

Investigation of Feelings Using Art

A HANDS-ON ART ACTIVITY
DESIGNED BY MICHAEL HANES

Materials

- Copies of the Mood Meter (included at the end of the lesson)
- *Winter Barn* and *Happy Hour-Laguna Beach* by Michele Usibelli (included at the end of the lesson)
- Whiteboard for brainstorming
- Sticky notes
- Dry erase markers
- Pencils
- Coloring supplies (crayons, paints, markers, or colored pencils)
- Computers and internet access or thesauruses
- Card stock paper



Image Credit: MoNA Example

Description

In this lesson, students will expand their emotional vocabulary and learn how art can convey feeling. Additionally, students will create a representation of various emotions considering color, shape, and line, using the art of Michele Usibelli as inspiration.

Instructions

Day 1:

- 1)** Introduce the class to a blank version of the mood meter (included at the end of this activity).
 - Go over how the Mood Meter works: the vertical axis relates to high and low energy, the horizontal axis relates to pleasant and unpleasant feelings)
- 2)** Break the class into four different groups to match with the mood meter sections: red, yellow, blue and green.
- 3)** Instruct the groups to brainstorm words to put on the color blocks of the mood meter.
 - Groups can use thesauruses or the internet to look for more words to describe the emotions they associate with the colors in varying levels of intensity.
 - Once groups have decided on what word they'd like to use for their color block, use a sticky note to attach the word to the mood meter.
- 4)** After each team has finished labeling their section of the mood meter, bring out the labeled version (also included in this lesson) and compare and contrast the two.
 - Did your groups use the same words to describe the colors? Were there any big changes?

Day 2:

- 1)** Remind students of what they did in the previous session (learning about the mood meter) and tell students that they will be continuing that activity today and making art.
- 2)** Show students *Winter Barn* and *Happy Hour-Laguna Beach* by Michele Usibelli and use VTS to have students think deeper about the art.
 - VTS is an inquiry-based method of facilitating discussion. Tips and resources on VTS are included at the end of this lesson.
 - Have the students write down possible feelings that the artist is attempting to get the viewer to feel.
- 3)** Pass out the art supplies and challenge students to create an original artwork of their own on a blank paper broken into four quadrants (one mood from each group per quadrant). The goal is to create a representations of one emotion from the mood meter for each quadrant of their paper.
 - On the back of their work they will write down the specific emotion word that they were intending to show.
- 4)** After all the students have finished, the students will have a gallery walk and try to guess the specific emotion words that the other students were trying to achieve.

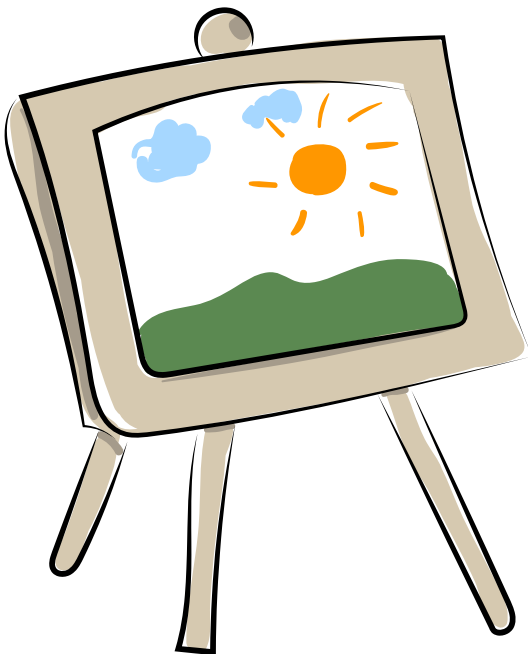
Learning and State Standards

Fulfills **Washington State Arts Learning Standards:**

Third Grade: VA:Cr2.1.3 (Create personally satisfying artwork, using a variety of artistic processes and materials)

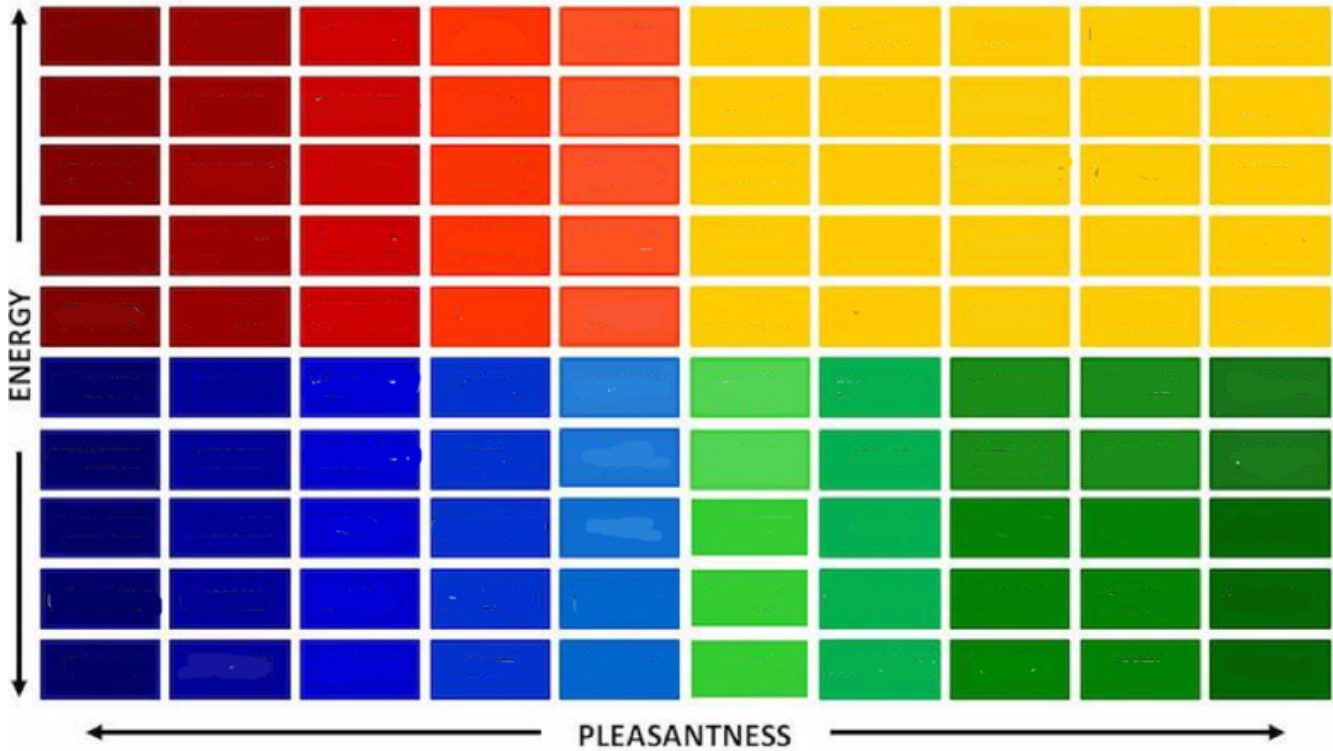
Fourth Grade: VA:Cr7.2.4 (Analyze components in visual imagery that convey messages)

Fifth Grade: VA:Cr1.2.5 (Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art),



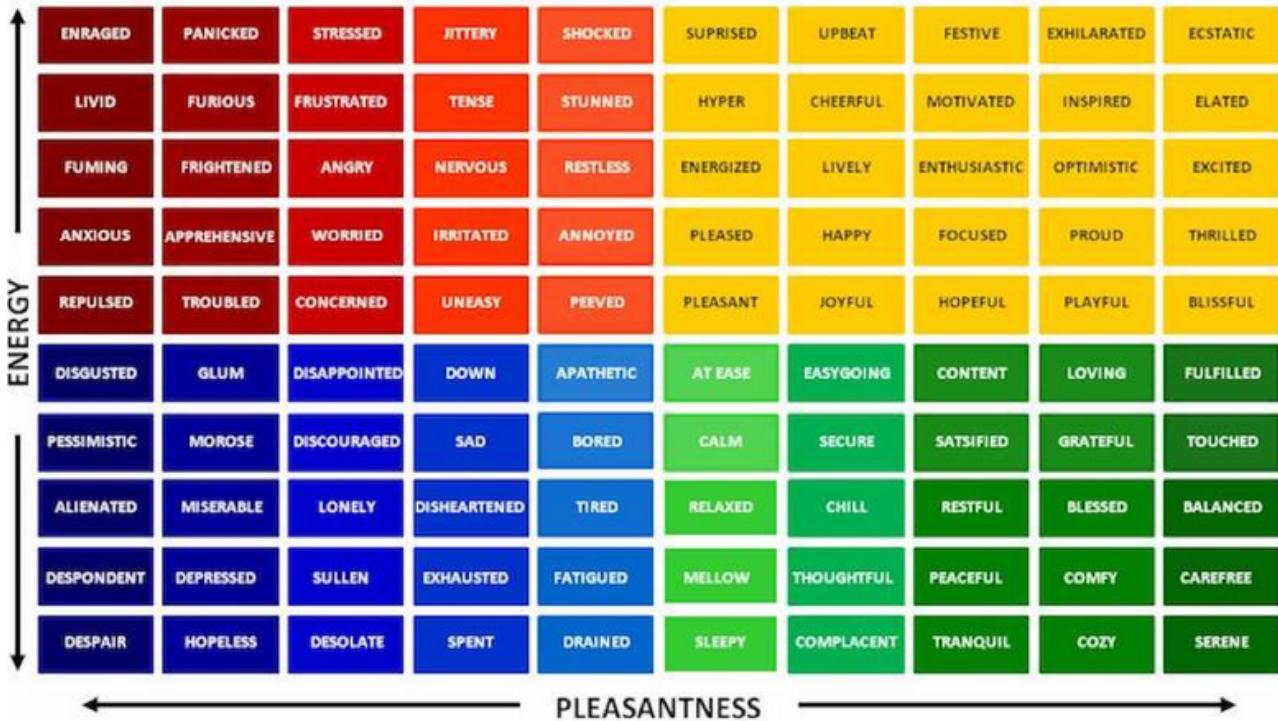
MOOD METER

How are you feeling?



MOOD METER

How are you feeling?



Mood Meter

Source: ps120q.org

Visual Thinking Strategies

MoNA's Education programs utilize Visual Thinking Strategies (VTS), which is a research-based teaching method that promotes aesthetic development including critical thinking and communication skills. Here in the MoNA, we use VTS to engage students and general visitors with art encouraging them to observe closely, think critically and discuss respectfully; however, VTS can be effectively used across curricula. This approach teaches its participants how to take the time to observe closely, describe what they see in detail and provide evidence for their observations. Students learn that their reflections and thoughts are valued and appreciated in this inclusive teaching method.

In order to facilitate a VTS discussion, you first encourage viewers to take a quiet moment to observe the work you are going to explore. Then you ask the following questions and paraphrase the responses without adding any of your own judgements. You can insert additional vocabulary and point to specific parts of the artwork.

What's going on in this picture?

What do you see that makes you say...?

What more can you find?

Visual Thinking Strategy Links

If you are interested in learning more about VTS, [here is their website](#). If you already know and love VTS, but want help finding great images to use in your classroom, here is a [fantastic gallery](#). You can also visit this website for additional resources: www.monamuseum.org/resources-for-educators

About the Artist: Michele Usibelli



Image Credit: Michele Usibelli Fine Art

Michele Usibelli is an artist based in Woodway, Washington. Michele has always been interested in art, it was her dream job when she was a child. As an adult, she graduated from the University of Washington with a degree in architecture. Her art career didn't begin until her husband gifted her an oil painting class for Christmas. Usibelli describes her art as being rooted in a Russian Impressionist style, which consists of using loose brushstrokes. It is through this distinctive style of hers that she is able to translate daily scenes and abstract ideas into art. Usibelli's art has been featured in galleries and exhibitions across the country.

**"I TRULY BELIEVE THERE'S A DIFFERENCE BETWEEN
A PRETTY PAINTING AND A PAINTING WITH LIFE".
-MICHELE USIBELLI**



Winter Barn, Michele Usibelli
Image Source: Michele Usibelli Fine Art



Happy Hour- Laguna Beach, Michele Usibelli
Image Source: Michele Usibelli Fine Art