Emotion Color Wheel
Grades CD–3

Objectives:

1. Identify and connect emotions to colors using visual art elements.
2. Apply color relationships by creating a personalized emotion color wheel.
3. Analyze how colors communicate feelings in artwork and storytelling.
4. Reflect on personal emotional experiences and express them through art.
5. Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

Materials:

- *What Do You Do With a Problem?* by Kobi Yamada read aloud (online read aloud here)
- White paper or pre-drawn blank color wheel template (options attached)
- Oil pastels, colored pencils, crayons, or markers
- Pencils
- Emotion word list or chart

Directions:

- Say, "When you come to the Gaillard Center, you will watch the performance of *What Do You Do With a Problem?*, based on the book by Kobi Yamada."
- Introduce the book *What Do You Do With a Problem?* by Kobi Yamada.
- Explain that the story follows a child who has a problem that feels confusing and overwhelming at first. The character tries to ignore the problem, but eventually learns that facing it can lead to courage, growth, and new possibilities.
- Before reading the story, tell students that artists and illustrators often use colors, shapes, and images to communicate emotions.
- Examples of emotions might include:
    - worried
    - frustrated
    - curious
    - brave
    - hopeful
    - proud
- Read the story aloud. As you read, pause to discuss the illustrations and color choices in the book.

- Ask, “What emotions might someone feel when they have a problem?” “What emotions might they feel when they begin to face that problem?”
- After reading, ask:
    - What color represented worry or the “problem”?
    - What color represented courage?
    - What color represented hope?
- Explain that today students will create an Emotion Color Wheel, in which each color represents a feeling.

Activity directions:

- **Introduce the color wheel:**
    - Show students a simple color wheel and explain that artists use color wheels to understand how colors relate to one another.
    - Explain that colors can also represent feelings. For example:
        - Blue – calm, sad, thoughtful
        - Red – strong emotions, anger, excitement
        - Yellow – happiness, hope, energy
        - Green – growth, balance, calm
        - Purple – imagination, curiosity
        - Orange – excitement, enthusiasm
    - Remind students that there are no right or wrong answers. Colors can represent emotions differently for each person.
- **Creating the Emotion Color Wheel:**
    - Give each student a blank sheet of paper and instruct them to draw a large circle.
    - Students will divide the circle into 6–8 sections, similar to a pie chart.
    - In each section students will:
        - Choose an emotion word.
        - Select a color that represents that emotion.
        - Fill the section using patterns, shapes, or lines that help show the feeling.
- Encourage students to think about:
    - How dark or light colors might affect emotion
    - How different lines and patterns can show feelings
    - How colors might connect to moments in the story

Reflection and discussion:

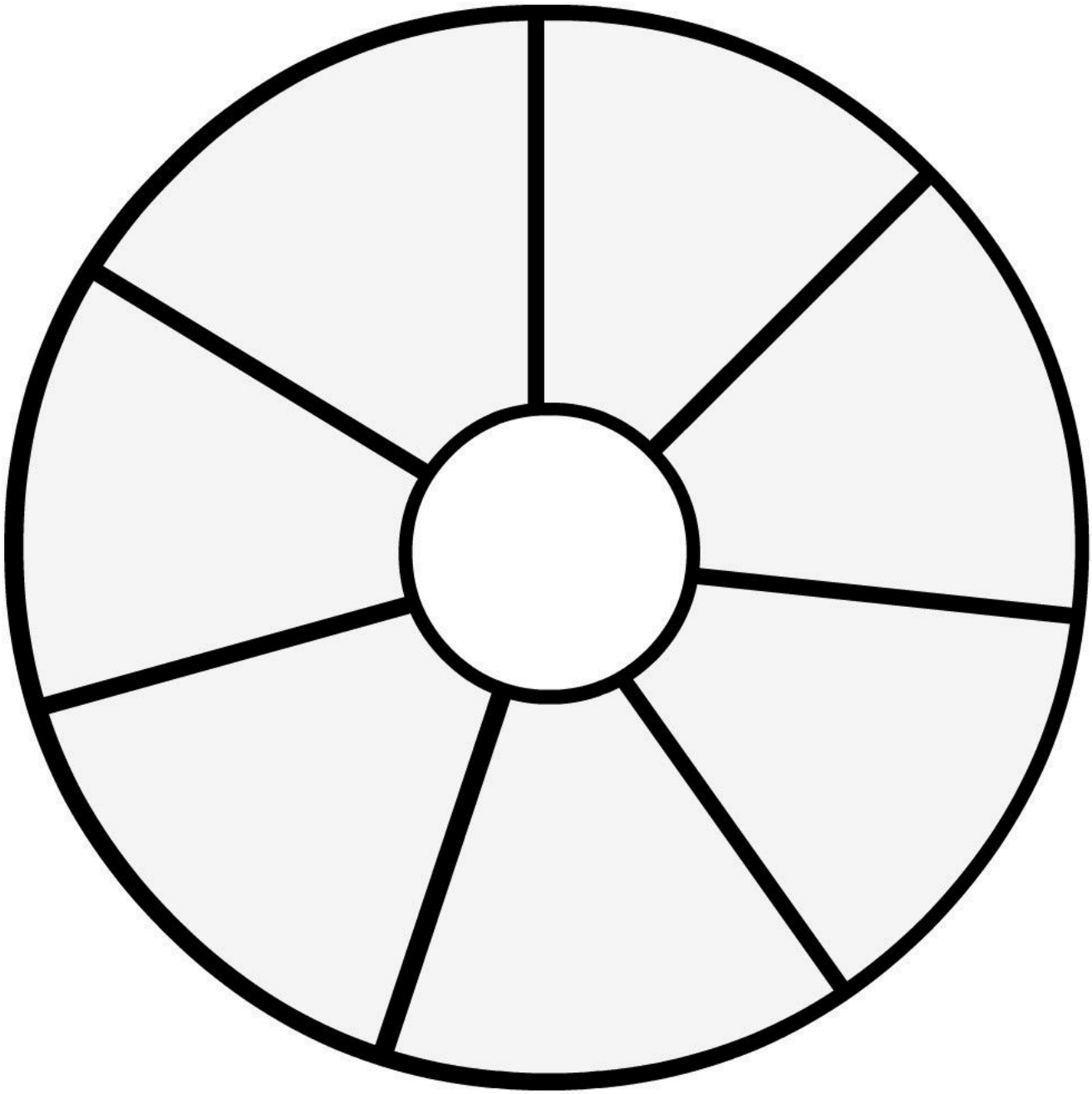
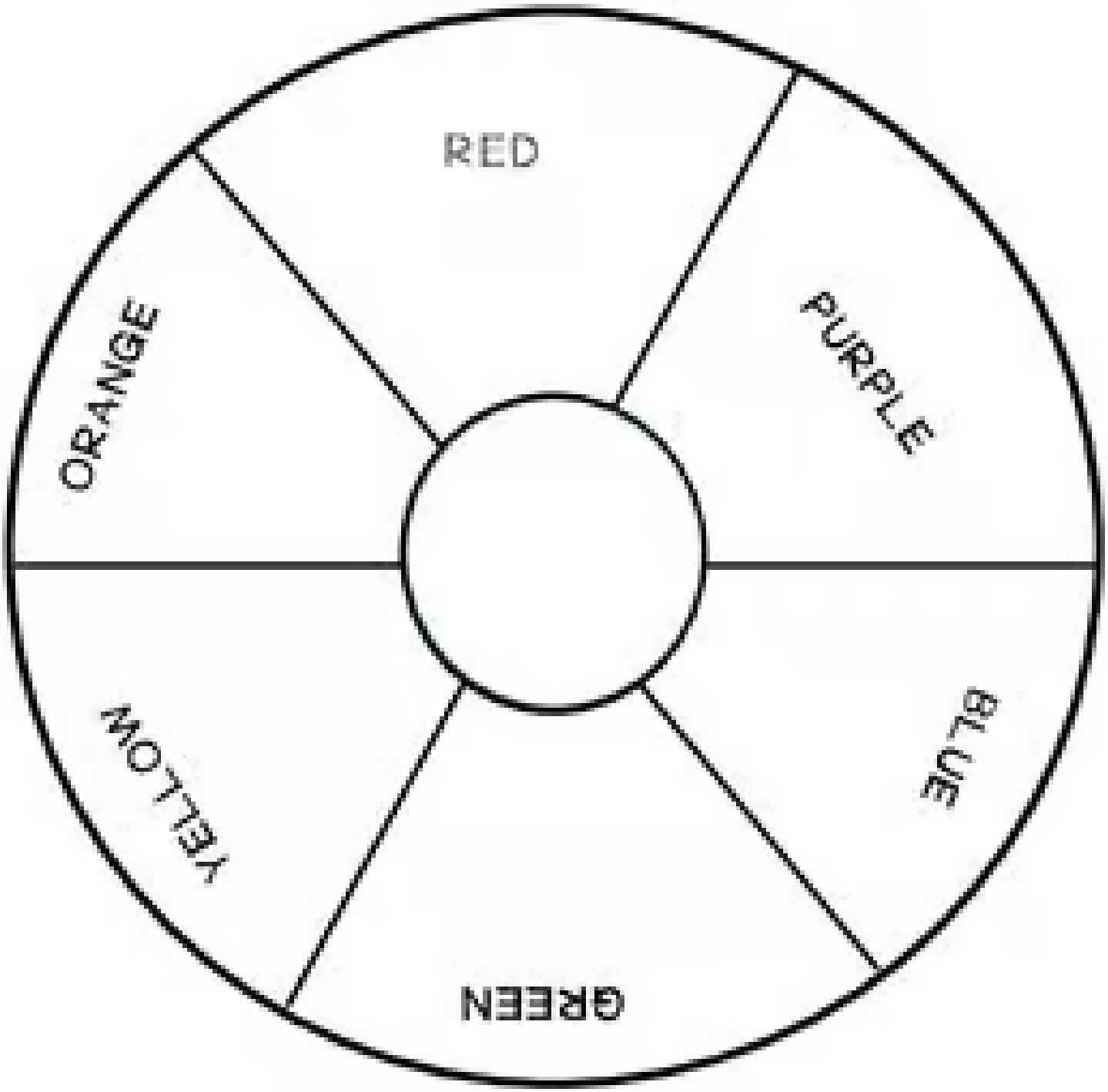
- After students finish their color wheels, invite them to share their artwork with a partner or the class.
- Students may respond to prompts such as:
  - "I chose this color for this emotion because…"
  - "This pattern shows…"
  - "This reminds me of the moment in the story when…"
- Discuss how different artists can represent the same emotion with different colors and patterns.

Conclusion:

- Close by sharing that during the performance of *What Do You Do With a Problem?* at the Gaillard Center, dancers from Inlet Dance Theatre will express emotions from the story through movement and expression.
- Say, " Just as visual artists use color and shape, dancers use movement and body language to communicate feelings."
- Encourage students to watch for how the dancers show emotions such as:
  - worry
  - curiosity
  - frustration
  - courage
  - discovery

SC College and Career Ready Standards:

- VA.CR.1 – Generate and conceptualize artistic ideas and work.
- VA.CR.2 – Organize and develop artistic ideas and work.
- VA.CR.3 – Refine and complete artistic work.
- VA.RE.7 – Perceive and analyze artistic work.
- VA.RE.8 – Interpret intent and meaning in artistic work.
- VA.CN.10 – Synthesize and relate knowledge and personal experiences to make art.
- ELA.AOR.1 - Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.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