

Unit 4: Storytelling/Comic Book Design/Character Design

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/Character Design

Learning Objectives

- Retrieve/ Comprehend/ Specify:

- “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 storyboard that outlines the key scenes of their animated short film, demonstrating an understanding of visual storytelling techniques.
- Students will be able to create an animation that visually represents their assigned letter, demonstrating creativity and technical skills.
- Students will be able to use character design techniques to create an illustration of an original Hispanic character for the Hispanic Heritage animation slideshow.

Essential Skills

- Compose a full-fledged animation from start to finish distinguishing essential animation techniques and constructing an integration of animation history.

- Compose a full-fledged comic strip omission from start to finish distinguishing their developing analysis of storytelling elements, writing and literary techniques, and comic formatting and layout.
- Comprehend and analyze short-term/ long-term goals and a refined portfolio in preparation for a career in the visual arts.
- Demonstrate structural knowledge of software utilized in the visual arts (e.g., Adobe Photoshop, Animate, After Effects, Premiere, and Dragonframe).
- Elements of a Storyboard: Components including frames, images, annotations (action, dialogue, sound), and transitions.
- Integrate the art of graphic design to illustrate works that reflect a structural proficiency with graphic design tools and a specification of various historic and cultural design styles.
- Storyboarding Basics: Understanding the purpose of storyboarding in animation as a planning tool that visually conveys the narrative.
- Storyboarding for animation. • Using Adobe Animate or Adobe After Effects • Understanding character design and movement. • Creating a narrative through animation.
- Visual Storytelling Techniques: How to convey emotions and actions effectively through imagery and sequencing.

Standards

- 9.3 Career and Technical Education (Career Readiness, Life Literacies, and Key Skills)
 - 9.4 Life Literacies and Key Skills (Career Readiness, Life Literacies, and Key Skills)
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| VA.9-12.1.5.12prof.Cr1 | Generating and conceptualizing ideas. |
| VA.9-12.1.5.12prof.Cr1a | Use multiple approaches to begin creative endeavors. |
| LA.K-12.NJSLSA.R10 | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. |
| LA.W.9-10.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| LA.W.9-10.3.A | Engage and orient the reader by setting out a problem, situation, or observation, 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.9-10.3.B | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. |
| LA.W.9-10.3.C | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. |
| LA.W.9-10.3.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.9-10.3.E | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| VA.3-5.1.5.5.Cn10 | Synthesizing and relating knowledge and personal experiences to create products. |
| LA.W.9-10.4 | 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.) |
| VA.3-5.1.5.5.Cn10a | Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary. |
| VA.3-5.1.5.5.Cn11 | Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. |

Instructional Tasks/Activities

- Comic History Assessment (BASIC)
- Comic Panel Writing
- Comic Techniques Assessment
- Storytelling Assessment
- Students will create their own storyboard for an animated short film idea.
- 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

- Retrieve/ Comprehend:

- “The Art of Storytelling”
- “Three Act Structure”
- Character Design
- Comic Formatting, Layout, and Elements
- Creative Writing
- History of Comics (BASIC)
- Literary Elements
- Students will submit a storyboard consisting of key scene, complete with annotations describing the action, dialogue, and transitions. This will measure their ability to effectively communicate their narrative visually.

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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