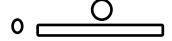# Creating Comics

Trimester

12 weeks

BOOM!

What the class is about:

This class is a series of basic lessons to help you with arranging characters, settings, and speech bubbles inside a panel, selecting the right tools for your project, exploring style and illustrating stories. Telling a compelling sequential narrative with words and pictures is a critical skill, whether you want to work in comics, give a compelling visual presentation, or simple create a strong creative connection with an audience. Do you have an idea for a graphic novel that really excites you? This class will give you a basic foundation upon which you can build any number of stories, of any genre. We will cover the basics of storytelling as well as how to plan and outline your comic. By the end, you will have all the tools you need to turn your idea into the map your project needs!

Projects

- Nametag
- Sketchbook Covers
- Creating a Character
- Book Cover
- Model
- Creating a Comic

No Cell Phones in class.

You may ask permission to use

Chrome books for music purposes and searching for images via Google.

You are allowed to listen to music with headphones only during

STUDIO TIME. You may use Spotify or Pandora.

To get your attention I will flash the over head lights. At that time you are to re-move your head phones and listen for instruction.

Miss use of Chrome books will result in loss of privilege.

Structure of Class:

Class time will be used for:

- *Lecture*
- *Aesthetic discussions*
- *Studio time*
- *Critiques*

Student Expectations:

A-Attitude: Be positive and try your best.

R- Respect: Respect everyone and everything.

T- Think: Understand and Demonstrate.

I-Imagine: Be creative and dream!

S-Spic & Span: Clean up after yourself & table.

T-Target: Follow directions and stay on target.

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Creating Comics Priority Standards

Creating	**1.1, 1.2 Requirements**
	Applies the criteria to your art piece and uses it as a guide. Meets with peers, teacher, and/or revises if you come to a roadblock. .
	2.1 Mediums
	Demonstrate persistence in developing skills with various materials, methods and approaches in creating works of art or design.
	2.3 Principles of Design
	Applies the Principles of Design to your creation with the understanding of the principle and clearly communicated.
Responding	**9.1 Personal Criteria and Goal**
	Explain how the artwork still fits into the evaluation criteria.
Connecting	**11.1 History**
	Analyze artwork and understand the influence of time, place,and culture.

Sketchbooks:

Students need to purchase a spiral notebook for their sketchbook. If you are unable to purchase one please speak with the teacher. You may purchase a sketchbook from Ms. Marcell for 25 cents. Sketchbooks are required for every art class. Sketchbooks will be collected at the end of the trimester to be graded. The teacher will provide the students with a daily warm-up lesson that could be: a drawing, compare and

contrast artist or art piece, reading, or anything else. They are used to help develop your ideas for studio activities, to improve drawing skills, to develop imagination, a journal to record visual information, exit tickets and class notes.

Grading

Grading will differ in this course compared to other middle school instructors. I am excited to be a member of pilot teachers seeking to apply standards based reporting to secondary content areas. Standards based reporting creates clarity and equity to the learning we will do in our class. Together we will set goals, evaluate growth and assess individually as well as receive feedback from me consistently on all areas we explore. Students can expect to receive a letter grades that will be based on totally points for each project. I will post what standards are tied to the project via skyward. Please do not hesitate to ask questions at any time.

Due dates are suggested, but are not concrete. All projects/ assignments must be completed by the 11th week of class. Once projects are graded after the suggested due date scores will be inputted into skyward. If the student did not turn in the project it will be marked as a zero and missing until it is turned in. We use the last week to put together portfolios and take an exit test on the concepts that we have learned over the Trimester.

Trimester Grades

Trimester scores are based on assessed events including:

The final score reported at the end of each trimester will be a compilation of assessed events across the trimester in each standard area.

Explanation of scores below:

1= Emerging: the student has only recently been introduced to concept/skill or shows a distinct lack of understanding of the concept/skill. Student can show partial understanding with support

2= Developing: Student shows some understanding of the concept/skill. Is able to do some things independently with minor error but still needs support to execute the concept/skill fully and accurately; showing progress and growth toward mastery.

3= Proficient: Student has met the standard and is able to demonstrate the concept/skill accurately, independently. Shows proficiency with no major errors or omissions.

4= Above Standard: All of 3, and student applies concept/skill in new, innovative ways that were not explicitly taught. Shows mastery with no errors.