

## *Unit on Joy*

### **Lesson One: What is joy?**

#### **Objectives:**

- Students will give personal definition of joy.
- Students will write descriptive paragraph on joyful event in their lives.
- Students will create a drawing based on the descriptive paragraph they wrote.

#### **Materials:**

- Lined paper
- White paper
- Markers
- Pencils
- Fabric scraps

#### **Instructional Strategies:**

When students enter teacher will begin asking them questions casually.

- ‘What is something you enjoy doing?’
- ‘How does it make you feel when you get to do that?’
- ‘When do you usually partake in some of those things?’
- ‘Are there other people involved when you do things you enjoy?’
- ‘Are they the reason you feel the way you do when you do them?’

Today we are going to learn about joy and how we experience it.

‘What is joy?’

Listen to students answers and give them a definition after they have had a chance to try defining it themselves.

‘Joy is feeling really happy about something, sometimes another person can make you feel joyful, sometimes you can feel joyful when you are doing a particular activity. There are lots of ways to feel joyful.’

Go around the class and have the students share what makes them happy or joyful. If some are struggling give personal examples of joy.

‘I feel joyful when I get to spend time with my family.’

‘I feel joyful when I get to play with a new puppy.’

‘I feel joyful when its sunny outside.’

Pass out lined paper and pencils. Have students write a paragraph about something that makes them feel joyful. Have them write the answers to questions on the board.

- What is something that makes you feel joyful?
- Why do you feel joy from this?
- Why is being joyful a good thing?
- What is something that makes you sad?
- What can you do to feel joyful when you are sad?

When students have finished writing, pass out white paper, markers, and scrap fabric. Have them make a drawing of joy using something that they wrote about

and use the markers and scrap fabric to give it color, texture, and a feeling of joy that they have described in their paragraph.

When students have finished have them share their drawings with the class by telling what the drawing is about and how it makes them feel joyful.

**Assessment:**

Student wrote paragraph and answered 1 of the five questions. (1/5 points)  
Student wrote paragraph and answered 2 of the five questions. (2/5 points)  
“ (3/5 points)  
“ (4/5 points)  
Student wrote paragraph and answered 5 of the five questions clearly. (5/5 points)

When sharing with class:

Student made a drawing but did not relate it to joy or self. (1/3 points)  
Student made a drawing and related it to either joy or self but not both. (2/3 points)  
Student made drawing relating to themselves and joy. (3/3 points)

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Total Points for day /8 points

**Lesson Two: Joy and Body Movement**

**Objectives:**

- Students will watch clips that involve examples of joyful body movement
- Students will use a word wall to record ideas they feel are related to joy
- Students will create gesture drawings describing classmates joyful movements

**Materials:**

- “joyful” music
- three clips from youtube that show body movement that express joy (search “joyful dance in youtube)
- Big sheet of paper for word wall
- drawing paper
- drawing pencils

**Instructional Strategies:**

- As students enter the classroom, “joyful” music will be playing:
  - any sort of classical music that sounds triumphant and joyful
- Three short clips from youtube will be shown to the class demonstrating the idea of joy in body movement. (type in “joyful dance” in [www.youtube.com](http://www.youtube.com) to find clips)
- Students will record their brainstorm and ideas on a word wall about what the three clips has in common and all other ideas they can think of that are related to the idea of joy. (examples could be displays of joy in other cultures, different kinds of celebrations and dances, synonyms for joy, joy is....)
- To start brainstorm on word wall, ask the students:
  - What kind of emotion is shown in these clips? What are other words for

ones you are describing?"

- What do the clips not have in common? How are they different from one another? What are happening with the bodies of the people in the clips? How do the way they move make you feel? What are some different movements you see in your everyday life that make you feel a certain way? (for example: when a student gets in trouble by the teacher, what does the facial expression look like?)
- What are some ways that different cultures might show body movement? What do you think they feel when they do those things?(Example: African cultures dance at some celebrations)
- Teacher will ask what specific body movements were shown as joy in the clips and have volunteers demonstrate and also write them on the word wall
- Teacher will ask students when the last time they felt joyful was and what their body movements were at those times.(make sure to give them enough wait time to think)
- Pass out drawing paper and drawing utensils to each student and tell them they will have two minutes to draw a very fast drawing to just get an idea of the body movement that was used to express joy in their classmates last joyful moment.
- Teacher will have two students at a time stand and show their body movements that were expressed in their most recent joyful situation and to hold that pose for two minutes while their classmates draw them.
- Teacher will then do the same thing with 2 new students, and continue through the class as time allows.
- Teacher will conclude by asking the students what they learned today
- Students will clean up by groups while listening simultaneously to what other students learned today

**Assessment:**

Students turned in all the 2 minutes sketches that time allowed. ( + or -)

### **Lesson 3: Colors and Joy**

**Objective:**

- Students will discover ways in which color can effect/show joy, sorrow, anger through pictures shown to them.
- Students will view the same photograph in different colors(done in photoshop) and talk about how the feelings changed as the colored changed.
- Students will make collages that express joyful emotions using color.

**Materials:**

- birthday hats
- magazines
- photographs (done in photoshop)
- images of artist work (Edward Hopper)
- white drawing paper

- glue
- scissors
- The Blue Day Book
- tacks

### **Instructional Strategies:**

- Teacher will wear bright patterned colors and a bright colorful hat and big colorful jewelry (if desirable)
  - As students walk in have them pick out a colorful birthday hat and put it on to keep but not wear outside of the classroom.
  - Teacher discusses artist (Edward Hopper) and asks the following questions to start the discussion:
    - What colors are used in the artist's painting?
    - Are tints and shades used in the painting? How are they used?
    - What is the color scheme?
    - How does it set the mood or feeling of the painting?
    - How does this affect your feelings about the painting?
  - Ask students the following questions while teacher writes on the board their responses:
    - "What kind of occasion are you usually in when you have hats like this on?" "How are the colors of the birthday hats related to the way you might feel during those times?"
  - Ask students what other colors they see on their classmates that make them feel a certain way
  - Ask students what colors make them feel opposite (blue, black) of joy and if they think of those colors when they are sad or do they try to picture colors that don't make them sad.
  - Read part of "The Blue Day Book" and talk about how that book and its colors give certain feelings.(The images are all black and white with sad animals pictures)
  - Students will cut out images from magazines that seem to represent joy to them through color and collage them with glue onto a single piece of white paper. They may try to create a coherent image such as a landscape or also may just put images/color that make them feel joyful when they look at them.
  - Have students answer the following questions on the back of their collage:
    - What colors did you use?
    - How do they make you feel and why?
    - If you chose to create an image such as a landscape why did you? If you chose do a collage why did you choose that? Did the one you chose make you feel a certain way?
  - Students will display their work on the wall with tacks
  - Students will clean up and tell as a class what they learned today.
- Possible Questions: "What did you learn today that can relate colors and joy?sorrow?anger? Why might colors be important to pay attention to in art? Is it okay if art isn't joyful? Is artwork that makes you feel opposite of joy good artwork?"

Resource:

<http://teachers.net/lessons/posts/1815.html>

**Assessment:**

Students answered all the questions on the back of their collage and made it clear that their collage was relevant to joy. (+ or -)

**Lesson 4: Joy and Music****Objectives:**

- Students will discuss music they listen to that they find joyful.
- Students will listen to joyful music and dissect what makes it joyful.
- Students will draw with pastels by translating music to a visual piece.
- Students will use knowledge of color learned previously to better express the music.
- Students will play music that they feel is joyful, clapping, tapping, xylophone (?) whistle

**Materials:**

- ”joyful” music
- whatever musical instruments are available from the music teacher(bells, xylophone etc.)
- words to “Oh What a Beautiful Morning”
- pastels
- white drawing paper
- music listed in number 5 of instructional strategies below

**Instructional Strategies:**

1. Have students share what kind of music they enjoy listening to, and what kind of music makes them feel joyful.
2. Have students play along with any kind of joyful music using clapping, snapping fingers, whistling, stomping, and whatever instruments available. (assign each to certain number of students per expression.)
3. Have students explain how they felt when they were playing along with music.
4. Talk to students about how hand movement can go along with speed and rhythm of music. Ask how slower movement and speed makes them feel compared to faster movement? Ask: How does the music you listen to usually make you feel? Why do you think it makes you feel that way? Is it because of the words or the music? If the words to a sad song were put with joyful music, how would you feel? (Sing “Oh What a Beautiful Morning” in a sad, grumpy voice) How does the music effect your mood?
5. Have students draw with pastels, translating what they hear into visual artwork while listening to a choir singing “Ode to Joy”, “La Bamba,” “Johann Pachelbel - Canon in D,” percussion rhythms , “Blue, LeAnn Rimes”, (to make sure they are paying attention and that not all music is joyful, “Don’t Worry be Happy (Bobby McFerrin),” and, “Oh What a Beautiful Morning.” Remind them to use knowledge of color and rhythm when moving their hands to the music they hear.
6. Clean up and ask students the following questions:

How does joy make you feel? Does it ever make you feel different than that?  
What are the 3 ways that we see joy in our lives that we have learned? (Body Movement, Color, and Music)  
What are some examples of when we see joy in body movement? Color? Music?  
When do you use body movement, color, and music to express joy?  
When have you seen other people use these things to express joy?  
Why is it important to know how to express joy and appreciate it?  
Is joyful music considered art? Why or why not? What about joyful dance? Is that art?  
Can musicians be related to artist in anyway when they make people feel a certain way?(musicians make sad or happy music and artist create joyful or unjoyful work and can make people feel differently using rhythms, speed, or color) Are musicians artist?  
Are we influenced by musicians and artist everyday? What about on TV? How about when we listen to the radio on the way home from school? Do you feel a certain way depending on musicians we hear?

**Assessment:**

When the students were creating pastel drawings, there is a difference between all the songs and the LeAnne Rimes song in their set of drawings to show that joyful music has a different effect than the “blue” music. (+ or - )