



**Enduring Idea:** Emotion

**Grade/s:** 9-12

**Integrated Discipline:** English Language Arts

**Unit Title:** Feel It Out

**Unit Designer:** Stephanie Kaminer

**Unit Description:**

Teenagers deal with emotion all the time. They are in a moment in their life where it seems that everything is dealt with based on their emotions. Having them look at different forms of expressing emotion will help them connect words, lines, colors, and textures to certain emotions. They will explore all of these different things and create their own take on an emotion through filling a press bowl with their chosen emotion.

**Images:** "Morning Lily," Edda Renouf (CMA)

"Arm Chair," Wenzel Friedrich (CMA)

"Snail," Nagakura Kenichi (CMA)

"Unidentified Portrait," Richard Samuel Roberts (CMA)

**Key Concept:** Elements and Principles can be used to symbolize emotion

**Essential Question:** How can an artist manipulate the elements and principles to illicit emotion from a viewer?

**CCSS Art:**

VAH1-1.5 Use a variety of art materials, tools, and equipment in a skillful, safe, and responsible manner.

VAH2-1.3 Communicate ideas through the effective use of a variety of materials,

techniques, and processes in works of visual art.  
VAH4-6.2 Compare and contrast concepts, issues, and themes in the visual arts  
and other subjects in the school curriculum.

**Integrated CCSS:**

CCSS.ELA: Literacy. RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Learning Outcomes:**

Evaluate written work and artwork and the way they express emotion.  
Create original bowl design depicting emotion.  
Evaluate their own work and the work of their peers using guiding critique questions.

**Motivator:**

Students will come in and see containers that are covered where they cannot see the contents of them. Teacher will share a power point first showing images of humans showing emotion and then abstract/non-objective art. Class will discuss how each of these images shows emotion and how line and color convey an emotion. Then they will partner up, walk around and feel what's inside each of the containers. They will write down how what they felt made them feel and why. They will sit down, discuss with partner, and then teacher exposes container contents and class discusses what about it evoked their chosen emotion.

**Day Breakdown:**

**Day 1:** Motivator

**Day2:** Teacher will have handouts of select writing examples (ex: "The Raven," Poe). They will read silently and then together and discuss how certain use of words can evoke a certain emotion. Share "99 Feelings" video and then teacher shares power point discussing the project of creating a press bowl with an emotion being shown through the use of elements and principles inside the bowl. Students begin brainstorming ideas for project.

**Day 3:** Review project and then students finish sketches, share with teacher, and then press bowls.

**Day 4-8:** Students work on adding texture/line to convey chosen emotion. Pieces are fired.

**Day 9:** Glaze and then fire.

**Day 10:** Gallery walk of classmates work with evaluation of their work and classmates work.

**Materials:**

sketch paper, pencils, bowl molds, clay, clay tools, glazes, written evaluation

**Resources:**

"99 Feelings," Mitsy Sleurs <https://www.youtube.com/watch?v=uE624NpbyfM>

**Assessment:**

Teacher will give formative assessment daily based on progress and participation in brainstorming and the art making process. Teacher will give a summative assessment on the final art piece following the rubric guidelines.