

Lesson Title & Arts Area	Visual Storytelling
School & Grade Level	K-2 <sup>nd</sup> grade
Arts Educator Lesson Designer	Glenna Barlow Senior Manager of Education & Interpretation
Short statement about designer & lesson development	Glenna Barlow Glenna has a <b>Master's of Science in Elementary Education</b> from the University of <b>Mary Washington</b> as well as a <b>Master's of Art in Art History</b> from Virginia Commonwealth University. She was certified to teach K-6 and has years of experience teaching children of all ages and in various museums.  This lesson was developed for the Columbia Museum of Art and has been revised to incorporate modifications for remote instruction.
Unit Description Big idea? Essential questions?	Lesson Description: This lesson will focus on line and shape, exploring the narrative qualities of art. Big Idea: Art can tell a story in a variety of ways.
South Carolina Standards Addressed	VA.CR.NM.1, CR.NH.1, CR.NH.2, CR.NM.2, CR.NH.2, P.NL.3, P.NM.3, P.NH.3, R.NM.5, R.NH.5, R.IL.5 De.CR NH.3, NH.4, P NH.5 ELA K-I.3.1, RL.5.1, C.1; 1-I.3.1, RL.5, C.1; 2-I.3, RL.5, C.1
Instructional Objectives	Students will be able to create a comic strip that illustrates the beginning, middle, and end of a story.
Vocabulary	<ul style="list-style-type: none"> <li>• Climax – the most dramatic or exciting part of a story</li> <li>• Landscape – a view of an outdoor scene</li> <li>• Setting – where a depicted or described action is taking place</li> </ul>
Description of Instruction	Instructor will introduce the theme of story or narrative in works of art. The instructor will show examples of various works of art and discuss what is happening in them. Students will create their own works of art that depict a narrative. Students will be shown examples and a completed project for reference. Students will be instructed on how to properly and safely use all materials to be used in this project.
Procedure	The instructor will introduce this project by showing examples of other works of art and discussing major themes with the group. Students will be shown a finished example for the students to reference. The instructor will go over all the key terms and give a step by step demonstration on how to complete this project. The instructor will: <ol style="list-style-type: none"> <li>1. Discuss several images that have cross-cultural connections (CMA images available in the Visual Storytelling image pack; or see reference materials below for other sources) and ask students to determine what is happening in each image. <ol style="list-style-type: none"> <li>a. Consider framing the conversation with open-ended questions <b>that allow students to drive the conversations, e.g. "What's going on here?" and "What do you see that makes you say that?"</b></li> <li>b. Encourage students to consider multiple possible interpretations for a given image.</li> <li>c. Ask students what might have come before a particular scene or to consider what might happen next. Have students determine whether they think each image is likely to represent the beginning,</li> </ol> </li> </ol>

	<p>middle, or end of a story.</p> <ol style="list-style-type: none"> <li>2. Explain that students will be creating their own stories, each of which will have a clear beginning, middle, and end. <ol style="list-style-type: none"> <li>a. <b>Depending on students' ability level the instructor may choose to</b> require a certain amount of text to accompany the images.</li> <li>b. Instructors can determine appropriate parameters for their <b>students' work (ranging from a simple three-panel comic strip up to more elaborate layouts).</b></li> </ol> </li> <li>3. Show images of existing comic strips (see reference materials).</li> <li>4. Discuss elements of art (e.g. line, color, shape) that help to convey the message or emphasize certain important elements. Ask students what the setting for a particular comic might be and how they can tell.</li> <li>5. Instruct students to either create a comic strip on paper or using the Digital Storyboard Creator online (see reference materials). If students are creating their comic by hand, encourage them to use a ruler to create panels with even edges that create a harmonious overall composition. <ol style="list-style-type: none"> <li>a. For younger students you may want to give them a hard copy of a layout to provide some structure. See two templates, below.</li> </ol> </li> <li>6. Ask students to share their work with fellow students and post the finished works of art in the classroom, online, or combine them into a class comic book.</li> </ol> <p>Extension: Ask students to reflect on what would happen in the next iteration of their comic, or what the origin story for a character might be. If desired, use this story as a prompt for a larger writing assignment.</p>
Assessment	Ensure that students are correctly using materials and that the narrative elements of their comic are addressed in the text to an appropriate degree.
Materials Needed	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Pencil</li> <li>• Drawing supplies (markers, crayons, colored pencils)</li> <li>• Ruler</li> </ul>
Resources	CMA Visual Storytelling image kit Image guide Comic strip templates Examples
Reference Material	Teaching Comics: The Center for Cartoon Studies <a href="https://www.cartoonstudies.org/teachingcomics/">https://www.cartoonstudies.org/teachingcomics/</a> Digital Storyboard Creator <a href="https://www.storyboardthat.com/storyboard-creator">https://www.storyboardthat.com/storyboard-creator</a> GoComics <a href="https://www.gocomics.com/">https://www.gocomics.com/</a>



