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Lesson 2: Color and Emotion

Description: This lesson will serve as an introduction to using art as a language and creating art from unusual materials.





Upon completion of this lesson students will be able to:

Demonstrate an understanding of how color can be used to communicate.

Concepts:

1. Artists use the language of the arts to communicate.
2. Artists make conscious choices about their subject matter and how to work with their materials.
3. Artists make choices to give expression and feeling to their work.

Outcomes:

Upon completion of this lesson students will be able to:

1. Demonstrate an understanding of how color can be used to communicate.
2. Make artistic choices with an unusual set of materials.
3. Use the language of the arts to express a particular feeling or emotion.

Outline:

- I. Set up (10 min.)
 - II. Introduction (10 min.)
 - a. Learner Level Assessment
 - b. Behavior Guidelines
 - III. Create a Face (25 min.)
 - a. Study the Shapes of a Face
 - b. Create a Face from Classroom Supplies
 - IV. Conclusion and Review (10 min.)
 - V. Follow-up Activities
 - a. Discover Innovative Artists
 - b. Giuseppe and Washed Ashore
 - VI. Additional Resources
 - a. Sources
 - b. Vocabulary
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The masks will serve as reminders in the classroom to create earth friendly habits.

I. Set up (10 min.)

Background:

Masks have been made from various materials in many cultures over thousands of years. They have been used for protection, disguise, entertainment, rituals, storytelling, to scare off enemies, in ceremonies and in theaters. They have also been used as symbols of certain attributes of people, animals or ancestors.

Through this curriculum, we are going to create a giant plastic mask and a giant eco mask. The plastic mask represents the habits of the throwaway lifestyle that have resulted in plastic pollution in nearly every ecosystem on earth. The eco mask represents the alternatives to the throwaway habits that can stop plastic pollution at its source. These masks will serve as reminders in the classroom to create earth friendly habits.

In this lesson, we will take the first steps of this mask creation by learning to use unusual materials to make art.

The lesson requires a screen and projector to show visuals to the class. Before this lesson, make sure to download the Art Lessons IAMDC PowerPoint. You will be using slides three through seven. Also ensure that you have a colorful set of classroom supplies to use for the create-a-face section of this lesson. Useful materials may include:

- **Markers**
- **Crayons**
- **Erasers**
- **Paper clips**
- **Math manipulatives**
- **Toys**
- **Treats in wrappers**
- **Anything colorful and small that you don't mind students working with**

These materials will eventually need to be sorted. For sorting, you may need approximately 12 baskets or containers. This is not a necessity, sorting can also be done in piles without containers.

II. Introduction (10 min.)

Background:

Artists make choices to communicate their ideas. These choices include:

- Design elements (the building blocks): line, shape, form, color, texture, space, etc.
- Design principles (how you arrange the building blocks): repetition, pattern, balance, movement, focal point, contrast, unity, etc.
- Materials: paint, plastic, wire, clay, pencil, stone, canvas, etc.
- Techniques: painting, drawing, sculpting, photography, weaving, etc.
- Expression: ideas, issues, moods, etc.



Design elements include: line, shape, form, color, texture, space, etc.

Today, we are going to focus on learning more about how to intentionally use color. This Washed Ashore graphic shows all the elements and principles of visual art for reference:

ELEMENTS AND PRINCIPLES OF ART

<p>LINE</p> <p>Line is the path of a point moving through space.</p> 	<p>PATTERN</p> <p>Pattern refers to the repetition or recurrence of a design element, exact or varied, which establishes a visual beat.</p> 
<p>SHAPE/Form</p> <p>Shape implies spatial form and is usually perceived as two-dimensional. Form has depth, length, and width and resides in space. It is perceived as three-dimensional.</p> 	<p>RHYTHM/MOVEMENT</p> <p>Rhythm or movement refers to the suggestion of motion through the use of various elements.</p> 
<p>COLOR</p> <p>Colors all come from the three primaries and black and white. They have three properties: hue, value, and intensity.</p> 	<p>PROPORTION/SCALE</p> <p>Proportion is the size relationship of parts to a whole and to one another. Scale refers to relating size to a constant, such as a human body.</p> 
<p>VALUE</p> <p>Value refers to relative lightness and darkness and is perceived in terms of varying levels of contrast.</p> 	<p>BALANCE</p> <p>Balance is the impression of equilibrium in a pictorial or sculptural composition. Balance is often referred to as symmetrical, asymmetrical, or radial.</p> 
<p>TEXTURE</p> <p>Texture refers to the tactile qualities of a surface (actual) or to the visual representation of such surface qualities (implied).</p> 	<p>UNITY</p> <p>Unity is achieved when the components of a work of art are perceived as harmonious, giving the work a sense of completion.</p> 
<p>SPACE/PERSPECTIVE</p> <p>Space refers to the area in which art is organized. Perspective is representing a volume of space or a three-dimensional object on a flat surface.</p> 	<p>EMPHASIS</p> <p>Emphasis refers to the created center of interest, the place in an artwork where your eye first lands.</p> 

Artula Institute For Arts and Environmental Education



Future lessons in this unit will include ideas for alternatives to single use plastic items.

a. Learner Level Assessment

Background information on the meaning of color for teachers:
<http://www.color-wheel-pro.com/color-meaning.html>

For this portion of the lesson, use the Art Lessons IAMDC PowerPoint slides three through seven Project slide three of the Art Lesson PowerPoint, which shows a zoomed in view of the “Big Eight Brand Colors.” Without revealing the associated color meanings on slide four, ask students to describe their mood using one of these colors. This can be done as a quick mental activity, or used as a writing prompt in which students are asked to provide an explanation for their choice. Next, ask a few students to share. Discuss as a class the idea that all of us have natural associations with the way color makes us feel. Reveal the next slide, that provides meanings for the colors, and discuss why people designing a brand for their company or products may choose a specific color. Discuss as a class that we all already know something about using color to create a desired feeling or emotion.

Use slide five to discuss how artists use color. Talk through the meaning of primary and secondary colors. Consider which colors would best contrast each other (those directly across the wheel). Discuss as a class when an artist would use a high level of contrast versus a low level.

Assessment (Outcome 1) Compare slides six and seven. Identify as a class the similarities and differences in the color of these two Washed Ashore art pieces. Ask students which seems happier, just based on the colors used. Students should be able to discuss the way in which the yellow and orange used in slide six give it a very different feel than the black and red used in slide seven.

Assessment (Outcome 2) Ask students why the artist would choose the colors that they did based on the titles of the two pieces.

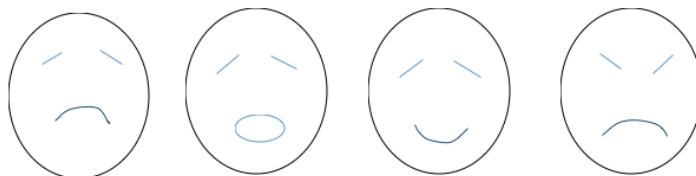
b. Behavior Guidelines

Some lessons and activities in this curriculum require tools and/or physical activity, so there may be a need to discuss behavior expectations before activities. For this lesson, remind students to be especially respectful of their classmates’ ideas and opinions by trying not to alter other people’s ideas with their own. Art can and will affect people differently, and this should be allowed.

III. Create a Face (25 min.)

a. Study the Shapes of a Face

While looking at a partner ask students to focus on the lines that define the mouth and eyebrows. Have each partner make a happy, angry, sad, and shocked face. How do the eyes and mouth change when each is made? Discuss with partners and as a class. For the next activity, we are going to focus on creating one of the four emotions mentioned above, focusing on the lines of the mouth and eyebrows:



Assessment (Outcome 3) Draw the four faces shown above and ask students if they can identify which is happy, sad, angry, and shocked just based on the lines of the eyebrows and mouth.



This process of sorting by color is how Washed Ashore sculptures begin. Piles of garbage are washed and then sorted by color.

b. Create a Face from Classroom Supplies

As teachers and students we surround ourselves with classroom and learning supplies. Gather all the supplies you can find and create a large pile on each table or desk group. Four to six students can work with one supply set. Create as many supply sets as are needed for your classroom. Refer to the list in the “Set up” section when gathering materials.

Clustered together, these piles can look like quite a mess. However, we can sort these items and look at them in a new way; by color. Working as a team per table, make a pile (or wicker basket full) of each main color you see. If items exhibit multiple colors, students will have to make a choice.

This process of sorting by color is how Washed Ashore sculptures begin. Piles of garbage are washed and then sorted by color.

After the supply piles have been completely sorted, as students to work with a partner to create a face by arranging the supplies on the table or floor. Each set of partners should choose one of the four emotions mentioned above to focus on and a color that is appropriate for that emotion.

After all students faces are complete, have students take a gallery tour. Walk around to the other faces to compare and contrast them. Don't put away the faces until after the Conclusion and Review section below.

IV. Conclusion and Review (10 min.)

During this lesson, students learned about how to use color to express emotion. They looked at murals created by Washed Ashore and created their own. They also explored the shapes that create facial features. Before students clear away their creations, review this lesson using the following assessments:

Assessment (Outcomes 1 and 3) Describe the feelings and emotions created through the faces made from school supplies. How does color effect the emotion portrayed by each face? If the same emotion has been created using a different color by different sets of partners, ask students to compare the way the two faces make them feel.

Assessment (Outcome 2) If time allows, have students change either the color they used OR the expression they created the color they already choose. How do the changes affect their creation?

V. Follow-Up Activities

a. Discover Innovative Artists

Choose an artist who uses unique materials to create human or animal faces. Tess Felix uses marine debris like Washed Ashore. Bernard Pras creates portraits from trash. Choose one of them or do research to find artists of your own to compare and contrast.

Assessment (Outcome 3) Compare two works of art that show a human or animal face using unique materials. Describe how the two works are similar and different and the feelings they evoke using the design elements and principles.



**In this extension,
learn more
about the
processes that
can be used to
create art by
comparing
Giuseppe
Arcimbaldo and
Washed Ashore.**

WashedAshore.org

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b. Giuseppe and Washed Ashore

Take time to learn more about the processes that can be used to create art by comparing Giuseppe Arcimbaldo and Washed Ashore.

You can find out more about Giuseppe through this youtube video and at <http://www.giuseppe-arcimbaldo.org/>.

Learn more about Washed Ashore's art creation process here:
<https://www.youtube.com/watch?v=rb6aXPu-MTY>

Assessment (Outcome 2) Describe how the processes used to create Washed Ashore sculptures and Arcimbaldo's portraits are similar/different.

VI. Additional Resources

a. Sources

- **Bernard Pras**
<https://bernardpras.fr/projects/>
- **Color Wheel Pro**
<http://color-wheel-pro.com/color-meaning.html>
- **Giuseppe Arcimbaldo, the complete works**
<http://giuseppe-arcimbaldo.org/>
- **Tess Felix**
<http://tessfelixartist.com/about/>
- **Washed Ashore**
<http://washedashore.org/>
- **Web Urbanist, on Bernard Pras**
<http://weburbanist.com/2010/05/30/collage-kid-amazing-anamorphosis-art-of-bernard-pras/>

b. Vocabulary

In this lesson, these are words that may be unfamiliar to students. In this context, they have the following definitions:

Language of the Arts: At Washed Ashore, we believe that the arts are a language that can be learned and used to communicate with, just as any other language can be with practice. In visual art, design elements are the letters of this language, and design principles are the words.

Design elements: The building blocks of visual art, which include line, shape, form, color, texture, space, etc.

Design principles: These are ways to arrange the building blocks which include repetition, pattern, balance, movement, focal point, contrast, unity, etc.

Materials: Items or substances used to create visual art.

Techniques: Methods of creating visual art including painting, drawing, sculpting, photography, weaving, etc.

Expression: The underlying ideas, issues, and moods communicated through visual art.

Throwaway Lifestyle: The mode of buying disposable products in order to avoid maintaining more durable goods.



**2016
Marine Debris
Fact:**

**80% of marine
debris comes
from land;
from streets to
streams to rivers
to oceans.**

WashedAshore.org
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Washed Ashore Mission Statement:

Washed Ashore builds and exhibits aesthetically powerful art to educate a global audience about plastic pollution in oceans and waterways and spark positive changes in consumer habits.

How We Fulfill Our Mission:

Our travelling exhibit of sculptures made completely of marine debris moves around the country in order to reach as many people as possible. Through both educational programs and interactions with our art and signage, we help audiences understand the problems of plastic pollution and marine debris. We offer educational programming at exhibit sites and support materials to educators interested in spreading awareness about plastic pollution through community art.

In order to create the sculptures we build, we first collect trash that has been removed from beaches through community beach cleanups and individual volunteers. This trash is then washed, sorted and prepared for the creation process. Each sculpture is designed and directed by a lead artist and then created through a collaboration of Washed Ashore team members, volunteers, students and artists.

Washed Ashore Facts as of 2016:

- Over 65 giant sculptures have been created.
- Over 35,000 pounds of marine debris have been processed.
- Over 12,500 volunteers have contributed to this project.

Marine Debris Facts as of 2016:

- Every ocean and every marine environment contain pieces of our trash.
- 80% of marine debris comes from land; from streets to streams to rivers to oceans.
- Plastic pollution is becoming one of the most common items in the sea and has entered the bottom of the ocean food chain.

National Standards Addressed:

The National Core Arts Standards

Creating:

Conceiving and developing new artistic ideas and work.

- **Anchor Standard #1:** Generate and conceptualize artistic ideas and work.
- **Anchor Standard #2:** Organize and develop artistic ideas and work.
- **Anchor Standard #3:** Refine and complete artistic work.

Presenting

(visual arts): Interpreting and sharing artistic work.

Producing

(media arts): Realizing and presenting artistic ideas and work.

- **Anchor Standard #4:** Analyze, interpret, and select artistic work for presentation.
- **Anchor Standard #5:** Develop and refine artistic work for presentation.
- **Anchor Standard #6:** Convey meaning through the presentation.

Responding:

Understanding and evaluating how the arts convey meaning.

- **Anchor Standard #7:** Perceive and analyze artistic work.
- **Anchor Standard #8:** Interpret intent and meaning in artistic work.
- **Anchor Standard #9:** Apply criteria to evaluate artistic work.

Connecting:

Relating artistic ideas and work with personal meaning and external context.

- **Anchor Standard #10:** Synthesize and relate knowledge and personal experiences to make art.
- **Anchor Standard #11:** Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

National Curriculum Standards for Social Studies

- **Thematic Standard #1) Culture:** Include experiences that provide for the study of culture and cultural diversity.
- **Thematic Standard #2) Time, Continuity, and Change:** Include experiences that provide for the study of the past and its legacy.
- **Thematic Standard #3) People, Places and Environments:** Include experiences that provide for the study of people places and environments.
- **Thematic Standard #10) Civic Ideals and Practices:** Include experiences that provide for the study of the ideals, principles and practices of citizenship in a Democratic Republic.