



Yearlong Objectives

- Express oneself in words and art.
- Work as an ensemble.
- Understand the power and importance of uniqueness.

Essential Questions

- What is special and unique about me?
- Why should I plan out my work before I do it?
- How can I effectively plan a work of art?

Lesson Objectives

- Use a sketch to layout a comic book in panels.
- Explain what about a story is unique and representative of one's own experience.

National Arts Standards

- Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. *(VA:Cr2.1.6a)*
- Identify and interpret works of art or design that reveal how people live around the world and what they value. *(VA:Re.7.1.6a)*
- Generate a collection of ideas reflecting current interests and concerns that could be investigated in art making. *(VA:Cn10.1.6a)*
- Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work. *(TH:Cr2-6.b)*



Materials needed

storyboarding from Lesson 1.2, pencils, black pens, manga books for reference



Time needed

90 minutes



Vocabulary for this lesson

Social-Emotional: *comfortable, uncomfortable, unique*

Visual Arts: *layout, panels, inking*

Theatre: *ensemble*



Warm-Up Phase (15 minutes)

Circle: “Would you rather” question: *Would you rather have a dragon or be a dragon?*

Optional follow-up question: *Are you feeling comfortable or uncomfortable?*

Team-building game: Name patterns, Level 3 (see *Team-Building Games*)



I Do/ We Do (20 minutes)

Explicitly Teach

- Access prior knowledge. Have students go over what they learned last week; be sure to incorporate _____ and _____. Show student work that stands out as exceptional.
- New material: Define _____. Show how different manga books are laid out with different numbers of panels. Show possible layouts on the board by sketching them. .
- Explain that students must decide how many pages they are going to want to publish. They may pick up to nine, which would mean they would draw one drawing per page. They might decide to draw three drawings per page, which would mean they would need three full pages. Be sure to include a title page, an About the Author page, a cover, and a back cover.
- Show how to sketch frames on the pages, breaking them up into one, two, or three panels per page.
- Once students have laid out their panels, they can begin sketching their story into their book according to their storyboard from last class. If they finish, they may choose to begin inking by drawing lines with ink over their pencil sketches.

Keep in Mind

- Go over norms for an art space. *Art space needs to be safe, respectful and calm. What needs to happen to ensure everyone feels that way?*
- Go over the different art supplies used and how to use them kindly. *What is the right way to use this object? What is a way to use this object that might not be so kind?*
- People will work at different rates on this project. *If you finish early, you can start the inking process.*



You Do (55 minutes)

The project, step-by-step

- Take three sheets of blank white paper and fold them in half to make a book.
- Leave blank pages at the beginning for a cover page and an introduction page.
- Using your storyboard from Lesson 1.2, sketch panels onto the pages of the book.
- Begin to transfer your comic story from the storyboard onto the book pages.
- Begin to ink the penciled sketches in your book using thin black felt-tipped markers.

Extensions: Add a title page, an About the Author page, and bonus pages at the end.

Closure: Have students share with a partner about what they still need to finish in the layout process.

Optional Writing Prompt: If you were going to make another comic book, what story would you want to tell? Why?



Big Picture

Next week we bind our books before we add the finishing touches to them.