

LESSON PLAN FORMAT

Title of Art Lesson: Create a Comic Book: I am a Super Hero

Inspired by The Comic Book Project, www.ComicBookProject.org

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Grade Level of Students: 5th Graders

- I. **Characteristics of the Learners:** This lesson is aimed at 5th graders aged 9-11. Students are building a more realistic schema in expression of ideas.
- II. **Rationale:** This age it is important to catch their interest in both art and reading. Students should begin to be fluent readers who are able to read for enjoyment. They may be loosing interest in “childrens” books that are illustrated, but comic books/graphic novels are always cool, for all age levels. Student should be able to look at a piece of artwork and pick out symbolic elements within the comics and draw greater meaning than they might from the text alone. By catching them at this age we hope solidify their love of art.
The theme “I am a Super Hero” appeals to students’ fantasy lives and desire to express ideas about themselves.
- III. **Historical/Cultural Context:** see attached
- IV. **Standards:** 1.Produces artworks and graphic designs that use selected subject matter, including symbols and ideas, to communicate a message.
3. Creates artworks in the areas of drawing
13. Recognizes how artists use selected subject matter, including symbols and ideas, to communicate a message.
14. Critiques artworks in sequence of: description, analysis of design or a composition, interpretation of meaning, and judgment based on evidence/clues observed in artworks.
- V. **Objectives:** Students will create graphic novels using drawing skills.
Students will communicate a message by telling a visual story in the form of a graphic novel.
Students will use symbolism to quickly convey a meaning within their graphic novel.
Students will critique graphic novels and discuss design, meaning, and judgement using evidence in the work.
- VI. **Materials:** 8x10 white paper, notebook paper, storyboard worksheet, pencil, erasers, rulers, colored pencils, black sharpies
- VII. **Preparations:** Find examples of your favorite comic book. Prepare examples of page framing templates. Create a worksheet with a blank storyboard to sketch ideas on. Before Day 5, use a 3 hole punch to punch holes in the side for assembly. You will want to do this to assure all 3 holes are on the page and lessen overlap into frames.
- VIII. **Introduction/Motivation:** Bring in examples of your favorite comic book heroes. Previously ask the student to bring in their favorite comic book or comic strip from the Sunday paper (they can also print comics from online). Begin the discussion with the history of comic books, showing examples printed out or on the computer. Move to your favorite comic book super hero and discuss what makes them a super hero, why you like them, and what trait they have that you would like to have, or hope you exhibit somehow in the real world and what “cause” they fight against or for. Then ask the students to share their examples and what points they identify with. Point out example of symbolic meaning and illustrations of ideas used to enhance ideas expressed in the text.
Then point out and discuss page framing and idea movement across frames.
- IX. **Procedures for Art Production:** This will be a 4 day (4 hour) activity.
Day 1: Discussion and intro (30 minutes). This may take longer because you want all the kids to have an opportunity to discuss their own comics.

Character design: For the remaining time in the class ask students to sketch designs for what they would look like as a super hero. Ask them to list on notebook paper what they would call themselves, 3 superhero traits they would have, and what their “cause” would be.

Day 2: Story building (20 minutes): Ask students to refer to their drawing and lists from Day 1 and list 5-7 things that might happen in a story about their superhero. Be sure to tell them to list where they would begin, something that would include their “cause,” and where the story would end. Walk around and talk to students about their ideas.

Storyboard worksheet: (30 minutes) Give each student 2 storyboard worksheets and put a stack of extras in the middle of the table. Ask student to transfer their ideas onto the worksheet by sketching pictures of each item they listed. Suggest that they fill 2-3 frames per idea to show progression. Remind them to include symbols as a way to tell their story further. Allow students to discuss their ideas with other students at their table. Bouncing ideas off of each other is a good way generate new ideas.

Day 3: Sketch cover and 3 pages of frames: Show students an example comic book again. Point out features of the cover, be sure to point out that room for text was left. Show 3 different framing styles on pages in the comic book, the 6 frame page, a page with a half page frame and two little frames, and a full frame page. Explain that there comic will be a cover and 3 pages of frames, and a back cover. Give them the option to use whichever framing style they choose. Suggest that larger frames be used for important scenes with more action, such as battles or group activities. (If a class as a group is running long, or students need an adaptation offer worksheets already framed, but encourage the use of better paper and the freedom, drawing their own offers.) Also, give students the option of writing text in balloons within the frames or in boxes below the frame.

Day 4: Color and ink: (Allow students to catch up from previous weeks) Using colored pencils, color cover and story frames. When that step is accomplished distribute sharpies and have them ink in all text, frames, and drawing lines. If a student should finish early, give them an extra sheet of paper and have them design a logo on the back with the name of their comic book company.

- X. **Distribution and Clean-up:** Allow the table of the week to distribute materials as needed to the class. They will also be responsible for collecting supplies, extra worksheets and paper at the end. Students will hand their work in as they line up to leave.
- XI. **Closure: Day 5: Assemble:** (15minutes) distribute students work, allow them time to either tie pages together with string or brads. If a student mistakenly goes too close to the edge, staples would be a thinner option for attachment. (45 minutes) Then have all the students gather in a circle and share their comic book with the class. Suggest the students bring something from home to wear as part of their costume while they’re presenting their book. Discuss any use of symbolism and ask students to point out ideas they got from the pictures that were not included in the text
- XII. **Assessment:** To assess #13 and #14 discuss the use of symbols in student work and have them pick out and interpret the meaning behind different drawings. Use a rubric to #1 and #3. see attached
- XIII. **Extensions:** This lesson is a great cross-curriculum activity. Pair with general ed. teacher and have them do the story building part. Subject can relate to almost anything. English: Illustrate a poem, government: pick a current event from the newspaper to illustrate, Science: a day in the life of a cell or the life cycle of an organism, Math: a trip to the bank or grocery store. The possibilities are endless.

- XIV. **Visuals:** see exemplars on the history sheet. Also, the use of comic books brought in by teacher and students.
- XV. **Example:** see attached