



Virtual Moodscapes:

Creating Emotional Landscapes in VR

Learning Area

Psychology

Year Level

Year 11 – 12

Introduction

Students will explore emotions in VR, crafting landscapes that reflect psychological states using Tilt Brush. This lesson blends psychology with technology to showcase the profound impact of an immersive environment on emotion.

Application

[Tilt Brush by Google](#)

Tilt Brush is a VR painting app that lets users create 3D art using VR controllers. It transforms traditional painting into an immersive, interactive experience with dynamic brushes and vibrant colours, offering endless creative possibilities.




Lesson Overview

Lesson Objective


- Understand and identify how different environmental factors can influence emotions.
- Collaborate in small groups to create a visual representation of a given emotional setting.
- Reflect on the relationship between visual elements and emotional experiences.

Video

 Visualize Emotions in VR (2:23)



Before the Immersive Learning Journey

- Teachers and students should familiarise themselves with the IMVR experience using the [Tilt Brush Essentials Guide](#).
- Teachers should preview suggested resources and ensure they meet the needs of their students and context.
- Introduce the concept of how environments and various elements can affect emotions to students.
- Watch the video  Visualize Emotions in VR (2:23) as a class and discuss why certain environments were used to describe the following emotions: Neutral, Excited, Calm, Sad, and Anxious.
- Decide what emotions your class will explore in IMVR.
- **Materials:** VR headsets with Tilt Brush installed, a device for capturing photos or videos of the VR creations.



During the Immersive Learning Journey

- **IMVR Station:** Main station where groups use Tilt Brush to illustrate the selected emotions.
 - **Group Formation:** Divide students into small groups of 2 to 3. Give each student the role of guide, documenter, and/or active creator. They can switch roles within a set time limit.
 - **Selection:** Each group selects an environment from the environment icon in Tilt Brush that best reflects the emotions that they wish to illustrate in virtual reality.
 - **Documentation:** At the end of their turn, groups take a photo or video of their creation.
- **Research and Reflection Station:** While waiting for their turn on the IMVR, students can research different emotional responses to environmental factors or reflect on the emotional impact of different elements. Students may record their responses in physical or digital notebooks. Some possible guiding questions:
 - How can different brush strokes, colours, and spatial arrangements evoke specific emotions in a virtual environment?
 - What emotional responses do students experience when immersed in their Tilt Brush creations?
 - How can students use symbolic elements (e.g., shapes,



- objects, textures) to convey emotions effectively?
- What ethical responsibilities do artists have when creating emotionally charged VR content?
- How can students ensure their Tilt Brush creations are respectful and considerate of diverse emotional experiences?
- **Creation Station:** Students can sketch or plan their VR creation on paper before creating it in Tilt Brush.



After the Immersive Learning Journey

Presentation: Each group presents their VR setting to the class and explains how the elements they included reflect the targeted emotion.

Discussion: The teacher may lead the class in a discussion with the following guiding questions:

1. How did the different elements in your VR creation influence the overall mood and emotion?
2. What challenges did you face in trying to represent emotions through VR?
3. How can understanding the impact of environments on emotions be applied in real-world settings?

Comparative Analysis: The class may compare and contrast the emotional impact of different groups' VR creations and discuss the diversity of emotional representation.