Title: Comic Storytelling Mania!

By: Tessa Sutton

Level: Elementary (Grades 2-5)

Time Needed: Varies: M/W/F classes have 5 classes of 55 min. session; T/TH classes have 3 classes of 55 min.

Overall Goals, Description and Purpose:
- **What "big idea/concept" is the focus of this lesson?** Storytelling, self-expression, character development, envisioning
- **Why is it important for students to participate in this experience?** Students will explore self-expression through character development and storytelling of fiction of non-fiction themes. They will learn about how to make a beginning, middle and end of a story with a problem that gets resolved. In addition, students will also explore expressions, parts of a comic and creative ways to put characters features together using a mash up handout and proportions.
- **What art content/concept or technical skill are the students learning?** Proportions, anatomy, gestures and the structural components of comics to tell a story. Drawing skills are emphasized.

MN ArtsStandards:
All: 5.A.1.1: Use foundational knowledge and skills while responding to, creating and presenting artistic works.
2nd Grade: 5.2.2.2: CREATE: Generate and develop original artistic ideas.
       5.2.2.3: CREATE: Create original artistic work.
       5.2.4.8: RESPOND: Evaluate artistic work by applying criteria.
       5.2.5.9: CONNECT: Integrate knowledge and personal experiences while responding to, creating and presenting artistic work.

3rd Grade: 5.3.2.2: CREATE: Generate and develop original artistic ideas.
       5.3.2.3: CREATE: Create original artistic work.
       5.3.4.8: RESPOND: Evaluate artistic work by applying criteria.
       5.3.5.9: CONNECT: Integrate knowledge and personal experiences while responding to, creating and presenting artistic work.

4th Grade: 5.4.2.2: CREATE: Generate and develop original artistic ideas.
       5.4.2.3: CREATE: Create original artistic work.
       5.4.4.8: RESPOND: Evaluate artistic work by applying criteria.
       5.4.5.9: CONNECT: Integrate knowledge and personal experiences while responding to, creating and presenting artistic work.

5th Grade: 5.5.2.2: CREATE: Generate and develop original artistic ideas.
       5.5.2.3: CREATE: Create original artistic work.
       5.5.4.8: RESPOND: Evaluate artistic work by applying criteria.
       5.5.5.9: CONNECT: Integrate knowledge and personal experiences while responding to, creating and presenting artistic work.

Objectives/Learning Targets (for all students): I can create characters and explore character development for my story by using a mash-up body and head handout. I can create a story with a beginning, middle and end, including

a problem that is solved. I can illustrate and color my final comic of 1-2 pages using the parts of comics handout. I can self-assess my comic using set criteria and reflect on my work with peers.

Visuals: Assorted comics and graphic novels in slide presentation as well as 20 or so paper copies that the kids can look at in class. Video will be played on the history of comics (less than 5 min.) *Super Buddahead,* Roger Shimomura 2012. Video on super powers: Faith Ringgold's "Tar Beach."

Vocabulary: elements or principles of design, art or other concepts that are being introduced/highlighted that relate to the lesson.
Elements and Principles: Shape, Line, Form, Color, Unity
Studio Habits of Mind: Envision, Express, Develop Craft

Supplies, Materials and Resources Needed: Computer, Promethean Board, Google Slides, notecards, paper and paper with templates printed on for younger kids, pencils, coloring materials of choice, erasers, assortment of comics and graphic novels, various handouts.

TEACHING PROCEDURE PLAN:

MWF CLASSES:

DAY 1

A. Launch: Motivation/Hook/Introduction/Play: Quick intro to the unit and then a warm up where they draw a panel either before or after the slide on screen. Video on history of comics. (8 min.)

B. Instruction or Demonstration with Problem: Creative problem is how do you make a comic with characters in a story with a problem that is resolved. Explain game. (2 min.)

C. Create: Practice and Work Period. Start game on notecards where kids get three notecards each and then randomly select panels in comics chosen and redraw the panel using one of 3 characters given. Then they put these in some order in a group. Parts of comic handout given. (35 min.)

D. Closure: (Respond & Present). Peer sharing and gallery walk to see other groups' work. Clean up. (10 min.)

E. Questions to ask students to engage them in a discussion of their art: Did you choose a panel randomly or did you make an active choice? Why did you pick that particular panel? How did you decide as a group to put them together that way?

DAY 2

A. Launch: Motivation/Hook/Introduction/Play: Show them the slide on the artwork: *Super Buddahead,* Roger Shimomura 2012 and Faith Ringgold's "Tar Beach" video on superpowers. Explain they will be making a comic character mash up with superpowers and introduce handouts with proportions and various cartoon bodies and expressions. (5-10 min.)

B. Instruction or Demonstration with Problem: Creative problem is making 1-2 characters for their story using mash up bodies or other of choice with superpowers.

C. Create: Practice and Work Period. Kids research superhero bodies online or use handouts. They draw 1-2 characters and fill out at least 1 character web paper. (35 min.)

D. Closure: (Respond & Present). Peer sharing and gallery walk to see others'' work. Clean up. (10 min.)

E. Questions to ask students to engage them in a discussion of their art: How did you come up with your ideas? Did you challenge yourself to make something original? What superpowers does your character have?

DAY 3

A. Launch: Motivation/Hook/Introduction/Play: Warm up where they write or draw and ending to the story of the image on screen. (5 min.)

B. Instruction or Demonstration with Problem: Creative problem is how can you create a story with a beginning, middle and end as well as a problem to solve? Go over slides about the types of stories and parts. Pass out handouts. (5 min.)

C. Create: Practice and Work Period. Students write their stories on the story web handout and look at the 50 story idea handout for inspiration. If they finish they can start drawing their panels in their comics. (35 min.)

D. Closure: (Respond & Present). Peer sharing and gallery walk to see other groups' work. Clean up. (10 min.)

E. Questions to ask students to engage them in a discussion of their art: Where did you get your inspiration from for your story? Does it have a beginning, middle and end with a problem that gets solved?

DAY 4

A. Launch: Motivation/Hook/Introduction/Play: Tell the kids that they have work time today to start their comics. (2 min.)

B. Instruction or Demonstration with Problem: Creative problem is how do you make a comic with characters in a story with a problem that is resolved.

C. Create: Practice and Work Period. Students work on their comics (43 min.)

D. Closure: (Respond & Present). Peer sharing and gallery walk to see other groups' work. Clean up. (10 min.)

E. Questions to ask students to engage them in a discussion of their art: Are you using the parts of a comic to make your comic unified? How does your story unfold through the panels for dramatic effect?

DAY 5- Same as DAY 4 (except they fill out a self-assessment using the rubric provided).

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F. Rubric/Assessments/Evaluation/Feedback:

Formative: Informal--Checking drawings while making characters and their story line for a beginning, middle and end. Peer checks of these. Asking questions for comprehension. Sticky note with "muddiest point" where they write what was hardest for them.

Summative: Rubric provided to kids in advance to self-grade their work at the end of the project using a separate reflection sheet.

G. Accommodations, Enrichments & Extensions

- **Students who may have difficulty with this lesson/common misconceptions:** Students might not be able to draw as well as they like and encouragement will be given as well as supports such as handouts to aid them in proportions and cartoon bodies. They may not understand all the parts of the comic so a handout will be given.
- **Advanced Learners:** Can make their comic with 3 or more characters and a more complex story. They can add a cover page to their booklet.
- **Students who finish early:** Can create more characters or work on a short group comic with others or work on a cover page.

H. References:

https://www.nytimes.com/2021/11/28/learning/whats-going-on-in-this-picture-nov-29-2021.html

https://www.moma.org/magazine/articles/350

https://offlife.co.uk/comics-history/

https://www.nytimes.com/2021/11/14/learning/whats-going-on-in-this-picture-nov-15-2021.html