

Unit 4: Storytelling/ Character Design/ Comic Book Design Copied on: 01/26/25

Content Area: **Performing Arts**
Course(s):
Time Period:
Length: **3 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

- Specify/ Classify/ Investigate:
 - “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 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

- Analyze and investigate short-term/ long-term goals and a refined portfolio in preparation for a career in the visual arts.
- 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 experimenting with their omit developing animation techniques and analysis of animation history.
- Compose a full-fledged comic strip/ graphic novel page from start to finish experimenting with their developing utilization of storytelling elements, writing and literary techniques, and comic formatting and layout.
- Demonstrate differentiated knowledge of software utilized in the visual arts (e.g., Adobe Photoshop, Animate, After Effects, Premiere, and Dragonframe).
- Feedback and Revision: The importance of receiving feedback and making revisions to enhance final products.
- Illustration Techniques: Understanding the principles of design, including color theory, line quality, and composition.
- Interpret the art of graphic design to illustrate works that reflect a research-based proficiency with graphic design tools and an investigation of various historic and cultural design styles.

Standards

VA.9-12.1.5.12acc.Cr1	Generating and conceptualizing ideas.
LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
VA.9-12.1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
VA.9-12.1.5.12acc.Cr2	Organizing and developing ideas.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
VA.9-12.1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
VA.9-12.1.5.12acc.Cr3	Refining and completing products.
VA.9-12.1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.8	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

LA.RI.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
VA.9-12.1.5.12acc.Pr6	Conveying meaning through art.
VA.9-12.1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.

Instructional Tasks/Activities

- Comic History Assessment
- Comic Panel Writing
- Comic Techniques Assessment
- Storytelling Assessment
- Students will be able to create illustrations for coloring pages and design character worksheets for the Chartercon event.
- 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.

Lessons

- Specify/ Classify:

- “The Art of Storytelling”
- “Three Act Structure” Vs. Storymapping
- Character Design
- Comic Formatting, Layout, and Elements
- Creative Writing
- History of Comics
- Literary Elements
- The elements and principles of design through individual and collaborative work.

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
- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- 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

Honors Modifications

Resources

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

