

Say It with Color: Exploring Emotion Through Art

Course Name: Art

Time Frame (in minutes): 120 min

Unit/Theme: Say It with Color: Exploring Emotion Through Art

Grade Level: Kindergarten

CONTENT AND SKILLS

Learning Objectives:

- Students will observe and discuss how Pablo Picasso used color and form to express emotion.
- Students will practice using iPads to record a short audio response.
- Students will design a creature (inspired by *The Color Monster* and Picasso's artwork) to represent a chosen emotion.
- Students will record a reflection using digital tools to explain their creature and the visual choices they made.

Essential Questions:

- How do artists use color, line, and shape to show feelings?
- How can technology help us share our ideas and feelings with others?

I Can Statements:

- I can look closely at a painting and describe what I see.
- I can use an iPad to record my thoughts about a piece of art.
- I can draw a creature that shows a feeling using color and shape.
- I can talk about my art in a respectful and safe way.

How will you meet the needs of SWD and ELL/MLL students?

- Use emoji-style visuals or expression charts to help students select and identify emotions nonverbally.

- Provide nonverbal choice boards (e.g., pointing to a color or character) to support students with limited verbal skills.
- To support all learners, optional drawing templates with basic creature shapes will be provided. Students can trace or modify these shapes to begin their design, ensuring access for those who need fine motor or visual-spatial support.
- Offer recording scaffolds, such as a tap-to-play model of sample sentences they can imitate.
- Allow peer modeling or partner recordings for students needing expressive language support.
- For SWD, offer physical supports like pre-cut shapes or hand-over-hand assistance if needed for fine motor tasks.
- Use visual timers and structured transitions to help with task regulation and predictability.

Content Standards

List all standard indicators (do not need standard statement)

Art:

- **VA:Cr1.1.Ka – *Engage in exploration and imaginative play with materials.***
→ Students explore emotion through the elements of art creating a creature that represents an emotional state.
- **VA:Cr2.1.Ka – *Through experimentation, build skills in various media and artmaking approaches.***
→ Students add dry media details like texture and line with crayons and markers.
- **VA:Cn10.1.Ka – *Create art that tells a story about a life experience.***
→ Students create creatures that reflect their own emotions and experiences, connecting personal feeling to visual expression.
- **VA:Re7.1.Ka – *Identify works of art that tell a story or share a message.***
→ Students examine Picasso's artwork and The Color Monster to interpret how art can express emotion.

NYS Computer Science and Digital Fluency Standards

List all standards that authentically align

K–1.IC.1 – Identify and discuss how tasks are accomplished with and without computing technology.

K–1.NSD.1 – Identify ways people provide input and get output from computing devices.

K–1.CY.1 – Identify reasons for keeping information private.

K–1.DL.2 – Communicate and work with others using digital tools.

NYS SEL BENCHMARKS

<https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf>

- **SEL.SA.K.1 – Self-Awareness**

Recognize and name their basic emotions, where they feel them in their bodies, and describe situations that may evoke these emotions.

- **SEL.SA.K.2 – Self-Awareness**

Identify their emotions and make choices to support their well-being, including simple self-regulation techniques.

- **SEL.RS.K.1 – Relationship Skills**

Use words and body language to express needs and listen to others.

- **SEL.RS.K.2 – Relationship Skills**

Participate in group activities, take turns, and share responsibilities.

- **SEL.SOA.K.1 – Social Awareness**

Recognize that others may feel differently than themselves.

- **SEL.SOA.K.2 – Social Awareness**

Demonstrate caring and respect for others' feelings, ideas, and perspectives.

INSTRUCTIONAL PLAN

List the steps of the lesson, including instructions for the students including how they will construct and practice content knowledge.

Add Standard Indicators next to activity that aligns and highlight them.

Overview:

In this 3-part art and technology-integrated lesson, students will explore how emotions can be communicated visually by studying the works of Pablo Picasso and responding to the story *The Color Monster*. Through drawing, technology use, and reflection, students will express an emotion using color, line, and shape, and practice using digital tools to communicate their ideas.

Day 1: Looking at Picasso & Voice Recording Practice

Objective: Students will analyze Picasso's use of color and shape to convey emotion and practice recording an audio response.

1. Discussion & Observation (10 min):
Introduce Pablo Picasso. Show two artworks: *The Old Guitarist* (Blue Period) and *Acrobat and Young Harlequin* (Rose Period). Discuss the mood of each painting and how Picasso used colors and abstract features that resemble creature-like people.
 - Standard: **VA:Re7.1.Ka, SEL.SA.K.1**
2. Technology Modeling (5 min):
Teacher models how to open the app, use voice input, and play back the recording. Students discuss the difference between drawing what they feel vs. using their voice to explain it. This shows how computing tools (iPad apps) help share ideas, introduces input/output, and reinforces respectful digital communication.
 - Standard: **K-1.NSD.1, K-1.IC.1, K-1.CY.1, SEL.RDM.K.2**
3. Student Practice (15 min):
Students choose one Picasso image, hold up the replica, and record a short sentence about how it makes them feel or what they see.
 - Standard: **K-1.DL.2, SEL.RS.K.1**
4. Wrap-Up & Share (5 min):
Play a few recordings. Emphasize respect and different interpretations.

- Standard: **SEL.SOA.K.1**
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Day 2: Color Monster & Emotion Creature Design

Objective: Students will explore how to represent feelings using design and color.

- **Storytime & Discussion (10 min):**
Read *The Color Monster*. Discuss the colors used to show emotions and how they connect to Picasso's work from the previous lesson.
 - Standard: **SEL.SA.K.1, VA:Re7.1.Ka**
 - **Art-Making (20 min):**
Students begin by following a brief guided drawing with a crayon to create the basic shape of an emotion creature. They then personalize their design using one primary color and white to explore tints, with the option to add one other primary to create a secondary color. This connects to Picasso's use of limited color palettes to express emotion. Students are encouraged to make expressive choices using color, line, and shape to show how their creature feels.
 - Standard: **VA:Cr1.1.Ka, VA:Cn10.1.Ka, SEL.SA.K.2**
 - **Cleanup & Share (10 min):**
Quick table shares and name-the-emotion conversations.
 - Standard: **SEL.RS.K.2**
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Day 3: Recording & Detailing Creatures

Objective: Students will reflect on their creature and finalize with dry media details.

1. **Art Detail Additions (10–15 min):**
Add line, texture, or patterns with crayons or markers to enhance the artwork. (provide an anchor chart)
 - Standard: **VA:Cr2.1.Ka**
2. **Voice Recording (15–20 min):**
Students record a sentence or two about their creature: "My creature's name is _____ feels _____ i used ____ *art elements* ____."
 - Standard: **K-1.DL.2, SEL.RS.K.1**

3. Reflection (5 min):

Talk about how everyone chose different colors and designs.

- Standard: **SEL.SOA.K.2**

FUTURE READY COMPETENCIES

Check off each competency that students will interact with during this lesson.

- ☒ Collaboration
- ☒ Communication
- ☒ Critical Thinking/Problem Solving
- ☒ Creativity & Innovation

MATERIALS / RESOURCES

Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc. **Including Instructional Technology Tools**

Materials:

- iPads or Chromebooks with recording app (Seesaw, Voice Memos, or Flip)
- 4x6 printed reproductions of Picasso's *The Old Guitarist* and *Acrobat and Young Harlequin*
- Drawing paper, pencils, crayons, markers, oil pastels
- Emotion visuals or cards
- The Color Monster by Anna Llenas
- Primary color paints + white
- [Google Slide \(Picasso and Color Monster Animated story\)](#)

The Old Guitarist

● Blue Period (1901–1904)

- Picasso mostly used **shades of blue**.
- His paintings often showed **sadness, loneliness, or calm**.
- Faces and bodies looked **long and droopy** — like they were feeling down.

Acrobat and Young Harlequin

● Rose Period (1904–1906)

- Picasso started using **pinks, peach**, and **warm colors**.
- His art felt **happier**, with **circus performers** and **gentler shapes**.
- The people still looked serious, but the colors felt **softer and kinder**.
- "When Picasso started to feel better, he used warmer colors like pink and red."

Anchor Chart

1. Line Types

- Zigzag
- Curvy
- Dots and Dashes
- Spirals
(Use visuals of each line)
"Lines can show energy or texture!"

2. Patterns

- Stripes
- Spots
- Checkerboard
"Patterns make your creature stand out!"

3. Texture Ideas

- Fuzzy (short curved lines)
- Scaly (overlapping bumps)
- Spiky (sharp triangles)
"Use lines to show what your creature feels like!"

4. Extras

- Eyelashes
 - Claws
 - Hair, horns, or eyebrows
 - Shoes or accessories
- "Add details to tell more about your creature!"*