

Teaching Artist Lesson

# Using Movement to Identify Emotions

Developed by: Rosy Mack

Artform(s): Dance/Movement, Visual Art

## Learning Objectives

### Students will:

- Demonstrate emotional body language and face expressions.
- Follow directional words, e.g., front, back, up, down, etc.
- Follow movement quality words, e.g., sharp, soft, fast, slow, big, small, etc.

## Children's Prior Knowledge Necessary For This Experience

- Familiarity with the following emotions: afraid, brave, calm, happy, mad/angry, and silly.

## Vocabulary

### Arts Vocabulary:

- Explore various movements, e.g., down, jump, reach, squeeze, stretch, sway, wiggle, up, etc.
- Connect movements to tell a story.

### Curriculum Content Vocabulary:

- Emotions/feelings
- Opposites (down/up)

## Materials Needed

- None

## Lesson Plan

### Introduction & Warm-Up

- Gather students together and sing the "I Wave Hello" song.

#### "I Wave Hello" Warm Up Song

I wave hello to my friends,  
(*action: wave to your friends*)

Hello, hello, hello,

Hello, hello,

Hello, hello,

Hello, hello, hello.

I clap hello to my friends,  
(*action: clap your hands*)

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Hello, hello, hello,  
Hello, hello,  
Hello, hello,  
Hello, hello, hello.

I stomp hello to my friends,  
(*action: stomp your feet*)  
Hello, hello, hello,  
Hello, hello,  
Hello, hello,  
Hello, hello, hello.

I wiggle hello to my friends  
(*action: wiggle your body*)  
Hello, hello, hello,  
Hello, hello,  
Hello, hello,  
Hello, hello, hello.

## Main Experience

- Explain that our bodies and faces help tell others how we are feeling. Today, we are going to use our bodies to express ourselves.
- Teach the movements and facial expressions. Do them in sets of three to support recall.
  - Happy: stretch big like a star and smile.
  - Brave: stand up tall with strong arms.
  - Mad: squeeze in, scrunch up your face, and then explode.
  - Sad: swing slowly and droopy, like an elephant trunk; pouty face.
  - Afraid: shake like something is crawling up your neck; scared face.
  - Silly: bounce like a bunny, wiggle your arms, and stick out your tongue.
  - Calm: float like a cloud; mimic a quiet snowfall with your fingers.
- Teach the movements with the words.
- Add music with a steady beat to practice timing and rhythm. Say the words over the music.
- Do one more round with no speaking, allowing students to just dance the emotions to the music.

## Wrap Up

- To cool down, ask students to sit together on the floor.
- Explain that we are going to sing a song that we all probably know about emotions.
- Sing “If You’re Happy and You Know It” together.

### **“If You’re Happy and You Know It”**

If you’re happy and you know it, clap your hands (*clap, clap*).  
If you’re happy and you know it, clap your hands (*clap, clap*).  
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 (*clap, clap*).

- Repeat with new verses:
  - If you’re sad and you know it, cry “boo-hoo.”
  - If you’re angry and you know it, stomp your feet.
  - If you’re calm and you know it, fold your hands.

## Intentional Questions

### **Open-Ended**

- When do you feel happy, scared, sad, mad/angry, silly, or calm?
- What part of the movements did you like, why?

### **Problem Solving/Critical Thinking**

- If you are feeling sad, what could you do to feel better?
- Aside from the movements you learned today, what other movements could you do with your body to describe the feelings?

### **Factual Questions**

- How are you feeling right now?
- What is a feeling or emotion?
- How can you tell how someone else is feeling?