

Backward Design Unit Plan: Comic Strips & Storyboards: A Day in the Life of Me

Grade: Three

Time: 18, 35-minute class periods

Resources: Roy Lichtenstein, Faith Erin Hicks, Jessica Abel, Louise Simonson, Aaron Sowd, Trevor Goring

Stage 1 – Desired Results	
Big Idea The effects of change in self and others can be explored through art. Change in self and others can be expressed through graphic representation, and the effects of change can be reflected upon through the processes of viewing and creating graphic art. Such art not only presents change but can also function to bring about change in or among others.	
National Core Arts Standards R.7.a. R.9.a. Cr.1.b. Cr.2.a. Cr3.a. P.4.a. P.6.a. Cn.10.a. = Comic Strips R.8.a. Cr.1.b. Cr.2.c Cr.3.a. P.4.a. P.6.a. Cn10.a. Cn.11.a = Storyboards	
Enduring Understandings <ul style="list-style-type: none">• Daily life or community issues are quality subject matter for artworks.• Artists can reflect upon elements of self and community, and even changes in such elements, through the processes of viewing, making, interpreting, and presenting art.• Drawing can have a narrative quality or can be accompanied by text or other narrative elements.• The venue and manner in which art is presented has its own set of stigmas that can affect the meaning of artwork.• Artistic processes and genres generate their own types of interpretations and responses, and these may be different than the ones intended by the artist or the artwork itself.	Essential Questions <ul style="list-style-type: none">• What can I learn about my community or myself by graphically investigating particular segments of my life or my community?• How does art influence or bring about change in others?• What does the presentation venue say about an artwork?• How do the artistic techniques, tools, and media used to create an artwork affect the meaning of the work?• How does an artist determine effective assessment measures for one's own artwork or for the work of others?• Why is it important to revise and refine one's artwork over time?
Students will know... <ul style="list-style-type: none">-which elements of personal life are appropriate and interesting enough to examine and share through art.-that comic strips graphically narrate a story one scene at a time.-that details in an artwork enhance the artwork's meaning.-that presentation venues and artistic styles or genres affect the meaning of an artwork.-use a technology-based artmaking tool to	Students will be able to... <ul style="list-style-type: none">-determine if their artwork is in need of more details in order to enhance the work's intended meaning.-decide which artistic media, tools, and techniques to use in order to achieve their intended goals.-work independently and collaboratively to set and work towards specific goals.-gain inspiration and knowledge from the work of other artists

create art about something important to me	-inform and inspire others through their art	
Stage 2 – Assessment Evidence		
Performance Tasks -track one full day of your typical routines -represent a complete story about self through graphic representation of six carefully selected segments of self -contemplate change and the effects of change through visual imagery -address personal and local issues through art	Other Evidence -sharing work with others in school space and online -working collaboratively to plan and create an artwork -respectfully giving and receiving constructive criticism -reflect on self through viewing and making art	
Stage 3 – Learning Plan		
Learning Activities and Objectives Make a logical, sequential comic strip of a typical daily routine using StoryboardThat.com. Revise artwork to reflect elements of change in self and change in community issue. Display pre- and post-change in routine artworks together to enhance the works' emergent meanings. Explain new learnings about self and artmaking achieved through the artmaking process. Determine the effects of presentation venue on meanings of artworks. Self-assess artistic achievement and meaningfulness of images through a personal and defined set of criteria.		
What will students have to know, understand, and do to achieve success in these learning activities? Students will have to know how to sequence content in a logical order and how to self-assess the effectiveness of decisions in this artmaking process. They will have to use a new technology tool along with conventional artmaking tools and media to create art that is particularly meaningful to them and that shows influence of their own surroundings and of other artists' work. They will have to understand that the media and technique they use to make their art, the venue they use to present their art, and the subject matter they choose to include in their art all influence the work's meaning in some way.		
Know (vocabulary, media, resources)	Understand (concepts, strategies, goals)	Do (tasks, skills, behaviors)
tier 1 words change objects place self technology tool tier 2 words artist statement comic strip logical storyboard text tier 3 words	tier 1 words compare/contrast entertainment present tier 2 words express examine narrative observe planning/planning/planning tier 3 words analysis contemplate	-create art with technology -plan a logical sequence of events in a story -sketch elements of personal life and surroundings -save and share artwork online -create an artwork they are satisfied with -revise and refine artwork until they are satisfied with it

sequence	interpret refine	
Assessment Plan		
Formative Assessment Plan Comic Strip: Student Self-assessment Storyboard: Student Self-assessment Comic Strip Holistic Checklist Storyboard Holistic Checklist		Summative Assessment Plan Standards-based Holistic Rubric
Instruction Plan		
My Daily Routine Comic Strip		
Day 1 - 2		
<ul style="list-style-type: none"> Track one day of your usual daily routine using a documenting method of your choice. You will use your own set of criteria to carefully narrow that day down into the six most important aspects of your day's routine. This "Think About This" guide can help you decide if you are still not sure which aspects to choose. Final selections will be graphically represented using a gesture sketching technique on a comic strip planning template. Include backgrounds and other key details of the location that is representing something very important about you. Decide if your images are in need of minimal text to help with the meanings or transitions from one time to the next. 		
Day 3 - 5		
<ul style="list-style-type: none"> Draw comic strip rough sketches using a free web-based tool called StoryboardThat. You will start with adding backgrounds to each of the 6 scenes. Next, add figures and design them so they represent something important about you and your routine. Drop in several details, add minimal text, adjust colors and size as needed, then save your work according to class instructions. 		
Day 6 - 7		
<ul style="list-style-type: none"> Present your work to your table team. Give and receive constructive criticism according to class instructions. Refine your comic strip according to relevant peer feedback. Print comic strip art for hanging in the school. Discuss sharing this work in other venues. View and discuss the work of Lichtenstein (<i>Drowning Girl & Whaam!</i>), Simonson, and Hicks. Allow this work to influence your considerations of which daily element you could or should change and how you could change it. 		
Day 8 - 10		
<ul style="list-style-type: none"> Assess your daily routines for just one element that could or should be changed either realistically or fantastically and for very good personal reasons. On a new file reinvent that element of your graphic story then reassess the surrounding images for sequential accuracy. Adjust other images as needed then print a second, reinvented daily routine comic strip. Make a school display of your comic strip artworks together with your artist statements where you explain what you learned about self and the effects of change in self 		

through the process of graphically reinventing self.

Storyboard: Investigating a Community Issue

Day 1

- Discuss community issues that do somehow affect you and the possible way such issues could be addressed by third graders.
- Work in table teams to choose one topic from this group list of community issues that is particularly important to you. Plan and organize a storyline (vertical & horizontal) that explains what the issues, how it negatively affects you, and how an element of change in such issue could be addressed through community efforts.

Day 2 - 5

- View and discuss What is a "Graphic Novel?" by Jessica Abel and Matt Madden.
- View and discuss the art and biographies of Aaron Sowd and Trevor Goring. Use inspiration from these two artists to create your own storyboards.
- Use pencil, permanent markers, and watercolor paint graphically represent your community issue story in a storyboard, including the speculated positive effects of your recommended change (the happy ending).
- Make sure images make sense in this order. Does their sequential order make sense and flow smoothly and logically from one idea to the next?

Day 6 - 8

- Compare/contrast different ways of presenting your comic strip and storyboard artworks: printing, drawing, painting, and digital presentations of artwork. Discuss the pros and cons of using a digital space verses a physical space to present your artwork, especially when your artwork is a storyboard or comic strip.
- Write an artist statement explaining why the topic of your storyboard is important to you, how it affects you, how you would like to see it change, and what you think would happen if your recommended change were implemented.
- Post your storyboards and artist statements to the assigned digital social setting. Later, revisit this page to see what feedback the community has given to your work. Respond appropriately and respectfully to community feedback with your teacher's direction. If desired, revise and refine your artwork as influenced by communal response.

Resources and Materials (Art/Artists, Artifacts, Objects)

Abel, J. (2011). Jessica Abel: Cartoonist, teacher, writer. Retrieved from <http://jessicaabel.com/about/media-kit/biography/>

Abel, J. & Madden, M. (2002). What is a "graphic novel?". Retrieved from <http://dwp.com/resources/what-is-a-graphic-novel/>

Goring, T. (2014). Trevor Goring art: Storyboards. Retrieved from <http://trevorgoringart.com/work/>

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The Art Story. (2015). Roy Lichtenstein: American artist and sculptor. Retrieved from <http://www.theartstory.org/artist-lichtenstein-roy.htm>

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Simonson, L. (2015). Alexander Power. Retrieved from [http://marvel.wikia.com/Alexander_Power_\(Earth-616\)](http://marvel.wikia.com/Alexander_Power_(Earth-616))

Sowd, A. (2014). Work: Storyboards. Retrieved from <http://martinieresowd.com/work/storyboards/commercial/>