



with feeling

EMOTIONAL INTELLIGENCE THROUGH THE ARTS

Unit 4.1 How Can I Work in a Group?

Lesson: Monster Eyes

Grade Levels 3–4



Yearlong Objectives

- I can recognize my own unique skills.
- I can express myself with words and art.
- I can work as part of an ensemble.

Essential Questions

- How can I be an active member of an ensemble?
- How can I show my unique perspective in my work?

Lesson Objectives

- Apply knowledge of sculpture to create a three-dimensional clay eye.
- Work as an ensemble to make enough eyes to outfit an emotions “monster.”
- Define and describe an array of emotions and emotional terms.

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.

- Use learned art vocabulary to express preferences about artwork. (VA:Re9.1.2a)
- Distinguish between different materials or artistic techniques for preparing artwork for presentation. (VA:Pr5.1.2a)
- Discuss and reflect with peers about choices made in creating artwork. (VA:Cr3.1.2a)
- 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

White air-dry clay (enough for each student to have a small handful), sculpting tools (toothpicks, pencils, etc.), pictures of different animal eyes to display, list of emotions and emotion words (from previous units)



Time needed

90 minutes



Vocabulary for this lesson

Social-Emotional: *comfortable, uncomfortable, sadness, joy, fear, surprise, anger, ensemble*

Visual Arts: *sculpture, sculpt, tool*

Theatre: *ensemble*



Warm-Up Phase (15 minutes)

Circle

Open-ended question: What do you want to be when you grow up?

Feelings question: How were you feeling at the beginning of the day? How are you feeling now?

Team-building game: Freeze, Level 1 (see *Team-Building Games*)



I Do/ We Do (20 minutes)

Explicitly Teach

- Discuss what it means and what it takes to work as an **ensemble**. Explain that for the next few weeks, we will be working as an ensemble to create one giant, class-sized work of art. It will be a monster, with the whole class contributing body parts.
- Brainstorm a list of emotion words students know. Have students act out their emotions using their faces and bodies. (For example, for “sad,” a student might frown and hunch her shoulders.)
- Show images of different eyes (**animal eyes** are a good choice here) and have students tell you what emotions they think the eyes are feeling. Find some examples at KnotSoup.com.
- Review the definition of **sculpture**.
- Show techniques for using tools to work on clay to create a sculpture.

Keep in Mind

- Eyes are very small. *How can you make sure you have enough to do until the end of class?*
- Keeping spaces clean is an important part of working as an ensemble. *How can you keep your space clean and materials safe during this activity?*
- Connect to students’ prior knowledge. *What are some sculpture techniques you already know?*
- Partner work can be challenging. *How can you work with a partner to help you ensure you create the kind of work you can feel proud of?*



You Do (55 minutes)

The project, step-by-step

- Begin with a small mound of clay. (Use paper to protect surfaces and keep them clean.)
- Select an emotion that has been brainstormed on the board.
- Use tools and fingers to sculpt an eye. It can be round or almond-shaped or square whatever you choose.
- Create an eye that matches the emotion you chose. Be ready to explain what about the eye shows the emotion.
- Set the clay out to dry for 24 hours or more.

Extensions: Students can create another eye for a different emotion.

Closure: Students share their eyes with the class, with a short description about why they chose the shapes they chose.

Optional Writing Prompt: What is specifically challenging for you about working with an ensemble? What is especially easy about it?



Big Picture

We will add these eyes to our class monster eventually. A monster can have lots of eyes!



Adjustments for K-1

Warm-Up Phase

Freeze is tricky for very young people, so it might make sense to play a game from a previous unit, or to do the circle question only.

I Do/ We Do

Present emotion words students have already learned rather than brainstorming.

You Do

Use Model Magic instead of air-dry clay (it's cleaner). Experiment with colors. Students can roll their dough into a ball to make their eyes, and then they can add color to show emotions.