

Lesson Title	Comic design	Sample Image
Time Frame	3-5 hours	
Domain	Create	
Standard	TN previous standard: 3.1 Select and demonstrate subject matter, symbols, and ideas in one's own artwork. <i>TN revised standard:</i> 3.VA.Cr.1.A Elaborate on an imaginative idea.	
Essential Questions	What conditions, attitudes, and behaviors support creativity and innovative thinking? How is a concept developed for a character? What are some strategies for creating a story in a comic?	
Objectives	I can observe examples of characters and story elements in a comic setting. I can use the design thinking process to create four unique characters. I can envision ideas for an introduction, build up, and punchline for my comic. I can create characters and words that illustrate the introduction, the build-up, and the punchline for my comic.	
Procedures	Explore examples of comics and characters and discuss what makes a character. Begin working on designing four characters on the comic concept development sheet. Optional: Create a character from imagination or based off an object. Optional: Student or teacher feedback using a gallery walk or other strategy on developed characters. Explore examples of intro, build-up and punch line. Begin envisioning ideas for the story on the comic concept development sheet. Optional: Student or teacher feedback using a gallery walk or other strategy on story. Create a four-panel comic template on 6"x24"or 4"x16"paper using a ruler and pencil. Create lightly sketched areas for text within the template. Sketch in characters and backgrounds in each panel. Write text neatly in the areas for text. Erase text guidelines and create word bubbles around areas of text. Optional: Student or teacher feedback using a gallery walk or other strategy on sketched comic. Trace drawings and text with precision using a Sharpie or other waterproof marker or pen. Add color and value to characters and selected parts of background using choice of marker, colored pencil, or other coloring media. Optional: Student or teacher feedback using a gallery walk or other strategy on color and value.	

Thinking, Problem Solving, and Studio Habits	<p>Analytical thinking: Students will evaluate characteristics of characters.</p> <p>Research-based thinking: Students will examine existing cartoons, as well as have the option to study objects carefully in order to draw them correctly and transform them into characters.</p> <p>Creative thinking: Students will be designing characters, selecting and justifying characters to use, and creating a story line to draw.</p> <p>Practical thinking: Students will need to create even and neat panels, and use the provided space to include images and text.</p> <p>Generating ideas: Students will design characters and create an introduction, build-up, and punchline.</p>
Materials	<p>Examples of comic characters</p> <p>Examples of comics with an introduction, build-up, and punchline</p> <p>Optional: Objects for character inspiration (art supplies, food, small plastic animals, etc.)</p> <p>Comic concept development sheet</p> <p>Laminated comic strips with text removed for practice with text and sound effects</p> <p>6"x24" or 4"x16" paper</p> <p>Pencil</p> <p>Eraser</p> <p>Ruler</p> <p>Sharpie or other water proof pen</p> <p>Markers, colored pencils, or other coloring media</p>
References	<p>Drawing Characters with Thien Pham https://www.youtube.com/watch?v=-et4Njk_nWc</p> <p>Drawing Comics with Thien Pham https://www.youtube.com/watch?v=MjvLgLvGZiQ</p> <p>Comic Style with Sirron Norris https://www.youtube.com/watch?v=BpSXz5Mlc0o</p>
Mindset and Pedagogy Reflection	<p>Presenting Instructional Content</p> <ul style="list-style-type: none"> This lesson requires each individual student to create their own comic characters and storyline. Therefore, it may be helpful for students to create concept development sheets to prepare for their final drawings. <p>Activities, Space, and Materials</p> <ul style="list-style-type: none"> Learning could be differentiated to have stations where students experiment with character development and story development in independent and teacher-guided stations. Students will have choice in coloring materials and color used, so access to materials needs consideration. <p>Academic Feedback</p> <ul style="list-style-type: none"> Students give each other feedback in addition to receiving feedback from the teacher at multiple points in the creation process