



# with feeling

EMOTIONAL INTELLIGENCE THROUGH THE ARTS

Unit 4.4 How Can I Work in a Group?

Lesson: Papier Mâché Body and Emotions Words Collages

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 sculptural techniques to add papier mâché to a work of art.
- Apply knowledge of collage to create an abstract emotional composition.
- 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

Monster body (from [previous session](#)), monster eyes and mouths (from [previous session](#)), acrylic paints, [papier mâché paste](#), newspaper strips (enough to cover the body), lots of newspaper to cover the space, smocks or old T-shirts

NOTE: This session requires that students be broken up into three groups of almost equal numbers.



## Time needed

90 minutes



## Vocabulary for this lesson

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

Visual Arts: *sculpture, sculpt, tool, collage, color, shape*

Theatre: *ensemble*



## Warm-Up Phase (15 minutes)

### Circle

Open-ended question: What is the most valuable thing you own? Why?

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

Team-building game: Freeze, Level 4 (see *Team-Building Games*)



## I Do/ We Do (20 minutes)

### Explicitly Teach

- Review each part of the monster and the different emotions our monster portrays and shows. Brainstorm a list of emotion words that we already know to display on the board.
- Review elements of **sculpture**.
- Review elements of **collage**: *Collage involves cutting shapes out of paper to create a new image.*
- Review the concept of **abstract art**: This art does not necessarily look like anything at all. Instead, it represents an idea.
- Describe the process of using papier mâché. Explain how some sculptors use this process to create a sculpture out of paper, and to shape it however they want. Papier mâché starts out soft and moldable, but it eventually hardens.
- The whole class will be working together to create a monster. We are going to be applying papier mâché as a team. Go over what is necessary to work as a successful **ensemble**.

### Keep in Mind

- Last week the class worked in groups of four; this week we are working in larger groups. *What do you need to do to ensure everyone feels included?*
- People may disagree on how to use the materials and what to create. *How can you have useful conversations around team differences?*
- This lesson involves transitioning from one center to another. *What needs to be done when the teacher says it is time to clean up? How can we keep transitions safe and moving swiftly? What should you do if you see someone working in one center on something you wish you could be working on?*
- For the first time, all students will be working with everyone's work. *What can you do if you see someone painting or sculpting on something you started? What if you start to feel uncomfortable, or jealous?*



## You Do (55 minutes)

### The project, step-by-step

- Divide class into three groups.
- Three centers/stations should be established: one for working with papier mâché, one for painting the eyes and mouths, and one for an emotion words collage.
- **Papier Mâché Set-Up**: A bucket of **paste**, the monster, strips of newspaper, smocks, set up in a heavily covered area, or outside if possible. **Directions**: This center will dip a piece of newspaper into the paste, and then apply it to the body of the monster. The goal is to cover the entire monster smoothly. There cannot be too much newspaper, so keep adding layers once the first layer has been completed.
- **Paint Center Set-Up**: Acrylic or tempera paints, paintbrushes, newspaper, and eyes and mouths from last class. Students at this center may paint the eyes and mouths they created last class so they will be ready to put on the monster body.
- **Emotion Words Center Set-Up**: Students should be set up at their desks with scraps of tissue paper, thin cardboard cut into ovals, crayons, scissors, and glue sticks. **Directions**: Students select an emotion word from the board, and write the emotion word on the piece of cardboard (both sides). They then use the tissue paper to create a collage that represents the emotion word they've written.
- One group will work on papier mâché for 10 minutes, while the other two groups will work on the emotion cards for

10 minutes. After 10 minutes intervals, each group will rotate.

- All three groups should be able to work with the papier mâché before class is over.

**Extensions:** Students may create as many emotion collages as they wish.

**Closure:** Students rejoin a circle and each share one word to describe the monster they've made as a class. What emotions come to mind?

**Optional Writing Prompt:** How did working as a full ensemble make you feel? Why?



## Big Picture

The emotion word ovals we created can be added to the monster next week. We will use string to hang them from its body as “emotions clothing.”



## 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

Focus on papier mâché only. Omit the emotion word collages.

### You Do

Students each papier mâché their own monster shapes that they created in a [previous session](#).