



vocabulary  
burst  
lessons

# with feeling

EMOTIONAL INTELLIGENCE THROUGH THE ARTS

## How These Work

These lessons are designed for small groups or to be done in short bursts of time. They can be done in any order (although they build on each other) and with any vocabulary words. They can be done just once per activity or repeated for different words. Students find it liberating to do the same project with different words about three times. This allows them to master the art skill and get less frustrated as time goes on, reflect on their growth, and prevent boredom with an activity. You can try these lessons with groups as small as one or as big as 30. The sky's the limit.

Below is the lesson structure, the elements of each lesson, and a breakdown of all the activities. Feel free to mix and match or use as you wish. Time limits have not been assigned to these lessons because they can take as long or as short as you need. Some of the art projects are very simple and can be done quickly and repeatedly. One (the final one) will require at least 45 minutes of time. But overall, use your discretion. Use these lessons in whatever way is most helpful to you.

## Lesson Structure

1. Check-in
2. Introduce Emotional Vocabulary
3. Role-Play Emotional Vocabulary
4. Introduce Visual Arts Vocabulary
5. Independent Art Practice (Art Project)
6. Close Out

## Check-In

- Sit in a circle or in a way that feels comfortable to everyone.
- Say: “We are meeting today to do some art projects about our feelings. How are you feeling today? Pick a number between one and ten that captures how you’re feeling today. One is the worst, and ten is the best.”
- You might practice doing decimals, using feeling words, or whatever else makes sense for the group. Any check-in is fine. Just get the group centered in the objective of being able to define, describe, and apply emotional vocabulary to day-to-day life.

## Emotional Vocabulary Options

■ Any of these lessons can work with any emotion word you wish to explore for the class. Maybe you've noticed a lot of your students are feeling frustrated lately, and you'd like them to be able to describe that. Below is a list of emotional vocabulary words you can choose from. Plug them into this lesson template as you see fit.

■ Some teachers like to take pictures of their students making a face to show the emotion they've learned that day, and have the pictures printed. That way, the class can revisit the vocabulary throughout the week.

■ To introduce the vocabulary word, describe it, put it on your face and have students copy, and solicit examples from the group. Engage in a group discussion as students are ready and able.

Joyful	Tenderness	Helpless	Defeated	Rageful	Hurt	Worried	Disappointed
Cheerful	Sympathy	Powerless	Bored	Outraged	Contempt	Sorrow	Compassionate
Content	Adoration	Dreading	Rejected	Hostile	Brave	Jealous	Self-conscious
Proud	Fondness	Distrusting	Disillusioned	Bitter	Eager	Lust	Shamed
Satisfied	Receptive	Suspicious	Inferior	Hateful	Lonely	Scared	Aggravated
Excited	Interested	Cautious	Confused	Scornful	Weary	Uncertain	Infatuated
Amused	Delighted	Disturbed	Grief-Stricken	Spiteful	Comfortable	Envious	Shocked
Elated	Shocked	Overwhelmed	Helpless	Vengeful	Hesitant	Aroused	Embarrassed
Enthusiastic	Exhilarated	Uncomfortable	Isolated	Disliked	Regretful	Anguished	Restless
Optimistic	Dismayed	Guilty	Numb	Resentful	Bored	Annoyed	Concern
Angry	Amazed	Hurt	Regretful	Trusting	Safe	Tender	Panicked
Delighted	Confused	Lonely	Ambivalent	Alienated	Fearful	Rejected	Grumpy
Calm	Stunned	Melancholy	Exhausted	Love	Depressed	Horrified	Trust
Relaxed	Interested	Depressed	Insecure	Insulted	Preoccupied	Humiliated	Afraid
Relieved	Intrigued	Hopeless	Disgusted	Indifferent	Happy	Irritated	Disgraced
Hopeful	Absorbed	Sad	Pity	Confident	Anxious	Caring	Awkward
Pleased	Curious	Guilty	Revulsion	Anticipating	Hopeless	Alarmed	Liking
Nervous	Exasperated	Attraction	Disoriented	Neglected	Frustrated		

## Role-Play Emotional Vocabulary

- Start with a scenario in which a student might feel whatever emotion you are teaching that day. (Example: Frustrated. “Let’s pretend that Mauricio borrowed Megan’s pen without asking, and it made Megan feel frustrated. Can we improvise a short play about that?”)
- Students can either pair up and role-play as small groups, or students can volunteer to act in front of the class.
- After the short play has been improvised, pause the actors. Ask questions:
  - How did Megan respond when she was feeling frustrated?
  - What did her face look like? What did her body do?
  - What are some actions she can take that might be safe to deal with her frustrations?
  - What are some actions that might be unsafe to deal with her frustration?

## Introduce Visual Arts Vocabulary

- There are five lessons listed below, each with an artistic vocabulary word.
- Show examples if possible, or reference the word throughout the lesson.

## Independent Art Practice

See lessons listed below.

## Close Out

- Have students share their work if they feel safe.
- You may choose a close-out activity where students put the emotion they learned on their face and body.
- Some teachers like to close out by asking the same question they checked in with to get a temperature gauge of how students are feeling after the class.

## Lesson One: What Does Color Feel Like?

**Materials:** Small quantities of acrylic paints, paper plates, paper

**Art Vocabulary Word:** Color. “Artists use color to convey meaning. They can make color brighter or darker, they can pick just one kind of color (maybe all different shades of yellow, for example), or they can choose not to use color at all. Colors can feel many different ways; when I look at a bright yellow crayon, I feel really excited and happy. When I look at brown I feel sad and dismal.”

**Directions:**

1. Show a color wheel. Model (using a teacher supply of paint) how colors can be mixed to create new colors. Combine blue and yellow to make green; combine red and yellow to make orange. Show what happens when white is added.
2. Students each receive a paper plate palette with several dots of yellow, blue, red, and white acrylic paint around the edges.
3. Students close their eyes and think about the emotion word they are learning about. What color does that make them think of? Don’t say it out loud, just think about it.

4. Using a paintbrush, students combine colors to try to mix a color that matches the emotional vocabulary word for them.
5. Once they have found a color that matches pretty closely, they can paint a face that represents that emotion on the white paper.

**Keep in Mind for This Lesson:**

1. Acrylic paint is what real artists use to make paintings, and it DOESN'T come out of clothes. Make sure students have smocks, paper is laid down, and mess recon has been considered.
2. Discuss ahead of time what can be done if students feel frustrated that their color has been mixed too much and is now too far gone. How can they feel better about this? What can they do to fix it?
3. Go over giving and receiving compliments for share-out. How can you say something nice about someone else's work? How does that make them feel?

## Lesson Two: Emotion Lines

**Materials:** Crayons, watercolors, water, paintbrushes, paper

**Art Vocabulary Word:** Line. "A line is a basic element of art, referring to a continuous mark, made on a surface, by a moving point. A line is long relative to its width. It can define a space, create an outline or pattern, imply movement or texture, and allude to mass or volume. Lines can express different feelings. Smooth, curvy lines might show comfortable emotions, and jaggedy zig-zags might show uncomfortable ones."

**Directions:**

1. Model this full activity before beginning, but model with a different emotion word than the one you are teaching so students don't copy you.
2. Students close their eyes and think about what kinds of lines the emotion word makes them think of.
3. Students each receive a piece of paper and a set of crayons. They fill the paper with lines that match the emotion to them (be sure to explain that lines will look different for everyone, and that's okay).
4. When they are done, students receive a watercolor set. They select a color that goes with the emotion word and paint over the whole paper with the watercolor.
5. The oil in the crayon will repel the watercolor, so the lines will pop out.

**Keep in Mind for This Lesson:**

1. Although this composition is mostly just abstract lines, it still requires students to be careful. How can they ensure the lines are what they want them to be and not work too fast?
2. Discuss which of the elements of this project are different and similar to the previous lesson. They can draw on prior knowledge.
3. Spend some time discussing the wonderful differences in students' work. Our unique portrayals should be celebrated!

## Lesson Three: Warm or Cool Portraits

**Materials:** Pastels sorted into sets of warm and cool tones, heavy paper, mirrors

**Art Vocabulary Words:** Warm and Cool Tones. “We know how color can be used to convey an emotion. Generally, colors can be broken into warm and cool tones. Warm colors are on one side of the color wheel and cool colors are on the other [show]. Warm colors are orange, yellow, and red; cool colors are green, blue, and purple. Some people feel a lot of joy when they see cool colors; some feel sadness. Warm and cool colors can be a nice way to show how we feel.”

**Directions:**

1. Have students make a face that shows the emotion you are learning that week.
2. Students look in the mirror to see what their face looks like when they are feeling that way. Pay attention to creases and lines. Where is their face scrunched up? Where is it stretched wide? Have students make observations about each others' faces.
3. Have students decide whether the emotion word feels warm or cool to them. There are no wrong answers here; everyone might pick the same thing or something different.
4. While looking at the mirror, students create a pastel portrait that only uses one color palette, warm or cool. They may want to use red lips on a cool portrait, but challenge them to resist that impulse and work just in this palette for the emotion.

**Keep in Mind for This Lesson:**

1. This is the first time we have created a work in this group that “should” look a certain way. That will be frustrating to some students, so make sure they know that the portrait is not supposed to look exactly like their face.
2. You may want to model face shapes; eyes are particularly tricky.
3. Discuss what to do if students want to use mixed color palettes. Why might it be helpful to use just one?

## Lesson Four: Feelings Flag

**Materials:** Tissue paper, scissors, heavy white paper, gesso or gel medium, paintbrushes, water, glue sticks, pens

**Art Vocabulary Word:** Abstract. “Some artists make work that doesn't necessarily look like anything you'd see in the real world, but it represents something to them. They use lots of shapes and colors to convey their ideas.” Show examples of abstract art and ask what students see in them. Discuss how everyone sees something different.

**Directions:**

1. Have students close their eyes and think about the emotion they are learning about. What shapes come to mind? Challenge them not to picture a face, but just to think about shapes. Share out.
2. Have students write the emotion word they are studying on the blank white “flag.” When all the paper is glued and gel medium has been applied, people will be able to see through the tissue paper to the word.
3. Show how to cut up shapes from the tissue paper. Demonstrate how tissue paper is tricky and delicate.

4. Students can use any colors they wish. They receive tissue paper and scissors.
5. They cut out shapes that make them feel like the emotion that we are working on and arrange them on the paper accordingly.
6. Students should lightly glue down the shapes before applying gel medium.
7. Using a paintbrush, students apply gel medium across the entire flag. It will look goopy and opaque at first, but it will dry beautifully.

**Keep in Mind for This Lesson:**

1. This is a complicated and messy project. Make sure students talk about ways to be safe, respectful, clean, and to share the materials.
2. Model exactly how to use everything in this project.
3. Regardless of discussion, this can still be messy. Lay down paper.
4. Engage in conversation about these abstract works. The abstract works students make around emotions are often the most powerful and complex. Be sure they explain to you and to each other why they make their choices.