



with feeling

EMOTIONAL INTELLIGENCE THROUGH THE ARTS

Unit 2.1 What Am I Feeling?

Lesson: Paper Plate Comfortable/Uncomfortable Masks

Grade Levels 2–4



Yearlong Objectives

- I can express myself with words and art.
- I can work as part of an ensemble.

Essential Questions

- What is unique about different feelings?

Lesson Objectives

- Create at least one emotion mask showing characteristics of comfortable or uncomfortable emotions.
- Describe and differentiate between “warm” and “cool” tones.

National Arts Standards

Note: For consistency, all arts standards listed are second grade standards. However, National Anchor Standards naturally build on each other. To adjust for your grade level, find the corresponding Anchor Standard for your grade.

- Experiment with various materials and tools to explore personal interests in a work of art or design. (VA:Cr2.1.2a)
- Repurpose objects to make something new. (VA:Cr2.3.2a)
- Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form. (VA:Re8.1.2a)
- Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers. (TH:Pr6.1.2.)



Materials needed

Colored pencils, scrap paper, paper plates, scissors, hole punches, thought journal from previous session, ribbons or pop-sicle sticks



Time needed

90 minutes



Vocabulary for this lesson

Social-Emotional: *omfortable, uncomfortable*
 Visual Arts: *shapes, colors, form, portrait*
 Theatre: *ensemble, gesture*



Warm-Up Phase (15 minutes)

Circle: “If you could” question: If you could have one dessert right now, what would it be?

Feelings question: Are you feeling comfortable or uncomfortable? Include one sentence about why if you feel safe to do so, or you are moved to share.

Team-building game: Build a Machine, Level 1 (see [Team-Building Games](#))



I Do/ We Do (20 minutes)

Explicitly Teach

- Comfortable vs. uncomfortable emotions. *We have been talking a lot about comfortable versus uncomfortable emotions. Today we'll explore that a little more.* Give examples of comfortable and uncomfortable emotions or situations.
- Using our bodies and identifying **gestures**. *Our bodies and faces are great tools for expressing ourselves. When you change your face or your posture or the way you walk, you can convey an emotion.* Model and have students put different basic emotions on their faces and/ or in their bodies.
- Identifying shapes for **portraits**. We will be creating masks today. Masks can be a form of visual portraits. When you look at human faces, see if you can identify different shapes in the face. When I frown, my mouth is sort of like the top of a semi-circle. You can use these shapes when you're creating a mask.

Keep in Mind

- It can be difficult to work with a partner. *When working with a partner, take turns and be kind. If something is bothering you, try gentle phrases like, "Can you please ____" and "I'm feeling uncomfortable because ____."*
- Monopoly over materials can lead to jealousy or arguments. *We have a limited number of materials. How can we ensure that everyone gets to use a fair amount?*
- Discuss the importance of sharing. *We will be using colored pencils today. How can we preserve these supplies so others will be able to use them?*



You Do (55 minutes)

The project, step-by-step

- Work with a partner. Decide whether you will create a "comfortable" mask or an "uncomfortable" mask.
- Ask your partner to put your chosen emotional state on her face. Observe the shapes on her face and make a quick sketch on scrap paper of what you notice.
- Cut a paper plate into the shape of a face (or have an adult help you).
- Mark where you'd like eyes and mouth cut out (and in what shapes).
- Add shape details using colored pencils.
- Punch holes in the sides of the plate and attach ribbon to tie it on (or glue popsicle sticks so students can hold it up in front of their face).

Extensions: Create the opposite emotion on another paper plate.

Closure: Students show their masks, say whether they're comfortable or uncomfortable, and have their partner show the face the mask was modeled from. Audience members may observe similarities between the mask and the face, choices made by the actor, or choices made by the artist.

Optional Writing Prompt: What kinds of things happen to your face when you're feeling comfortable? Uncomfortable? Describe in detail.



Big Picture

We will make more masks to create a full spectrum of masks that might be used in a play or a theatrical performance.



Adjustments for K-1

Warm-Up Phase

Shorten the build a machine activity/ choose either the activity or the question. Do not attempt both.

I Do/ We Do

Go over the comfortable and uncomfortable vocabulary. Don't go into other feelings-based vocabulary; focus on only "comfortable" and "uncomfortable."

You Do

Work with pre-cut paper shapes so students just have to arrange and glue on paper plates.



with feeling

EMOTIONAL INTELLIGENCE THROUGH THE ARTS

Unit 2.2 What Am I Feeling?

Lesson: Eye Masks

Grade Levels 2–4



Yearlong Objectives

- I can express myself with words and art.
- I can work as part of an ensemble.

Essential Questions

- How do we show our feelings in our faces?

Lesson Objectives

- Create a mask that shows how eyes look when they are experiencing a certain emotion.
- Describe and differentiate between different eye shapes.
- Explain how eyes are an important and unique part of a portrait.

National Arts Standards

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- Experiment with various materials and tools to explore personal interests in a work of art or design. (VA:Cr2.1.2a)
- Repurpose objects to make something new. (VA:Cr2.3.2a)
- Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form. (VA:Re8.1.2a)
- Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers. (TH:Pr6.1.2.)



Materials needed

Construction paper, scissors, markers, glue, straws or popsicle sticks, **emotion cards**, thought journals from **previous session**



Time needed

90 minutes



Vocabulary for this lesson

Social-Emotional: *anger, joy*
 Visual Arts: *shapes, colors, form, portrait*
 Theatre: *ensemble, gesture, emotion*



Warm-Up Phase (15 minutes)

Circle: “If you could” question: If you could have a million dollars, what would you spend it on?

Feelings question: Are you feeling comfortable or uncomfortable? Include one sentence about why if you feel safe to do so, or you are moved to share.

Team-building game: Build a Machine, Level 2 (see [Team-Building Games](#))



I Do/ We Do (20 minutes)

Explicitly Teach

- Anger and joy. Show **emotion cards** with “anger” and “joy” images. Ask about times students have felt anger or joy in their lives. Explain that anger is an uncomfortable emotion, and joy is a comfortable emotion. Record examples on the board, or have students role-play examples.
- Using our bodies and identifying gestures. *Actors and actresses must study emotions closely to portray them in a play. They also must have control over their bodies.* Model showing “angry” with your face, body, and voice. Have students show “anger” with their faces and bodies. Pay close attention to the way actors’ eyes look when they are portraying an “angry” character. Repeat with “joy.”
- Identifying eye shapes for portraits. *We will be focusing on eye shapes for our mask project today. Artists have to notice how eyes take many different shapes for portraits. They are not just dots or almonds all the time – they stretch and change based on our emotion.* Have actors come up and show their angry faces. Sketch eye shapes on the board under “anger” and “joy”.

Keep in Mind

- It can be difficult to work with a partner. *When working with a partner, take turns and be kind. If something is bothering you, try gentle phrases like, “Can you please _____” and “I’m feeling uncomfortable because _____.”*
- Sharing materials is a challenge. *We have a limited number of materials. How can we ensure that everyone gets to use a fair amount?*
- Creating unique work can be scary if it’s not something a child is used to doing. *If you don’t like how your work turned out, what can you do?*
- Keeping a community clean is an important part of working as an ensemble. *What can we do with trash after we cut paper shapes out to ensure our community stays clean?*
- Feedback sessions should be structured to avoid put-downs. *What are some things we might say about other peoples’ work? What are some things we should make sure we don’t say?*



You Do (55 minutes)

The project, step-by-step

- Either independently or with a partner, trace your hand twice on a piece of construction paper.
- Cut out your hand shapes. You should have two.
- Attach the hand shapes at the palm so the fingers are extending outward in opposite directions. It should look a bit like a **Mardi Gras mask**.
- Use markers to create eye shapes for “anger.” Add as many details as possible. Use a partner for reference if possible.
- Glue or tape a popsicle stick or straw to the side so the mask can be held in front of the face.
- Create an alternate mask for “joyful.” Think about colors that represent “anger” and “joy” to you. Different people might think of different colors for these emotions.

Extensions: Create a mouth mask using the same method.

Closure: An actor decides whether to be “angry” or “joyful.” She puts that expression on her face, voice, and body. Class holds up corresponding mask, guessing which emotion she is displaying.

Optional Writing Prompt: Write about a time you felt angry. What did you do?



Big Picture

We will make more masks to create a full spectrum of masks that might be used in a play or a theatrical performance.



Adjustments for K-1

Warm-Up Phase

Shorten the build a machine activity/ choose either the activity or the question. Do not attempt both.

I Do/ We Do

Select just one vocabulary word for this session. Pick a word – like “angry” – that would be most useful for students to identify.

You Do

Have hand pieces pre-cut, so students need to select hand pieces, and draw eyes on them. Teachers will glue hands together and attach the popsicle stick.



I Do/ We Do (20 minutes)

Explicitly Teach

- Revisit “anger” and “joy.” Introduce “fear” and “surprise.” *Fear is when you feel scared of something and it is usually an uncomfortable emotion. “Surprise” is when you didn’t expect something to happen and it can be comfortable or uncomfortable.* Show corresponding emotions cards. Ask for examples of each. Role play if time allows and students are engaged.
- Using our bodies, identify gestures that match each of the emotions we are learning about. *Actors and actresses must study emotions closely to portray them in a play. They also must have control over their bodies.* Model showing “surprise” with your face, body, and voice. Have students show “surprise” with their faces and bodies. Repeat with “fear.”
- Identifying **three-dimensional** elements of faces and creating a sculpture. Show images of African face masks to show how mask-makers used sculpture to make their masks three-dimensional.
- How to use “clay” as a sculptural element. Include strategies for making the clay assume the shape you want it to, including rolling, adding crimps with a tool, or attaching many shapes together.

Keep in Mind

- Clay allows lots of leeway for change. *What should you do if you are unhappy with how your work looks? What are some strategies you can use to make sure you achieve the effect you want?*
- Shape vocabulary can be used as a teaching point. *How do mouths look when they are sad? Do all mouths look the same?*
- Sharing can be challenging for some students. *What are some ways we can ensure that everyone has the supplies they need?*
- Patience is required for the clay to dry. *What is important to keep in mind as we let the clay dry?*



You Do (55 minutes)

The project, step-by-step

- Decide on either “surprise” or “fear.”
- Look at a partner’s mouth when she is pretending to be surprised or afraid. Sketch a mouth on paper that looks like the mouth you want to sculpt.
- Cut a paper plate in half. You will use half of the plate to represent the bottom of the face.
- Color in the plate to reflect “sad” emotional energy. (You might color the plate in green, for example, if that reminds you of feeling afraid; or create lots of sharp, jagged shapes on the plate.)
- Take a small amount of clay or Play-Doh. Experiment moving it around to see how it can form different shapes and look different ways.
- On the paper half-plate that you’ve colored, use the clay to create a mouth that matches the sketch you created. Press the clay into the plate so it will stay (a teacher may eventually add tacky glue or hot glue to make the mouth sculpture stay put.)
- When all parts are done, punch holes in the side of the mask and attach string.

Extensions: Create a mask for the other emotion that was not selected for the first mask.

Closure: Share with a partner what was difficult about the strategy, and what was easy. What would you still like to be able to do?

Optional Writing Prompt: Write about a time you felt sad. What did you do to heal?



Big Picture

All our masks come together to form their own mask “ensemble.” Actors could use them to create a play if they choose.



Adjustments for K-1

Warm-Up Phase

Shorten the machine activity by calling up groups of three to make machines. Do the game or the circle question. Do not attempt both.

I Do/ We Do

Teach “fear” and “surprise” through role-play. Have students put those emotions on their faces and in their bodies.

You Do

Have students make the mouths without necessarily needing to attach them to a mask. They can place a popsicle stick into the wet “mouths” to create a mouth-on-a-stick that can work *like* a mask.



Make Your Own Pla-Doh

Basic ingredient ratios:

2 cups flour

2 cups warm water

1 cup salt

2 Tablespoons vegetable oil

1 Tablespoon cream of tartar (optional for improved elasticity)

food coloring (liquid, powder, or unsweetened drink mix)

Mix all of the ingredients together, and stir over low heat. The dough will begin to thicken until it resembles mashed potatoes.

When the dough pulls away from the sides and clumps in the center, as shown below, remove the pan from heat and allow the dough to cool enough to handle.



Yearlong Objectives

- I can express myself with words and art.
- I can work as an ensemble.
- I can recognize my work as unique and special.

Essential Questions

- How do we show our feelings in our faces?
- When do you feel different things?
- How can you create realistic art?

Lesson Objectives

- Define sculpture as it pertains to masks.
- Create a three-dimensional realistic sculpture of a mouth
- Combine elements to create a singular composition
- Provide definitions for “fear” and “surprise”

National Arts Standards

Note: For consistency, all arts standards listed are second grade standards. However, National Anchor Standards naturally build on each other. To adjust for your grade level, find the corresponding Anchor Standard for your grade.

- Experiment with various materials and tools to explore personal interests in a work of art or design. (VA:Cr2.1.2a)
- Repurpose objects to make something new. (VA:Cr2.3.2a)
- Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form. (VA:Re8.1.2a)
- Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers. (TH:Pr6.1.2.)



Materials needed

Cardboard, masking tape, paper plates, [thought journals from previous session](#)



Time needed

90 minutes



Vocabulary for this lesson

Social-Emotional: *fear, surprise*
 Visual Arts: *shapes, form, sculpture*
 Theatre: *ensemble, gesture, emotion*



Warm-Up Phase (15 minutes)

Circle: “If you could” question: If you could go anywhere in the world, where would you go?

Feelings question: Are you feeling comfortable or uncomfortable? Include one sentence about why if you feel safe to do so, or you are moved to share.



I Do/ We Do (20 minutes)

Explicitly Teach

- Revisit “anger” and “joy.” Introduce “fear” and “surprise.” Explain that fear is when you feel scared of something and it is usually an uncomfortable emotion. Explain that “surprise” is when you didn’t expect something to happen and it can be comfortable or uncomfortable. Ask for examples of each. Role-play if time allows or students are engaged.
- Using our bodies and identifying gestures. *Actors and actresses must study emotions closely to portray them in a play. They also must have control over their bodies.* Model showing “surprise” with your face, body, and voice. Have students show “surprise” with their faces and bodies. Repeat with “fear.”
- Identifying three-dimensional elements of faces and creating a **sculpture**. Show images of **African face masks** to show how mask-makers used sculpture to make their masks three-dimensional. Show how to use cardboard (cut **shapes** and tape together with masking tape) to create three-dimensional noses and mouths for a mask.

Keep in Mind

- Cutting cardboard with scissors can be dangerous. *What is the safest way to use a pair of scissors when you are cutting something a little bit tough, like cardboard?*
- Students can grow frustrated when they have to share materials. *We have a limited number of materials. How can we ensure that everyone gets to use a fair amount?*
- It can be intimidating to create a work of original art. *If you don’t like how your work turned out, what can you do? How can you prevent yourself from making mistakes?*
- Keeping a community clean is an important part of working as an ensemble. *What can we do with trash after we cut paper shapes out to ensure our community stays clean?*
- Students need guidance when it comes to providing feedback. *What are some things we might say about other peoples’ work? What are some things we should make sure we don’t say?*



You Do (55 minutes)

The project, step-by-step

- Decide whether you are going to make a “fear” mask or a “surprised” mask.
- Start with a paper plate, and sketch the basic places where you’d like your lips, nose, and eyes to go for your three-dimensional mask.
- Cut pieces of cardboard into shapes that can be taped together to form other shapes (use what you know about surfaces and geometry: How many faces does a rectangular prism have? How can you create one?)
- Tape pieces with masking tape. Use only the amount of tape that you need.
- Continue building until you are happy with the sculptures you have created.

Extensions: Create the alternate emotion mask using the same method.

Closure: **Think, pair, share:** Using the emotion you selected, what is a time you felt this feeling and what did you do?

Optional Writing Prompt: Write about a time you felt afraid or surprised. What did you do?



Big Picture

Next week, we will paint these masks to complete the sculpture. Ultimately, we will make more masks and begin to develop a script to create a performance for the class that includes these emotion masks.



Adjustments for K-1

Warm-Up Phase

Shorten the build a machine activity/ choose either the activity or the question. Do not attempt both.

I Do/ We Do

Teach only one vocabulary word. Have students look at images of African masks and simply notice things about the masks – don't teach vocabulary about three-dimensional imagery.

You Do

Have pre-cut eyebrows, noses, and mouths. Don't have students cut. Another option would be to have students work with foam pieces available at a crafts supply store, rather than attempting to tape unwieldy cardboard pieces together.



I Do/ We Do (20 minutes)

Explicitly Teach

- Revisit “fear” and “surprise.” Discuss how you can feel surprise and fear at the same time, but one is always dominant.
- Expressing ideas using paint: color. Sculptures made of clay, wood, or paper often are made in several sessions so artists can apply paint. This is the first time we are using paint. Show images of **African face masks**.
- Review that sculptures include three-dimensional elements. Show masks from session 2.3.

Keep in Mind

- Paint can be messy in a classroom. *How can we make sure the paint stays in one place and doesn't get on the table?*
- Paint colors are often limited. *If you don't have the color you want, how can you get it?*
- Students may have difficulty sharing paints. *How can you share colors?*
- These supplies can be exciting. Using them respectfully is an important part of working as an ensemble. *When you are done with a color, what can you do with your paintbrush to ensure that you are respecting your supplies?*
- Review the objective when possible. *What can you do to make your work particularly unique?*



You Do (55 minutes)

The project, step-by-step

- Work with the mask you made in session 2.3.
- Select up to four colors of paint. Pour the paint onto a palette (not much!).
- Lay out newspaper to protect surface.
- Apply paint to mask in a way that depicts “surprise” or “fear.” Pay close attention to shape and color.

Extensions: Create the alternate emotion mask using the same method.

Closure: **Think, pair, share:** Using the emotion you selected, what is a time you felt this feeling and what did you do?

Optional Writing Prompt: Write about a time you felt afraid or surprised. What did you do?



Big Picture

Next week, we will create one more set of masks to add to our growing mask collection.



Adjustments for K-1

Warm-Up Phase

Shorten the build a machine activity/ choose either the activity or the question. Do not attempt both.

I Do/ We Do

Teach only one vocabulary word. Have students look at images of African masks and simply notice things about the masks – don't teach vocabulary about three-dimensional imagery.

You Do

Do the painting project outside – it will be messy! Another option is to have children make another mask with foam shapes as they did in the last class, or color their masks with crayons or markers instead of paint.