

Teacher: Christine Huang
Lesson Plan Title: Continuous Panels
Date: 4/8/14

Grade: 6th
Time: 5 – 45 min. periods

Theme Concept

What is body language? How does nonverbal communication affect others? Facial expressions are crucial to understanding and relating to others. Simply having the corners of a mouth lift up so that the lips are curved into a “U” shape, which lifts the cheeks and causes the eyes to squint, indicates to people that are smiling and most likely happy. Understanding how people feel based on their body language is crucial in communication among all human beings. Awareness is key to effective communication and positive socialization.

Non-Art Discipline Concept

Structure is an important concept when it comes to story writing. The story has a storyline, which is the plot or the events. Structure is crucial in story writing because it allows readers to follow the order of events smoothly without getting confused. To make a continuous storyline one has to not only describe the setting and characters, but also the interactions they have with one another. Storylines can be found in many places from our lives, including our memories, news, books, movies, comics, etc. When it comes to books and comics, we need to be able to read in order to understand what the text is saying. Comics may have pictures, but the text and pictures work together to make a clear story. Therefore, structure is crucial when it comes to creating a coherent storyline. Having a solid structure ensures that the storyline flows smoothly, makes sense to the reader.

Concepts in Art Disciplines

Art Production (Art Making):

- **Element or Principle of Design:** Line: There are different types of line found in the arts; these lines can be straight, wavy, jagged, swirly, dotted, etc.
- **Technique/Process:** Linearity: Comics require that the cells be organized in a coherent manner. There are different styles of comics: 1) the panels are placed horizontal from each other in a row; 2) the panels are not the traditional rectangular shape, they take on polygons with diagonal lines as their sides.

Aesthetics:

- 1) How does a comic strip capture the reader’s attention?
- 2) What do you think is the purpose of comic strips?
- 3) Why do you think there are different styles of comics?

- 4) Why do you think comics became popular during the 20th century when it began to emerge?

Art Criticism: “Ohhh....alright” by Roy Lichtenstein

- **Description**
 1. What do you see on this picture?
 2. How many panels are there?
 3. What colors are used?
- **Formal Analysis**
 1. What variation in lines do you see?
 2. Besides lines, what other drawing mark do you see?
- **Interpretation**
 1. What do you think is the girl’s mood? How do you know?
 2. What kind of mood do you get when you read the text in the speech bubble?
 3. What do you think may be happening in this artwork?
- **Judgment**
 1. How does this make you feel?
 2. What does it remind you of?
 3. Is this a good art? Why?

Art History: Visual Stories in Art History

1. Cave Paintings
2. Egyptian Hieroglyphs
3. Origins of Chinese characters
4. Different types of existing comics: Manga, American comics, political cartoons, cartoons

Learning Objectives

Art Disciplines:

1. Students will recognize different types of facial expressions by drawing their partner’s assigned facial expression and by including them into their 3 to 4-paneled and 7-paneled comic strips.
2. Students will create an engaging comic by drawing a 3 to 4-paneled comic that incorporates facial expressions and a continuous storyline based on a memory.
3. Students will transfer their own stories into a comic form by drawing a comic that has at least 7 panels and includes facial expressions and a coherent storyline.
4. Students will describe an artwork made by Roy Lichtenstein by explaining what they see and what they think is happening in the artwork.

Art Disciplines Learning Modifications:

Change the amount of time allowed for completing art activities. Encourage students to take breaks during art activities. Change mode of instruction. Adapt level of skill needed to complete art activities. Change the materials or adapt them to the needs of the student. Simplify the art making activities. Modify how special needs students can respond. Adapt the extent to which student engages in art activities; adapt to students' strengths and interests. Change the goals of the art activities, but use the same materials. Provide visuals to further explain verbal and written instruction.

Non-Art Discipline:

1. Students will be able to discuss how storylines are important in books and the news by explaining why structure is important.
2. Students will explain why they like a particular comic by addressing the drawing style, panel placement, storyline and structure of events.

Non-Art Discipline Learning Modifications:

Encourage students (particularly with ADHD) to find their own comfortable places within the classroom to make their artworks. Provide extra time. Remind students of behavioral expectations. Provide special needs students with clear and unobstructed view of demonstration.

Democratic Skills:

1. Students will use attentive and respectful listening skills when members of class/small groups are expressing ideas and feelings.
2. Students will reflect on their own thinking processes and behavior
3. Students will respectfully ask others about things they say if they didn't understand what was said or if they want someone to say more.
4. Students will help each other and collaborate ideas during the stimulation activity.
5. Students will authentically and meaningfully communicate others in the classroom while honoring one's own unique self and needs.
6. Students will listen to and respect the opinions of others even if they don't agree with them.

Democratic Skills Learning Modifications:

Give frequent positive feedback, particularly when special needs students are listening to others and being listened to by others. Allow students to complete art-learning tasks away from others when needed. Assign special needs students to routine classroom tasks, as well as tasks of responsibility for group learning needs, e.g. table leader who needs to distribute materials, conduct pre quiz reviews etc.

Sequence of Classroom Activities:

1. **Day 1:** Introduction to different types of facial expressions and body language
2. Stimulation Activity
3. Discussion of how comics depict moods

4. Activity 1: Students will draw each other based on the facial expression adjective they received
5. **Day 2**: Review the importance of facial expressions and body language. Introduce how expressions are also expressed through the use of lines and speech bubbles in comics
6. Activity 2: Students will draw the expression adjective they received on Day 1 using only lines and speech bubbles
7. **Day 3**: Introduce and discuss how storylines were used throughout history and how they are depicted in comics
8. Demonstration on the basics of cartoon illustration, including the sketching stage, outlining, line variation usage, and the placement of speech bubbles and objects.
9. Activity 3: Students will draw a comic strip with 3 to 4 panels based on a memorable experience.
10. **Days 4 and 5**: Discussion on the placement of characters, panels, and the use of cliffhangers.
11. Project: Students will draw either a story they created, the continuation of a comic strip or their memorable experience from Activity 3 or another memorable experience in a comic that has at least 7 panels and have a continuous storyline.
12. **Day 6**: Students will finish their project.
13. Group Discussion of comics
14. Self-Reflection Questionnaire

Materials & Equipment:

- Existing comics as samples
- Pictures of hieroglyphs, cave paintings, Chinese characters' evolution over time, Trajan column
- Drawing paper
- Pencils
- Rulers
- Thin black markers
- Colored pencils

Resources:

- http://www.bbc.co.uk/schools/primaryhistory/romans/the_roman_army/teachers_resources.shtml
- <http://www.dreamstime.com/stock-images-trajan-s-column-rome-image24741844>
- <http://pokemon.livejournal.com/2779549.html>
- <http://galleryhip.com/batman-comic-page.html>
- <http://www.gocomics.com/jumpstart/2014/03/27#.UzRdMhBjXjl>
- <http://www.dreamstime.com/royalty-free-stock-photos-egyptian-hieroglyphs-image19259808>
- http://2.bp.blogspot.com/-vowQ02StkPM/UH12ZATTzkl/AAAAAAAAAHM/mv_TnIPSzMw/s1600/194006696418521124_xNT9c0Qe_c.jpg
- www.gocomics.com/

- http://en.wikipedia.org/wiki/History_of_comics
- Tokyopop. How to Draw Shojo Manga. Los Angeles. 2010.
- <http://fiktura.files.wordpress.com/2010/04/ohhh-alright.jpg>
- <http://www.christies.com/lotfinder/lot/roy-lichtenstein-viip-4859177-details.aspx?intObjectID=4859177>
- <http://168.144.90.205/works.asp?artsID=518&name=Roy%20Lichtenstein>
- <http://www.how-to-draw-cartoons-online.com/>
- http://www.google.com/url?sa=t&rct=j&q=history%20of%20manga&source=web&cd=6&cad=rja&uact=8&ved=0CGMQFjAF&url=http%3A%2F%2Fdepts.washington.edu%2Fub%2Fstudpp%2Fsrproj%2FHistoryAnimae05.ppt&ei=jWJyU9LPFYTesAT514HQDA&usg=AFQjCNF3kL-FaEueK4JwsXw_zYx46IbNjg&sig2=aZkXsmMsjTf3l-ZmuH_BFA&bvm=bv.66330100,d.cWc
- <http://www.rightstuf.com/rssite/main/animeResources/globalHistory/part1/>
- <http://www.japanesegallery.co.uk/default.php?Sel=manga&Submenu=4>
- <http://www.thecomicbooks.com/old/Platinum.html>
- http://www.loc.gov/teachers/classroommaterials/primarysourcesets/political-cartoons/pdf/teacher_guide.pdf
- <http://www.randomhistory.com/1-50/033comic.html>

List of Art Works:

- The Trajan Column
- Cave paintings
- Egyptian Hieroglyphs
- A Rake's Progress by William Hogarth, 1726
- A True Narrative of the Horrid Hellish Popish Plot by Francis Barlow, 1682
- Roy Lichtenstein (1923-1997) "VIIP!" signed and dated 'rf Lichtenstein '62' (on the reverse) oil on canvas 8 x 12in. (20 x 30.5cm.) Painted in 1962
- Roy Lichtenstein, *Zing*, 1962, Oil on canvas, 8 x 12 inches
- "Ohhh...alright" 1964, Oil and Magna on canvas, 36 x 38 inches, 91.4 x 96.5 cm

Supporting Materials

- Self-Evaluation Questionnaire
- How-to-Draw character instructions

Narrative of Classroom Procedures

Introduction/Discussion/Questions (about theme concept, concepts in art disciplines, non-art discipline concepts, art works, democratic behaviors):

Today we're going to start a new lesson, but before we begin, I want to ask you all a few questions. What do you guys do on Saturday mornings? Do you sleep? Play video games? What about watch cartoons or read comic books? What are some cartoons or comics that you guys typically watch? Why do you like watching that cartoon or that comic? What elements or

aspects of the cartoon/comic that appeals to you? Are there any reasons why some people would not like that cartoon or comic?

When we think about cartoons, what makes them funny? Right, the characters' facial expressions and their moods/feelings. Body language is super important because they help us understand what the characters are feeling and also what their interactions are with other characters. Just like when you are with your friends or parents, you know whether or not they are angry, sad, happy, etc. even without them telling you. Can anyone tell me how you know when your friend is happy?

Stimulation Activity:

Students will play a charades game where the class will be split into four groups. Each group will receive a cartoon and will have to act out the characters while the rest of the class guess the cartoon that the group has. Furthermore, each group member needs to make the expressions listed on the paper that will have the cartoon name, and the rest of the class will need to guess those expressions as well.

I Want You To...(Problematized instructions for individualized and/or small group art making):

- Think about a moment you remember in your lives. It can be funny, sad, happy, etc., something that you remember most.
- Make a sketch of your memory by drawing out what happened in the four panels you drew. Make sure the story of your memory flows from one panel to the other.
- Once you know what you're going to draw in each panel, you can grab another sheet to make a final copy of your four panels.

More Questions, Statements, Positive Verbal Reinforcements, Suggestions and Clarification of Tasks (related to theme concept, concepts in art disciplines, non-art concept, democratic skills):

- Ask a comic artist to come visit the classroom and explain his/her work process
- Play a short video of how artists and writers come up with their stories
- Visit the library for additional comic books

Concluding the Lesson (Discussion, Questions, Sharing of Productions, Recapping):

Now that everyone has finished drawing their comics, let's get together to talk about them. Anyone want to volunteer to talk about your comic first? You can choose from either comic activity to share with the class. Now that everyone has shared their comics, we will discuss about the importance of comics and how they can help with school activities and the world. A few questions include:

1. Why are comics important in your life? In your parents' lives? In society?
2. What kinds of extracurricular activities do we have school? How can we use comics to make these activities better? Or is there even a need to make them better?
3. Are comics considered as art? Why or why not?
4. How can comics be used to prove a point or make an impact in someone's life?

Lesson Extensions/Connections:

- Students can have their comics bound into a book and display it at the school library.
- Students can create a Literacy Fair and write comics, stories and draw pictures for the fair.
- Students can create posters to advertise about visual arts, other subjects or school activities.
- An interview article with Roy Lichtenstein:
<http://www.lichtensteinfoundation.org/sylvester1.htm>

NJCCCS 2009:

- **One Visual Arts Standard and Indicator:**
1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. **D. Visual Art. 8.** Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time. **CPI# 1.1.8.D.1** Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
- **One English Language Arts Standard and Indicator:**
Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. Writing Standards 6-12. The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C. **Grade 6 students; Text Types and Purposes. 3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **a.** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **b.** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **c.** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **d.** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **e.** Provide a conclusion that follows from the narrated experiences or events.

Teacher's Evaluation

Lesson Plan:

1. Are the activities in the lesson age-appropriate?
2. Are the activities in the lesson appropriate for all learners including students with disabilities and English Language Learners?
3. Are there any parts of the lesson that require too much time/too many features that don't allow enough time for adequate understanding?
4. Did all parts of the lesson engage and maintain students' interest?
5. Does the lesson conceptually link art with another subject in an integrated way that is both implicit and explicit?
6. Are the learning activities presented in the best sequence for maximizing student understanding and participation?

Teaching of Lesson:

1. Did I allow enough wait-time?
2. Did I make eye contact with students?
3. Was I excited about the lesson?
4. Did I ask enough open-ended questions?
5. Did I allow students to ask open-ended questions?
6. Did I speak clearly and loudly enough for students to hear me?
7. Did I hold students accountable and check for acquisition of knowledge?
8. Did I build on students' prior understanding/knowledge?
9. What is one aspect I can improve for the next time I teach this lesson?

Student Outcomes:

1. Were students able to draw their memory in a coherent manner within four panels?
2. Were students able to incorporate at least 1 facial expression in their artwork?
3. Were students able to work collaboratively and respectfully during art making, aesthetics, criticism and conclusion?
4. Were students able to finish their comics by outlining their figures?
5. Were students able to make connect how comics can be used in their daily lives?
6. Were students able to verbalize form and aesthetically pleasing forms?
7. Did students take into consideration different points of view while making their comics?

Outcomes for students with learning disabilities:

1. Did students feel successful?
2. Did students accept and build upon positive feedback?
3. Were students engaged and giving optimal effort during activities?

Learners' Characteristics

Students in this age range (12-14) are in the Pseudo-Naturalistic Stage. They are more interested in depicting their surroundings as realistically as possible. The proportions for the human figure are more accurate and students tend to depict more expressions and moods in their figures, especially in cartoons.

Characteristics of students with learning disabilities

ADD and ADHD: Students with ADD and/or ADHD may be inattentive, hyperactive and/or impulsive. Students might exhibit the following: fails to pay close attention to details, makes careless mistakes, can't sustain focused attention, doesn't appear to be listening, has difficulty organizing tasks, activities, materials, doesn't like activities that require sustained focus, easily distracted by extraneous environmental activity, often forgets routine activities, fidgets, moves hands and feet, moves round in seat, can't stay still, gets out of seat often, runs in classroom, hall climbs, has difficulty engaging in quiet activities, even quiet leisure activities, talks excessively, blurts out answers to questions, sometimes even before questions are completed, has difficulty waiting, taking turns, interrupts teacher and others frequently.

Autism: Students with Autism have a lifelong developmental disability that affects their verbal communication, nonverbal communication, and social interactions. Students might exhibit the following: repetitive activities and movements, resistance to changes in environment and daily routine, unusual responses to sensory experiences, poor play skills, frequent conflicts with others, lack of empathy and inability to see perspective of others, inability to tolerate overly stimulating environments, lights, sounds, and movements.

Behavioral, Emotional and Social: Students with Behavioral challenges can be aggressive and anti-social. Behavioral challenges may stem from a wide range of issues,-- gangs, drug use, homelessness, familial abuse, medication, and health problems. Students with Emotional challenges can feel sad, depressed and have low self-esteem. Students with Social challenges have difficulty interacting with others, making and keeping friends and dealing with everyday demands of social activities. Students with Behavioral, Emotional and Social learning disabilities might exhibit the following: inability to learn that can't be directly linked to health, sensory environmental or cognitive intelligence, inability to establish and maintain good interpersonal relationships with peers and teachers, voicing of inappropriate feelings or exhibiting inappropriate behaviors under normal classroom conditions, almost constant unhappiness or moody or depression-like behavior, passive- aggressive behavior, responds with trepidation and fear to ordinary classroom activities.

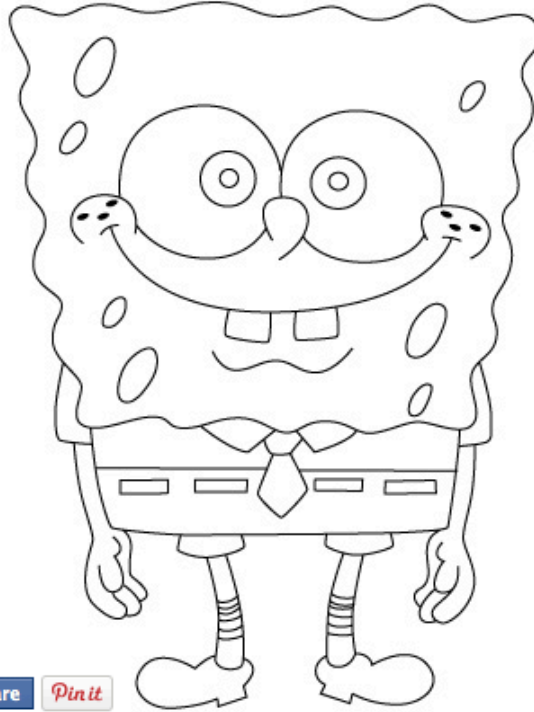
Down Syndrome: Students with Down syndrome usually learn and progress slower than most other children. However, not all areas of development are equally affected. Students with Down syndrome are strong in Social development, learning with visual supports, and reading words. Socially they develop roughly at the same time as babies

without Down syndrome. In adult life they continue to acquire good social skills and appropriate social behavior. Students with Down syndrome learn better when they can see things illustrated. This spans across and includes the acquisition of language, motor skills and literacy. When information is presented with the support of pictures, gestures or objects, students with retain better. Many students with Down syndrome develop reading abilities in advance of what might be expected for their cognitive and language levels. Reading is a particular benefit, given their specific speech and language delays. Challenges include slow motor development, poor oral motor control which impacts language skills, delays in spoken language and use of expressive language, delay in mastering sentence structures and grammar, and difficulty in developing clear speech production, number skills (2 years behind reading skills), Verbal short-term memory, the ability to hold and process verbal information, and processing spoken language.

How-to-Draw character instructions

SAMPLE

From: <http://www.my-how-to-draw.com/how-to-draw-spongebob.html>



To follow your [how to draw Spongebob tutorial](#) , just scroll down [the page](#) and follow each step by step illustration. Above you will notice the complete drawing, followed below by individual illustrations, each of which will show you [the next](#) stroke to make on your paper.

So let's not waste any more time and let's get our pencils and papers ready for some serious drawing fun.

(Drawing tip: "I recommend using a pencil to erase any slip ups").

It's Drawing Time...

