

A4L Lessons Unit 2: Graphic Novels
Visual Art Residency
From 2-D to 3-D
Arts for Learning/Miami
Developed with A4L Mentor Artist, Laura Luna

Overview

For this unit students will apply story elements and visual art techniques to create an original three-dimensional character. This three dimensional character will become the protagonist for a series of original student stories. Each 60-minute session engages students to think as sculptors. For this residency students will flex their imagination and build on the literacy and graphic skills they have gained during the unit to articulate an original story.

As an extension following the residency, teachers may guide students in the writing of graphic adventures for the new protagonists.

Key Terms and Concepts

The key **literacy** concepts for this residency are story elements including character (protagonist), setting, problem, events, and resolution; visualization; and author's choice. As with the Unit, in addition to targeted instruction on visualization, story elements, and author's choice this residency engages students in learning skills related to prediction, making inferences, sequencing, summarization, cause and effect, interpret and represent, revision, and writing to entertain.

New **visual art** strategies, techniques and vocabulary are sculptor, clay, perspective, composition, color, detail, line, texture, acrylic paint,

Key terms from Unit 2 include comic, drafting, embedded text, graphic stories, line, narrative text, panel, **perspective, sketching**, text type, thought bubble, viewpoint, voice bubble, and zoom.

Activities

Students are engaged as sculptors to develop an original piece. The piece will use visual art techniques to represent one or more story elements and to develop visualization and vocabulary skills in all learners.

Materials/Equipment

Protagonist development worksheet (hand out)
Drawing paper
Pencils
Clay or Air dry clay (if residency duration does not allow for clay drying time)
Acrylic Paint (for air dry clay sculptures and/or set designs)
Underglazes
Glazes
Kiln
Paint brushes
Visual art journal/personal dictionary
Cardboard

Teacher role

The residency reinforcement icon will delineate activities that are to take place between residency visits. As the artist is only in the classroom for five visits, it is key for the teacher to reinforce concepts with students. Throughout the artist residency, the teacher

will also add vocabulary words to the word wall, and partner with the artist to ensure individual learning needs are being met including those of ESE students and ELLs. The teacher is also encourages to make connections to other core areas when those opportunities arise.

A4L Lessons Unit 2: Graphic Novels
Visual Art Residency
From 2-D to 3-D
Arts for Learning/Miami
Developed with A4L Mentor Artist, Laura Luna

Learning Objectives:

NCTE 3-

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning, and of other texts, their word identification strategies, and their understanding of textual features.

NCTE 4-

Students adjust their use of spoken, written, and visual language (e.g. conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

VAA 1.2

Skills and Techniques

The student understands and applies media, techniques, and processes.

Uses and organizes two-dimensional and three-dimensional media, techniques, tools and processes to produce works of art that are derived from personal experience, observation, or imagination.

Uses control in handling tools and materials in a safe and responsible manner

Knows the effects and functions of using various organizational elements and principles of design when creating works of art.

Uses good craftsmanship in a variety of two-dimensional and three-dimensional media.

VAB 1.2

Creation and Communication

The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.

Understands that subject matter used to create unique works of art can come from personal experience, observation, imagination, and themes.

Understands what makes different art media effective or ineffective in communicating various ideas.

Uses the elements of art and the principles of design with sufficient manipulative skills, confidence, and sensitivity when communicating ideas

V.A.D. 1.2

Aesthetic and Critical Analysis

Understands perceived similarities and differences among different genres of art.

A4L Lessons Unit 2: Graphic Novels
Visual Art Residency
From 2-D to 3-D
Arts for Learning/Miami
Developed with A4L Mentor Artist, Laura Luna

Session #1
My character
Overview

Preparation
Day Prior

T: Please share the visual teaching artist biography with students. Please ask students to also write their own **biography** (1 paragraph) and to write a brief paragraph describing themselves.

T: Review Session 1 visual art activities

A: Review Session 1 visual art activities

Day of artist visit

T: Prepare the room with students. The layout of the room should be determined with the teaching artist prior to the artist visit with the students. Students will need to work on tables. Tables should be covered.

T: Ask students to clear their desks and have their biographies ready.

A: Bring class set of visual sketch books/journals/personal dictionaries

Terms and Concepts:

T: This afternoon, a teaching artist will be visiting our classroom. She/He is a sculptor. An sculptor is a person that makes three-dimensional art works. For the teaching artist visit we will prepare the room. It will become an art studio. [Set-up room with the students]

Demonstration, Guided Practice, Reflect, and Revise (see handout) 60'

Artist will arrive and introduce him or herself to the class. The artist may bring in a sample sculpture to share with students. The visual artist will also provide students with an overview of what they will have accomplished by the end of the residency (a sculpture of their protagonist).

To begin, the visual artist will lead a **brain storming** session with the students that explores the meaning of the word protagonist and key character descriptions.

ELL: To further engage ELL students, visual artist may ask about sample stories from student countries of origin.

Students will develop an original character as a class. Once this activity is completed, students will begin work on an individual character.

Students will complete the Protagonist Development Worksheet.

During this time, the artist and teacher will visit students individually to ask questions such as "What details are important?"

ELL: Questions provide important oral practice for students. In addition, ELL may use a dictionary to learn new English words. They will add all new words to their personal dictionary and record new terms on index cards. The classroom teacher will add all new words to the word wall/board.

A4L Lessons Unit 2: Graphic Novels
Visual Art Residency
From 2-D to 3-D
Arts for Learning/Miami
Developed with A4L Mentor Artist, Laura Luna

Session #2
It's in the details

Preparation
Day Prior

T: Review Session 2 visual art activities; remind students to bring their Protagonist Development worksheet to class.

A: Review Session 2 visual art activities

Day of artist visit

T: Prepare the room with students. The layout of the room should be determined with the teaching artist prior to the artist visit with the students. Students will need to work on tables. Tables should be covered.

T: Ask students to clear their desks and have their Protagonist Development Worksheet ready.

A: Bring pencils and drawing paper to the session

Demonstration, Guided Practice, Reflect, and Revise 60'

For this activity students will isolate specific character traits and ensure that they are all visually represented.

The artist will use the "class protagonist" as an example and lead students through an exploration of "views." The artist will lead a discussion that encourages students to identify any traits that were not incorporated into the drawing. Students may add detail to the drawing. If this detail is not part of their original description, students will add those descriptions to the worksheet.

Students will draw three views of their character.

As students begin to work independently, the artist and teacher will visit students individually to ask questions such as "Have you made any changes to the first draft of your protagonist description?"

ELL: Questions provide important oral practice for students. In addition, ELL may use a dictionary to learn new English words. They will add all new words to their personal dictionary and record new terms on index cards. The classroom teacher will add all new words to the word wall/board.

Session #3
It's in the medium

Preparation
Day Prior

T: Review Session 3 visual art activities; remind students to bring their Protagonist Development worksheet and drawings to class.

A: Review Session 3 visual art activities

Day of artist visit

A4L Lessons Unit 2: Graphic Novels
Visual Art Residency
From 2-D to 3-D
Arts for Learning/Miami
Developed with A4L Mentor Artist, Laura Luna

T: Prepare the room with students. The layout of the room should be determined with the teaching artist prior to the artist visit with the students. Students will need to work on tables. Tables should be covered.

T: Ask students to clear their desks and have their Protagonist Development Worksheet, drawings, sketchbooks/personal dictionaries ready.

A: Bring clay and modeling tools to the class

Demonstration, Guided Practice, Reflect, and Revise 60'

Artist will introduce students to clay as a medium. Artist will demonstrate and guide students in various techniques and in the use of modeling tools. Artist will demonstrate the initial sculpting of the "class protagonist." Techniques will vary according to the type of clay used.

Once this activity is complete, students will begin identifying techniques they will use to sculpt their protagonist. This is a "practice version."

During this time, the artist and teacher will visit students individually to ask questions such as "Have you made any changes to your protagonist?" All changes should be recorded in the sketchbook and/or the Protagonist Development Worksheet.

ELL: Questions provide important oral practice for students. In addition, ELL may use a dictionary to learn new English words. They will add all new words to their personal dictionary and record new terms on index cards. The classroom teacher will add all new words to the word wall/board.

Once the activity is complete, teacher, artist, and students will collect the materials.

Students may also complete reflection questions in their sketchbook. Sample questions include: "How was the process of working in clay different from the process of working on paper?" "Compare each view of your drawing to the sculpture; how will you execute the sculpture?"

Session #4
Protagonist takes shape

Preparation
Day Prior

T: Review Session 4 visual art activities; remind students to bring their Protagonist Development worksheet, drawings, and sketchbooks/personal dictionaries to class.

A: Review Session 4 visual art activities

Day of artist visit

T: Prepare the room with students. The layout of the room should be determined with the teaching artist prior to the artist visit with the students. Students will need to work on tables. Tables should be covered.

T: Ask students to clear their desks and have their drawings, Protagonist Development worksheet, and sketchbooks/personal dictionaries ready.

A4L Lessons Unit 2: Graphic Novels
Visual Art Residency
From 2-D to 3-D
Arts for Learning/Miami
Developed with A4L Mentor Artist, Laura Luna

[Demonstration, Guided Practice, Reflect, and Revise \(see handout\)](#) 60'

Students will work with the artist to formally transfer their characters from 2-D to clay. By the end of the session, they will have created a 3-D version of their character. The artist will continually prompt students to look at their drawing, ensure all details are incorporated, and they are using proper technique.

If time allows, they may create supporting characters. Supporting character development should follow the same process (with less detail) as protagonist character development (written description, sketch, and then sculpture)

During this time, the artist and teacher will visit students individually. The artist may assist with guided practice techniques and the teacher with additional vocabulary terms. During this process, the teacher may identify synonyms with students as well. Essential questions involve drawing student attention to their “artistic choices.” Questions like, what made you choose “to make small wings; a creature, etc.”

ELL: Questions provide important oral practice for students. In addition, ELL may use a dictionary to learn new English words. They will add all new words to their personal dictionary and record new terms on index cards. The classroom teacher will add all new words to the word wall/board.

Once the activity is complete, teacher, artist, and students will collect the materials. Depending on the type of clay, the artist may need to cover sculptures.

Students may also complete reflection questions in their sketchbook. Sample questions include: “The reason I choose to give my character _____ traits is _____.”

Session #5
Details, Details, Details

[Preparation](#)
Day Prior

T: Review Session 5 visual art activities; remind students to bring their Protagonist Development worksheet, drawings, and sketchbooks/personal dictionaries to class. If applicable, place clay sculptures on student work area.

A: Review Session 5 visual art activities

Day of artist visit

T: Prepare the room with students. The layout of the room should be determined with the teaching artist prior to the artist visit with the students. Students will need to work on tables. Tables should be covered.

T: Ask students to clear their desks and have their drawings, Protagonist Development worksheet, and sketchbooks/personal dictionaries ready.

[Demonstration, Guided Practice, Reflect, and Revise \(see handout\).](#) 60'

During session 5, students will identify and incorporate telling details to their character sculpture. At a glance, this session seems very similar to session #4. This session is essential to student understanding of the

A4L Lessons Unit 2: Graphic Novels

Visual Art Residency

From 2-D to 3-D

Arts for Learning/Miami

Developed with A4L Mentor Artist, Laura Luna

revision process and the significance of details and specifics. The artist and teacher will encourage students to “push the envelope” and make more deliberate choices regarding their character.

If time allows, they may continue to develop supporting characters

During this time, the artist and teacher will visit students individually. The artist may assist with guided practice techniques and the teacher with additional vocabulary terms.

During this process, the teacher may identify synonyms with students as well. Essential questions involve drawing student attention to their “artistic choices.” Questions like, what made you choose “to make small wings; a creature, etc.”

ELL: Questions provide important oral practice for students. In addition, ELL may use a dictionary to learn new English words. They will add all new words to their personal dictionary and record new terms on index cards. The classroom teacher will add all new words to the word wall/board.

Once the activity is complete, teacher, artist, and students will collect the materials. Depending on the type of clay, the artist may need to cover sculptures.

Students may also complete reflection questions in their sketchbook. Sample questions include: “Today I added _____ detail to my sculpture _____. These details are important because _____”

Session #6

A little goes a long way

Preparation

Day Prior

T: Review Session 6 visual art activities; remind students to bring their Protagonist Development worksheet, drawings, and sketchbooks/personal dictionaries to class. If applicable, place clay sculptures on student work area.

A: Review Session 6 visual art activities

Day of artist visit

T: Prepare the room with students. The layout of the room should be determined with the teaching artist prior to the artist visit with the students. Students will need to work on tables. Tables should be covered.

T: Ask students to clear their desks and have their drawings, Protagonist Development worksheet, and sketchbooks/personal dictionaries ready.

A: Bring paints and/or underglazes (if time does not allow, artist may glaze pieces)

Demonstration, Guided Practice, Reflect, and Revise (see handout) 60'

During this session, students will learn the basics of color. Techniques will vary according to type of clay/paint used. Students will also identify ways in which color affects sculpture. The teaching artist will demonstrate adding color to the “class protagonist” Once students have a basic understanding of color techniques, they

A4L Lessons Unit 2: Graphic Novels
Visual Art Residency
From 2-D to 3-D
Arts for Learning/Miami
Developed with A4L Mentor Artist, Laura Luna

will refer to their Protagonist Development Worksheet as a guide; changes made to the character should be recorded on the sheet. The artist will work with students to understand paint techniques.

During this time, the artist and teacher will visit students individually. The artist may assist with guided practice techniques and the teacher with additional vocabulary terms.

During this process, Essential questions involve drawing student attention to their “artistic choices.” Questions like, “What made you choose that color?”

ELL: Questions provide important oral practice for students. In addition, ELL may use a dictionary to learn new English words. They will add all new words to their personal dictionary and record new terms on index cards. The classroom teacher will add all new words to the word wall/board.

Once the activity is complete, teacher, artist, and students will collect the materials. If applicable, artist will fire and glaze pieces. Otherwise, pieces may remain in classroom to be mounted for display in the next session.

Students may also complete reflection questions in their sketchbook. Sample questions include: “Today I added color to my sculpture. The color I used represents _____. The reason this color defines my character is _____,”

Session #7
Setting the Scene for Our First Adventure

Preparation
Day Prior

T: Review Session 7 visual art activities; remind students to bring their Protagonist Development worksheet, drawings, and sketchbooks/personal dictionaries to class. If applicable, place clay sculptures on student work area.

A: Review Session 7 visual art activities

Day of artist visit

T: Prepare the room with students. The layout of the room should be determined with the teaching artist prior to the artist visit with the students. Students will need to work on tables. Tables should be covered.

T: Ask students to clear their desks and have their drawings, Protagonist Development worksheet, and sketchbooks/personal dictionaries ready.

A: Bring finished pieces; cardboard (other other surface); and acrylic paint

Demonstration, Guided Practice, Reflect, and Revise (see handout) 60'

During this session, students will create a scene for their character(s). They will also use Unit 2 templates to write a story that incorporates all of the story elements.

Students will brainstorm with artist to create a scene for the “class protagonist.” Once this introduction is complete, students will sketch their “scene.” Once the sketch is complete, students will transfer the sketch to cardboard and paint it.

A4L Lessons Unit 2: Graphic Novels

Visual Art Residency

From 2-D to 3-D

Arts for Learning/Miami

Developed with A4L Mentor Artist, Laura Luna

Students will write a final version describing their sculpture; and create a scene. (If time does not permit, students may only have time to complete the character description).

During this time, the artist and teacher will visit students individually. The artist may assist with guided practice techniques and the teacher with additional vocabulary terms and assist with sentence structure, etc.

During this process, Essential questions involve drawing student attention to their “artistic choices.” Questions like, “What makes this an important beginning to your character’s adventure?”

ELL: Questions provide important oral practice for students. In addition, ELL may use a dictionary to learn new English words. They will add all new words to their personal

dictionary and record new terms on index cards. The classroom teacher will add all new words to the word wall/board.

Once the activity is complete, teacher, artist, and students will collect the materials. If applicable, artist will fire and glaze pieces. Otherwise, pieces may remain in classroom to be mounted for display in the next session.

Students may also complete reflection questions in their sketchbook. Sample prompts include “Describe the process of developing a protagonist sculpture.”

Teacher Role following the residency: Following the class exercise, students will create a scene for their character. They will then write a short paragraph describing the opening scene and use the story template in Unit 2 to write the first story.

Session #8

The Adventure Begins

Preparation

Day Prior

T: Review Session 8 visual art activities; remind students to bring their Protagonist Development worksheet, drawings, and sketchbooks/personal dictionaries to class. If applicable, place clay sculptures on student work area. Clear a space for the installation.

A: Review Session 8 visual art activities; bring any additional installation materials to the school.

Day of artist visit

T: Prepare the room with students. This time the room will be transformed into a gallery. The layout of the room should be determined with the teaching artist prior to the artist visit with the students.

T: Ask students to clear their desks and have their drawings, Protagonist Development worksheet, and sketchbooks/personal dictionaries ready.

A: Install work as needed; bring refreshments for the “opening”

Performa and Inform

60'

During this session, students will revise their story and prepare for the installations. In addition, students will install their sculptures and invite fellow classmates to view the exhibition.

A4L Lessons Unit 2: Graphic Novels
Visual Art Residency
From 2-D to 3-D
Arts for Learning/Miami
Developed with A4L Mentor Artist, Laura Luna

They will present their protagonist to small groups. Once they have completed their presentation, they will install the work. Students should be prepared to answer questions regarding their artistic choices.

Teacher role: Work with students to revise their essays and ensure they capture in writing what they have captured visually in their sculptures. Teacher may assist in the development of sample questions for visitors to the gallery.

Extension: Invite parents and secure space for Opening Night. Mount student stories on construction paper.