

Landscapes, Colors, and Feelings

Grades

● 9–12

Teacher-In-Residence

● Jeromine Quenee

Subjects

● World Languages, ESL

Carnegie
Museum of Art

Goal

- Compare and contrast landscapes and colors used to convey emotion.

Objectives

- Students will describe landmarks in painting in the Target Language (TL).
- Students will reflect on and describe the emotions they feel when seeing a variety of colors used in a painting.
- Students will discuss their favorite places and the emotions these places evoke.
- Students will create a landscape artwork using colors with significant emotional representations.

Common Core/National Core Art Standards:
American Counsel on the Teaching of Foreign
Language (ACFLT) World Readiness Standards
for Learning Language:

- Interpersonal Communication
- Interpretive Communication
- Presentational Communication
- Relating Cultural Practices to Perspectives
- Relating Cultural Products to Perspectives
- Making Connections
- Acquiring Information and Diverse Perspectives

Materials

- Color images of the artwork
- Supporting vocabulary slides (PowerPoint, Canva, Google Slides)
- Art supplies (paper, construction paper, colored pencils, crayons, markers)

Vocabulary

- Colors in the TL (ex: French—rouge, orange, jaune, bleu, vert, violet, noir, blanc, marron, gris, etc.)
- Emotions in the TL (ex: French—heureux, triste, pensif, timide, extraverti, tranquille, inspiré, aventureux, courageux, reconnaissant, assuré, etc.)
- Landscape/city vocabulary in the TL (ex: French—arbre, colline, nuage, soleil, herbe, parc, ville, appartement, lycée, bibliothèque, etc.)

Artworks



Cy Gavin, *Untitled (Gibbet Island)*, 2019, Purchase, gift of Mr. and Mrs. Richard M. Scaife, by exchange, 2019.54



Corneille (Cornelius Guillaume Van Beverloo), *Summer in Havana*, 1968, Gift of Mr. and Mrs. Arthur J. Kobacker, 70.53

Lesson

A. Introduction (15–20 minutes)

- Show the artwork to students and introduce the vocabulary. Identify key vocabulary words visible in each work of art.

- Discuss: Do places evoke emotion? In pairs, have students write 1–3 emotion words per location/place learned during the vocabulary introduction.

B. Main Activity (20–45 minutes)

- Show students the artworks again. In the TL, ask: What do you see? What do you feel? What do you wonder?

- In small groups (3–4 students per group) ask students to discuss what each painting made them feel about the place portrayed and why.

- Ask each student to reflect on a place that is special to them and list the emotions that they associate with the place of their choosing.

- Students create their own landscape or cityscape artwork using colors that represent the emotions they feel when thinking of that place.

C. Transition(s):

- Review vocabulary words with images.

- Show students a color and have them state the feeling(s) associated with the color.

D. Questions (asked in the TL):

- What do you see?
- What do you think?
- What do you wonder?
- What do you feel?

E. Assessment:

- Students will conduct a gallery walk to see the works their classmates created. On a graphic organizer, they will list the places and landmarks they see and the colors and feelings they associate with each work.

Lesson Extension

Art/TL Speaking Connections: Using the pieces students created, have students discuss the similarities and differences between their works, their classmates' works, and the artists' works.