

Anthony Arevalo

Lesson Title:

The Comic Experience: Sloppy Copy

Grade/Age:

K-12

Classroom Setup:

The classroom is setup for thirty four students. It is setup in a U formation, with two sets of rows on all sides of the U. I tend to teach from the open area of the U and the rows closest to me have six people in each row, whereas the rows furthest from me have five students in each row.

Materials:

The Comic Experience: Sloppy Copy- This can be found in the materials section of the site.

Art Evaluation Handout- Based on work done by Project Zero, at the end of this lesson.

Rubric- This is designed specifically for this lesson.

Colored Pencils- These are used because they are the neatest medium that does not bleed.

Animoto- This is a website that creates videos out of images that are uploaded free of charge.

White Paper- Utilized throughout the project.

Reflective Journals- These are used to allow students to reflect upon the process that they are undergoing.

Goals/Objectives:

- Describe the setting, characters, and events.
- Demonstrate a command of the conventions of standard English.
- Describe the main idea and supporting details, including supporting evidence.

Standards/Frameworks:

Reading:

2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, charts, maps) make information accessible and usable.

2.2 Analyze text that is organized in sequential or chronological order.

Writing:

3.2 Identify the main problem or conflict of the plot and explain how it is resolved.

3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).

Art:

2.7 Communicate values, opinions, or personal insights through an original work of art.

4.4 Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.

Intelligences Utilized:

Gardner's MI's: Linguistic Intelligence, Logical Intelligence, Visual/Spatial Intelligence, Bodily/Kinesthetic Intelligence, Intrapersonal Intelligence, and Interpersonal Intelligence.

Bloom's Revised Taxonomy: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating

Lessons:**Lesson Plan 1:**

T- Explain the Comic Experience and show previous samples with Animoto.

S- Think-pair-share about the various elements that were seen within the Animoto video.

T- Discuss how comics are viewed and have impacted pop culture.

S- Reflect in journals about comics in their lives.

T- Facilitate the Mingle Game- chant "mingle, mingle, mingle" and say a number.

S- Group into the number and verbalize their journal reflections with partners.

Lesson Plan 2:

T- Read a comic book with the class. Use multiple reading strategies.

S- Discern the main idea and details. List characteristics about the comic.

T- Pass out the Sloppy Copy of the Comic Experience and discuss basic drawing techniques.

S- Draw the various lines and design faces for the ovals: happy, sad, angry, funny, strange, and scared. (Pg. 1 of Comic Experience)

T- Explain the concept of anthropomorphism: giving an inanimate object, human characteristics.

S- Anthropomorphize the shapes at the top of the page; they can add human characteristics to each shape.

T- Create an image that consists of 10 lines on the back of the page.

S- Turn to the back of the page and create an image out of 10 lines, 15 lines, and 20 lines.

T- Showcase several student examples of work to the class.

S- Reflect on what they see in journals. Utilize the following structure: What?, So what?, and Now What?. What- was it about and what did they do. So what?- was the significance of what they did, why was it important. Now what?- what will they do with the information that they have newly acquired.

Lesson Plan 3:

T- Read the second page aloud to class; explain the difference between a dialogue bubble and a thought bubble.

S- Fill in the various dialogue bubbles and thought bubbles for characters on page 2.

T- Review the mingle game. (Chant: mingle, mingle, mingle and say number; students get into a group of the given number)

S- Play the mingle game and share written dialogue in pairs, trios, and quads.

Lesson Plan 4:

T- Read and review the third page of the Comic Experience.

- S- Think-pair-share about why dialogue must be written then outlined with a dialogue bubble or thought bubble.
- T- Model why the actual dialogue or thoughts must be written first.
- S- Create dialogue for characters on page 3 and share written expressions of characters.
- T- Review the mingle game. (Chant: mingle, mingle, mingle and say number)
- S- Play the mingle game and share written dialogue in pairs, trios, and quads.

Lesson Plan 5:

- T- Direct class to the fourth page of the Comic Experience to discuss the concepts of onomatopoeia and word art.
- S- Chorally read the top portion of the page.
- T- Write the word “pow” on the board in regular print and in word art.
- S- Compare and contrast the two words.
- T- Explain the significance of word art and onomatopoeia in comics and pop art.
- S- Recreate the various examples of word art and onomatopoeia on page 4, color them with colored pencils, and create their own samples on the bottom of page 4.
- T- Showcase a color wheel and exhibit primary, secondary, and tertiary colors. Color harmony should also be mentioned at this point.
- S- Apply these concepts to their creations.

Lesson Plan 6:

- T- Read the top portion of the page to the class on page 5.
- S- Think of synonyms for the word background; list various backgrounds (settings) in their life.
- T- Draw an example of one point perspective on the board. Point out the vanishing point, the point where the image seems to disappear.
- S- Recreate the various backgrounds, color them with colored pencils, and add their own personal touches to them on page 5.
- T- Showcase several student examples of work to the class.
- S- Reflect on what they see in journals. Utilize the following structure: What?, So what?, and Now What?. What- was it about and what did they do. So what?- was the significance of what they did, why was it important. Now what?- what will they do with the information that they have newly acquired.

Lesson Plan 7:

- T- Introduce the concept of sequencing and character development.
- S- Understand the writing that needs to occur at the top lines on the page.
- T- Reteach: dialogue, dialogue bubble, thought bubble, onomatopoeia, word art, and background.
- S- Complete the Superhero Activity on page 6 and complete a “What? So what? Now what?” reflection in their journal.
- T- Exhibit a piece of art and discuss it with the class.
- S- Complete the Art Evaluation piece which was developed by Project Zero; it can be found at the end of this lesson plan.
- T- Review elements that students will be critiqued on through rubric.
- S- Reflect on the various elements that should be found within their short comics.

Lesson Plan 8:

- T- Assist students as needed and allow time for completion of products.
- S- Complete the Space Adventure Activity on page 7 and reflect on the process.
- T- Reteach: dialogue, dialogue bubble, thought bubble, onomatopoeia, word art, and background.
- S- Complete the Superhero Activity on page 6 and complete a “What? So what? Now what?” reflection in their journal.
- T- Exhibit a piece of student work and discuss it with the class.
- S- Complete the Art Evaluation piece which was developed by Project Zero; it can be found at the end of this lesson plan.
- T- Review elements that students will be critiqued on through rubric.
- S- Reflect on the various elements that should be found within their short comics.

Lesson Plan 9:

- T- Model several student samples and run through a quick art evaluation of one comic created by a student.
- S- Complete the Amazing Problem Activity on page 8 and reflect on the process.
- T- Reteach: dialogue, dialogue bubble, thought bubble, onomatopoeia, word art, and background.
- S- Complete the Superhero Activity on page 6 and complete a “What? So what? Now what?” reflection in their journal.
- T- Exhibit a piece of art and discuss it with the class.
- S- Complete the Art Evaluation piece which was developed by Project Zero; it can be found at the end of this lesson plan.
- T- Review elements that students will be critiqued on through rubric.
- S- Reflect on the various elements that should be found within their short comics.

Lesson Plan 10:

- T- Document the various stages that students have gone through by means of an Animoto video (explore Animoto at Animoto.com).
- S- Watch video and discuss thoughts and opinions as to how this work can be utilized to affect and impact others.
- T- Discuss the second phase of the Comic Experience and show students the plan.
- S- Reflect on the process of creating comics and what they have learned.

Assessment/Evaluation:

Standards	1	2	3	4
Describe the setting, characters, and events.	Inadequately develops setting, characters, and events.	Minimally develops setting, characters, and events.	Satisfactorily develops setting, characters, and events.	Exceptionally develops setting, characters, and events.
Demonstrate a command of the conventions of standard English.	Improperly demonstrates command of English conventions with many errors.	Limited demonstration of English conventions with multiple errors.	Adequate demonstration of English conventions with several errors.	Demonstrates full knowledge of the command of English conventions with few errors.
Describe main ideas and supporting details, including supporting evidence.	Lacking main idea with no supporting details.	Describes main idea and details to a minimal degree.	Reasonably describes main idea and details.	Completely describes main idea and details with a great deal of description.
Use visual structures and functions of art to communicate ideas.	Rarely uses visual functions of art to communicate ideas.	Includes few elements of art needed to communicate ideas.	Reasonable use of elements of art to communicate ideas.	Clearly uses visual structures and functions of art to communicate ideas.

Extensions:

This is the first portion of the Comic Experience. After completing this first portion students will spend another four months in class working on developing their own comic book. They will plan, edit, revise, and create a comic book that consists of thirty five panels.

Adaptations:

This project can be implemented across all disciplines in school as it is easily applicable to all subjects. Furthermore, this project can be modified to fit the needs of all students. To make the project more challenging, educators can request to see more elements within the project. It can also be modified by excluding various portions of it. Teachers can tailor it to their own needs.

Sample of the Project:

The Comic Experience

Drawing is a wonderful skill that everyone possesses. In order to further progress with ones drawing abilities, an artist must practice. The following exercises are meant to enhance your drawing abilities.

Create different types of faces in the following ovals.

DIALOGUE PRACTICE

When writing comics, words are extremely important because they help tell the story. In comic books when the character is speaking this is called dialogue. At times characters may not be speaking, a thought bubble can model what a character is thinking. Fill in the dialogue or the thought bubble for the following pictures. In the first few you will be given a dialogue bubble. In the following pictures, you will need to create the dialogue bubble.

CREATIVE DIALOGUE

When writing comics words are extremely important because they help tell the story. In comic books when the character is speaking this is called dialogue. For this assignment you will be creating the dialogue bubble and writing the dialogue. As for a hint about this assignment, it is very important to write the words first and then create the dialogue bubble. The main reason as to why this is done is so that the dialogue will be sure to fit in the bubble.

WORD ART AND ONOMATOPOEIA

Using word art and onomatopoeia are two different strategies that will enhance your comic book. Onomatopoeia is defined as the spelling of a sound, such as boom, pop, bang, or bam. Word art is used to place extra emphasis on a specific word by writing it in an artistic form. A very powerful tool that many comic book creators often utilize is to combine the ideas of onomatopoeia and word art. In this activity you will be working on combining the two strategies.

SPLAT!

CLUNK!

KABLOOM!

BOOM!

BUILDING BACKGROUNDS

Backgrounds are key details of comic books because they help tell a story. The background helps give the reader an idea as to where the setting may be. In this activity we will be recreating various backgrounds. The background is normally located at the back of a picture, whereas the foreground is typically located in the front of a picture. The background consists of a setting and the foreground contains the characters. In this activity you will be recreating different backgrounds.

SUPERHERO ACTIVITY

Imagine that one day you awoke from a strange dream in a very startled way. When you awoke you began to recall your dream and you found that you had a new superpower. Create a short comic consisting of four panels that describes how you discovered your new superpowers. This should include details and a sequenced story.

SPACE ADVENTURE ACTIVITY

As you were off on your mysterious journey into space on your new rocket ship, you encountered many mysteries. Imagine the sights you saw and the sounds you heard. Create a four panel comic that tells about your mysterious journey into space.

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AMAZING PROBLEM ACTIVITY

When you arrive at school you greet all of your friends and teacher. At the teacher takes the daily attendance, you are marked absent. Later in the day you realize that you are completely invisible. Sequence a story about your invisible day. What happened throughout the day?

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Art Evaluation

1. What colors do you see?
2. What do you see in the work or art in front of you?
3. What is going on in this work of art?
4. Does anything you have noticed in this work of art so far remind you of something in your own life?
5. Is this work of art true to life? How real has the artist made things look?
6. What ideas and/or emotions do you think this work of art expresses?
7. Do you have a sense of how the artist might have felt when he or she made this work of art? Does it make you feel one way or another?
8. What would you have called this work of art if you had made it yourself? Does the title of the work, if there is one, make sense to you?
9. What have you discovered from looking at this work of art? Have you learned anything about yourself or others?