

MUSEUM  
AS→LEARNING  
RESOURCE

CARNEGIE  
MUSEUM OF ART

SPANISH,  
VISUAL ARTS,  
HISTORY

**Title:** Facial Expressions Captured in Works of Art

**Teacher-in-Residence:** Brenda Kistler

**Grades:** 3–5

**Foreign Language Proficiency Levels:** Novice, Low-Novice, Mid-

**Subjects:** Spanish, Visual Arts, History

**Goals:**

- Use artworks and resources from the museum to practice Spanish-language vocabulary for facial expressions (orally).
- Expand knowledge to other themes such as family, house/objects, and places in the community.
- Learn information about artists like Charles “Teenie” Harris and his work in the city of Pittsburgh.

**Objectives:**

- Students will be able to identify facial expressions shown in works of art (photographs).
- Students will be able to identify the feelings evoked by images.
- Students will be able to make connections between works of art and family relationships.

**PA Standards:**

- History [8.2.3. A](#)

**National Core Arts Standards:**

- [Anchor Standard 7:](#) Perceive and analyze artistic work.
- [Anchor Standard 11:](#) Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**ACTFL National World-Readiness Standards for Learning Language:**

- [1.1 Communications- Interpersonal](#)
- [1.2 Communications- Interpretative](#)

**Vocabulary:**

Artistic	Facial Expressions	Family/Friends	Verbs	Colors
fotografía/photo	admiración/admiration	abuela/grandmother	hablar/to talk	azul/blue
artista/artist	curiosidad/curiosity	nieta/granddaughter	estar/to be	amarillo/yellow
fotógrafo/photographer	ternura/tenderness	hermana/sister	ver/to see	verde/green
cámara/camera	felicidad/happiness	prima/girl cousin	sentir/to feel	marrón/brown

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<b>tira de película/film</b>	<b>atención/attention</b>	<b>amiga (o)/friend</b>	<b>tener/to have</b>	<b>anaranjado/Orange</b>
<b>año/year</b>	<b>contenta/feliz/alegre/happy</b>	<b>señora/lady, Mrs. señor/men, Mrs.</b>		<b>rojo/red</b>
<b>fotografía en blanco y negro-black and white fotos</b>	<b>triste/sad aburrida(o)/bored cansada(o)/tired</b>	<b>niña/young girl niño/young boy</b>		<b>rosa/pink</b>
<b>pintura/painting escultura/sculpture</b>	<b>seria(o)/serious</b>	<b>chica/girl chico/boy</b>		<b>morado/purple</b>

**Artworks Used:**

- Charles “Teenie” Harris, *Roberta Thomas and Joyce L. Addaway (Harris) with former slave Sabre “Mother” Washington in her home at 8141 Conemaugh Street Homewood, ca. 1949*  
<https://collection.cmoa.org/objects/a93ffe9d-9495-4b18-998a-8d87d191f0e5>
- Charles “Teenie” Harris, *Children, including girl drinking milk, and adolescents seated on curb, 1970–1975*  
<https://collection.cmoa.org/objects/4c9a21cc-63ad-410d-9ab5-6ace721687c5>
- Sekino Jun-ichirō, *A Boy and a Dog, 1957*  
<https://collection.cmoa.org/objects/a4d27bf9-c8c9-40df-b45e-3cf84652ef37>
- John Ahearn, *Rigoberto Torres, 1982*  
<https://collection.cmoa.org/objects/9356483a-fb25-4f52-a775-b93aa3d5af92>
- Nicole Eisenman, *Prince of Swords, 2013*  
<https://collection.cmoa.org/objects/c9a68f33-ef33-49dc-9bdc-c7f4fa37b9ef>

**Materials Needed:**

- Carnegie Museum of Art Tool Kit: Black Life in Pittsburgh, Grades 3–5, [Introduction Video Clip](#)
- vocabulary sheet
- reference observation sheet for conversation

**Example:**

Reference Observation Sheet				
<i>¿Qué ves? What do you see?</i>	<i>¿Qué expresiones faciales notas en la foto/pintura/escultura? What facial expressions do you notice in the photo/painting/sculpture?</i>	<i>¿Qué te hace decir tus ideas? What makes you say that?</i>	<i>¿Qué te hace pensar...-la foto, la pintura, la escultura? What does it make you think?</i>	Additional words of interest/topics for discussion:

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### Lesson Steps:

#### Introduction:

Discuss: How can we tell what people are feeling? Together, take one to two minutes to discuss this opening question. Guide the students' discussion to reveal that we can tell how people are feeling by looking at their facial expressions. Have the students make facial expressions as you say an emotion word. Use examples from the vocabulary sheet.

Introduce the photographer Charles "Teenie" Harris to the students and view the video clip.

#### Main Activity:

- Share the photograph with the students. Model the observation exercise. Ask: *¿Qué ves? ¿Qué expresiones faciales notas en la foto? ¿Qué te hace decir tus ideas? ¿Qué te hace pensar la foto?* Give them copies of the reference observation sheet for them to record their findings/ideas.
- After the whole class has modeled the observation exercise, provide the students with other photographs. Have them work independently on their observations for five minutes, and then meet with a partner(s) to share their observations. Strongly encourage the use of the target language (TL) at all times.
- Class sharing of ideas and observations. Use TL.

#### Performance Task:

The photographs by Teenie Harris inspired by the daily life of African Americans in Pittsburgh captured the facial expressions and feelings of his subjects. Have students select a facial expression/feeling from the photograph shared in the class model observation exercise or one of their your choosing and create a drawing that conveys that expression/feeling. Students should be prepared to share their works of art and provide an oral description in the TL.

Repeat the lesson on a couple of days using different art works, including paintings and sculptures. The goal is for the students to identify facial expressions and practice the TL orally. After using various works of art, do a compare and contrast activity. Ask the students: *¿Cómo son las expresiones faciales en trabajos de arte?* How are the facial expressions in the works of art? *¿Te parecen iguales o diferentes?* Do you find them similar or different? *¿En que trabajos son mas fáciles identificar expresiones faciales, en qué trabajos son mas difíciles?* In which works of art is it easier to see the expressions, [and] in which ones is it more difficult? *Explica tus ideas.* Explain your reasoning.

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**Lesson Extensions:**

- **Art/Math Connections:** Teenie's photographs were in black and white. Today's photographs are mostly in color. Take a survey of students' favorite colors. Ask students to associate colors with feelings. Graph the findings. Which colors are the most favored? Least favored? What feelings are associated with different colors?
- **Art/Target Language Speaking Connections:** Using magazines, have students create a collage of facial expressions that reflect their own feelings. Have students describe connections (similarities/differences) between these images and Teenie's photographs.



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Charles "Teenie" Harris, *Children, including girl drinking milk, and adolescents seated on curb*, 1970–1975

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Sekino Jun-ichirō, *A Boy and a Dog*, 1957

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John Ahearn, *Rigoberto Torres*, 1982



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Nicole Eisenman, *Prince of Swords*, 2013