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| Durham Middle School | |
| Mrs. Gaut’s Collaborative Characters | |
| **Understanding:**  **Students will understand…..**  How to develop a comic strip using sequencing  How to work collaboratively through the different grade levels to create an art exhibit (1-12)  How to collaborate with other artists to create multiple art pieces using the same character  When working with others that there are deadlines and expectations (connection to life) | |
| **Essential Questions:**  How will you create an aesthetically pleasing comic strip using the character designed by a student at Picketts Mill Elementary?  **VA8AR2**  How will you incorporate the elements of art and principles of design in your comic strip to convey the meaning of your work to the viewer?  **VA8AR2**  How will you compose a comic strip that is ready for exhibit and the critique of your peers?  **VA8AR3**  How will you communicate your understanding of the information you have learned and the process for which you have created your product?  **VA8C2a.** | **Knowledge and Skills:**  **1)VA8AR2 Reflects and expands the use of visual language throughout the artistic process**  **VA8AR2.g.** Self-evaluates work in progress and completed work using criteria such as composition, craftsmanship, technical skill, meeting goals of work and progress over time  **VA8AR3 Plans and presents appropriate exhibition of works of art**  **VA8AR3a**. Prepares art for presentation  **VA8AR3b.** Mounts or mats work in visually pleasing manner  **VA8AR3c**. Prepares and exhibits artwork, including a written statement that communicates purpose, meaning, and/or intent  **VA8C2 Develops fluency in visual communication**  **VA8C2a.** Reads about, writes, listens to, responds to, speaks about and views information related to art  2) **What do I want students to know?**   * Comics are created in sequence * **William Erwin "Will" Eisner was an American cartoonist, writer, and entrepreneur**. He was one of the earliest cartoonists to work in the American comic book industry, and his series The Spirit was noted for its experiments in content and form.   [**Born**](https://www.google.com/search?safe=active&biw=1280&bih=918&q=will+eisner+born&stick=H4sIAAAAAAAAAOPgE-LQz9U3sDAztdQSy0620i9IzS_ISQVSRcX5eVZJ-UV5AJSuzyMkAAAA&sa=X&sqi=2&ved=0ahUKEwjzwcmDuorQAhVGRCYKHbWNBGoQ6BMIkgEoADAV)**:**March 6, 1917, [Brooklyn, New York City, NY](https://www.google.com/search?safe=active&biw=1280&bih=918&q=Brooklyn&stick=H4sIAAAAAAAAAOPgE-LQz9U3sDAztVQCs5KLjFO0xLKTrfQLUvMLclKBVFFxfp5VUn5RHgDx_gdNLgAAAA&sa=X&sqi=2&ved=0ahUKEwjzwcmDuorQAhVGRCYKHbWNBGoQmxMIkwEoATAV)  [**Died**](https://www.google.com/search?safe=active&biw=1280&bih=918&q=will+eisner+died&stick=H4sIAAAAAAAAAOPgE-LQz9U3sDAztdSSz0620i9IzS_ISdVPSU1OTSxOTYkvSC0qzs-zSslMTQEAwzWWvC0AAAA&sa=X&sqi=2&ved=0ahUKEwjzwcmDuorQAhVGRCYKHbWNBGoQ6BMIlgEoADAW)**:**January 3, 2005, [Lauderdale Lakes, FL](https://www.google.com/search?safe=active&biw=1280&bih=918&q=Lauderdale+Lakes+Florida&stick=H4sIAAAAAAAAAOPgE-LQz9U3sDAztVQCs4qyTOO15LOTrfQLUvMLclL1U1KTUxOLU1PiC1KLivPzrFIyU1MAxQmNcTcAAAA&sa=X&sqi=2&ved=0ahUKEwjzwcmDuorQAhVGRCYKHbWNBGoQmxMIlwEoATAW)  [**Education**](https://www.google.com/search?safe=active&biw=1280&bih=918&q=will+eisner+education&stick=H4sIAAAAAAAAAOPgE-LQz9U3sDAztdSSzk620i9IzS_ISQVSRcX5eVapKaXJiSWZ-XkAB6HTbikAAAA&sa=X&sqi=2&ved=0ahUKEwjzwcmDuorQAhVGRCYKHbWNBGoQ6BMImgEoADAX)**:**[DeWitt Clinton High School](https://www.google.com/search?safe=active&biw=1280&bih=918&q=DeWitt+Clinton+High+School&stick=H4sIAAAAAAAAAOPgE-LQz9U3sDAztVTiBLEsi0wqKrSks5Ot9AtS8wtyUoFUUXF-nlVqSmlyYklmfh4AZ18YNjQAAAA&sa=X&sqi=2&ved=0ahUKEwjzwcmDuorQAhVGRCYKHbWNBGoQmxMImwEoATAX)  [**Awards**](https://www.google.com/search?safe=active&biw=1280&bih=918&q=will+eisner+awards&stick=H4sIAAAAAAAAAOPgE-LQz9U3sDAztdSSzU620k8sTyxKgZDx5Zl5ealFVmBOMQCCId8GKwAAAA&sa=X&sqi=2&ved=0ahUKEwjzwcmDuorQAhVGRCYKHbWNBGoQ6BMIngEoADAY)**:**[Will Eisner Award Hall of Fame](https://www.google.com/search?safe=active&biw=1280&bih=918&q=Will+Eisner+Award+Hall+of+Fame&stick=H4sIAAAAAAAAAOPgE-LQz9U3sDAztVTiArFMkuNLLPO0ZLOTrfQTyxOLUiBkfHlmXl5qkRWYUwwAsS1BJzcAAAA&sa=X&sqi=2&ved=0ahUKEwjzwcmDuorQAhVGRCYKHbWNBGoQmxMInwEoATAY), [Reuben Award for Outstanding Cartoonist of the Year](https://www.google.com/search?safe=active&biw=1280&bih=918&q=outstanding+cartoonist+of+the+year&stick=H4sIAAAAAAAAAOPgE-LQz9U3sDAztVTiArFM85JMTXK1ZLOTrfQTyxOLUiBkfHlmXl5qkRWYUwwA00Pm3TcAAAA&sa=X&sqi=2&ved=0ahUKEwjzwcmDuorQAhVGRCYKHbWNBGoQmxMIoAEoAjAY)   * **Charles M. Schulz, Cartoonist**   Born: November 26, 1922 in Minnesota  Died: February 12, 2000, in his sleep  Education:  Art Teacher  Comic Cartoonist  World War II Veteran |
| **Performance Task Summary:**  Students will create a 2D comic strip using the elements of art and principles of design. The comic strip will illustrate a story about the character created by a student from an elementary school.  Students will then make the piece presentable and ready for exhibit alongside the high school character sculpture and elementary character drawing. | Other Evidence, Summarized:  Writing Prompts:  Facts and Analysis of Artist work in sketchbook  Artist Statement (**VA8C2)**  Reading Strategies:  Article on Charles M. Schulz (**VA8C2)** |
| **Self-Assessments:**  5 Steps back and reflect (Student Reflection)  Rubric \*See attached rubric  Portfolio  Sketchbook (preliminary ideas)  Observational Checklist  Comic Illustrations/Product | **Rubric Titles:**  **Student Reflection:**  Collaborative Characters  \*\*See attached Rubric  Daily Sketchbook (10 points) |
| **Learning Activities:**   1. Describe, Analyze, interpret, evaluate works of art by William Erwin "Will" Eisner and Charles M. Schulz, Cartoonist (powerpoint and comic strips) 2. Preliminary sketches and idea in your sketchbook for a 4-8 box storyboard 3. Read Article on Charles M. Schulz 4. Write 3 interesting facts about Schulz in your sketchbook 5. Create your final comic strip 6. Prepare your comic for exhibition 7. Write an artist statement   \*\*Critique and self-evaluate your artwork daily | **Differentiation:**  **SPED:** receive more one on one support, apply color to an already created comic, use larger tools, pair up with someone when reading the article, create a 3 box story board, use one medium, one character, write/type a 3 sentence artist statement, verbally communicate artist statement and have someone write it for you  **Gen Ed:** create 4 or more scenes, create more than one character, mixed media technique may be used  **Gifted:** Create a comic strip using a character designed by a student from Picketts Mill, Create more than 6 story boards, break edges of canvas, draw character from different points of view, add more dialogue or speech balloons, write a longer artist statement, add your photo to artist statement, be a peer helper |
| **Resources and technology: (VA8C2)**   * Power point on artists * Article on Charles M. Schulz   <http://www.willeisner.com/biography/index.html> | **Literacy Connection:**   * Article on Charles M. Schulz   <http://www.willeisner.com/biography/index.html>  Vocabulary:   * **Story board:** a sequence of drawings, typically with some directions and dialogue, representing the shots planned for a movie or television production. * **Speech** balloons (also **speech bubbles**, **dialogue** balloons or word balloons) are a graphic convention used most commonly in comic books, comics and cartoons to allow words (and much less often, pictures) to be understood as representing the **speech** or thoughts of a given character in the comic. |