

Teaching Emotions Through a Portrait Gallery

1:05 - 1:10	<p>Introduction and Outline</p> <p>This lesson is useful to:</p> <ul style="list-style-type: none"> ● Review vocabulary ● Practice speaking and writing skills ● Explore culture (if you choose art from a particular place/time.)
1:10 - 1:15	<p>Rummage</p> <ul style="list-style-type: none"> ● Teacher: “I’ve laid out a bunch of portraits on the tables. For the next five minutes, take some time to walk around and explore them. Be on the look-out for one that speaks to you. By the end of your “rummage,” you should have settled on one image that you’ll be working with for the next half-hour.”
1:15 - 1:25	<p>Tableau, Find a Partner and Take a Photograph</p> <ul style="list-style-type: none"> ● Teacher: “Everyone take a minute to practice mimicking the expression your portrait is making. Then feel free to keep that expression or release it as you hold your portrait up and walk around the room. Stop when you find someone whose portrait/face shows a very different emotion from yours. This will be your partner. Take a photo of the two of you making your expressions.”
1:25 - 1:40	<p>Role Play and What’s the Story?</p> <p>Name the emotion and imagine the context that triggered this. Share with your partner. (You can have students write this and share, if you have enough time.)</p> <ul style="list-style-type: none"> ● Teacher: “Use a picture as an example. Hold it up and say, ‘She is happy. Perhaps she has a ball in her hand and maybe she’s playing ball with her Mom!’”
1:40 - 1:50	<p>Class-As-Curator</p> <p>Find another pair and together create an exhibit that uses your four portraits to reflect the emotional experience of learning a language.</p> <ul style="list-style-type: none"> ● Teacher: “You’ll each share your portrait with the group and decide together how to organize the four pictures on the wall in order to tell the story of the emotional journey of learning a language. (If it’s helpful, then ask students to think about different ways to organize the portraits, for example, spacing/time, order, height, color, age, etc.)”
1:50 - 1:55	<p>Gallery Walk (Depending on time)</p> <ul style="list-style-type: none"> ● Teacher: “Everyone take some time to walk around and see the other exhibits ● Teacher: “Let’s have each group explain their exhibit to the other groups.”
1:55 - 2:00	<p>Q and A</p>

For more on these exercises, visit <https://museumcuny.commons.gc.cuny.edu/>



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