Comics

Course Rationale: Comics is introduction to the history of comics, social influences on this art form, and developing a student's own comic. Students will work in a variety of media to develop how to apply artist's tools and techniques to express and communicate ideas. Students will look at heroes and villains though readings and artwork and analyze reasons and then create their own. The literacy skill is a critical component in this course and is integrated through article readings, comics, and writing reflections. By using the content of comics to teach students literacy they are also developing skills to read, write and think about their world. Students are also gaining addition instruction in their development of literacy skills.

Grades: 6 *Duration*: 1 Trimester   *Prerequisites:* None

Unit Calendar
Week 1 Introduction (5 days)
Week 2 Early Influence on Comic books and Superheroes (5 days)
Week 3 Superhero Strengths and Weakness (5 days)
Week 4 Practice Drawing Facial Features (5 days)
Week 5 & 6 Creating the Superhero (5 days)
Week 7 & 8 Nemesis (5 days)
Week 9 Pop Culture (8 days)
Week 10 (2 Days)
Week 11 and 12 Final (10 days)
Use of Materials (on going)

Comics Core Units

Course Title:___Comics_____   **Unit Title:_____**   **Length of Class__12_weeks_____**

Grade Level: __6th_____   **Page __ of ___**

Project Title and I can statements	Standards & Benchmarks	Key Concepts Vocabulary	Activities and Projects	Evidence of Understanding
Introduction to Comics I can log into Schoology and enter the classroom and respond to a post (introduction). I can determine what a good post looks like and how I will be graded. I can watch the introduction video and respond. I can read an article and respond. I can find and draw my superhero's mythic figure.	Common Core CCSS.ELA-Literacy.RI.6.1 CCSS.ELA-Literacy.RI.6.4 CCSS.ELA-Literacy.W.6.1 CCSS.ELA-Literacy.W.6.1.a CCSS.ELA-Literacy.W.6.1.b CCSS.ELA-Literacy.W.6.1.e Michigan Visual Arts ART.VA.II.6.7	Myth Culture Godzilla Paradox Superhero	Read, answer questions, write goals, and sketch out ideas for a superhero	Student will respond to informational text and short videos with evidence. Student will create a preliminary drawing for their mystic figure. -All responses (video/responding to another post/reading article) include a topic sentence, evidence, and a conclusion. All responses are written with correct English grammar. Student created a sketch of a mystic figure with neatness and craftsmanship.

Early Influence on Comic books and Superheroes I can watch the videos and respond. I can read an article and respond. I can create a preliminary drawing for super hero.	Common Core CCSS.ELA-Literacy.RI.6.1 CCSS.ELA-Literacy.RI.6.4 CCSS.ELA-Literacy.W.6.1 CCSS.ELA-Literacy.W.6.1.a CCSS.ELA-Literacy.W.6.1.b CCSS.ELA-Literacy.W.6.1.e Michigan Visual Arts ART.VA.II.6.7	Prohibition Crime Syndicates The Great Depression Axis Powers Fortress of Solitude Forensic Scientist Vigilante Broadcasts Intimidating Incorruptible Corruption	Student will respond to informational text and short videos with evidence. Student will create a preliminary drawing for super hero.	All responses (video/responding to another post/reading article) include a topic sentence, evidence, and a conclusion. All responses are written with correct English grammar. Student created a sketch of a superhero with neatness and craftsmanship.

Superhero Strengths and Weakness I can watch the introduction video and respond. I can read an article and respond. I can continue a preliminary drawing for super hero.	Common Core CCSS.ELA-Literacy.RI.6.1 CCSS.ELA-Literacy.RI.6.4 CCSS.ELA-Literacy.W.6.1 CCSS.ELA-Literacy.W.6.1.a CCSS.ELA-Literacy.W.6.1.b CCSS.ELA-Literacy.W.6.1.e Michigan Visual Arts ART.VA.II.6.7	Pop culture icons Wallop Achilles Radiation Antagonist Protagonist Adolescents Devious Restraint	Student will respond to informational text and short videos with evidence. Student will create a preliminary drawing for super hero.	All responses (video/responding to another post/reading article) include a topic sentence, evidence, and a conclusion. All responses are written with correct English grammar. Student created a sketch of a superhero with neatness and craftsmanship.

Practice Drawing Facial Features I can practice using value. I can practice drawing a head. I can practice drawing an ear. I can practice drawing a nose. I can practice drawing a mouth.	Michigan Visual Arts ART.VA.II.6.7	Eye Ear Nose Mouth Hair Value Pencil weight Shape Contour Line	Student will continue preliminary drawings of facial features.	All 40 boxes are drawn correctly with craftsmanship and neatness.

Creating the Superhero				
Creating the Superhero I can brainstorm ideas for my superhero. I can write a story about my superhero with a beginning, middle, and end. I can edit my story. I can draw a face. I can finish my superhero face and start painting. I can paint my superhero face I can finish painting my superhero face. I can assemble my project.	Common Core CCSS.ELA-Literacy.W.6.3 CCSS.ELA-Literacy.W.6.3.a CCSS.ELA-Literacy.W.6.3.b CCSS.ELA-Literacy.W.6.3.c CCSS.ELA-Literacy.W.6.3.d CCSS.ELA-Literacy.W.6.3.e Michigan Visual Arts ART.VA.I.6.5 ART.VA.II.6.6 ART.VA.III.6.4 ART.VA.IV.6.2	Proportion Shape Line Value Acrylic Paint 3D	Student will create a superhero with neatness and craftsmanship. Student will write a superhero story with a beginning, middle, and end.	Student will create a superhero with neatness and craftsmanship. Student will produce a story that develops imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences with at least 15 sentences using correct English grammar. All responses

Nemesis I can watch the introduction video and respond. I can read an article and respond. I can draw my Nemesis to my superhero.				(video/responding to another post/reading article) include a topic sentence, evidence, and a conclusion. All responses are written with correct English grammar. Student created a villain using craftsmanship and technique for the materials used.
	CCSS.ELA-Literacy.RI.6.1 CCSS.ELA-Literacy.RI.6.4 CCSS.ELA-Literacy.W.6.1 CCSS.ELA-Literacy.W.6.1.a CCSS.ELA-Literacy.W.6.1.b CCSS.ELA-Literacy.W.6.1.e Michigan Visual Arts ART.VA.I.6.5 ART.VA.II.6.7	Value Villain Monster Nemesis Frankenstein Laboratory Vernacular Extremity Adversary Maternal Love Triangle Vigilantly Pathologically Half-Hearted	Student will respond to informational text and short videos with evidence. Student will create a drawing of the Nemesis to their superhero.	
				All responses (video/responding to

Pop Culture I can watch the introduction video and respond. I can read an article and respond. I can create a piece of art in the Pop art style.	CCSS.ELA-Literacy.RI.6.1 CCSS.ELA-Literacy.RI.6.4 CCSS.ELA-Literacy.W.6.1 CCSS.ELA-Literacy.W.6.1.a CCSS.ELA-Literacy.W.6.1.b CCSS.ELA-Literacy.W.6.1.e Michigan Visual Arts ART.VA.I.6.5	Andy Warhol Stan Lee Patriotic Genre McCarthy Era Roy Lichtenstein	Student will respond to informational text and short videos with evidence. Student will create a Pop Art piece of art.	another post/reading article) include a topic sentence, evidence, and a conclusion. All responses are written with correct English grammar. Creates a "Pop Art style artwork that demonstrates neatness and craftsmanship. All responses (video/responding to another post/reading

Silver and Bronze Age I can watch the introduction video and respond.				article) include a topic sentence, evidence, and a conclusion. All responses are written with correct English grammar.
		Comic Code Authority Silver Age Bronze Age	Student will respond to informational text and short videos with evidence.	
	CCSS.ELA-Literacy.W.6.1 CCSS.ELA-Literacy.W.6.1.a CCSS.ELA-Literacy.W.6.1.b CCSS.ELA-Literacy.W.6.1.e			
				Student will create a comic with neatness and craftsmanship. Student will produce

				a story that develops imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Final I can plan out my comic story. I can sketch out my plan on large paper. I can add details. I can add text. I can add finishing touches. I can present my project.			Student will create a comic with multiple panels.	
		Panels Layout Foreground Middle ground Background		
	Common Core CCSS.ELA-Literacy.W.6.3 CCSS.ELA-Literacy.W.6.3.a CCSS.ELA-Literacy.W.6.3.b CCSS.ELA-Literacy.W.6.3.c CCSS.ELA-Literacy.W.6.3.d CCSS.ELA-Literacy.W.6.3.e Michigan Visual Arts ART.VA.I.6.5 ART.VA.II.6.6 ART.VA.III.6.4 ART.VA.IV.6.2			Students always uses tools and supplies

				safely and responsibly along with teaching and helping others use the supplies safely and responsibly.
Use of Materials I can use materials in a safe and responsible manner.	ART.VA.I.6.2	Tools Supplies Time Materials Studio Space	Students will use tools and supplies safely and responsibly.	