

Emily Valenza

DATE: 10/26- 11/2

LESSON TITLE: Halloween Comic Strips

GRADE LEVEL: 4                      NUMBER OF STUDENTS: 9

### LESSON RATIONALE

In this lesson, students will learn how to draw different facial expressions and apply them to characters that they will design to play in a comic strip story. Students will practice the skill of storyboarding, using a first draft and a rough draft, emphasizing the importance of planning and neat draftsmanship.

### GOALS AND STANDARDS

NA-VA.K-4.1 UNDERSTANDING AND APPLYING MEDIA, TECHNIQUES, AND PROCESSES: Students describe how different materials, techniques, and processes cause different responses

NA-VA.K-4.4 UNDERSTANDING THE VISUAL ARTS IN RELATION TO HISTORY AND CULTURES: Students know that the visual arts have both a history and specific relationships to various cultures

NA-VA.K-4.5 REFLECTING UPON AND ASSESSING THE CHARACTERISTICS AND MERITS OF THEIR WORK AND THE WORK OF OTHERS: Students understand there are various purposes for creating works of visual art

### LEARNER OUTCOMES

What will students learn through this lesson? What specific knowledge, skills, and/or attitudes should students gain or develop through this lesson?

The students will learn how to draw simple facial expressions, happy, sad, angry, scared, surprised, sick, confused, and sketch examples on their practice sheets.

The students will develop a cast of characters, sketching out examples before they begin their comics.

The students will plan their comic story, making sure there is a beginning, middle and end to their plot, making a first draft and a cleaner final draft in full color.

### MATERIALS NEEDED FOR LESSON

#### A. TEACHER MATERIALS

Sample image to demonstrate procedure for students

Example expressions for demo on board

Examples of character sketches, and storyboards

#### B. STUDENT MATERIALS

Pencils

Colored Pencils

Erasers  
 Expression worksheets  
 Comic strip worksheets

**C. MATERIALS FOR SPECIAL NEEDS STUDENTS**

Same as above

**LESSON PROCEDURES**

**A. STARTING THE LESSON**

Students will pair off and draw cartoon simplified facial expressions as they pose for their partners.

**B. BEHAVIORAL EXPECTATIONS**

Students will follow the demonstration, giving feedback when asked to participate, and repeat the process on their own worksheets.

**C. ORGANIZER**

Students will use their comic strip worksheets as a guide to give their story a beginning, middle and end, using it to plan their comics.

**D. LESSON SEQUENCE**

<b>TIME</b>	<b>TEACHER ACTION</b>	<b>STUDENT ACTION</b>
10 minutes	Introduce lesson- show example finished comic, then guide students as they sketch their example facial expressions on their worksheets.	Students will follow along with the introduction and sketch facial expressions along with the demo.
10 minutes	Circulate and help students finish their facial expression worksheets and create their main characters, sketching a few different views of the character.	Students will finish their facial expressions using their partners as models. Afterwards, students will proceed to create the main character of their comic on the bottom of their worksheets.
5 minutes	Prompt students with possible plotlines, emphasizing the importance of having conflict and resolving the conflict at the end of the story.	Students will brainstorm ideas for their plot lines, decide upon their source of conflict, and how to resolve it.
20 minutes	Help students as they draw the rough draft of their comics.	Students will continue working on their comics, drawing their story into their comic strip worksheet.

5 minutes	Collect supplies, paperclip multiple papers together.	Students will gather materials, clean their areas and prepare to leave.
Day 2	Remind students of their lesson, discuss how to create neat finished work, and have students do a final copy of their comics colored with colored pencils.	Students will finish their rough drafts and begin their final copy, using colored pencils and creating a title for their comic.

a. CLOSURE OF THE LESSON

Students will view the final comics as a group, discussing the successful stories, and those whose images were successful or innovative.

b. TRANSITION TO NEXT LESSON

Students will learn more about the art of cartooning when they begin projects geared towards the spring show, “Annie” which is based on a comic strip.

II. ASSESSMENT OF STUDENT LEARNING

The students will learn how to draw simple facial expressions, happy, sad, angry, scared, surprised, sick, confused, and sketch examples on their practice sheets.

The students will develop a cast of characters, sketching out examples before they begin their comics.

The students will plan their comic story, making sure there is a beginning, middle and end to their plot, making a first draft and a cleaner final draft in full color.

III. EVALUATION OF LESSON AND LEARNING ACTIVITIES

Evaluate the success of the lesson through the resultant cartoon strips, as well as the effort put forth in preliminary sketches on the first worksheet, and student feedback during discussions.

IV. REFERENCES

V. NOTES/ IDEAS FOR SUBSEQUENT LESSONS