class – 50 minutes long

Lesson Plan Overview

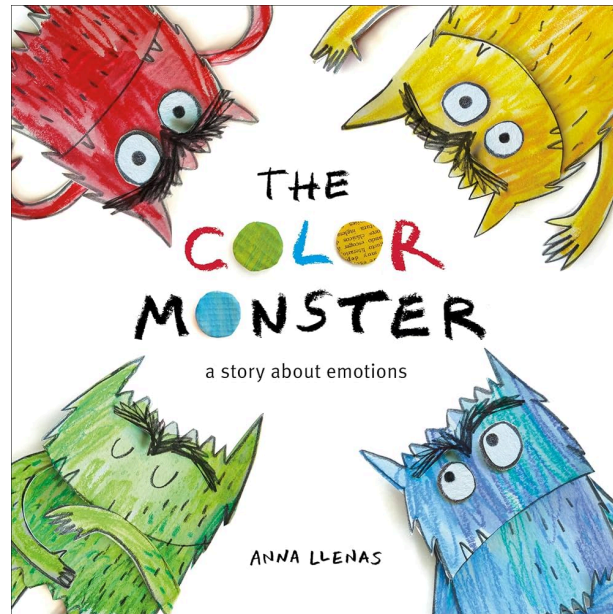
Lesson Summary:

Students will explore how colors are associated with different emotions by engaging in literature, discussion, and creative responses. They will read a story, complete a color-emotion wheel, and participate in a color association activity. The goal is to build foundational understanding of color symbolism and emotional expression

Rationale:

Understanding the emotional impact of color builds visual literacy and helps students begin thinking about how they can communicate complex ideas through art. This lesson supports emotional awareness and expression which are critical developmental skills for third graders.

Artworks, Artists, and/or Artifacts:



Reading Supplement: *The Color Monster* by Anna Llenas



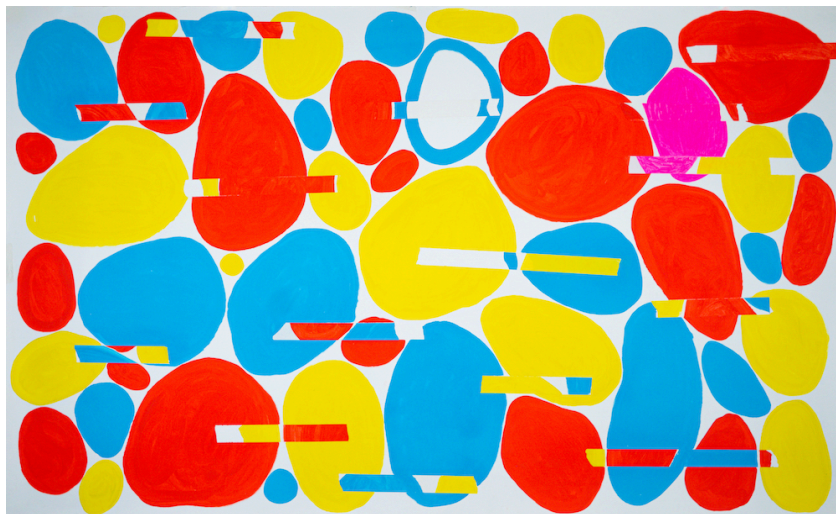
Imprint, 2018

Jose Parla

Acrylic, oil ink, paper and plaster on canvas



Universal Meditation, 2023
Jose Parla
Mixed media on canvas



Lines, 2020
Hervé Tullet
Acrylic on polytab



Untitled, 2021
Hervé Tullet
Acrylic on paper



Untitled (Brown & Gray), 1969
Mark Rothko
Acrylic on paper

Key Concepts:

- Artists use color to represent and communicate different emotions.
- People may interpret the emotional meaning of colors differently based on personal experience or culture.
- Color can evoke emotional responses beyond just the visual.
- Artists use their understanding of color to make intentional choices that influence the viewer's mood or perception.

Essential Questions:

- How can color be used to express feelings or emotions?
- Can one color represent more than one emotion
- How do artists use color to make us feel something when we look at their work?
- Can a color change the way we understand or connect with a piece of art?

National Core Visual Art Standards:

- VA:Cr1.1.3a – Elaborate on an imaginative idea.
- VA:Re7.1.3a – Speculate about processes an artist uses to create a work of art.
- CCSS.ELA-LITERACY.SL.3.1 – Engage effectively in collaborative discussions.

Interdisciplinary Connections:

This lesson connects with ELA as it involves storytelling and discussion, and social-emotional learning including self-awareness and emotional vocabulary

Objectives**Knowledge:**

- Students will identify colors and their associated emotions
- Students will discuss how colors are used in the world around them to communicate emotions through a class discussion.

Skills:

- Students will complete a color wheel by associating each color with an emotion(s)
- Students will contribute ideas during a class activity to match emotions to colors.

Dispositions:

- Students will reflect on their own feelings and how they interpret color.
- Students will learn how others perceive colors and their emotional connection.

Assessment**Pre-assessment:**

Students will respond to the prompt: "What color are you feeling today? Why?" They will record their answers in their sketchbooks through both drawing and a few written sentences. Students will then fill out a printed color wheel worksheet by assigning an emotion(s) to each color based on their personal associations.

Formative Assessment:

The teacher observes and reviews students' completed color-emotion wheels and participation during discussion. Students will complete an exit slip identifying two colors and an emotion associated with that color.

Summative Assessment:

Students will be evaluated based on completion on color wheel activity and participation in class discussions.

Instructional Procedures**Motivation/Engagement (The Hook):**

To begin the lesson, students will be introduced to the concept of color and emotion through a read-aloud of *The Color Monster* by Anna Llenas. During the reading, the teacher will encourage students to pay close attention to how the character's feelings are shown through color and imagery. The reading should take about 5 minutes. After the reading, the teacher will ask the students "What color are you feeling today? Why?", and the students will have about 5 minutes to think and write down their answers. The teacher will facilitate a class discussion where students can volunteer and share their color and reasoning. This discussion should take only 5 minutes.

Development:

After the "What color are you feeling today?" discussion, the students will receive a color wheel handout and be asked to fill out each section with an emotion(s) they

personally associate with that color. Following that, the teacher will facilitate a presentation showing various solid colors, one at a time, asking students to respond with the emotion they think the color represents. The teacher will guide a group discussion comparing answers, highlighting that there are no wrong responses, and emphasizing how personal experience and culture can shape these interpretations. To deepen understanding, students will view examples of work by Jose Parla, Hervé Tullet, Mark Rothko, Alexis Bonavitacola, and Angelika Biber noting how each artist uses certain colors to convey feelings. The presentation and discussion should last 25–30 minutes.

Culmination/Close:

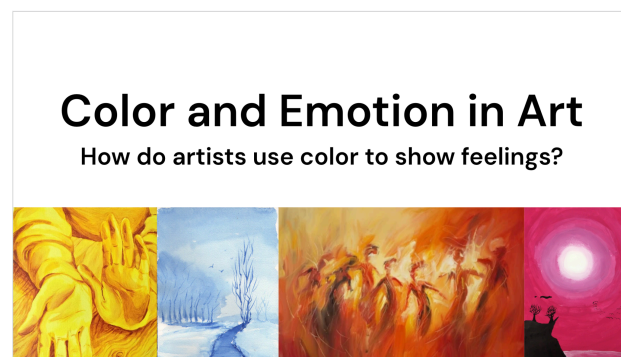
To end the class, the teacher will pass out exit slips, asking the students to identify two colors and what emotion(s) is associated with that color. The students will leave the tickets in a pile by the door as they leave.

Preparation

Teacher Preparation:

- All About Jose Parla
 - <https://www.joseparla.com/>
- All About Hervé Tullet
 - <https://herve-tullet.com/>
- All About Mark Rothko
 - <https://www.mark-rothko.org/>
- *The Importance of Expressing Emotion Through Art* Article
 - <https://www.artsacad.net/the-importance-of-expressing-emotion-through-art/>

Supplementary Materials:



Link to Introduction Slideshow presentation:

https://docs.google.com/presentation/d/10q6LdYZqrdZv_qNpEF5ckvv4PbakriaepWBF1KByzG4/edit?usp=sharing

Blank Color Wheel Worksheet:

Name: _____

Directions: Write out three emotions that you think each color represents.



A color wheel with eight segments, each labeled with a color name. The segments are arranged in a circle, starting from the top and moving clockwise: YELLOW, ORANGE, RED, PINK, PURPLE, BLUE, GREEN, and BLACK. Each segment is a different color. The wheel is surrounded by horizontal lines for writing emotions. There are three lines on the left, three on the right, and three at the bottom, for a total of nine sets of lines.

Exit Slip:

Name: _____	
Identify 2 emotions and a color associated with that emotion.	
Emotion:	Emotion:
Color:	Color:

Student Supplies:

- Halved 9x12" drawing paper (4.5x6" sheets)
- Pencils and erasers
- Markers
- Colored pencils

Adaptations and Modifications:

Modifications can be made on an as-needed basis. To support diverse learners, students may provide verbal responses or simplified written reflections as needed. Visual support and translated materials will also be provided to assist multilingual learners.

Lesson Plan Two

Enduring/Big Idea: Art allows us to explore, understand, and communicate feelings—both our own and those of others—deepening empathy, self-awareness, and connection across all areas of learning.

Contemporary Artist Connection: Shantell Martin, Jackson Pollock

Historical Artist Connection: Edvard Munch, Wassily Kandinsky

Visual Art Content Areas: Drawing, Abstract Art, Expression

Lesson Title: Exploring Emotions Through Expression and Sound

Grade/Class: 3rd Grade Visual Art

Time Allotment: 3 classes – 50 minutes long

Lesson Plan Overview

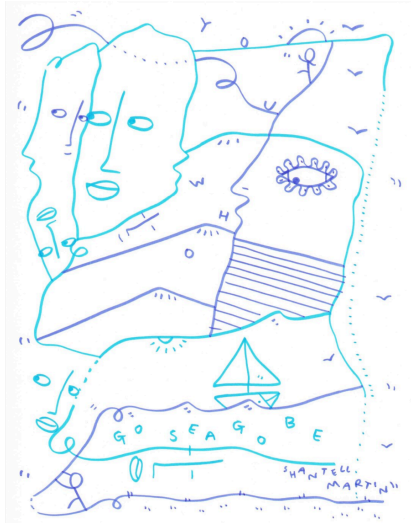
Lesson Summary:

In this lesson, students will explore two methods of visual emotional expression: facial expressions and abstract art inspired by music. They will practice drawing facial features to show emotion and listen to instrumental music to create abstract art using colors, lines, and shapes. Students will reflect on their choices and how they represented emotion

Rationale:

Understanding how facial expression and sound can inspire emotional responses builds visual literacy and helps students explore how feelings can be communicated through abstract and representational art. It provides opportunities to build emotional intelligence and observational drawing skills. By linking art with music and feelings, it deepens their understanding of self-expression and communication.

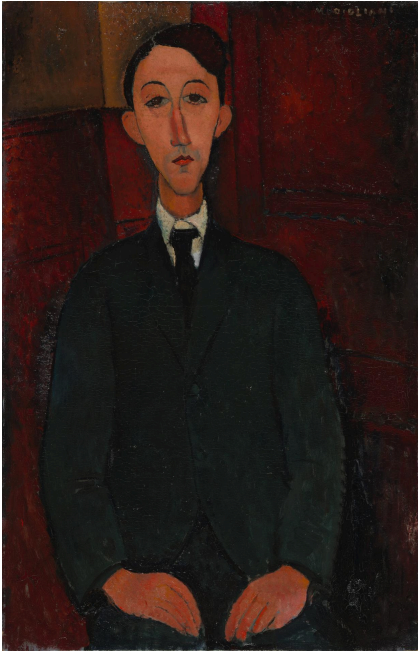
Artworks, Artists, and/or Artifacts:



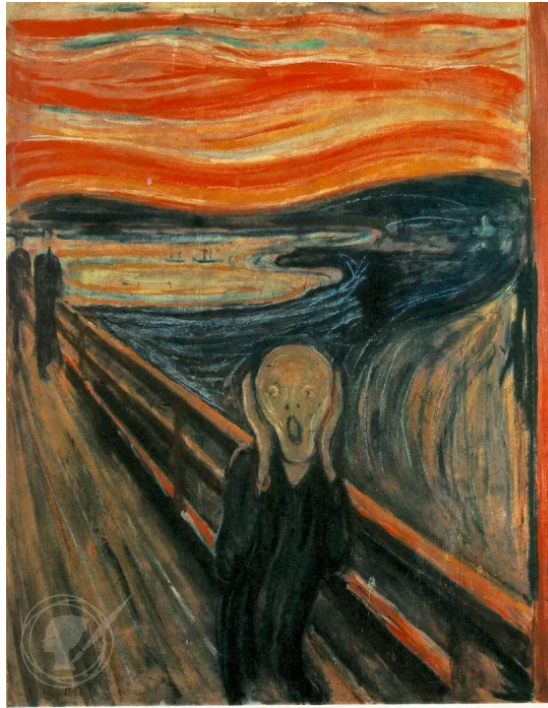
Go Sea, 2022
Shantell Martin
Ink on Paper



Dance Everyday, 2017
Shantell Martin
Spray paint on concrete wall



Portrait of the painter Manuel Humbert, 1916
Amedeo Modigliani
oil on canvas



Scream, 1893
Edvard Munch
Oil, Tempera, and Pastels



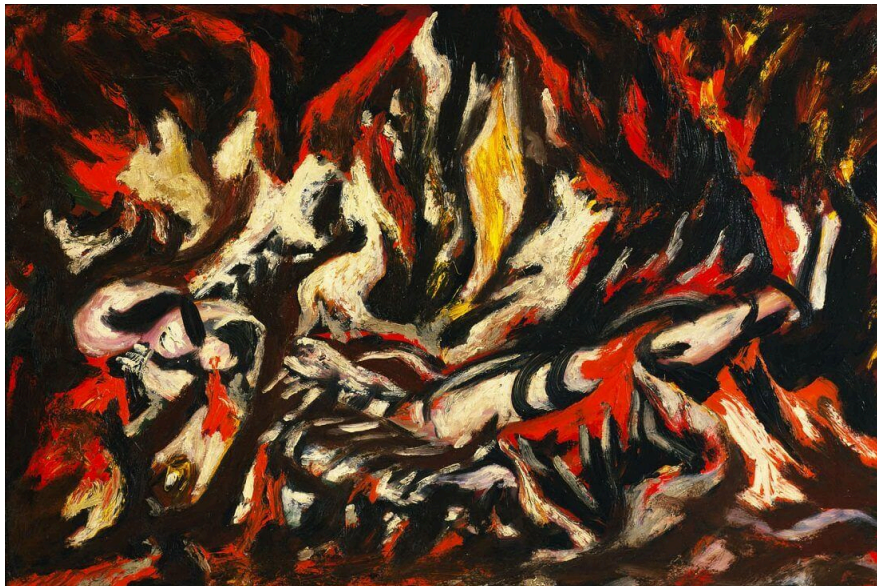
Weeping Woman, 1937
Pablo Picasso
Oil in canvas



Happiness
Joep Buijs



Girl with a Pearl Earring, 1665
Johannes Vermeer
Oil in canvas



The Flame, 1934-38
Jackson Pollock
oil painting on canvas, mounted on fiberboard

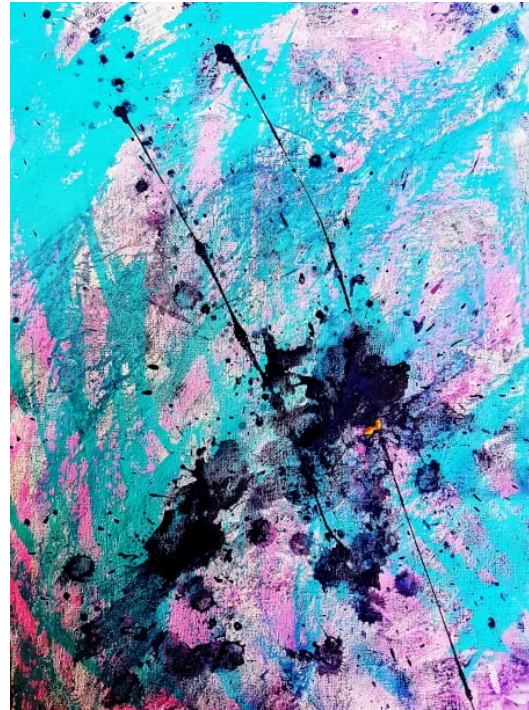


Shimmering Substance, 1945

Jackson Pollock

Oil on canvas with nails, tacks, buttons, key, coins, cigarettes, matches, etc





The Joy of Painting With Music

Suhail Mitoubssi

Acrylic on canvas

Key Concepts:

- Facial expressions and body language can visually communicate emotions.
- Music can influence how we feel and how we make art.
- Artists make choices with lines, colors, and shapes to express emotions.
- Abstract art doesn't have to "look like" something to communicate emotion.

Essential Questions:

- How do artists show feelings without using words?
- How can music inspire what we create in art?
- What elements of art can be used to express emotions?
- How can abstract art express emotion without showing real-life images

National Core Visual Art Standards:

- VA:Cr2.1.3a – Create artwork using a variety of artistic processes and materials.
- VA:Re8.1.3a – Interpret art by analyzing use of media to create meaning.
- VA:Cr3.1.3a – Elaborate visual information by adding details in an artwork to enhance emerging meaning
- VA:Re8.1.3a – Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.
- MU:Re7.1.3a – Demonstrate and describe how selected music connects to and is influenced by personal interest, experiences, or emotions
- CCSS.ELA-LITERACY.SL.3.4 – Report on a topic or text, tell a story, or recount an experience.
- SEL Competency – Self-awareness: Identifying emotions and recognizing how they influence behavior
- Relationship Skills – Communicating clearly and listening actively.

Interdisciplinary Connections:

This lesson connects with music by using interpretation of instrumental sounds to create art, social-emotional learning by identifying and expressing personal feelings, and ELA by reflecting and discussing artistic choices.

Objectives

Knowledge:

- Students will identify and describe how facial features change to show different emotions.
- Students will describe how music influences mood and feelings.

Skills:

- Students will draw facial expressions to match specific emotions given to them.
- Students will create abstract artworks based on how different pieces of music make them feel.

Dispositions:

- Students will reflect on how they feel and how they express those feelings through art.
- Students will respect others' emotional responses and interpretations.

Assessment

Pre-assessment:

During the opening presentation for the lesson, the teacher will ask the students, "What does it look like when someone is happy, sad, angry, surprised, etc.?"

Students will make a face that goes along with the emotion, as well as seeing what faces their classmates make, while the teacher is observing.

Formative Assessment:

The teacher will circulate the room and observe the students' work as they participate in the activities during work time. The teacher will be observing student engagement, use of techniques, and emotional reflection. The teacher will perform informal check-ins during work time and ask questions like "What emotion are you showing here?"

Summative Assessment:

Students will be evaluated on final abstract music drawing and facial expression sketches, which will be reviewed for understanding of emotional expression through visual elements. Students will write a short statement on their emotional choices and how the music influenced them.

Instructional Procedures

Day 1:

Motivation/Engagement (The Hook):

To begin the lesson, students will explore how emotions can be shown through facial expressions. The teacher will ask a series of questions such as, "What does it look like when someone is feeling...?" using various emotions like happy, angry, or surprised. Students will act out each emotion with their faces while observing their classmates' expressions. After each emotion, the class will briefly discuss which facial features changed—such as eyebrows, mouths, or eyes—and how those changes help communicate different feelings. This introduction activity should take around 10 minutes

Development:

The teacher will begin with a short demonstration lecture on how to draw facial features using simple shapes, focusing on how small changes in features like eyes, eyebrows, and mouths can express different emotions. This portion will last about 10

minutes and provide students with a clear visual foundation. Following the demonstration, students will participate in an interactive drawing activity. Over the course of 25 minutes, the teacher will call out one emotion at a time, such as sad, excited, scared, angry, ect., and students will create a quick sketch of a face that represents that feeling. Each sketch will be drawn out in graphite pencils on sections of a 9x12" drawing sheet. Each sketch should take approximately five minutes, allowing students to apply what they learned and explore a variety of emotional expressions through drawing.

Culmination/Close:

Students will be given the last 5 minutes of class to label their emotions, sketches, hand in their work, and clean up their area, making sure all materials are put away in the correct spot.

Day 2:

Motivation/Engagement (The Hook):

The teacher will lead class off by silently posing in exaggerated ways that express different emotions (ex., slumped shoulders and a frown for sadness, arms raised and wide eyes for excitement). Each time, the class will guess what emotion the teacher is showing. After each guess, the teacher will briefly discuss which body cues helped convey that emotion, encouraging students to observe posture, gestures, and facial expressions.

This opening discussion should take around 10 minutes.

Development:

The teacher will lead off with a presentation of artworks that express emotion through body language and facial expression. For each image, students will discuss:

- "What emotion do you think this person is showing?"
- "What clues do you see in their posture or face?"
- "How does the artist use body language and facial expression to tell a story or mood?"

This presentation and discussion should take about 10 minutes.

After the presentation, the students will continue to explore drawing facial expressions. Students will be able to choose 3 colored pencils to represent 3 different emotions. For each color, students will spend about 7 minutes depicting an image of a person expressing that emotion, only using that single colored pencil. The subject matter and emotion is up to the student to choose. Drawing will be done on

4.25x5.5" drawing sheets. After completing their drawings, students will share their work with their tables, explaining what emotion they chose and why they chose specific details in their drawings.

Culmination/Close:

To wrap up the class, in the last 5 minutes, the teacher will lead a short whole-class reflection. Students will be invited to share one drawing they feel especially proud of or one thing they learned about expressing emotions through body language and facial expression. After the discussion students will have a few minutes to put away their colored pencils and hand in their drawings.

Day 3:

Motivation/Engagement (The Hook):

The teacher will open up this class by asking, "Can we feel emotions just from hearing music?" Students will be asked to close their eyes and the teacher will then play a 30-second clip of energetic music, then a calm clip. After each sound clip, students will be asked to raise their hand to share the emotion they feel from hearing that sound clip. This activity will take no more than 5 minutes

Development:

The teacher will begin by showing six expressive abstract artworks by a range of artists, including Jackson Pollock and Suhail Mitoubi. Alongside the artwork, the teacher will play six short music clips, each with a distinct mood. After each clip, students will be asked to look at the six artworks and decide which one they feel best matches the music. Students will then put up fingers matching the artwork number to vote for which piece they think matches the song the best, followed by a short discussion about why certain pieces seem to "fit" the sound. The teacher will guide students to notice elements like color intensity, movement, and texture in the artworks and how those visual choices relate to the feelings expressed in the music. This matching and discussion activity will take about 10–15 minutes.

After the discussion, students will create their own expressive abstract artworks based on music. Each student will collect a pack of 8 Crayola crayons and a few sheets of 8.5x11" white drawing paper, then return to their seats. The teacher will explain that they will listen to a piece of instrumental music, and while the music plays, students will draw in response to how it makes them feel. They'll be encouraged to choose colors, and draw lines, and shapes that match the emotion they hear. The drawings don't have to be neat or perfect; they are meant to be quick and expressive. This will be about using art to show feelings in a way that doesn't

require words or realistic images. After each song, students will have around 5 extra minutes to complete the drawing. The process may be repeated with 2–3 different music clips, giving students the opportunity to explore a range of emotions and mark-making styles. This activity will take 25–30 minutes

Culmination/Close:

During the last 5 minutes of class, the students will return the crayons and pick up an exit slip on their way back to their seat. Students will choose their favorite piece and fill out the exit slip.

Preparation

Teacher Preparation:

- Read through the article The Joy of Painting with Music
<https://www.ezeeart.com/the-joy-of-painting-with-music/>
- All About Shantell Martin
<https://shantellmartin.art/>
- All About Jackson Pollock
<https://www.jackson-pollock.org/>
- Prepare the presentations. Practice facial expression and body language demonstration. Curate and prepare a slideshow with selected expressive artworks (high-res images, cropped for clarity). Prepare and cue 6 short instrumental music clips (90 seconds or less) with varied moods.
- Understand key vocabulary:
 - Expression: *How we show our thoughts or feelings through our face, body, voice, or art.*
 - Abstract: *Art that does not look like real things but uses shapes, lines, and colors to show ideas or emotions.*
 - Mood: *The feeling or emotion that a piece of art gives you*
 - Gesture: *A movement of the body or hands that shows a feeling or idea.*
 - Facial Feature: *The parts of your face, like eyes, eyebrows, nose, and mouth, that change when you show feelings.*
 - Body Language: *The way we use our bodies—like how we stand, sit, or move—to show what we feel or think.*

Supplementary Materials:

Using Facial Expression in Art

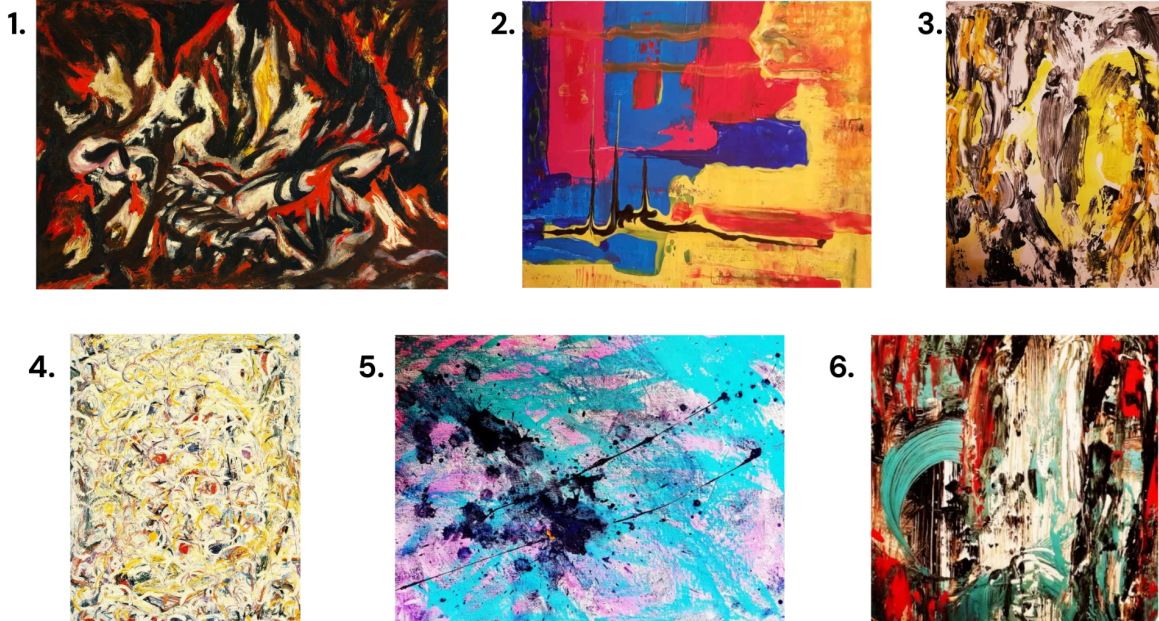
Link to Day 2 Artwork Slideshow Presentation:

https://docs.google.com/presentation/d/1zU_zfRoFAWmulPph2mZsjTDnmRiOO6F6tNFVfF8eE3g/edit?usp=sharing

Playlist for Day 3 Introduction Activity:

<https://open.spotify.com/playlist/day3introduction>

Day 3 Matching Activity Artwork Slide:



Day 3 Matching Activity Playlist:

<https://open.spotify.com/playlist/day3matchingactivity>

Day 3 Expressive Art through Music Playlist:
<https://open.spotify.com/playlist/day3expressiveart>

Day 3 Exit Slip:

Name: _____

Choose your favorite piece of art you made today. Write 2-3 sentences why you chose this piece and why you are the most proud of it?

Student Supplies:

- 9x12" drawing paper, 1 sheet per student
- Graphite pencils and erasers
- 4.25 x 5.5" cut drawing paper, 3 per student
- Colored pencils (limited choice: students select 3)
- 8.5 x 11" white drawing paper, 2–3 sheets per student
- 8-count packs of Crayola crayons
- Exit slips (pre-cut or handed out at cleanup)
- Clipboards or drawing boards (if needed)

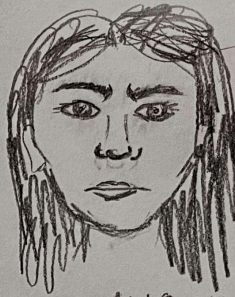
Adaptations and Modifications:

Modifications can be made on an as-needed basis. Visual examples, music, live demonstrations, and physical movement will be used to introduce all concepts. The lesson includes movement, emotion-based storytelling, and choice-based artmaking to appeal to a wide range of interests and energy levels. Visual aids and vocabulary sheets can be provided for English language learners. Extra drawing time or modified drawing tasks can be given to students with fine motor challenges. Students can work in pairs during discussions if needed.

Exemplars:



HAPPY



ANGER



SHOCK

Lesson Plan Three

Enduring/Big Idea: Art allows us to explore, understand, and communicate feelings—both our own and those of others—deepening empathy, self-awareness, and connection across all areas of learning.

Contemporary Artist Connection: Shantell Martin, Chuck Close

Historical Artist Connection: Robert Delaunay

Visual Art Content Areas: Drawing, Mixed Media, Abstract Art, Emotional Expression

Lesson Title: Expressive Emotion Portrait

Grade/Class: 3rd Grade Visual Art

Time Allotment: 3 classes – 50 minutes long

Lesson Plan Overview

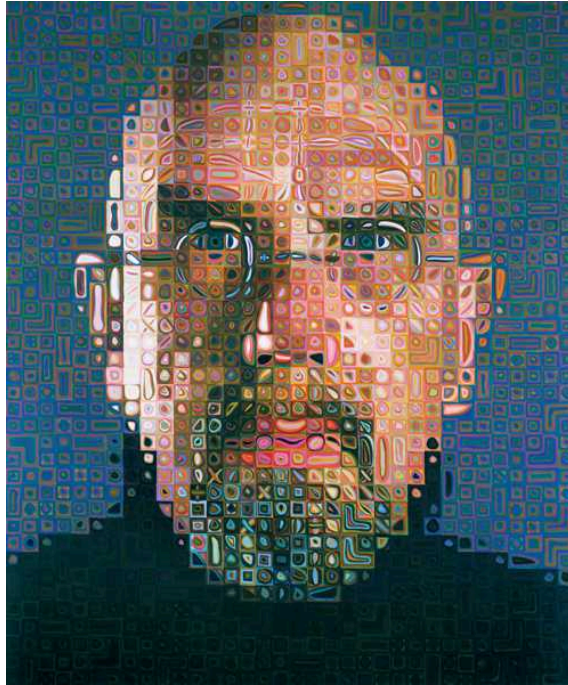
Lesson Summary:

Students will choose one emotion they want to explore and express through art. They will select colors, lines, and imagery to represent this emotion in a final mixed-media or drawing-based artwork. After completing their artwork, students will write a short artist statement and participate in a gallery walk, observing and reflecting on classmates' work.

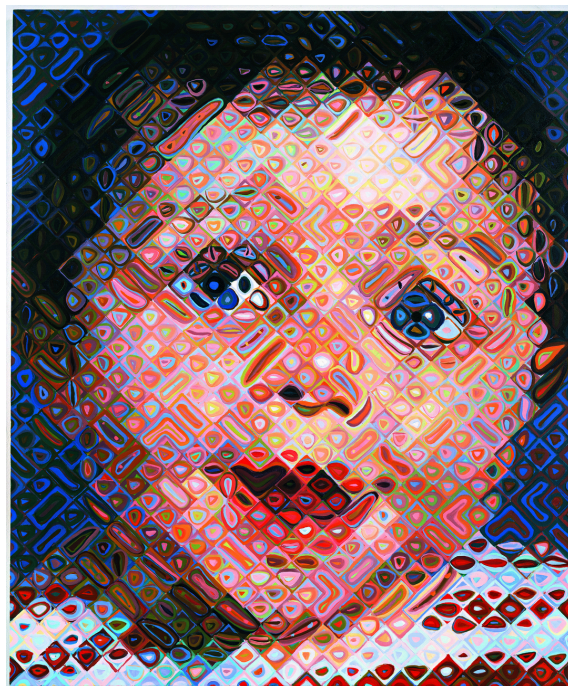
Rationale:

This lesson empowers students to take creative ownership and reflect on how art can express feelings. It supports emotional development and encourages empathy by allowing students to share and interpret emotional stories through art. It builds on prior skills and promotes both independence and community.

Artworks, Artists, and/or Artifacts:



Self-Portrait, 2005
Chuck Close
Oil on canvas



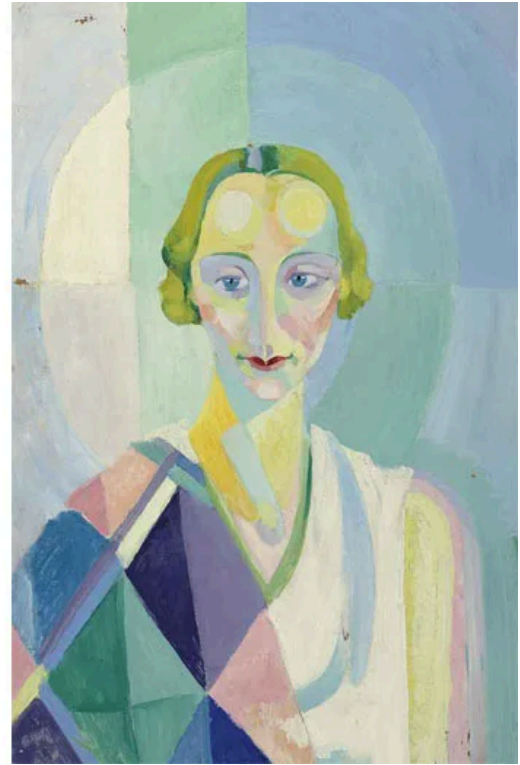
Emma, 2000
Chuck Close
Oil on canvas



Rita
Robert Catapano
Acrylic paint



Express Emotion In Colors II
Luise Andersen
Pastels



Senecio. Captions		Portrait of Madame Heim
Paul Klee		Robert Delaunay

Key Concepts:

- Art can be a powerful tool for expressing emotions.
- Colors, lines, and shapes help communicate mood and feelings.
- Artists make thoughtful choices to show how they feel.
- Sharing and discussing art helps build empathy.

Essential Questions:

- How can I use art to show how I feel?
- What choices do artists make to express emotions?
- How does looking at others' art help us understand their feelings?

National Core Visual Art Standards:

- VA:Cr1.2.3a – Apply knowledge of available resources, tools, and technologies to investigate personal ideas through art-making.

- VA:Cr3.1.3a – Elaborate visual information by adding details in an artwork to enhance emerging meaning.
- VA:Re9.1.3a – Evaluate an artwork based on given criteria.
- VA:Cr1.1.3a – Elaborate on an imaginative idea.
- VA:Pr5.1.3a – Identify exhibit space and prepare works of art for presentation.
- CCSS.ELA-LITERACY.W.3.2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- SEL Competency: Self-Awareness – Recognizing emotions and how they influence behavior.
- Self-Awareness – Identify and recognize one's own emotions.

Interdisciplinary Connections:

This lesson integrates English Language Arts through the writing of artist statements, allowing students to organize and express their ideas clearly using descriptive language. It also builds Social-Emotional Learning by helping students identify, understand, and communicate their emotions, promoting self-awareness and empathy. Through the gallery walk and reflection, students practice active listening and respectful communication, connecting art to emotional literacy and personal expression.

Objectives

Knowledge:

- Students will Identify how color, line, and imagery can visually represent different emotions in art.
- Students will be able to explain the reasoning behind their artistic choices and how those choices express a specific emotion.

Skills:

- Students will create a mixed-media or drawing-based artwork that visually expresses one chosen emotion.
- Students will select and apply art materials to reinforce the emotion they are conveying.
- Students will write an artist statement describing their emotion and the visual choices made to express it.

Dispositions:

- Students will reflect on their own emotions and communicate them through their artistic choices.

- Students will show respect for diverse perspectives during the gallery walk by giving kind, reflective feedback.

Assessment

Pre-assessment:

The teacher will facilitate a class discussion reviewing emotions and how they were expressed through color, expression, and elements of art. Students will be asked to name colors, line forms, shapes, and expressions that might express a selected emotion.

Formative Assessment:

The teacher will circulate the room and observe the students' work during the designated work time. Student's will be observed on progress, effort, and understanding. Students will participate in one-on-one teacher check-ins, as well as one peer check-in. During the teacher check-ins, the teacher will ask guiding questions like "Why did you choose that color?" or "What feeling are you showing here?"

Summative Assessment:

The final artwork will be assessed based on originality, effort, and clarity of emotional expression following a rubric ranked 1-5 for each category. The final artist statement will also be assessed for understanding of emotion and explanation of artistic choices. Students will also be assessed on participation during gallery walk. Students will be asked to make a comment on at least one peer's work and be given participation points for doing so. .

Instructional Procedures:

Day 1:

Motivation/Engagement (The Hook):

The teacher will present a presentation introducing the final project. The presentation will start with a few examples of portraits using line, shape, color and facial expression to show emotions. These examples will include artwork by Chuck Close, Robert Catapano, Luise Andersen, Paul Klee, and Robert Delaunay. The student will then be shown the project overview, with step by step examples shown.

They will be given a sheet with emotions to choose from as well as prompts to kick start their ideation for the project. This introduction should take about 10 minutes.

Development:

The teacher will begin with a brief demonstration, modeling how to brainstorm ideas for different emotions and sketch small thumbnails to explore possible compositions. The teacher will also introduce the available art materials and explain how students can combine them creatively to produce a mixed-media piece. This demonstration will take approximately 10 minutes.

Following the demonstration, students will return to their seats with a few sheets of paper to begin sketching their ideas in pencil. Once the student has finalized an idea, they will bring it up to the teacher who will then give them a piece of 9x12" mixed media paper to begin drawing out their final piece. They will be reminded to sketch lightly and thoughtfully. During this time, students will also select the colors they want to use and decide which materials—up to two—they would like to work with. Students will have about 25 minutes to plan, experiment, and begin developing their final artwork

Culmination/Close:

Students will be given the last 5 minutes of class to place their mixed media sheet in their class folder, and clean up their area, making sure all materials are put away in the correct spot.

Day 2:**Motivation/Engagement (The Hook):**

The teacher will show the class the portraits they were shown on Day 1, and go through the project introduction again to remind the students what they are working on. After the 5 minute Day 1 recap, students will get started on continuing to sketch out their final pieces right away.

Development:

Students will spend the remainder of the class period completing the initial drawings for their final emotion artwork. Once a student finishes their sketch, they will raise their hand for a teacher check-in. During this brief one-on-one conference, the teacher will review the drawing, ask the student to explain their artistic choices, and discuss which two materials and colors they intend to use for the final piece. This step encourages intentional decision-making and allows the teacher to provide individualized feedback. After receiving approval, students may

collect their selected materials and begin their final artwork. During this work time, the teacher will circulate around the room, offering support, encouragement, and guidance as needed. Students will have about 40 minutes to work.

Culmination/Close:

Students will be given the final 5 minutes of class to clean up their work area, return materials to their proper places, and store their in-progress artwork either in the class folder or on the designated drying rack.

Day 3:**Motivation/Engagement (The Hook):**

The teacher will begin class with a quick class check-in, asking: "How are you feeling today, and how can that emotion help you finish your artwork?" A few volunteers will briefly share. Then students will be directed to pick up their artwork and materials. This intro should take less than 5 minutes.

Development:

Students will use this class period to complete their final artwork and begin drafting their artist statement. The teacher will circulate throughout the room, checking in with students to ensure they are making progress, staying on task, and offering individual guidance as needed. As students finish their artwork, they will be encouraged to reflect on their emotional theme and begin their artist statement using a structured worksheet with prompts and sentence starters. These statements will ask students to describe their chosen emotion, explain the artistic choices they made, such as colors, lines, and materials, and reflect on what they hope viewers will feel when seeing their work. The students will work at their own pace, with early finishers moving into the writing portion, while others focus on completing their visual piece. This work session should take approximately 40 minutes.

Culmination/Close:

Students will use the last 5–10 minutes of class to clean up materials and turn in either their completed artwork or their artist statement draft. The teacher will lead a short reflection discussion based on the question, "What do you feel proud of in your work today?"

Day 4:

Motivation/Engagement (The Hook):

The teacher will start the class by introducing the idea of being both an artist and an audience member. The teacher will introduce the prompt: "How does it feel to have others see your art? How can we show kindness and curiosity when viewing someone else's work?" Students will briefly learn how to give positive feedback. This activity should take around 5-10 minutes.

Development:

Students will spend approximately 15 minutes making any final touches to their artwork and completing their artist statements. The teacher will circulate to offer support and answer any questions. When students complete their final piece and artist statement, they will clean up their area, making sure all materials are put away correctly. Students who finish early may volunteer to help the teacher hang up artwork, arrange display areas, or help set up feedback stations. This collaborative setup reinforces responsibility and pride in presenting their work to peers. The class will then transition into the gallery walk portion of the lesson.

Once all artwork is set up, students will participate in a gallery walk, rotating in small groups to view and reflect on each other's pieces. As they move through the gallery, students will read artist statements and observe how their classmates used color, line, and materials to express different emotions. Each student will use a "Gallery Walk Reflection Sheet" to leave thoughtful and kind comments, or respond to reflective prompts such as "This artwork made me feel..." or "I noticed the artist used... to show emotion." This process encourages empathy, connection, and the development of constructive critique skills in a supportive and respectful environment. The gallery walk and reflection should take about 20-25 minutes.

Culmination/Close:

Students will help take down artwork carefully and then the class will gather for a group reflection discussion: "What did you learn from seeing others' work? Did anything surprise or inspire you?" The teacher may also highlight a few powerful moments or thoughtful artist choices. This discussion should last about 5-10 minutes.

Preparation**Teacher Preparation:**

- All About Chuck Close
<https://www.pacegallery.com/artists/chuck-close/>

- All About Robert Delauney
<https://www.guggenheim.org/artwork/artist/robert-delaunay>
- Prepare visual aids
 - Project Introduction Presentation
 - Day 2 Recap slideshow
 - Artist statement prompt worksheet
 - Gallery Walk reflection Sheet
 - Final project emotions and prompt guidance sheet
- Prepare stations for material and paper pickup
- Understand key vocabulary:
 - Emotion – *A feeling such as happiness, anger, sadness, or excitement, which can be expressed through color, shape, and imagery in art.*
 - Mood – *The overall feeling or atmosphere that an artwork creates, often influenced by color, line, and composition.*
 - Expressive Line – *A type of line that shows emotion or energy, such as jagged lines for anger or wavy lines for calmness.*
 - Color Symbolism – *The idea that colors can represent certain feelings or ideas.*
 - Mixed Media – *An artwork that combines more than one art material or technique.*
 - Abstract Art – *Art that does not try to represent real life exactly but uses shapes, colors, and lines to express ideas or emotions.*
 - Composition – *The way elements like line, color, and shape are arranged in an artwork.*
 - Artist Statement – *A short piece of writing that explains the artist's intention, emotion, and choices in their artwork.*
 - Gallery Walk – *An activity where students view each other's work displayed around the classroom and respond thoughtfully.*
 - Reflection – *Thinking carefully about your own work or others', especially focusing on meaning, choices, and feelings.*

Supplementary Materials:

Expressive Emotion Portraits

Project Introduction Slideshow Presentation Link:

https://docs.google.com/presentation/d/1P5kku3A_LBmwPRmP9WFKBCAOMN1eyvvrabs7LEFOoXw/edit?usp=sharing

Expressive Emotion Portrait Planning Sheet:

Name: _____

Expressive Emotion Portrait – Planning Sheet

1. What emotion will your portrait show?

Circle or write one:

Happy

Scared

Calm

Angry

Surprised

Excited

Sad

Silly

Other: _____

2. What colors match this emotion?

List or draw 2–4 colors you will use:

3. What kind of lines or shapes will help show this feeling?

4. What facial expression will your portrait have?

Draw a small face sketch here showing the expression:



5. What materials will you use?

Choose up to 2

☐ Pastels

☐ Colored Pencil

☐ Crayons

☐ Markers

☐ Watercolor

Day 2 Recap of Artwork Slideshow Presentation Link:

<https://docs.google.com/presentation/d/1oLJRbiGDtbc3zg8lqqUOTxxzY5UkJwNxRB8QwgZwJ3k/edit?usp=sharing>

Artist Statement Prompt Worksheet:

Artist Statement Worksheet
Expressive Emotion Portrait
Grade 3

Name: _____ Date: _____

1. What emotion did you choose to show in your artwork?
(Choose one or write your own)

☐ Happy

☐ Scared

☐ Calm

☐ Angry

☐ Surprised

☐ Excited

☐ Sad

☐ Silly

☐ Other: _____

2. Why did you choose this emotion?
Write 1–2 sentences:

3. What colors did you use, and why?
Write 1–2 sentences:

I used _____ because they made me feel _____.

4. What lines or shapes did you use to help show the emotion?
Write 1–2 sentences:

I used _____ lines/shapes

to show _____.

5. What do you want people to feel or think when they see your artwork?
Write 1–2 sentences:

When people look at my art, I hope they feel _____

_____.

6. One thing I really like about my artwork is:
Finish the sentence:

I am proud of my artwork because _____

_____.

Gallery Walk Reflection Worksheets (students will fill out 3):

Name: _____

Artwork #1 by: _____

1. What emotion do you think this artist is showing?

2. What did you notice about how they used color, lines, or shapes?

3. How did this artwork make you feel?

Name: _____

Artwork #2 by: _____

1. What emotion do you think this artist is showing?

2. What did you notice about how they used color, lines, or shapes?

3. How did this artwork make you feel?

Name: _____

Artwork #3 by: _____

1. What emotion do you think this artist is showing?

2. What did you notice about how they used color, lines, or shapes?

3. How did this artwork make you feel?

Student Supplies:

- 9x12" mixed media paper (1 per student)
- 8.5x11" paper
- Crayons
- Colored pencils
- Watercolor paints
- Markers
- Pencils
- Erasers
- Artist statement handouts

Adaptations and Modifications:

Modifications can be made on an as-needed basis. To ensure the lesson is accessible to all learners, the teacher will provide visual aids and step-by-step checklists to help students stay organized and follow along. Students will have the opportunity to choose from a variety of materials and formats, allowing for flexibility based on individual strengths and preferences. For support with writing artist statements, sentence frames and the option for verbal dictation will be available. English Language Learners will be paired with language buddies to assist during discussions and help with vocabulary. Additional time and individualized support will be offered as needed to ensure all students can successfully complete their projects and participate in the gallery walk.

Exemplars:

