

IDENTITY & STORYTELLING

5th grade: Visual Art Integrated with Personal Narrative

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Creative Schools program intro

(2 sessions)

Big Ideas: During the first week of the program, teaching artists and students will introduce themselves. Students will gain an understanding of neuroplasticity, which they can use to help inform their goal setting.

Session	Description	Assessment
1	<p><u>Objective:</u></p> <ul style="list-style-type: none">• Introductions of TA and the program• INTRODUCTIONS activity*• Set up portfolios <p><u>Mini Lesson:</u> Teaching artist shares about themselves and their artwork. Describes the program and the portfolio. (this is a chance to highlight mindsets and what it means to take on challenges and learn new skills)</p> <p><u>Activity:</u> Students draw/trace their hand and include inside the picture 5 things they want TA to know about themselves. Students set up their portfolios.</p>	Students do an INTRO activity that asks them to share about themselves, their favorite things, their community, etc.
2	<p><u>Objective:</u></p> <ul style="list-style-type: none">• Understand neuroplasticity and growth mindset• Add to portfolios <p><u>Activity:</u> Students are asked to think about something they used to not be very good at. They will create a 4-panel comic: #1 – What it looked like before they good good and what happened (turning point) to motivate them to improve. #2-3 – What did they do to improve? Who are the people who helped them? What kept them going even when it got hard? #4 – What does it look like now that they've gotten better at this activity?</p>	Set goals and add to portfolios

II. UNIT OVERVIEW

(10 sessions)

Big Idea: Students will understand how their identity, background and personal experience are jumping off points for making art. Through the process of developing their skills in performance, improvisation and oral storytelling, they will gain a deep understanding of storytelling concepts and skills.		
Visual Arts skills: <ul style="list-style-type: none">• Storytelling through sequential art• Drawing comics• Drawing portraits and landscapes in a comic style• Visual thinking strategies• Critique, self-assessment, drafting and revision	Language Arts skills: <ul style="list-style-type: none">• Bringing forth the story arc• Drafting to make meaning clear• Stretching out tension• Evoking emotion in your story• Ending your story effectively	Growth Mindset & 21st Century skills: <ul style="list-style-type: none">• Collaboration• Perseverance• Working through multiple drafts or iterations• Goal setting
Essential Questions: <ul style="list-style-type: none">• <i>Where are you from? What people, experiences, smells, sights, traditions, etc. have shaped who you are?</i>• <i>How are you different from the people who came before you (older siblings/cousins, parents, grandparents?)</i>• <i>What stories about yourself are told over and over again? What turning points you have experienced in your life?</i>• <i>Why does a turning point make a good story?</i>• <i>What are the components and qualities of a well-crafted story?</i>• <i>Do all stories have a beginning, turning point and an end?</i>• <i>Why is storytelling an important skill to have?</i>		

Project Description: Students will study the art of comics and graphic novels in order to understand visual storytelling. They will each create a 6-panel comic that tells the story of a turning point moment they have experienced.

- Sequencing Images:** Work in small groups with a provided collection of images; select and sequence images to tell a story. Work together to write text and dialogue that supports your story. Do a gallery walk to view the work of other groups. (1 class)
- Unpacking turning point images:** Working again in small groups, students will work with one image provided (either Roger Shimomura's "Crossing the Delaware" or Marjane Satrapi's "Persepolis.") Students will imagine what happened before and after this image, then students will draw one panel each: "before" or exposition, action panel, and "after" or resolution panel. They will use tracing, stick figures or other strategies to make this

- approachable. Do a gallery walk. Discuss turning points. Learn how to give critique/feedback. (2 classes)
- c. **What is your turning point moment?** Students identify personal turning point moment they want to create a comic about (revisit lists about first times, last times and times they realized something). Draw thumbnail sketches of possible formats for comic personal narrative. Pair and share, give feedback, revise your thumbnails and add text. Students set goals for writing and drawing. (2 classes)
 - d. **Develop your setting:** Students learn about settings and the basics of drawing landscapes or cityscapes. Determine the elements that will be present in their setting and practice drawing them. (1 class)
 - e. **Zooming in:** Students learn about drawing basic portraits and comic characters. Work on a portrait of a character in your comic, and/or a zoom that focuses on a detail. (1 class)
 - f. **Creating and sharing your final piece:** Students draw a draft of final comic and include the text. Give and receive feedback. Make revisions. Finalize panels. Curate an exhibit of final work. Complete your final rubric and portfolio reflections. (3 classes)

III. SESSION DESCRIPTIONS

>>Each session is an hour long. Mini-lessons are typically no more than 10 minutes.

Session	Description	Assessment
3	<p><u>Objectives:</u> Students will learn how images can be sequenced to tell a story. They will also learn group roles, which will rotate throughout the unit: facilitator, resource manager, recorder/reporter.</p> <p><u>Mini Lesson:</u> Use Visual Thinking Strategy (VTS) to view single panel comics, then use VTS to view multi panel comics. Compare and contrast. Introduce vocabulary that relates to comics and visual art.</p> <p><u>Activity:</u> Work in small groups with a collection of images. Work together to sequence your images to tell a story. Collaboratively write text and dialogue that goes along with your story and use post its to add it to your story. Do a gallery walk to view the work of other groups.</p>	<p>Students identify exposition, action, climax and resolution scenes by noting composition/design techniques (focal length, emphasis, etc.)</p> <p>Students perform their assigned roles.</p>
4	<p><u>Objective:</u></p> <ul style="list-style-type: none"> • Students will learn how turning point moments can be shown visually <p><u>Mini Lesson:</u> VTS- an image that shows a turning points. Discuss what may have happened before and after.</p> <p><u>Activity:</u> Work in small groups- begin with an image and brainstorm what might have happened before</p>	<p>Thursday! Portfolio check point: Students use mobile devices to document their work and post with a comment.</p> <p>Closing: Self assessment reflection/exit</p>

	<p>and after. Draw out your ideas in a “before panel” and an “after panel” (use tracing, stick figures or other strategies to make this approachable).</p> <p>I. <u>Closing</u>: Using a form, students will choose what to write a reflection/response on:</p> <ol style="list-style-type: none"> a. Today, I learned that... b. I had a really hard time with... c. I made a beautiful oops out of... d. My best mistake was... e. I wish I had known that... f. Next time, I’m going to... 	ticket
5	<p><u>Objectives</u>:</p> <ul style="list-style-type: none"> • Practice giving and receiving feedback • Students will identify the turning point moment that will provide the subject matter for their comic. • Students will understand the scope of the project and what they will be assessed for. <p><u>Mini Lesson</u>: What is a gallery walk and what strategies will we use for giving and receiving feedback (verbal “feedback sandwich” and written “PATS” (praise, ask a question, tell what you see, suggest a new/different approach))? (growth mindset conversation)</p> <p><u>Activity</u>: Do a gallery walk. Give and receive feedback. Discuss turning points.</p> <p><u>Lesson+Activity</u>: Introduce the rubric for the project. Give students the opportunity to translate the rubric using their own words, images or by acting it out. (TBD by the TA)</p>	Through a gallery walk, students will assess each other’s work. (the collaborative comics from the previous session)
6	<p><u>Objective</u>: Students will draw drafts of their comics.</p> <p><u>Mini Lesson</u>: What’s a thumbnail drawing and why is it useful? Define horizontal vs. vertical tier, speech bubble vs. caption.</p> <p><u>Activity</u>: Using thumbnail drawings, draw 2-3 possible layouts for your comic. Pair and share, give and receive feedback focused on effective, clear storytelling. Make revisions. Add text. Discuss final exhibition and brainstorm venues.</p> <p><u>Closing</u>: What was the most helpful thing someone did for you during this session?</p>	<p>Pair and share, give and receive feedback.</p> <p>Thursday! Portfolio check point: Students use mobile devices to document their work and post with a comment.</p> <p>Closing: What was the most helpful</p>

		thing someone did for you during this session?
7	<p><u>Objective:</u> Students will develop the settings for their comics.</p> <p><u>Mini Lessons:</u></p> <ul style="list-style-type: none"> • VTS- interesting comic settings • Teach landscape and city scape drawing and inking <p><u>Activity:</u> Determine the elements that will be present in your setting and practice drawing them.</p> <p><u>Closing:</u> Students do a gallery walk and offer feedback to peers using PATS form. Focus on distinction between background and foreground, use of horizon line, atmospheric perspective, overlapping.</p>	<p><u>Closing:</u> Students do a gallery walk and offer feedback to peers using PATS form. Focus on distinction between background and foreground, use of horizon line, atmospheric perspective, overlapping.</p>
8	<p><u>Objective:</u> Students will develop characters for their comic.</p> <p><u>Mini Lesson:</u></p> <ul style="list-style-type: none"> • VTS- interesting comic characters and their emotions • Teach portrait and character drawing skills, techniques for showing different emotions and moods. Discuss turning point moments and feelings that can come up. <p><u>Activity:</u> Practice portrait drawing through self portraiture and work on conveying different emotions.</p> <p><u>Closing:</u> Self assessment reflection/exit ticket. Using a form, students will choose what to write a reflection/response on:</p> <ol style="list-style-type: none"> Today, I learned that... I had a really hard time with... I made a beautiful oops out of... My best mistake was... I wish I had known that... Next time, I'm going to... 	<p>Thursday! Portfolio check point: Students use mobile devices to document their work and post with a comment.</p> <p><u>Closing:</u> Self assessment reflection/exit ticket</p>
9	<p><u>Objective:</u> Students will bring the various pieces together and draw out a draft of their final comic.</p> <p><u>Mini Lesson:</u> TA presents her/his comic. Students</p>	<p>Instructors give process based feedback to each student</p>

	<p>use rubric to analyze for story elements/good storytelling and textual elements. <i>How do you create consistency and flow? What meaning are you conveying with your work?</i></p> <p><u>Activity</u>: Draw a draft of your final comic. Use only pencil at this point. Include the text. Do a gallery walk and give and receive verbal feedback. Make revisions. Discuss options for final exhibition.</p> <p><u>Closing</u>: Students give a hand signal/gesture indicating how they feel about their progress so far.</p>	<p>Closing: students give a hand signal/gesture indicating how they feel about their progress so far.</p>
10	<p><u>Objective</u>: Students will finalize and ink their final piece.</p> <p><u>Mini Lesson</u>: Techniques for inking a comic. Techniques for hand lettering.</p> <p><u>Activity</u>: Ink your final comic. Discuss exhibiting work and make decisions. Where do you want the exhibit to be held? Who do you want to invite?</p> <p><u>Closing</u>: Students say one word to describe how they are feeling about their work.</p>	<p>Thursday! Portfolio check point: Students use mobile devices to document their work and post with a comment.</p> <p>Instructors give process based feedback to each student</p> <p><u>Closing</u>: Students say one word to describe how they are feeling about their work.</p>
11	<p><u>Objective</u>: Prepare to exhibit your work in the school (or outside the school?)</p> <p><u>Activity</u>: Put the final touches on your piece and document it. Hang/display work.</p> <p><u>Closing</u>: Thank one classmate who helped you in this project.</p>	<p>Final portfolio wrap up: upload an image of your final work</p> <p>Instructors give process-based feedback to each student.</p>
12	<p><u>Objective</u>: Showcase and reflect</p> <p><u>Activity</u>: Celebrate class' work with an art exhibition. Students use the rubric to assess their own work and upload a 1 minute self-reflection about the score they gave themselves. Guests are invited to give PATs (praise, ask a question, tell what they see) to artists.</p> <p><u>Closing</u>: Constellation activity, identifying fellow</p>	<p>Final portfolio wrap up</p> <p><u>Closing</u>: Constellation activity, identifying fellow students who helped and influenced their work.</p>

	students who helped and influenced their work.	
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IV. PERFORMANCE BASED ASSESSMENT RUBRIC

	4 exemplary	3 accomplished	2 developing	1 beginning
Comic drawing	Characters, setting and objects are recognizable from panel to panel, create visual consistency. Uses a variety of points of view, angles, close ups and long views in more than 3 panels. In landscape/setting panels, background, middle ground and foreground are distinct. Characters change expressions in more than 3 panels. Makes original choices in drawing style.	Characters, setting and objects are mostly visually consistent. Uses different points of view, angles, etc. 2-3 times. In landscape panels, background, middle ground and foreground are distinct. Characters change expressions in 2-3 panels.	Characters, setting and objects are mostly inconsistent between panels. Uses different points of view, angles, etc. in only 1 panel. Landscape panel has only distinct foreground or background.	Characters, setting and objects are not consistent between panels. Only one point of view is used throughout.
Clarity of story and meaning	The comic is laid out and drawn in a clear, sequential way. The text illuminates the illustrations without repeating them. The overall piece conveys a clear meaning about change/turning point.	The comic is laid out and drawn in a way that is mostly clear. The text clarifies the illustrations. The overall piece is mostly clear and meaningful.	The comic is laid out and drawn in a way that is confusing at times. The text repeats what is shown in the images without adding new information. The overall piece and its meaning are confusing at times.	The overall effect of the layout, drawings, and text is confusing. The piece lacks a clear meaning.
Perseverance (Growth Mindset)	Actively seeks and works through new challenges	Persists through familiar and new project challenges	Takes on familiar challenges	Avoids challenges and prefers easy work

V. WRITING AND ARTS STANDARDS ADDRESSED

Common Core Writing Standards supported by this unit:

CCSS.ELA-LITERACY.W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.5.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-LITERACY.W.5.3.B

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-LITERACY.W.5.3.C

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

CCSS.ELA-LITERACY.W.5.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

CCSS.ELA-LITERACY.W.5.3.E

Provide a conclusion that follows from the narrated experiences or events.

CCSS.ELA-LITERACY.W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by **planning, revising, editing, rewriting, or trying a new approach.**

CCSS.ELA-LITERACY.W.5.6

With some guidance and support from adults, **use technology**, including the Internet, **to produce and publish writing as well as to interact and collaborate with others;** demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

National Core Arts Standards addressed in this unit:

Anchor Standard #1. **Generate and conceptualize artistic ideas and work.**

Anchor Standard #2. **Organize and develop artistic ideas and work.**

Anchor Standard #3. **Refine and complete artistic work.**

Anchor Standard #5. **Develop and refine artistic work for presentation.**

Anchor Standard #6. **Convey meaning through the presentation of artistic work.**

Anchor Standard #7. **Perceive and analyze artistic work.**

Anchor Standard #8. **Interpret intent and meaning in artistic work.**

Anchor Standard #9. **Apply criteria to evaluate artistic work.**

Anchor Standard #10. **Synthesize and relate knowledge and personal experiences to make art.**