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EMOTIONAL INTELLIGENCE THROUGH THE ARTS

Unit 4 How Can I Work in a Group?

Grade Levels 3–4

Emotional Literacy Unit Three “How Can I Work in a Group?”

In this final unit, students are asked to work together for extended periods of time. The unit starts with low-level collaboration (sharing paint), and builds into much more advanced teamwork (actually sculpting the monster body as a team). For this reason, this unit is the most frustrating, and the most rewarding, in the curriculum. Students have been working all year toward this project, however, and they are ready for it.

Students begin by sculpting the monster face parts from white clay (make-it-yourself play dough works just as well; just be willing for it to take its sweet time to dry). This is a calming activity; some students will love the tactile nature of working with clay and will want to spend the whole class doing it. Give students permission to make as many eyes or mouths as they want; they are only limited by the amount of clay. Every student gets the same amount of clay. If a student wants to make 20 eyeballs out of that one hunk of clay, great. If someone wants to make one giant eyeball out of his hunk, also great. Provide one big piece of copy paper for kids to sketch monsters or write their explanations. This also acts as a placemat for the workspace: clay can stay on the mat.

The instructor should be prepared for students to experience some separation anxiety when it comes time to attach their individual clay eyes onto the class monster. Students are used to taking their work home, and all the work in this unit stays with the monster as a class creature. Make sure students are prepared: Tell them from the beginning that their monster eyes will be attached to a big monster that the whole class will share.

Sometimes students don't agree about how the monster should look. Use these instances as opportunities. Facilitate constructive conversation around disputes, and loudly celebrate compromise. Once students understand that the aim here is for everyone to be happy, they'll begin facilitating compromises themselves: “If we put the arm in the middle of the chest, would you be okay with us painting it green?”

The monster can live in the classroom, the library, or somewhere covered outside. Remember to spray the completed monster with a weather-proof finish. If you make your own papier mâché (which is preferred to store-bought mixes), mice will be interested in the flour part of the mixture. Weatherproof your creation so students can be proud of it for years to come.



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EMOTIONAL INTELLIGENCE THROUGH THE ARTS

Unit 4.1 How Can I Work in a Group?

Lesson: Monster Eyes

Grade Levels 3–4



Yearlong Objectives

- I can recognize my own unique skills.
- I can express myself with words and art.
- I can work as part of an ensemble.

Essential Questions

- How can I be an active member of an ensemble?
- How can I show my unique perspective in my work?

Lesson Objectives

- Apply knowledge of sculpture to create a three-dimensional clay eye.
- Work as an ensemble to make enough eyes to outfit an emotions “monster.”
- Define and describe an array of emotions and emotional terms.

National Arts Standards

Note: For consistency, all arts standards listed are second grade standards. However, National Anchor Standards naturally build on each other. To adjust for your grade level, find the corresponding Anchor Standard for your grade.

- Use learned art vocabulary to express preferences about artwork. (VA:Re9.1.2a)
- Distinguish between different materials or artistic techniques for preparing artwork for presentation. (VA:Pr5.1.2a)
- Discuss and reflect with peers about choices made in creating artwork. (VA:Cr3.1.2a)
- Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers. (TH:Pr6.1.2.)



Materials needed

White air-dry clay (enough for each student to have a small handful), sculpting tools (toothpicks, pencils, etc.), pictures of different animal eyes to display, list of emotions and emotion words (from previous units)



Time needed

90 minutes



Vocabulary for this lesson

Social-Emotional: *comfortable, uncomfortable, sadness, joy, fear, surprise, anger, ensemble*

Visual Arts: *sculpture, sculpt, tool*

Theatre: *ensemble*



Warm-Up Phase (15 minutes)

Circle

Open-ended question: What do you want to be when you grow up?

Feelings question: How were you feeling at the beginning of the day? How are you feeling now?

Team-building game: Freeze, Level 1 (see *Team-Building Games*)



I Do/ We Do (20 minutes)

Explicitly Teach

- Discuss what it means and what it takes to work as an **ensemble**. Explain that for the next few weeks, we will be working as an ensemble to create one giant, class-sized work of art. It will be a monster, with the whole class contributing body parts.
- Brainstorm a list of emotion words students know. Have students act out their emotions using their faces and bodies. (For example, for “sad,” a student might frown and hunch her shoulders.)
- Show images of different eyes (**animal eyes** are a good choice here) and have students tell you what emotions they think the eyes are feeling. Find some examples at KnotSoup.com.
- Review the definition of **sculpture**.
- Show techniques for using tools to work on clay to create a sculpture.

Keep in Mind

- Eyes are very small. *How can you make sure you have enough to do until the end of class?*
- Keeping spaces clean is an important part of working as an ensemble. *How can you keep your space clean and materials safe during this activity?*
- Connect to students’ prior knowledge. *What are some sculpture techniques you already know?*
- Partner work can be challenging. *How can you work with a partner to help you ensure you create the kind of work you can feel proud of?*



You Do (55 minutes)

The project, step-by-step

- Begin with a small mound of clay. (Use paper to protect surfaces and keep them clean.)
- Select an emotion that has been brainstormed on the board.
- Use tools and fingers to sculpt an eye. It can be round or almond-shaped or square whatever you choose.
- Create an eye that matches the emotion you chose. Be ready to explain what about the eye shows the emotion.
- Set the clay out to dry for 24 hours or more.

Extensions: Students can create another eye for a different emotion.

Closure: Students share their eyes with the class, with a short description about why they chose the shapes they chose.

Optional Writing Prompt: What is specifically challenging for you about working with an ensemble? What is especially easy about it?



Big Picture

We will add these eyes to our class monster eventually. A monster can have lots of eyes!



Adjustments for K-1

Warm-Up Phase

Freeze is tricky for very young people, so it might make sense to play a game from a previous unit, or to do the circle question only.

I Do/ We Do

Present emotion words students have already learned rather than brainstorming.

You Do

Use Model Magic instead of air-dry clay (it's cleaner). Experiment with colors. Students can roll their dough into a ball to make their eyes, and then they can add color to show emotions.



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EMOTIONAL INTELLIGENCE THROUGH THE ARTS

Unit 4.2 How Can I Work in a Group?

Lesson: Monster Mouths

Grade Levels 3–4



Yearlong Objectives

- I can recognize my own unique skills.
- I can express myself with words and art.
- I can work as part of an ensemble.

Essential Questions

- How can I be an active member of an ensemble?
- How can I show my unique perspective in my work?

Lesson Objectives

- Apply knowledge of sculpture to create a three-dimensional clay mouth.
- Use paint to complete a sculptural work.
- Define and describe an array of emotions and emotional terms.

National Arts Standards

Note: For consistency, all arts standards listed are second grade standards. However, National Anchor Standards naturally build on each other. To adjust for your grade level, find the corresponding Anchor Standard for your grade.

- Use learned art vocabulary to express preferences about artwork. (VA:Re9.1.2a)
- Distinguish between different materials or artistic techniques for preparing artwork for presentation. (VA:Pr5.1.2a)
- Discuss and reflect with peers about choices made in creating artwork. (VA:Cr3.1.2a)
- Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers. (TH:Pr6.1.2.)



Materials needed

White air-dry clay (enough for each student to have a small handful), sculpting tools (toothpicks, pencils, etc.), acrylic paints, brushes, water, wet wipes (for cleaning), large paper (for placemats)



Time needed

90 minutes



Vocabulary for this lesson

Social-Emotional: *comfortable, uncomfortable, sadness, joy, fear, surprise, anger, ensemble*

Visual Arts: *sculpture, sculpt, tool, paint, painter*

Theatre: *ensemble*



Warm-Up Phase (15 minutes)

Circle

Open-ended question: What are some foods that you dislike?

Feelings question: How were you feeling at the beginning of the day? How are you feeling now?

Team-building game: Freeze, Level 2 (see *Team-Building Games*)



I Do/ We Do (20 minutes)

Explicitly Teach

- Explain that sculptors apply color to their sculptures in many different ways. Brainstorm some different methods you can think of to apply color.
- Remind students about acrylic paint: *This is a water-based paint, so it dries quickly, but it does not come out of your clothes. When did we use this before? What did you learn about it?*
- Talk about techniques for painting very small surfaces.
- Have students brainstorm emotion words again (as in the [previous class](#)). Sketch different kinds of mouths that might show those emotion words, or show **examples** from the Internet or books from the class library.
- Go over the principles of sculpting and using tools again.

Keep in Mind

- Students will be in different places for this project; some will be sculpting, some will be painting, and some will be sketching. *How can you make sure you feel good about the unique space you are in?*
- Keeping a space neat is an important part of working as an ensemble. *How can you ensure that your space and your materials are kept neat?*



You Do (55 minutes)

The project, step-by-step

- Sharing a palette with your table group, select colors for your monster eye (from last week). Make sure the colors match the emotions that you are trying to convey with your eye.
- Paint the eye(s) carefully. Be sure to keep your fingers clean! It can be difficult to do that because you are working with a small space.
- When you have finished painting, raise your hand to get a new placemat and a piece of clay to create a mouth.
- Label the paper with the emotion you've chosen for the mouth. It does not need to be the same emotion as the one the student has chosen for his eye.
- Sculpt a monster mouth that goes with the emotion you've selected.

Extensions: Students can create another mouth for a different emotion. Students may choose to create multiple mouths.

Closure: Walk around the room looking at the different sculptures. Read emotion words out loud and have students put those emotions on their faces, demonstrating a grasp of those emotional vocabulary words.

Optional Writing Prompt: What emotional vocabulary word that we have explored in the past few days is one you feel most often? How does knowing this emotion word help you express what you are feeling to your friends or adults?



Big Picture

We will add these eyes and mouths to our class monster. Next week we will begin to build its body.



Adjustments for K-1

Warm-Up Phase

Freeze is tricky for very young people, so it might make sense to play a game from a previous unit, or to do the circle question only.

I Do/ We Do

Present emotion words students have already learned rather than brainstorming. Skip information about painting; these students don't need to use paint.

You Do

Use Model Magic instead of white clay so that students can experiment with color as they sculpt.



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EMOTIONAL INTELLIGENCE THROUGH THE ARTS

Unit 4.3 How Can I Work in a Group?

Lesson: Monster Body Parts

Grade Levels 3–4



Yearlong Objectives

- I can recognize my own unique skills.
- I can express myself with words and art.
- I can work as part of an ensemble.

Essential Questions

- How can I be an active member of an ensemble?
- How can I show my unique perspective in my work?

Lesson Objectives

- Apply knowledge of sculpture to create a three-dimensional cardboard body part.
- Use disparate materials to create a new object.
- Define and describe an array of emotions and emotional terms.

National Arts Standards

Note: For consistency, all arts standards listed are second grade standards. However, National Anchor Standards naturally build on each other. To adjust for your grade level, find the corresponding Anchor Standard for your grade.

- Use learned art vocabulary to express preferences about artwork. (VA:Re9.1.2a)
- Distinguish between different materials or artistic techniques for preparing artwork for presentation. (VA:Pr5.1.2a)
- Discuss and reflect with peers about choices made in creating artwork. (VA:Cr3.1.2a)
- Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers. (TH:Pr6.1.2.)



Materials needed

Corrugated cardboard, empty cereal boxes, scraps of cardboard and paper, masking tape, scissors, slips of paper, hat or box

NOTE: This session requires that students work in table groups of at least four students.



Time needed

90 minutes



Vocabulary for this lesson

Social-Emotional: *comfortable, uncomfortable, sadness, joy, fear, surprise, anger, ensemble*

Visual Arts: *sculpture, sculpt, tool, paint, painter*

Theatre: *ensemble*



Warm-Up Phase (15 minutes)

Circle

Open-ended question: Who are your personal heroes?

Feelings question: How were you feeling at the beginning of the day? How are you feeling now?

Team-building game: Freeze, Level 3 (see *Team-Building Games*)



I Do/ We Do (20 minutes)

Explicitly Teach

- Review the parts of a monster that we have created already (eyes, mouths). Talk about other body parts that our monster could have. Make a brainstorm list of the other parts we want to have on our monster.
- Review elements of **sculpture**, according to definition in glossary.
- Write all the body parts on slips of paper, and put them in a hat. You can write “leg” and “arm” more than one time.
- Each table group will pick a body part from the hat. We are going to work as a group to make sculpture today. Go over what is necessary to work as a successful **ensemble**.

Keep in Mind

- This is the first time the class will be working as a group to create a project. *What do you need to do to ensure everyone feels included?*
- People may disagree on how to use the materials and what to create. *How can you have useful conversations around team differences?*
- Some students will work quickly, and some will work slowly. *What can a team do if it is done?*



You Do (55 minutes)

The project, step-by-step

- Teams pull a body part from the hat. (Make sure you have “torso,” “leg,” “arm,” and “head,” at the very least. Be wary of having more than one torso and more than one head.)
- Teams should sketch a drawing of what they think the body part should look like.
- Everyone agrees on one sketch to sculpt. Other members of the team may add details to the body part sketch.
- The team uses corrugated cardboard and masking tape to create the body part. (See *photo sequence at the end of this lesson plan*.) All members of the team should be involved in cutting, taping, and arranging materials. Don’t give too much direction; let students figure out how to do this for themselves.

Extensions: Groups can draw from the hat again if they are finished to make something new, perhaps in a special “second round” hat that might include spikes, horns, or tails.

Closure: Each team presents its work. The teacher can sketch the work on the board and start to imagine how the pieces of the monster can all fit together.

Optional Writing Prompt: How did working as a full ensemble make you feel? Why?



Big Picture

We will put these pieces together using wire and glue. Next week we’ll begin to use papier mâché to complete the monster!



Adjustments for K-1

Warm-Up Phase

Freeze is tricky for very young people, so it might make sense to play a game from a previous unit, or to do the circle question only.

I Do/ We Do

Focus entirely on group work and what makes a successful ensemble.

You Do

Have each table group make its own monster, instead of each group making a part. They can spend this class period taping cereal boxes together to make a “monster-like” shape.







Warm-Up Phase (15 minutes)

Circle

Open-ended question: What is the most valuable thing you own? Why?

Feelings question: How were you feeling at the beginning of the day? How are you feeling now?

Team-building game: Freeze, Level 4 (see *Team-Building Games*)



I Do/ We Do (20 minutes)

Explicitly Teach

- Review each part of the monster and the different emotions our monster portrays and shows. Brainstorm a list of emotion words that we already know to display on the board.
- Review elements of **sculpture**.
- Review elements of **collage**: *Collage involves cutting shapes out of paper to create a new image.*
- Review the concept of **abstract art**: This art does not necessarily look like anything at all. Instead, it represents an idea.
- Describe the process of using papier mâché. Explain how some sculptors use this process to create a sculpture out of paper, and to shape it however they want. Papier mâché starts out soft and moldable, but it eventually hardens.
- The whole class will be working together to create a monster. We are going to be applying papier mâché as a team. Go over what is necessary to work as a successful **ensemble**.

Keep in Mind

- Last week the class worked in groups of four; this week we are working in larger groups. *What do you need to do to ensure everyone feels included?*
- People may disagree on how to use the materials and what to create. *How can you have useful conversations around team differences?*
- This lesson involves transitioning from one center to another. *What needs to be done when the teacher says it is time to clean up? How can we keep transitions safe and moving swiftly? What should you do if you see someone working in one center on something you wish you could be working on?*
- For the first time, all students will be working with everyone's work. *What can you do if you see someone painting or sculpting on something you started? What if you start to feel uncomfortable, or jealous?*



You Do (55 minutes)

The project, step-by-step

- Divide class into three groups.
- Three centers/stations should be established: one for working with papier mâché, one for painting the eyes and mouths, and one for an emotion words collage.
- **Papier Mâché Set-Up**: A bucket of **paste**, the monster, strips of newspaper, smocks, set up in a heavily covered area, or outside if possible. **Directions**: This center will dip a piece of newspaper into the paste, and then apply it to the body of the monster. The goal is to cover the entire monster smoothly. There cannot be too much newspaper, so keep adding layers once the first layer has been completed.
- **Paint Center Set-Up**: Acrylic or tempera paints, paintbrushes, newspaper, and eyes and mouths from last class. Students at this center may paint the eyes and mouths they created last class so they will be ready to put on the monster body.
- **Emotion Words Center Set-Up**: Students should be set up at their desks with scraps of tissue paper, thin cardboard cut into ovals, crayons, scissors, and glue sticks. **Directions**: Students select an emotion word from the board, and write the emotion word on the piece of cardboard (both sides). They then use the tissue paper to create a collage that represents the emotion word they've written.
- One group will work on papier mâché for 10 minutes, while the other two groups will work on the emotion cards for

10 minutes. After 10 minutes intervals, each group will rotate.

- All three groups should be able to work with the papier mâché before class is over.

Extensions: Students may create as many emotion collages as they wish.

Closure: Students rejoin a circle and each share one word to describe the monster they've made as a class. What emotions come to mind?

Optional Writing Prompt: How did working as a full ensemble make you feel? Why?



Big Picture

The emotion word ovals we created can be added to the monster next week. We will use string to hang them from its body as “emotions clothing.”



Adjustments for K-1

Warm-Up Phase

Freeze is tricky for very young people, so it might make sense to play a game from a previous unit, or to do the circle question only.

I Do/ We Do

Focus on papier mâché only. Omit the emotion word collages.

You Do

Students each papier mâché their own monster shapes that they created in a [previous session](#).



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EMOTIONAL INTELLIGENCE THROUGH THE ARTS

Unit 4.5 How Can I Work in a Group?

Lesson: Papier Monster Painting and Comics

Grade Levels 3–4



Yearlong Objectives

- I can recognize my own unique skills.
- I can express myself with words and art.
- I can work as part of an ensemble.

Essential Questions

- How can I be an active member of an ensemble?
- How can I show my unique perspective in my work?

Lesson Objectives

- Apply knowledge of comics and drawing to create a comic book page.
- Use disparate materials to create a new object.
- Define and describe an array of emotions and emotional terms.

National Arts Standards

Note: For consistency, all arts standards listed are second grade standards. However, National Anchor Standards naturally build on each other. To adjust for your grade level, find the corresponding Anchor Standard for your grade.

- Use learned art vocabulary to express preferences about artwork. (VA:Re9.1.2a)
- Distinguish between different materials or artistic techniques for preparing artwork for presentation. (VA:Pr5.1.2a)
- Discuss and reflect with peers about choices made in creating artwork. (VA:Cr3.1.2a)
- Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers. (TH:Pr6.1.2.)



Materials needed

Monster body (from [previous session](#)), monster eyes and mouths (from [previous session](#)), emotion words collages (from [previous session](#)), [comic template](#), acrylic or tempera paint, brushes, water, paper towels, hot glue gun, glue sticks for glue gun, floss or string



Time needed

90 minutes



Vocabulary for this lesson

Social-Emotional: *comfortable, uncomfortable, sadness, joy, fear, excitement, disgust, contempt, anger, ensemble*

Visual Arts: *sculpture, sculpt, tool, paint, painter, comics*

Theatre: *ensemble*



Warm-Up Phase (15 minutes)

Circle

Open-ended question: What do you think is the most amazing thing about you? Or about this group?

Feelings question: How were you feeling at the beginning of the day? How are you feeling now?

Team-building game: Freeze, Level 5 (see *Team-Building Games*)



I Do/ We Do (20 minutes)

Explicitly Teach

- Review elements of sculpture.
- Ask students what they think is necessary to complete the monster. They may brainstorm in groups or as a whole class. They should come up with ideas about adding paint and attaching the monster facial features.
- Students will be working together to paint the monster. Briefly revisit what they know about acrylic paints, and about working as an ensemble, as they did in the last session with the papier mâché.
- Show examples of comic books (*Moomin* is a good one) and explain that comics are an art form that involve drawings and words. Model drawing a panel for a comic strip on the board. You may want to use the monster as the main character. Tell students that the monster is the hero of the story; not the bad guy. This is not a comic that will have violence or guns. It will tell a story in which the monster finds out about its emotions. Be sure to include a text bubble and a thought bubble.

Keep in Mind

- Everyone will get to paint, but it will be necessary to take turns. *What should you be doing while you wait to paint?*
- Some people like to plan with comic books, other like to dive right in. *How can you respect people working around you who might be working at a different speed than you are? How can you support them?*
- After painting, it can feel like there is no reason to invest in working quietly. *What should you do when your painting turn is over?*
- This group is all working together on one monster. *What can you do if you don't like the choice one of your ensemble-mates makes with the paint?*



You Do (55 minutes)

The project, step-by-step

- Set up the monster at a table group in the center of the room, along with painting supplies.
- Groups of five can come up and apply paint to the dried monster. Then they should rotate back to their table.
- Groups not working on the monster painting should be creating a comic strip about the monster.
- Students working on the comic strip can use the [template](#), or draw free form.
- The comic can tell a story or just show the monster going about its daily life, showing off its many emotions.
- The comic can be any number of pages long.
- After the paint has dried, the teacher should apply the eyes and mouths to the monster with a hot glue gun. Only the teacher should use the hot glue gun. It should not be left unattended. The students may come up and say where they would like the mouths and eyes to be placed. Apply all that will fit; monsters have no limits.
- Attach the emotion words collages created in the previous lesson to the monster using floss or string.

Extensions: Students can add more pages to their comic or color the panels with colored pencils.

Closure: Have students share their comics with their table groups. They may also want to propose names for the monster.

Optional Writing Prompt: How do you feel about the way the monster turned out?



Big Picture

Our monster is all done! We have learned to work collaboratively as an ensemble; to recognize the importance of our own unique qualities, and to express our emotions with our words and in our art.



Adjustments for K-1

Warm-Up Phase

Freeze is tricky for very young people, so it might make sense to play a game from a previous unit, or to do the circle question only.

I Do/ We Do

Focus entirely on group work and what makes a successful ensemble.

You Do

Table groups can work with an adult to paint their group monsters.