



**Teacher:**

**Class: 2nd grade**

**Duration: 2 class periods**

**Course Unit:**

**Lesson Title: Creating Mood with Warm and Cool Colors**

## LESSON OVERVIEW

Students will learn how to analyze and discuss the mood of an artwork and apply their understanding of warm and cool colors to a Pablo Picasso–inspired self-portrait.

## STANDARDS

### Tennessee State Standards

#### Visual Art—Grade 2

- 1.1 Use tools and media consistently in a safe and responsible manner.
- 1.2 Demonstrate an understanding of a variety of techniques.
- 1.3 Explore a variety of processes.
- 2.1 Identify, understand, and apply the elements of art.
- 3.1 Select subject matter, symbols, and ideas for the student’s own art.
- 3.2 Analyze subject matter, symbols, and ideas in the student’s own art.
- 3.3 Analyze subject matter, symbols, and ideas in others’ art.
- 5.1 Explain the characteristics and merits of the student’s own work to the teacher and/or peers.

#### Common Core Connections for Integrated Subjects—Language Arts, Speaking & Listening

**CCSS.ELA-Literacy.SL.2.1a** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CCSS.ELA-Literacy.SL.2.1b** Build on others’ talk in conversations by linking their comments to the remarks of others.

**CCSS.ELA-Literacy.W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

## OBJECTIVES

1. Students will be able to analyze the mood of artworks.
2. Students will be able to apply their understanding of mood to create distinct moods in their own artworks.

## ASSESSMENT/EVALUATION

1. The teacher will walk around the room to observe the students' work habits during the activity and note how well they follow instruction.
2. The students will be evaluated on their ability to link details and colors in their artworks and their classmates' artworks to the expression of emotions and creation of mood.

## MATERIALS

- A PC-to-projector connection
- Newspaper and masking tape
- 1 piece of rectangular cardstock per student
- 1 paintbrush per student
- Premixed acrylic, tempera, or watercolor paint, in 2 separate palettes (warm: orange, red, yellow; cool: green, blue, purple) per student
- 2 cups with water (1 for warm colors and 1 for cool) per pair of students
- Preselected portraits by Pablo Picasso to display digitally, some exemplifying warm colors and some as examples of cool colors.

## ACTIVATING STRATEGY

1. Show students the "[Mood in Art](#)" episode of [ArtQuest: Art Is All Around You](#).
2. Ask students what they found interesting about the episode, and what questions or comments they may have on the topic.
3. Ask students to brainstorm some good "mood words" besides "happy" and "sad." Create a circle map on the board with mood words in the small, inside circle, and write appropriate student suggestions in the larger circle. [Say:] What are some different moods you feel?
4. If students struggle, refer to this bank of mood words: *awake, calm, lonely, peaceful, content, discontent, gloomy, hopeful, relaxed, sleepy, disappointed, exhausted, excited, cheerful.*
5. Give students the opportunity to display various moods on their faces and with their body language.
6. [Say:] How can we use colors to express emotions in artwork?

## INSTRUCTIONS

1. Prior to class, set up workstations as follows:
  - a. Determine the number of workstations needed, with 4 students per station.
  - b. Cover working surfaces with newspaper and tape.
  - c. Place 1 palette of paint per student.
  - d. Place 2 cups with water (one labeled "cool" and the other labeled "warm") per pair of students.
2. Show students 2–4 more artworks by Picasso, with a variety of warm and cool colors. Your options include:
  - [Portrait of Dora Maar](#), 1937
  - [Maya with her Doll](#), 1938
  - [Self Portrait](#), 1907
  - [Bust of a Woman with a Hat](#)
  - [Woman with Crossed Arms](#), 1901–2
3. Engage them in the following line of questioning for each artwork, fielding multiple responses and validating students' comments while challenging them to provide logical evidence for their conclusions. [Say:]
  - a. What's going on in this picture?
  - b. How is the person feeling?

- c. What makes you say that?
  - d. What else can you find?
  - e. How does the artist use colors to create a mood?
4. Challenge students to select a mood word from the circle map on the board for each artwork.
  5. Show students the “[Color Temperature](#)” episode of [ArtQuest: Art Is All Around You](#), and quiz them on which colors are warm and which are cool.
  6. [Say:] I want you to think to yourself about the following question: If someone were going to paint your portrait today, what colors would they use?
  7. [Say:] Do you ever feel a little bit happy and a little bit sad at the same time? Making art can allow you to express more than 1 emotion at once, especially when you use both warm and cool colors.
  8. Show them a portrait by Pablo Picasso that has both warm and cool colors. [Say:]
    - a. What’s going on in this picture?
    - b. How is the person feeling?
    - c. What makes you say that?
    - d. What else can you find?
    - e. How does the artist use colors to create a mood?
  9. Guide students toward understanding that there can be mixed emotions expressed in an artwork.
  10. Tell students to position their piece of cardstock portrait-style, with one of the short edges at the top. Show them what this means.
  11. Tell students to draw a line down the middle of the paper with a pencil, from the top edge to the bottom. Tell them that they are going to paint a self-portrait, using both warm and cool colors to express the combination of happy and sad emotions that they feel. To achieve this, they will use primarily warm colors on one side and primarily cool colors on the other.
  12. Show students cubist portraits by Picasso if you have not already, and tell students that they don’t have to make a realistic portrait; they can make their self-portrait abstract, using shapes and colors that they wouldn’t actually see if they looked in the mirror.
  13. Give students 10 minutes to sketch their self-portraits with a pencil. Then have them decide which side to label “warm” and which side to label “cool” in light pencil.
  14. Prompt them to select details of clothing, hats, etc., that help to capture the mood they are going for. Are they wearing a dark hood, or a colorful hat?
  15. Prompt them to create a background with some pattern or details. Are they outside, surrounded by trees, or in a room with polka-dot walls?
  16. Distribute paintbrushes, and give students 20 minutes to paint. Tell them to start with either their warm or their cool palette, and alert them when 10 minutes is up. At that point, they should switch to the other palette.

### ALTERNATE/EXTRA ACTIVITIES

- Students can practice analyzing the mood of Monet’s wheatstack paintings, selecting a word from the mood word bank and discussing their selections as a class.
- Students unable to paint can use precut colored shapes to create a face.
- Students can recreate their own copy of Van Gogh’s *Starry Night* using only warm colors—i.e., reproducing the same landscape, but as a sunny day.
- You can provide students with a drawing, illustration, or portrait outlined in black, and let them paint it with warm or cool colors. Have them reflect on their creation of mood.
- Instruct students in how to interview a partner sitting beside them. Have students record their partner’s thoughts about their artwork. Have them ask:
  - What do you notice about the artwork?
  - What kind of mood or moods do you feel when you look at it?
  - What is your favorite thing about the artwork?

## CLOSURE

1. Give students the following writing prompt: *Write a four- to six-sentence paragraph describing your artwork and explaining why you made it this way.*
  - a. Topic sentence: What emotions do you think are expressed in your artwork?
  - b. How do the details express these emotions?
  - c. How does the background express these emotions?
  - d. How do the different colors express these emotions?
2. Tell students to write a concluding sentence that reflects on their ability to create mood in their artwork and how they might improve their art-making or further explore creating mood in their artwork. They may use any of the following sentence starters:
  - a. The part of the lesson that I enjoyed the most was \_\_\_\_\_, because \_\_\_\_\_.
  - b. Using colors to create moods gives me all sorts of ideas, such as \_\_\_\_\_.
  - c. If I did this activity again, I might \_\_\_\_\_.
3. Instruct students, one table at a time, to place their artworks on drying racks.

## CROSS-CURRICULAR CONNECTIONS

- Language Arts

## EXTENDED LEARNING

### Activities:

- Katie Brown, "[Facial Features](#)," Katie's Blog: My Daily Art Explorations (October 1, 2012), [katiemarsjanik.wordpress.com](http://katiemarsjanik.wordpress.com)
- Learning Network, "[What's Going On in This Picture?](#)" *New York Times* (weekly feature), [nytimes.com](http://nytimes.com)
- Making Art Fun! "[Hey Kids, Meet Pablo Picasso](#)," [makingartfun.com](http://makingartfun.com)
  - [Word Search Worksheet](#)
  - [Picasso Cubist Paper Bag Puppet](#)
  - [Self Portrait Coloring Page](#)
  - [Three Musicians Coloring Page](#)
- Visual Thinking Strategies, [Grade 3-5 Year 1, Lesson 1](#), [vtsweb.org](http://vtsweb.org)

### Videos:

- Frist Center for the Visual Arts, "[Color Temperature](#)," [ArtQuest: Art Is All Around You](#) (2015; available at [fristkids.org](http://fristkids.org))
- Frist Center for the Visual Arts, "[Mood in Art](#)" (2015; available at [fristkids.org](http://fristkids.org))
- Susan Shiferl, [Pablo Picasso: Cubist Art Lesson](#) (2014; available at [YouTube.com](http://YouTube.com))

For additional lesson plans and activities, visit us at [fristkids.org](http://fristkids.org). This lesson plan was created by an art education student in the Frist Center for the Visual Arts' Teaching Assistant Program under the guidance of education department staff and/or a mentor teacher. The Teaching Assistant Program is designed to introduce participants to museum education by providing unique teaching experiences in an informal learning environment. For more information about this program or other educational opportunities offered by the Frist Center, please visit [fristcenter.org](http://fristcenter.org).

