

# Pictures That Tell Stories

## Objectives:

- To study how facial expression and body language reflect emotion.
- To analyze a work of art using a three-part method.
- To make several drawings that relate an emotionally-charged event.

## Materials:

- CHOOSE ART STUDENT BOOKLET page 9
  - music on tape or CD, and player
- One / student of each of the following:**
- 5 sheets of 9" x 12" white drawing paper
  - pencil crayons

## Advance Preparation:

- Select music and set up tape or CD player near instruction area.
- Distribute materials.

## Scripture Talk:

*“For we have great joy and consolation in thy love . . .”*

*Philemon 7a*

**When we are feeling sad, all we have to do is think about how much God loves us and we can smile again.**

## Method:

### STEP 1: Playing *Musical Moods*

**Draw a simple circle** on the board, and then challenge someone to make the circle into a happy face, then a sad face. Discuss other feelings such as frightened, angry, and surprised, having the children **assume the appropriate facial expression** for each. As they do so, discuss the facial changes that are visible such as the upward or downward curve of the mouth, whether or not the mouth is open or closed, and the effect of the expression on the eyes and eyebrows.

To introduce a game of *Musical Moods*, tell the children they will be **acting out a number of different feelings or moods**. Have everyone **stand in a circle** and give them two commands, both a movement command and a mood command. For example, say: “tiptoe softly” and “surprised.” Then explain that you will be turning on some music and that the children are to **tiptoe** around in a circle, doing so very softly while the music plays. When

the **music stops**, they are to assume a surprised expression and “**freeze**” in position. Practice the same two commands several times, turning the music on and off until the procedure is clearly understood. Next, give another two commands, and continue in the same way for several turns, mixing and matching the following movement and mood commands.

Other movement commands:

- jump from side to side
- creep quietly
- dart quickly here and there around the room
- run backwards

Other mood commands:

- sad
- angry
- frightened
- excited

Following the game, **review the moods** with the children by acting out each one separately, noting how each mood affects both facial expression and body language.

### STEP 2: Mood drawings

Have the children return to their seats, and ask them to think about situations that make them feel sad. Have a few of the children share their responses with the group. Then ask them to close their eyes and **imagine their own picture** of something sad. Where are they? What people are there? What is happening? Let them create a complete picture in their minds. Then ask for one or two volunteers to share the content of their mind picture. **Then ask the children to**

**draw the picture they created in their minds using white drawing paper.**

Because children at this age tend to draw primarily for the **purpose of storytelling**, they do so without much thought to method or visual quality. The drawings are usually done quickly as a means of recording data.

Discuss *Scripture Talk* with the children and then **repeat the drawing exercise** several times, each time changing the emotional theme: happy, frightened, excited.

### STEP 3: Art appreciation

Refer to the painting on student booklet **page 9**, but do not read the questions on the page at this point. Use the following three-part method to **examine the painting.**

1. Name the objects in the painting: Have the children contribute as you create a list of items on the board: curtains, umbrella, chair, etc.
2. Analyze the mood of the character: By studying the facial expressions and the body language of the character, the children will try to determine whether she is angry, happy, sad, frightened, or excited. As they will, no doubt, determine the mood of *The Dejected Lady* to be one of sadness, ask them to describe what aspects of her body language show this mood. (*the way she slouches forward and bows her head*) If she were eager or excited instead, how might her body be positioned? (*sitting straight, head upright with chin extended*)

Have the children adopt both poses, looking around at one another as they do so, noting the changes from one pose to the other.

3. What is the artist trying to say? Have the children answer the questions on student booklet **page 9** orally, and on the white board, write down their descriptions of the story behind the painting.

### STEP 4: What next drawing

After using the three-part method to examine the painting, refer to the painting again and pose the following question, “What do you think will happen next?” or “If you were the lady in the picture, what would you like to have happen next?” Ask the children to imagine the scene that follows and answer the question by **drawing a picture** of that scene, adding color as desired. Encourage the children to share their drawings as time allows.