Unit 4: Storytelling/ Comic Book /Character Design: Techniques

Content Area: **Performing Arts**
Course(s):
Time Period:
Length: **2 weeks**
Status: **Published**

State Mandated Topics Addressed in this Unit

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N/A	N/A

Storytelling/ Comic Book Design: History and Techniques

Learning Objectives

- Investigate/ Experiment/ Decide:

- "The Art of Storytelling" (Pixar)

- "Three Act Structure" (Universal)

- Character Design

- Creative Writing (Partnered With Character Design)

- Formatting/ Comic Layout/ Comic Elements (Page Layout, Gutters, Speech Bubbles, Thought Balloons, Grawlixes, Line of Action, etc.)

- History of Comics (Universal) (Milestones, Developments, "Ages," and Pioneers)

- Literary Elements (Character, Conflict, Dialogue, Genre, Mood, Plot, Point of View, Setting, Theme, Tone, etc.)

- Students will be able to create a short animation that illustrates a letter through storyboarding and utilizing animation software.

- Students will be able to use character design techniques to create an illustration of an original Hispanic character for the Hispanic Heritage animation slideshow.

- Students will submit their completed coloring pages and character design worksheets for evaluation.

Essential Skills

- Audience Engagement: Creating art that is appealing and accessible to the target audience at Chartercon.

- Character Design: Elements of character development, including personality traits, physical attributes,

and backstory.

• Compose a full-fledged animation from start to finish making decisions based on an expertise of animation techniques and comprehension of animation history.

• Compose a full-fledged comic strip/ graphic novel from start to finish making decisions based on an expertise of storytelling elements, writing and literary techniques, and comic formatting and layout.

• Demonstrate a mastery of software utilized in the visual arts (e.g., Adobe Photoshop, Animate, After Effects, Premiere, and Dragonframe).

• Illustration Techniques: Understanding the principles of design, including color theory, line quality, and composition.

• Investigate and curate short-term/ long-term goals and a refined portfolio in preparation for a career in the visual arts.

• Storyboarding for animation. • Using Adobe Animate or Adobe After Effects • Understanding character design and movement. • Creating a narrative through animation.

• Utilize graphic design to construct works that reflect an advanced proficiency with graphic design tools and an appreciation for various historic and cultural design styles.

Standards

VA.9-12.1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
VA.9-12.1.5.12adv.Cr2b	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
VA.9-12.1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
LA.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.11-12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
LA.W.11-12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are

	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
TECH.9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
TECH.9.4.8.IML.13	Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

Instructional Tasks/Activities

- Comic History Assessment
- Comic Techniques Assessment
- Storytelling Assessment
- The assessment will measure creativity, adherence to the project guidelines, and overall quality of the illustrations and designs.

Lessons

- Investigate/ Experiment:

- "The Art of Storytelling"
- "Three Act Structure" REVIEW
- ALTERNATIVE PLOT STRUCTURING
- Character Design
- Comic Formatting, Layout, and Elements
- Creative Writing
- History of Comics
- Literary Elements
- Students will be able to create an animation that visually represents their assigned letter, demonstrating creativity and technical skills.
- Students will present their original Hispanic character illustrations to the class, explaining the design choices they made, including unique proportions and shape language. The assessment will measure their understanding of character design principles and their ability to incorporate cultural elements into their work.
- Students will submit their completed coloring pages and character design worksheets for evaluation.

Assessment Procedure

- 1. Discussions (Informal)
- 2. Observations (Formative)
- 3. Quizzes/ Tests (Obtrusive)
- 4. Self-assessment (Artist-generated)
- 5. Professionalism (Unobtrusive)
- 6. Writing (Artist-generated)
- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

Recommended Technology Activities

- Adobe CC Applications
- Apple iMac Computers
- Digital Drawing Tablets
- Educational Social Media
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Google Web Applications
- Kahoot

- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Special Education

Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time

- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Resources
- [The Center for Cartoon Studies](#)
- [Making Comics](#)