



MAIL YOUR TROUBLES AWAY
Grade Band: 5
Content Focus: Visual Arts & Health



LEARNING DESCRIPTION

Students will create a postcard representing a problem or worry that they will “mail” away. The postcard will include imagery of the problem, solution to the problem, or both. On the back, students will write a note about the problem to be “mailed” away.

LEARNING TARGETS

Essential Questions	“I Can” Statements
How can visualizing problems help us manage them?	I can use artistic processes to help regulate, manage, and find solutions for emotions.
How can imagery and color be used as a tool for communication?	I can use imagery and color to communicate ideas.

GEORGIA STANDARDS

Curriculum Standards (if applicable)	Arts Standards
HE5.1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.	VA5.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.



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<p>HE5.1.c Describe and apply the basic health concept of mental and emotional well-being.</p> <p>HE5.4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>HE5.4.a Apply effective verbal and nonverbal communication skills to enhance health.</p>	<p>VA5.PR.1 Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist.</p> <p>VA5.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.</p> <p>VA5.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.</p> <p>VA5.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).</p>
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SOUTH CAROLINA STANDARDS

Curriculum Standards (if applicable)	Arts Standards
<p>Standard 1: “Students will comprehend concepts related to health promotion and disease prevention to enhance health” (NHES, 2007).</p> <p>M-5.1.1 Describe coping strategies to promote mental health.</p> <p>Standard 6: “Students will demonstrate the ability to use goal-setting skills to enhance health” (NHES, 2007).</p> <p>M-5.6.1 Develop a plan to reduce and manage stress.</p>	<p>Anchor Standard 1: I can use the elements and principles of art to create artwork.</p> <p>Benchmark VA.CR I can combine several elements of art to express ideas.</p> <p>Indicator VA.CR NM.1.2 I can combine several elements of art to construct 2D or 3D artwork.</p> <p>Anchor Standard 2: I can use different materials, techniques, and processes to make art.</p> <p>Benchmark VA.CR NM.2 I can use some materials, techniques, and tools to create artwork.</p> <p>Indicator VA.CR NM.2.1 I can use two-dimensional art materials to explore ways to make art.</p> <p>Anchor Standard 4: I can organize work for presentation and documentation to reflect specific content, ideas, skills, and or media.</p> <p>Benchmark VA.P NL.4 I can show and describe the idea of my artwork.</p> <p>Indicator VA.P NL.4.2 I can describe my artwork.</p>

KEY VOCABULARY

Content Vocabulary (if applicable)	Arts Vocabulary
<ul style="list-style-type: none"> Problem - A situation, question, or condition that needs to be addressed, solved, or improved because it creates difficulty, uncertainty, or an 	<ul style="list-style-type: none"> Imagery - The pictures, symbols, or visual representations that communicate ideas, emotions, or stories



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<p>obstacle to a desired goal</p> <ul style="list-style-type: none"> ● <u>Solution</u> - The answer, method, or action that successfully addresses a problem, removes an obstacle, or meets a need 	<ul style="list-style-type: none"> ● <u>Color</u> - An element of art with three properties: 1) Hue: the name of the color, e.g. red, yellow, etc.; 2) Intensity: the purity and strength of the color (brightness or dullness); 3) Value: the lightness or darkness of the color (shades and tints)
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MATERIALS

- Cardstock cut to the size of a postcard
- Pencils
- Markers, colored pencils, or other drawing materials
- Examples of postcards

INSTRUCTIONAL DESIGN

Opening/Activating Strategy

- Arrange various postcards around the room. Have students stand by the one that resonates the most with how they are feeling at the moment.
- Provide time for students to discuss with those who chose the same postcard why they chose it.
- As a whole class, discuss the various postcards and what messages/emotions they convey. Ask students how the colors and imagery contribute to their meaning.

Work Session

- Have students reflect on a problem that they wish they could “mail away”.
- In their sketchbooks, have students brainstorm ideas for imagery that either represent the problem, the solution to their problem, or both.
- After students have generated several ideas, have them narrow them down to the best idea.
- Have them draw out a “rough draft” in their sketchbook. Remind students that they should be intentional about color and space in their composition.
 - Students should either use color or label color in their plans.
- Once students have finished their rough drafts, they will begin their final draft on postcard sized cardstock. Students should begin in pencil and then finish with drawing materials.
- On the reverse side of their “postcard”, students will write a note about the problem. It could be worded as a description or as a note to themselves or someone else.

Closing/Reflection

- Have students gather in a circle or display the postcards on a wall or table.
- Ask students who wish to, to share their artwork and, if they feel comfortable, read or summarize the message they wrote on the reverse side.
- As a symbolic gesture, have students “mail” their postcards into a box or envelope, representing the act of releasing the problem.
- End with a short reflection on how creating art may have shifted their perspective or lightened their emotional load.



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ASSESSMENTS

Formative

- Observe whether students can use imagery and color to reflect their ideas during the planning process.
- Observe students' discussion/responses during the activator.

Summative

- [Artwork rubric](#)

DIFFERENTIATION

Accelerated:

- Have students create a postcard series that represents the problem and solution. The descriptions on the back should “tell the story” of the problem and solution.

Remedial:

- Brainstorm imagery together as a class.
- Allow students to use a different medium, such as collage.

ADDITIONAL RESOURCES

CREDITS

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**This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

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