



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

- Add color to a comic book.
- Complete a long-term project by tying together elements of artistic knowledge.
- Express pride over completed work

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

sewn books from Lesson 1.4, markers, black ink pens, pencils, sample manga books for reference, markers, colored pens, optional decorative decals (like stickers or glitter)



Time needed

90 minutes



Vocabulary for this lesson

Social-Emotional: *comfortable, uncomfortable, unique*

Visual Arts: *coloring*

Theatre: *ensemble*



Warm-Up Phase (15 minutes)

Circle: “Would you rather” question: *Would you rather be a vampire or a wizard?*

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

Team-building game: Name patterns, Level 5 (see *Team-Building Games*)



I Do/ We Do (20 minutes)

Explicitly Teach

- Access prior knowledge. Review unit vocabulary () by having students come up with definitions in small groups.
- Have students predict what needs to happen for the book to be completed. Make a list on the board.
- Make sure the list includes the following components: About the Author section, coloring, cover. Circle these three components and tell students that you will be looking for these things, specifically, but that they may choose to add more unique elements if they wish.
- Read a sample About the Author page. The About the Author section of the book tells about the author in third person. Here is an example of how one might sound: *Bilbo Baggins is a writer who lives in New Orleans. His major interests are feet, sleeping in a mountain, and magical rings. This is his first comic book.*

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, what can you do to add to your book?*



You Do (55 minutes)

The project, step-by-step

- Assemble books, markers, inking pens, pencils, and any decorative decals you want to make available.
- Ink remaining sketched pages.
- Add color to the pages using markers.
- Design a cover that feels unique and fits the mood of the book.
- Write an About the Author section. Add a drawing of yourself if you want.

Extensions: Continue decorating and adding details to your book. There are always more things to add!

Closure: Showcase: Have students present their books to the class. Ask students to notice one thing about their peers' work, then adjusted see, think, wonder protocol.

Optional Writing Prompt: What about this book do you feel proud of? What do you feel like you would do differently next time?



Big Picture

We're done! We finished our comic books!