

# **Artful Stories:**

## **A Preschool Tour Experience at the Minneapolis Institute of Art**

### **Feelings**

#### **Book**

*My Many Colored Days*, written by Dr. Seuss, painted by Steve Johnson and Lou Fachner

#### **Suggested reading spots**

Target Park (weather permitting)

G258 (windows overlooking city and park)

#### **Materials**

- Laminated feelings flashcards
- Foam face and mix-and-match facial features
- Color necklaces with unbreakable mirrors
- Picture frame
- Song sheets

#### **Suggestions**

Images where the subjects of the works are expressing various feelings

- Photographs (there are more often than not photographs on view with people expressing emotions that students can interpret successfully)
- Show the students images meant to illicit a range of moods or responses (may be more of an intellectual/conceptual challenge for preschoolers, especially the youngest ones)

## **Lesson**

### **Content Objectives**

- Explore a storybook and artwork in the galleries
- Explore a range of feelings using works of art, laminated feeling flashcards, mirrors, and foam face and mix-and-match features
- Discover that art is often an expression of an artist's feelings about a person, place, event, etc.
- Experience a variety of interpretations of feelings associated with works of art

### **Skill Objectives**

What students will do

- Listen to and talk about a storybook
- Make theme connections from the book to works of art
- Manipulate materials related to the tour theme

What students will learn

- Language acquisition and critical thinking
- Visual perception, discrimination and interpretation

### **Vocabulary**

- Feelings Emotions
- Express/expression
- Color

## Activities

### Introduction

#### Museum Rules

- Looking Eyes (making circles with hands around eyes)
- Listening Ears (have children wiggle ears)
- Quiet Hands (put hands in their lap)
- Inside Voice (put finger to mouth and make “shhhh” sound)

#### Picture Frame Rhyme

- Can be spoken or sung to the tune of “I’m a Little Teapot”
- Pass picture frame to each child in turn
- Have them hold up the frame to their face and say/sing the following
- Repeat for each child

*“Looking through my picture frame, who do I see?  
I see [INSERT NAME] looking at me!”*

#### Artful Kids Rhyme

- Can be spoken or sung to the tune of “Twinkle, Twinkle, Little Star”

*It’s story time at Mia  
I’m so glad you’re here today  
The art is here for everyone  
So, let’s get ready to have some fun  
We’ll sit down and read a book  
And take our time to talk and look*

### Gallery

#### Movement

- Hand out a color necklace to each child to wear as you move through the galleries
- Ask students to be on the lookout for people in artworks you pass by that look like they are feeling happy, sad, angry, scared, etc.
- Have some examples in mind from the list of suggested artworks above or others you’ve identified to point out along the way
- Stop and ask the students to look closely at the artwork and then tell you the feeling they would connect with the work of art
- Ask everyone to imitate that feeling(s) while looking at themselves in the mirrors on their color necklaces
- Ask related questions such as: “What happens to your face when you make a sad expression? Happy? Silly?”

#### Storybook

- Read the book *My Many Colored Days* aloud
- As you read, have them find the colors on their necklaces mentioned in storybook and to imitate the movements of the animals mentioned in the story

- If there's time, ask students to use their bodies and voices to imitate some of the animals and/or emotions as they are mentioned in *My Many Colored Days*
  - Examples
    - Kick up their heels like the red horse
    - Flap their wings like the blue bird
    - Move in slow motion like the brown bear
    - Buzz around like a busy bee
    - Be very still and quiet like the gray owl
    - Groan and move very slowly/sadly like the purple dinosaur
    - Stand on one foot and hop like the pink flamingoes
    - Howl like the black wolf/dog

#### Looking exercises

- Position the students in front of one of the suggested works of art above or another of your choosing
- First ask a general looking question like, "What do you see?"
- Follow up with a question or questions relating the artwork to the theme of feelings such as:
  - "How is the person in this painting feeling?"
  - "How would you feel if you were playing outside like the children in this picture?"
  - "How do you feel when it's your birthday, someone you love gets hurt/is sick, etc.?"
- Be prepared for and accept many answers offered to all of the above
- Using the packet of feelings flashcards in your bag, hold them up in quick succession and ask students to call out what feeling(s) the person(s) in each picture is/are showing

#### Manipulative exercise

- Using the blank foam face and mix-and-match facial features laid, allow students to individually, in pairs or as a larger group create various faces
- Ask the students to tell you what feeling the face is showing and imitate it in their handheld mirrors
- For older preschoolers and/or time permitting, you could also ask the group to pick a color on their color necklace to match with each feeling they create
- You may wish to refer back to examples from *My Many Colored Days* to give some ideas

## Songs and Poems

### If You're Happy and You Know It

If you're happy and you know it, Clap your hands  
 If you're happy and you know it, Clap your hands  
 If you're happy and you know it, Then your face will surely show it  
 If you're happy and you know it, Clap your hands.

If you're sad and you know it, Tap your toe  
 If you're sad and you know it, Tap your toe  
 If you're sad and you know it, Then your face will surely show it  
 If you're sad and you know it, Tap your toe.  
 If you're happy and you know it, Clap your hands  
 If you're happy and you know it, Clap your hands  
 If you're happy and you know it, Then your face will surely show it  
 If you're happy and you know it, Clap your hands.

### Feelings Spider

*To the tune of "The Itsy Bitsy Spider"*

Happy little spider climbed up the water spout;  
 Down came the rain and washed poor Happy out;  
 Out came the sun and dried up all the rain;  
 And the Happy little spider climbed up the spout again.

- Continue by replacing "Happy" with other emotions: sad, giggly, shy, afraid
- Have your children act out the emotions as they sing along.

### Skinnamarink

Skinnamarinky dinky dink, Skinnamarinky doo, I love you; (*Echo: I love you*)  
 Skinnamarinky, dinky dink, Skinnamarinky doo, Indeed I do. (*Echo: Indeed I do*)  
 I love you in the morning and in the afternoon.  
 I love you in the evening underneath the moon.  
 Skinnamarinky dinky dink, Skinnamarinky doo, I love you. I love you!