



"EMOTION & COLOR: EXPRESSING FEELINGS THROUGH ART"

LET'S EXPLORE HOW ARTISTS USE COLOR, SHAPES, AND LINES TO SHOW EMOTIONS!

PART 1: IDENTIFY & CONNECT

LOOK AT THE EMOTIONS BELOW. THINK ABOUT WHAT COLORS MATCH EACH FEELING.

EMOTION

WHAT COLORS MATCH THIS FEELING?

WHY DO YOU THINK SO?

 HAPPY

 SAD

 ANGRY

 SCARED



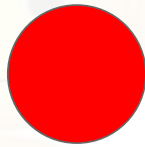
EXCITED



PART 2: COLOR & DESIGN EXPLORATION

COLOR GROUPS CAN EFFECT THE MOOD.

WARM COLORS



COOL COLORS

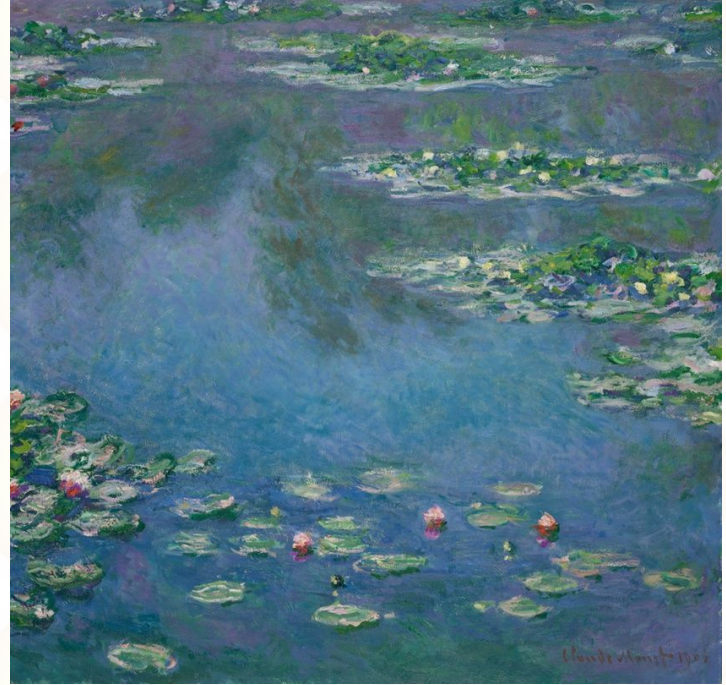


😊 PART 1: IDENTIFY & CONNECT

WHAT KIND OF EMOTIONS ARE YOU FEELING AS YOU LOOK AT THIS ARTWORK?



"COLOR STUDY" BY WASSILY KANDINSKI



"WATER LILLES" BY CLAUDE MONET



PART 2: COLOR & DESIGN EXPLORATION

ARTISTS DON'T JUST USE COLOR—THEY ALSO USE **LINES AND SHAPES!**

EMOTION

LINES (WAVY, ZIGZAG, STRAIGHT, ETC.)

SHAPES (ROUND, SHARP, BIG, SM



HAPPY



SAD



ANGRY



SCARED



EXCITED



PART 2: COLOR & DESIGN EXPLORATION

LINES AND THEIR DIRECTIONS CAN CHANGE THE MOOD.

Moods created by Lines



Restful, Calm



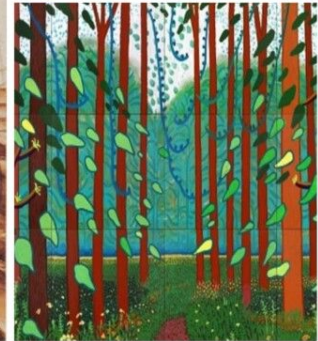
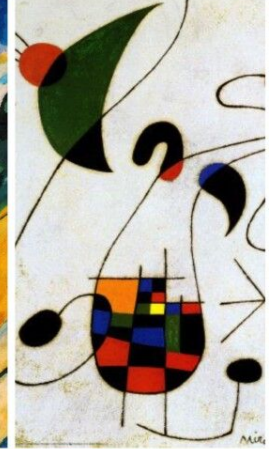
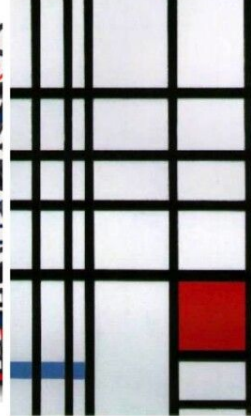
Active, Directed



Organized, Structured



Flowing, Graceful



😊 PART 1: IDENTIFY & CONNECT

WHAT KIND OF EMOTIONS ARE YOU FEELING AS YOU LOOK AT THIS ARTWORK?



"LAKE GEORGE REFLECTION" BY GEORGIA O'KEEFE



"CONVERGENCE" BY JACKSON POLLACK



PART 3: CREATE YOUR EMOTION ARTWORK

CHOOSE **ONE EMOTION** AND CREATE A PIECE OF ART THAT SHOWS THAT FEELING USING MARKER, CRAYON OR COLORED PENCILS.

TURN AND TALK!

MY EMOTION: _____

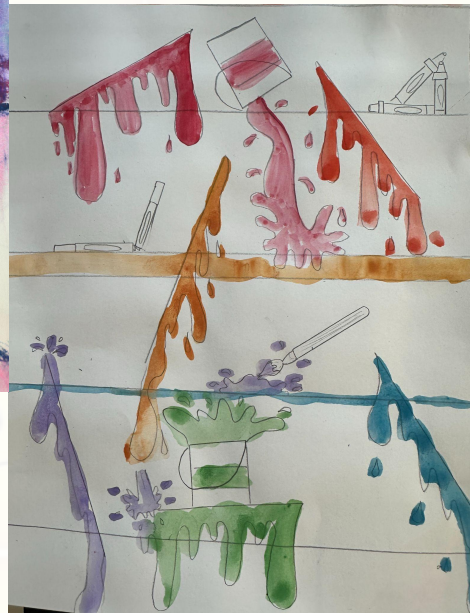
PLAN YOUR ARTWORK:

- COLORS I WILL USE: _____
- LINES I WILL USE: _____
- SHAPES I WILL USE: _____

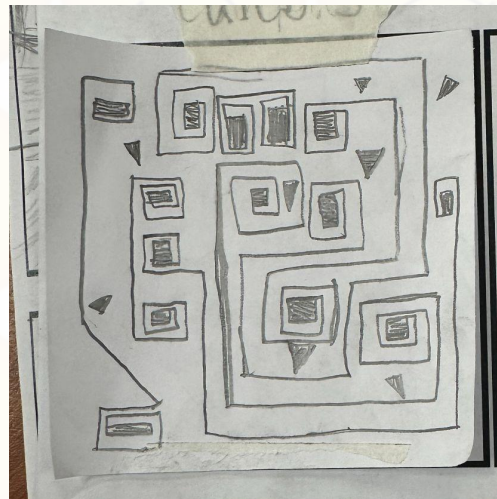
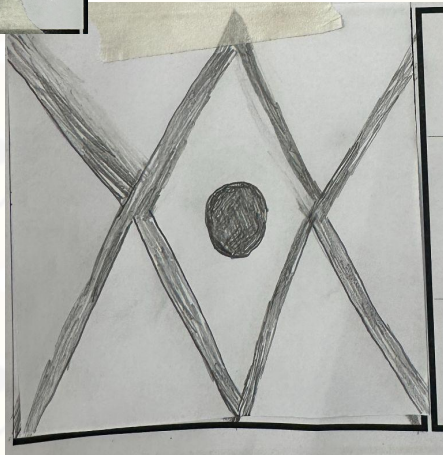
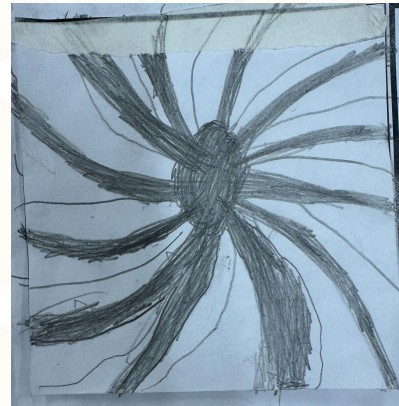
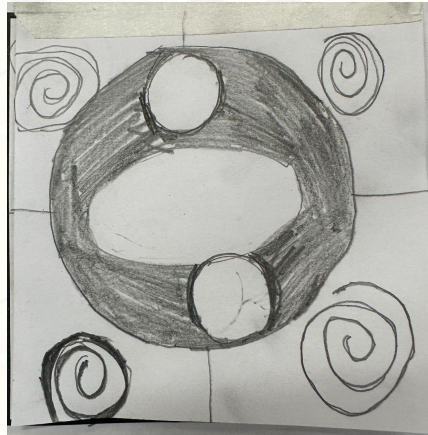
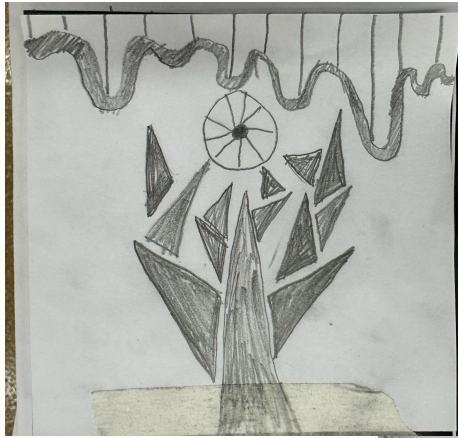
😊 COLOR EXAMPLES



😊 COLOR EXAMPLES



😊 LINE EXAMPLES



BONUS

AFTER YOU FINISH YOUR DESIGN, THIS WILL BE CARVED ONTO A FOAM BOARD PLATE FOR PRINTING!

PLACE A PIECE OF PAPER OVER IT AND TRACE IT.

ARE THERE DESIGN CHOICES YOU NEED TO MAKE TO SIMPLIFY THE DESIGN TO MAKE IT WORK?



TEACHER CONNECTION

"EMOTION & COLOR: EXPRESSING FEELINGS THROUGH ART"

TEACHER SNIPPET GUIDE

1. FOCUS VOCABULARY:
 - WARM/COOL COLORS, LINE QUALITY, ABSTRACT ART
 - DISTINGUISH WHICH COLORS IN THE CHART ARE WARM OR COOL.
 - HOW DOES THAT CONNECT TO THE EMOTIONS? (IE. COOL COLORS TEND TO HAVE CALMER OR LOWER EMOTIONS. WARM COLORS TEND TO HAVE MORE ENERGETIC OR DRAMATIC EMOTIONS).
2. EXTENSION: USE MUSIC TO INSPIRE EMOTION-BASED ART
 - HAVE A MINI WARM-UP EXERCISE WHERE THE STUDENTS DRAW IN THE SMALL BOXES AFTER HEARING 15-20 SECONDS OF A MUSICAL EXCERPT. MAKE LINE MARKS, SHAPES AND COLORS IN EACH DESIGNATED BOX.
3. ELEMENTS AND PRINCIPLES OF DESIGN:
 - USE OF ELEMENTS SUCH AS LINE AND COLOR TO REPRESENT AN EMOTION.
 - WHAT PRINCIPLES ARE BEING ACTIVATED FOR THEIR DESIGN? (THIS COULD BE BROUGHT UP IN THE REFLECTION AFTER THEY COMPLETE THE ARTWORK.)
4. ASSESSMENT:
 - LOOK FOR INTENTIONAL USE OF COLOR + EXPLANATION, NOT ARTISTIC SKILL LEVEL. REMIND THEM THAT THE EXPECTATIONS ARE TIED TO EFFORT AND INTENTION.

QUESTIONS

1. WHAT ARE SOME FEELINGS THAT YOU FEEL ABOUT SCHOOL?
2. CHECK IN. HOW DO YOU FEEL AT THIS MOMENT?
3. HOW DO YOU THINK PAINTING OR DOING ARTWORK HELPED THE ARTIST EXPRESS THEIR FEELINGS?

