



# 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

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

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.