

Smiley Face Lesson Plan

GRADE LEVEL: K-12 and beyond ☺

NATIONAL VISUAL ART STANDARD

- Go to <http://www.arteducators.org>. Search “National Visual Arts Standards.” A document will come up in which the standards addressed in this lesson are listed on pages 15-24, depending on the grade level taught.

PRODUCT

2-D (relief could be 3-D if the student’s creativity takes the art in that direction)
Smiley Face with “add-ons”

LEARNING GOALS/OBJECTIVES

- Students will create his/her own Smiley Face artwork to express a feeling, thought, emotion, art time period, etc. by the use of various supplies provided by teacher (see **Materials** section) or ones created by the student.
- To reflect on this experience, students will explain his/her art making process and purpose through an explanatory reflective writing which will be completed at the end of the art project. For younger students, his/her thoughts may be dictated to a writer or represented through pictures.

MATERIALS

- Smiley Faces (these can be purchased or made with yellow construction paper)
- Glue
- Scissors
- Pencil
- Markers

Below are optional supplies. Be creative--see what’s around your home or classroom that you could use:

- Colored plastic gems
- Multi-colored and -shaped foam pieces
- Multi-colored construction paper
- Sharpies
- Glitter
- Glitter Glue
- Yarn
- Fabric
- Beads
- Pompoms
- Feathers
- Paint (and brushes)
- Magazine images
- Photos
- Poster board

VOCABULARY

- Feelings/Emotions (Happy, sad, angry, hilarious)
- Symbols
- Smiley Face (see more in *History of*)
- This project could be used along side “Character Traits” or “April Fools Day” or teaching “adjectives” in writing. Therefore, a variety of vocabulary words could be added to this list depending on the objective of the lesson.

ASSESSMENT

- Did the student create his/her own Smiley Face meeting the objective set. See **Rubric**.
- Did the student complete the reflective writing at the end of the art project. See **Writing**.

RESOURCES

- Noses are Red: How to Nurture Your Child's Sense of Humor. By: Joel Schwarts. Chapters 2-6 guide readers through each developmental stage of humor.
- The Laughing Classroom: Everyone's Guide to Teaching with Humor and Play. By: Diane Loomans and Karen Kolbery. Allows the reader to "interact" with the book with spaces for writing.
- Stumble Bees & Pelephones. By: Paul McGhee. Fun supplemental or warm-up activities that can be done with the whole class, small groups or individually.
- The Smiley Book of Colors. By: Ruth Kaiser. Shows Smiley Faces in everyday objects, e.g., a purse.
- <http://www.laughterfoundation.org/>.
 - site includes several amazing resources
- History of the Smiley Face
 - <http://en.wikipedia.org/wiki/Smiley>
 - site includes detailed information about the history of the Smiley Face, from its' birth until present and all the steps in between
 - <http://www.ideafinder.com/history/inventions/smileyface.htm>
 - site includes specs, timeline, history on the Smiley Face; also includes "learn more" section with links/info on books, foundations, stores, etc. related to Smiley Face
 - <http://www.csmonitor.com/2006/1004/p15s01-alg.html>
 - site includes information about distribution of the original Smiley Face button and Walmart's adaptation of the Smiley Face into their ad campaign
 - <http://www.sherv.net/emoticon-history.html>
 - site includes emoticon history, creation of the Smiley Face and uses of the Smiley Face in today's society
- *Smiley Faces Images* for inspiration paper (see attached)
- *"How Are You Feeling Today?"* images papers (see attached)

PROCEDURES

1. Introduction to the Lesson:
 - a. Depending on the age of the student, this can be done in a variety of ways. For younger students, reading a book to them listed in the **Resource Guide**. If computers are available, older students could research the history of the Smiley Face on their own or in groups at any of the websites listed in the **Resource Guide**. Or students could read information about the history of the Smiley Face through information that the teacher has printed out and found on the websites. Notes about their research or interesting facts can be written in their **Journal**.
 - b. Teachers know their students the best--whatever it takes to get the knowledge across and get students excited!
2. Art Making:
 - a. Distribute **Smiley Face Images** paper and **How Are You Feeling Today?** papers. As an art teacher, I have found students appreciate images to look at to become inspired. It is sometimes hard for a student to jump-start their "creative mind" from a blank slate. These images are by no means intended for the students to copy from, but for them to be inspired (though for students with special needs or very young students, these could be helpful for that purpose).
 - b. If desired, teacher can use the images as a springboard for discussion or brainstorming and students could make an idea list or sketches for some ideas they would like to try for their own Smiley Faces.
 - c. Distribute Smiley Faces and Supplies (listed in **Materials**) and allow students to decorate and create their own Smiley Face Masterpiece.

3. Journaling (for older students):
 - a. From start to finish of the lesson, have students journal their experience, ideas, thought processes. Or if this will not work with your classroom environment, simply have students complete the **Reflective Writing Form** at the completion of their art making.
 - b. Journal can be as simple as a few sheets of notebook paper stapled together or as glamorous as a decorated journal book.
 - c. This journal can serve for note taking during research, ideas/sketches during art making and journal entries of their thoughts and feelings during the process. It can also be used for assessment. Some of the student's journal entries can also be displayed with their artwork or used for **Sharing the Joy**.
4. Sharing the Joy:
 - a. Art and happiness are meant to be shared! Have students reflect on their experience in a final journal entry. In this entry, students must choose to whom they will give their Smiley Face. It could be a parent, friend, teacher, etc.
 - b. Or this could be a good opportunity, as a class, to become pen pals with a class from another school. The Smiley Face could be the invitation to start writing to each other.
 - c. Or this could be a community service project, whereby the Smiley Faces are given to a retirement center or a women's shelter.
 - d. This lesson can stay within the school community or it can grow into a large project, bringing joy to the community at large. It is up to the teacher and the students where the direction of the lesson takes them, the student's art, and their desire to share the joy!