

Unit Plan - Grade 8 Art Fantasy Art Picture Book

Rationale:

I have chosen to teach a unit on creating a fantasy art-based children's picture book, integrated with Language Arts as a part of the *visually representing* strand. Fantasy art includes images from such sources as dreams, comic books and cartoons, mythology, science fiction, fairy tales, and historical fiction. All of these sources are an important part of the adolescent culture; from computer games and trading cards, to skateboard images and T.V./movie entertainment. Such images have become entrenched in adolescent pop culture iconography. Therefore, I wished to include images, icons, and archetypical figures from their culture to inspire and motivate them in their expression of art through illustration, incorporation of design elements, and the picture book model.

Since fantasy art has greatly inspired me, especially during my adolescent years, I believe I can help the students to unlock their internal, untapped reserves of creativity, and push them to greater levels of artistic development and awareness. I hope that through this unit the students will be able to gain confidence in their work and abilities, increase their creativity, hone their artistic skills, and create a finished product of high quality that they can be proud of.

Lesson Summaries

Lesson 1

This lesson is the introduction to the Fantasy Art and Picture Book unit. Students were shown Dali's *Persistence of Memory* and Ernst's *Europe After the Rain*, and it was explained how these works have helped in the development of fantasy and dream image art. The different types or genres of fantasy were covered including fairy tales, mystical fantasy, myth & legends, sci-fi, superheroes, and cartoon/comics. Most kids related fantasy to fairy tales and mystical fantasy genres. A power point presentation was shown that depicted the various genres, as well as examples of the assignment, including my own work. The first assignment was explained, that of creating a fantasy style character illustration that would later be used to create a fantasy based children's picture storybook, based upon fantasy stories previously written in Language Arts class. A bunch of reference materials were brought in and I explained that they needed to pay attention to elements of design, symbols, and depicting their characters as they are in their stories. The students then went to work designing their characters.

Lessons 2 & 3

These lessons focus on the character illustrations. Design elements are reviewed, examples of character illustrations are shown, both those from published sources and my own. The character profiler is introduced and handed out to help verbalize their character's description, to better visually depict their characters. The students worked for these two periods and outside of class to finish this stage of their storybook development. Guidance and help was given to students who needed help and encouragement.

Lessons 4 & 5

Lessons 4 & 5 focused on the next stage of development, that of story boarding their story. Instructions on choosing the key and important scenes, and exemplars of storyboarding were given. Elements of scene design, camera angles, what storyboarding is, and factors in choosing the scenes they wanted to depict were also discussed. Directions in avoiding horrific or violent carnage scenes were adamantly expressed to the students, and ways of depicting fighting scenes without blood and gore were also explained and discussed between students and teacher. Also, examples of comic book storyboarding were shown, through the use of a literary resource of mine. The students worked on their storyboards, monitored by myself, over the following two to three classes.

Lessons 6 to 9

These lessons discuss the process of creating final draft illustrations and coloring techniques for those illustrations. Examples of final draft illustrations were then shown. Specifically those from my own grade 12 storybook assignment. We discussed various techniques in representing images and symbols, and a short demonstration was given on coloring techniques, and creating depth, 3-dimensionality, and emphasis through color use with pencil crayons. Elements of design were also emphasized in their processes. The key thing here was to teach them to create detail in

a picture, such as items in a room, or cave, or any other site appropriate props that give the picture a completed feeling. The process of final illustrations was also covered again; drawing, inking, then coloring. The students worked on these illustrations over 4 to 5 periods, as well as outside of class time. The process can be long and drawn out, but at the grade 8 level, they should be focusing more on craftsmanship than they did before.

Lessons 10 & 11

Lessons 10 & 11 focused on the process of lettering a storybook. Different styles of lettering were discussed, including calligraphy, letter illumination, and the use of hand written wording or word-processed. The students were allowed to choose for themselves which way they would do their wording, dependant upon their story, and the amount of wording they were using. During this time, covers were also discussed since a few students were ready to move on to that part of the book process. Types of covers, artwork relating to the story, cover lettering and styles were discussed and examples shown as well. Students then worked on their projects the remainder of the time, and I was available for group and individual help along the way.

Lesson 1

Intro to Fantasy Art and Picture Books

Grade/Subject: Art 8

Topic: Fantasy Art

Length of Lesson/Period/Time: 40 min. (Period 1)

General Learning Objectives (GLO's)

Students will be able to:

- use the vocabulary of art criticism to develop a positive analysis of their work.

Specific Learning Objectives (SLO's)

Students will be able to:

- identifying and describing techniques and media is part of learning to talk about art.
- dominant elements (of design) and principles or applications of media can be discussed by students in relationship to the effective solving of their visual problems.
- discuss the most appealing or favorite part of a student's work as part of learning to talk about art.

Materials and Resources

- Picture Books (*Voyage of the Basset*, *The Official Pokemon HBK*, *Illustrated Disney Books*, *graphic novels*, *how to draw comic books*, etc)
- Computer Power point Images (*Where the Wild Things Are*, fantasy art images, movie images, my own works, my own *Picture Book*, cartoon characters, super heroes)
- Fantasy Art thought web
- Historical Images (mythological *Greek* and *Renaissance* art, Dali's *Persistence of Memory*, Ernst's *Europe after the Rain*, Miro's *The Harlequin's Carnival*, pop culture images)

Lesson Procedures

Rules:

- listen when I, or others speak
- participate in discussions
- do your work
- be on time

Introduction

Questions

- What is Fantasy Art?
- What is the subject matter?

Body

Explain Fantasy art incorporates a bunch of different types of images (use thought web): includes fairy tales, mythology, sci-fi, super heroes, comic books, cartoons, video games, dream images, etc.)

Discuss elements of the fantastic

- not-real images
- can be based on real life

Look at a variety of images

- power point of images (modern/historical)
- picture books (discuss how the pictures enhance the book)
- discuss elements of design in the pictures (oral review, what they mean)

This is all to generate ideas for creating a picture book based upon their Language Arts "fantasy" story.

Closure

Start thinking about the characters in their story; what they look like, costumes, personality, and this will prepare you for next class to begin visually representing them through illustration.

Reflection Lesson 1

The nice thing about having two grade 8 classes is that I get to teach a lesson twice, and make changes in a lesson for the next class, if things didn't go so well in the previous one. For the introduction to this lesson, I used a power point presentation, using the dream-like works of Dali and Ernst. I also included many different pictures for each example of fantasy art, such as fairy tales, mystical fantasy, superheroes, etc. The students really enjoyed looking at the pictures, especially when I showed my own as an example of character illustrations. Through visuals, I was able to show what I was expecting from them, answer questions they had, and provide resource materials for their own character illustrations, and later, their story books. Nothing changed in the way I presented this lesson from the first grade 8 class, to the other one. Classroom management had to change a bit simply due to the different dynamics of each class.

Lessons 2 & 3

Picture Book Character Design

Grade/Subject: Art 8

Topic: Fantasy Art

Length of Lesson/Period/Time: covers two 40 min. periods (Period 1)

General Learning Objectives (GLO's)

Students will be able to:

- use expressiveness in their use of elements in the making of images.
- experiment with value, light, atmosphere and color selection to reflect mood in composition.

Specific Learning Objectives (SLO's)

Students will be able to:

- show how line can be used freely and rhythmically to add mood or movement to a two-dimensional image.
- show how points of view can be developed to express certain ideas such as mood or proximity in two-dimensional works.
- show how mood in composition can be enhanced by the intensity of the light source and the value of the rendered shading.

Materials and Resources

- description and picture of one of my own characters, and other established characters
- adapted Character Profiler

Lesson Procedures

Introduction

Read a character description of one of my own characters, and then show how he is depicted visually; read a description of an established character, and show picture of him/her.

Body

Talk about how to depict a character visually by drawing upon descriptive words explaining that character

- look at Character Profiler sheet
- use this to help “flesh-out” the characters

Start looking at individual characters, using the profiler to describe the character with words, then based on those words, create the visual representation. Even have the students write a short description of key characters to help them do this.

Look at some character images (super heroes, mythological, picture books)

What to think about when depicting a character:

- what does character look like; physical description, clothes, occupation
- any identifying marks
- key personality traits and quirks
- if a super hero, what are his powers
- use symbols as representation (“S” for *Superman*, hammer for *Thor*, etc.)
- is character hero or villain, use elements to depict it overtly or subtly
- **The Three Most Important Elements** that help develop an image of a character is their *appearance*, *personality traits*, and a brief *character history*

Start making sketches in sketch book, develop the look, costume, etc., using elements of design, like value, shape, form, colors, etc.

Closure

Continue to work on the characters over next two classes (a third if needed); students should also be thinking about their books setting also.

Character Profiler - Primary Elements

Personality Traits

Argumentative

- antagonistic
- articulate
- hot-tempered
- loud
- overbearing

Assertive

- authoritative
- bold
- determined
- extrovert
- overbearing

Balanced

- anchored
- consistent
- poised
- stable
- steadfast

Barbaric

- brutish
- primitive
- savage
- uncivilized
- wild

Careless

- absent-minded
- foolhardy
- insensitive
- irresponsible
- thoughtless

Caring

- benevolent
- compassionate
- kind
- mindful
- sympathetic

Cooperative

- adaptable
- flexible
- obliging
- open-minded
- pliable

Courageous

- brave
- fearless
- gallant
- heroic
- valorous

Cowardly

- apprehensive
- craven
- dastardly
- fainthearted
- spineless

Curious

- inquisitive
- probing
- prying
- questioning
- snoopy

Diplomatic

- judicious
- prudent
- respectful
- shrewd
- tactful

Dishonorable

- dishonest
- disreputable
- heinous
- reprehensible
- villainous

Disloyal

- disreputable
- rebellious
- traitorous
- treacherous
- untrustworthy

Exotic

- distinct
- extraordinary
- fancy
- sensational
- unique

Friendly

- agreeable
- congenial
- hospitable
- likable
- personable

Generous

- altruistic
- beneficent
- charitable
- merciful
- selfless

Gracious

- appreciative
- grateful
- indebted
- obliged
- thankful

Greedy

- covetous
- insatiable
- materialistic
- possessive
- selfish

Honorable

- chivalrous
- ethical
- honest
- respectful
- truthful

Hostile

- angry
- antagonistic
- contentious
- malevolent
- militant

Humble

- abased
- meek
- obsequious
- sincere
- subdued

Impatient

- anxious
- hasty
- impetuous
- intolerant
- restless

Impractical

- abstract
- foolish
- idealistic
- unrealistic
- visionary

Lascivious

- carnal
- immoral
- lewd
- sensual
- unchaste

Lenient

- easygoing
- liberal
- merciful
- permissive
- sympathetic

Loyal

- committed
- dedicated
- obedient
- reliable
- trustworthy

Luxurious

- elegant
- extravagant
- flamboyant
- prosperous
- successful

Mischievous

- frivolous
- frolicsome
- insubordinate
- lusty
- unruly

Naive

- gullible
- inexperienced
- innocent
- trusting
- unsuspecting

Oblivious

- blind
- heedless
- unaware
- unconcerned
- unknowing

Optimistic

- cheerful
- confident
- encouraging
- enthusiastic
- positive

Ordinary

- average
- common
- conventional
- mundane
- plain

Passive

- calm
- docile
- introverted
- phlegmatic
- submissive

Patient

- enduring
- forbearing
- long-suffering
- persistent
- tolerant

Peaceful

- gentle
- mild
- placid
- serene
- tranquil

Perceptive

- acute
- bright
- clever
- discerning
- observant

Pessimistic

- cynical
- contemptuous
- despondent
- fatalistic
- negative

Pious

- devout
- faithful
- godfearing
- religious
- zealous

Poor

- destitute
- bankrupt
- impoverished
- meager
- needy

Practical

- analytical
- logical
- rational
- reasonable
- sensible

☐	☐ Sophisticated	☐ Suspicious	☐ Violent
Predictable	☐ civilized	☐ cautious	☐ cruel
☐ chronic	☐ cultured	☐ distrusting	☐ predatory
☐ conventional	☐ educated	☐ leery	☐ sadistic
☐ habitual	☐ enlightened	☐ paranoid	☐ vicious
☐ methodical	☐ refined	☐ skeptical	☐ warlike
☐ routine	Stern	Unbalanced	Virtuous
Profane	☐ austere	☐ berserk	☐ chaste
☐ apostate	☐ exacting	☐ crazy	☐ modest
☐ blasphemous	☐ harsh	☐ eccentric	☐ praiseworthy
☐ heretical	☐ rigid	☐ insane	☐ upright
☐ sacrilegious	☐ strict	☐ psychopathic	☐ wholesome
☐ ungodly	Stubborn	Undiplomatic	Volatile
Proud	☐ adamant	☐ brazen	☐ animated
☐ arrogant	☐ bullheaded	☐ indiscreet	☐ capricious
☐ boastful	☐ dogmatic	☐ rude	☐ explosive
☐ cocky	☐ headstrong	☐ tactless	☐ temperamental
☐ egotistical	☐ obstinate	☐ uncouth	☐ unpredictable
☐ haughty	☐ stalwart		☐
	☐ tough		
	☐ unconquerable		
	☐ vigorous		

Physical Description

- Attractive
- ☐ alluring
 - ☐ comely
 - ☐ handsome
 - ☐ ravishing
 - ☐ seductive
- Charismatic
- ☐ beguiling
 - ☐ charming
 - ☐ dynamic
 - ☐ influential
 - ☐ persuasive
- Clumsy
- ☐ awkward
 - ☐ bumbling
 - ☐ inept
 - ☐ klutzy
 - ☐ uncoordinated
- Crude
- ☐ brash
 - ☐ crass
 - ☐ insensitive
 - ☐ ostentatious
 - ☐ presumptuous
- Dexterous
- ☐ adept
 - ☐ agile
 - ☐ graceful
 - ☐ nimble
 - ☐ quick
- Ignorant
- ☐ asinine
 - ☐ illiterate
 - ☐ mindless
 - ☐ unenlightened
 - ☐ unlearned
- Intelligent
- ☐ brilliant
 - ☐ clever
 - ☐ ingenious
 - ☐ learned
 - ☐ scholarly

- Resilient
- ☐ indomitable

History

- A character history can include many different things:
- ☐ family
 - ☐ enemies
 - ☐ allies
 - ☐ medical problems
 - ☐ previous adventures
 - ☐ criminal activities
 - ☐ etc.

Secondary Elements

Physical Traits

Physique

- broad-shouldered
- gangly
- gaunt
- gigantic
- hulking
- lanky
- obese
- pot-bellied
- short
- skinny
- small
- stout
- tall
- thin
- tiny
- trim
- willowy

Disfigurements

- artificial limb
- birthmark
- blind
- extra body parts
- hooked hand
- limbless
- lost digits
- patchy pigmentation
- scar
- tattoo

Speech

- accented
- direct
- high-pitched
- lisp
- loud
- monotone
- mute
- nasal
- slow speech
- stuttered
- wheezy
- whispered

Facial Appearance

- bearded
- broad-jawed
- buck-toothed
- cauliflower eared
- chiseled
- fine featured
- gap-toothed
- pock-marked
- pug nose
- smooth skinned
- squinty
- thin-lipped
- toothless
- weathered
- wrinkled

Behaviors/Traits

- allergies
- bad tempered
- bruise easily
- clumsy
- color-blind
- compulsive liar
- compulsive honesty
- cowardice
- deep sleeper
- fanaticism
- greed
- irritating personality
- keen sense (specific)
- lazy
- light sleeper
- lucky
- music/singing
- music/instrument
- obscure knowledge
- phobias

Habits/Quirks

- animal lover
- compulsive cleanliness
- kleptomaniac
- nocturnal
- over talkative
- possessive
- psychotic
- recognition stealer
- risk taker
- romanticist
- smoker/chewer
- states the obvious
- superstitious
- twitch
- vanity

Character Illustration Rubric

Class:

Student Name:

Category	4	3	2	1	Score
Design/Composition	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with great skill.	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with fair skill.	Student tries to apply design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) but the overall result is not pleasing.	The student does not appear to be able to apply most design principles to his/her own work.	
Color	Choice and application of color shows knowledge of color relationships, and enhances idea being expressed.	Choice and application of color shows knowledge of color relationships, and is appropriate for idea being expressed.	Choice application of color shows knowledge of color relationships, but are NOT appropriate for idea being expressed.	Student needs work on appropriate choice and application of color, and knowledge of color relationships.	
Craftsmanship	Student has used great care in creating lines and detail within the illustration. Color is completely within the lines, and the overall appearance is neat and professional.	Student has used care in creating lines and detail within the illustration. Color is mostly within the lines, and the overall appearance is neat and tidy.	Student has used little care in creating lines and detail within the illustration. A lot of the color is found outside lines, and the overall appearance shows a lack of attention to being neat and tidy.	Student has used virtually no care creating the illustration. Colors are found everywhere they should not be. Overall appearance is messy and unprofessional.	
Time/Effort	Class time used wisely. Much time used planning and designing. Clear indication that student worked at home as well as school.	Class time used wisely. Time was used planning and designing. Student could have put more time and effort at home.	Class time not always used wisely, but student did do some additional work at home and at school.	Class time was not used wisely, and student put in no additional effort.	
Planning & Explanation	Student can describe in detail how he/she envisions the final product, and the steps taken to do so. Many preliminary sketches (more than 4) are done. Very focused and goal-oriented.	Student can somewhat describe how he/she envisions the final product, and some of the steps taken to do so. Some preliminary (4 or less) sketches are done. Focused.	Student can describe how he/she envisions the final product, but finds it difficult to describe how he/she reached that goal. Few preliminary sketches (2 or less) are done. Allows process to evolve in a random manner.	Student thought very little about the project. Is present but uninterested and not invested in the product.	
Consistency to Story	Character illustration is in complete harmony with the character's appearance, personality, background and goals presented within the story.	Character illustration corresponds quite well to the character's appearance, personality, background and goals presented within the story.	Character illustration somewhat resembles the character's appearance, but is lacking in other details mentioned within the story.	Character illustration appears nothing like the character within the story. No attention to descriptive details taken.	
Drawing	Illustration is expressive and detailed. Shapes, patterns, shading and/or texture are used to add interest. Student has great control and is able to experiment a little.	Illustration is expressive and somewhat detailed. Little use of patterns, shading and/or texture. Student has the basics, but has not extended themselves.	Illustration has few details. Little use patterns, shading and/or texture. Student needs to improve control.	Illustration lacks almost all detail, and the it is unclear what the drawing is intended to be. Student needs to work of control.	
Creativity	Student has adapted ideas from various sources, and integrated them in a way that is completely original. Illustration depicts the student's own personality/voice.	Student has used ideas from various sources, but has not completely integrated them in a n original manner. Illustration somewhat depicts the student's personality/ voice.	Student appears to have copied ideas from some source. Little evidence of creativity, but the student has done the assignment.	Student has not made much attempt to meet the requirements of the assignment.	
TOTAL					/32

Reflection Lessons 2 & 3

I taught the first class this set of lessons, and made some changes in what I covered in the second grade 8 class. Some questions came up and concerns that had to be addressed. So I did so. I laid out the process of illustrating; that of drawing, then inking the picture, and finally coloring it. I laid out the elements of design and briefly explained them. They had covered most of them prior to my arrival in their school. For their character illustrations, I explained that they needed to fill most of the page, preferably centered, and to add detail to them to create depth and interest. I especially stressed that I did not want them to copy anyone else's pictures from other sources. Elements could be used, but I wanted a unique and creative character of their own. The rubric was handed out and covered briefly so the students knew what the assignment expectations were. Of course, one or two students still copied directly from another source, which eventually lost them marks on the creativity element of the rubric. I even explained to these kids why they had lost marks in that element. These two to three classes went well, and the kids generally worked on task.

Lessons 4 to 5

Story Boarding Picture Book

Grade/Subject: Art 8

Topic: Fantasy Art

Length of Lesson/Period/Time: covers two 40 min. periods (Period 1)

General Learning Objectives (GLO's)

Students will be able to:

- employ space, proportion and relationships for image making
- use expressiveness in their use of elements in the making of images.
- experiment with the transformation of space in compositions.
- experiment with value, light, atmosphere and color selection to reflect mood in composition.

Specific Learning Objectives (SLO's)

Students will be able to:

- depict that figures or objects locates those objects in relationship to the ground or picture plane.
- use overlapping figures or objects to create an illusion of space in two-dimensional works.
- employ detail to depict created spatial depth in two-dimensional works.
- use parallel lines with a vanishing point to create linear perspective in two-dimensional works.
- use line to freely and rhythmically add mood or movement to a two-dimensional image.
- use different points of view to develop and express certain ideas such as mood or proximity in two-dimensional works.
- use altered or distorted space to create special effects in two-dimensional works.
- show how mood in composition can be enhanced by the intensity of the light source and the value of the rendered shading.

Materials and Resources

- story boarding exemplar
- story boarding paper (14"x11")
- pictures of perspective, dramatic flair, etc., from the *Marvel Comics* book
- handouts about perspective and dramatic scenes from *Marvel Comics* book

Lesson Procedures

Introduction

Begin talking about story boarding

- what its purpose is (find best scene design, pictorial interplay, etc.)
- talk about how movies do this, such as LOTR, to get the most dramatic scenes for their story

Body

Using character pics and written story as base, to story board the book, developing the proper scenery, etc.

Techniques of story boarding

- *Peer Evaluation:* have a partner read your story and write down what they think are the top 10-12 events in the story
- discuss this with each other, explaining why you chose those scenes
- discuss how these scenes could be depicted
- start sketching and story boarding (this may be done more than one or twice; planning is the most important part of designing effective, attractive pictures, and visually depicting scenes

Will talk about how the scenes can be designed, such as camera angle, picture frame (shape of the picture window), whether pictures should have borders, or in a shape, etc.

Review elements of design, remind students to use form, shape, texture, perspective, etc. to create depth, excitement, and interest in pictures.

Students are to discuss with partner during and after production of story boards, to gain insight into the effectiveness of their picture choices, etc.

Closure

Talk about how evaluation of the Picture book will happen, what elements will be evaluated, etc., such as cohesion between pics and story, use of design elements, does it look appealing, etc. *Handout Ruberic*

Reflection Lessons 4 & 5

This next part consisted of the kids storyboarding. Something I added on the go was an example of storyboarding on the board with a story they all knew, "Little Red Riding Hood." I created a few story boards and explained why each was selected, and how use of various camera angles gives interest and focus to the pictures. I talked about 1 point perspective, and added 2-point perspective the second time I taught lesson 4. We discussed various parts of the storyboard image, such as foreground, background, perspective creation, composition, placement of characters within the scene, and scenery details, such as leaves on trees, furniture in a bedroom or other site related items. I also explained that story boarding was a series of simple sketches of possible scenes to be used in their storybooks. It allows them to focus on key scenes in the story, and play with the dynamics of the scene elements. Not much was changed from one class to the next.

Lessons 6 to 9

Illustrating and Coloring

Grade/Subject: Art 8

Topic: Fantasy Art

Length of Lesson/Period/Time: covers four 40 min. periods (Period 1)

General Learning Objectives (GLO's)

Students will be able to:

- employ space, proportion and relationships for image making
- use expressiveness in their use of elements in the making of images.
- experiment with the transformation of space in compositions.
- experiment with value, light, atmosphere and color selection to reflect mood in composition.

Specific Learning Objectives (SLO's)

Students will be able to:

- depict that figures or objects locates those objects in relationship to the ground or picture plane.
- use overlapping figures or objects to create an illusion of space in two-dimensional works.
- employ detail to depict created spatial depth in two-dimensional works.
- use parallel lines with a vanishing point to create linear perspective in two-dimensional works.
- use line freely and rhythmically to add mood or movement to a two-dimensional image.
- use different points of view to develop and express certain ideas such as mood or proximity in two-dimensional works.
- use altered and distorted space to create special effects in two-dimensional works.
- show how mood in composition can be affected by the selection of various color schemes such as intense, aggressive schemes or harmonious, pastel schemes.
- show how mood in composition can be enhanced by the intensity of the light source and the value of the rendered shading.

Materials and Resources

- finished story boarding sheets (14" x 11"), broken into illustration squares
- final illustration pages (8" x 11")
- resource material (books, pics, etc.) for student referencing of illustrations and coloring

Lesson Procedures

Introduction

Explain to students that they will illustrate their pictures on sheets of paper with squares, which can be cut out later and placed on the written pages. This will avoid destroying the written pages if mistakes in the drawing are made, and vice-versa. Each page of the book will be an 8" x 11" piece of paper, and the illustration pages are 14" x 11".

Show a few examples of illustrations in published books, as well as my own published work from grade 12 as an example.

Body

Students will commence transferring story boarded ideas onto the final stage of the process. They are to show true craftsmanship and pride in their work. Discuss composition, and the incorporation of all design elements, perspective, etc., to create exciting images that enhance their stories.

First, they are to use a pencil to sketch the images on their final draft paper.

Second, they are to use a black ink pen (Pilot 0.5) to ink their sketches, creating a final line drawing of each scene. Students should continue to pay attention to detail, elements of design, composition, and use of line to create depth and three-dimensionality.

Lastly, students will add color to their illustrations through the medium of pencil crayon. Pay attention to blending of colors, pencil pressure, etc.

This process should take 3-4 classes, and students should be conscious of their workmanship and detail to create spectacular images.

Closure

Discuss progress of the class, any questions students have in creating effects, etc. Also, discuss how words can become works of art in and of themselves. (Calligraphy)

Reflection Lessons 6 & 9

During these lessons, the students worked on their final drafts of their storybook illustrations. I again reminded to use the elements of design, perspective, various camera angles, and to let the pictures tell the story. By now they were to have their stories figured out so they could decide on the words they would use in the storybook. Also, I gave some small group and individualized instruction on coloring techniques as they became ready for that stage of the illustrating process. Again, not much changed in my instructions to the class. I plan out my lessons quite extensively, and make small changes when needed. Nothing big was changed as I instructed the students in this portion of my unit. A tentative deadline was given for this part of the process (final illustrations) and eventually a final deadline was arrived at, April 2nd. This will allow me to mark their final pictures. The last half-week will be spent in assembling the books, finishing the text, covers, and publishing them. They probably won't be quite finished when I leave, so Val will finish it off with them.

Lessons 10 to 11

Calligraphy & Graphic Lettering

(Words as Art)

Grade/Subject: Art 8

Topic: Fantasy Art

Length of Lesson/Period/Time: covers two 40 min. periods (Period 1)

General Learning Objectives (GLO's)

Students will be able to:

- employ space, proportion and relationships for image making
- use expressiveness in their use of elements in the making of images.

Specific Learning Objectives (SLO's)

Students will be able to:

- employ detail to depict created spatial depth in two-dimensional works.
- use line freely and rhythmically to add mood or movement to a two-dimensional image.

Materials and Resources

- calligraphy pens & ink
- calligraphic lettering
- examples of illuminated lettering
- student's fantasy storybook text
- storybook blank text sheets (rulers to line them)
- pencils
- trimmed and ready final colored illustrations (to be used as templates for placing text)

Lesson Procedures

Introduction

The lesson will begin by viewing images of illuminated manuscripts, calligraphy lettering, and artistic letters from picture books and other sources.

Questions

- How does the use of special lettering enhance the overall aesthetics of a work?
- What elements design can be incorporated into the use of special lettering?

Body

Students will use either a calligraphic or illuminated style lettering to begin the first letter of the first paragraph on each new page of text. This is to enhance the aesthetic qualities of the story book.

Students will view examples of various calligraphy styles, and illuminated texts, from which they can choose the style they will use in their storybook.

Students will text their storybook using black ink pens, calligraphy pens, and/or pencil crayon to illuminate letters if needed.

Students will pay attention to punctuation, word usage, etc., as they replicate their text from their story done in Language Arts. The story should have been corrected and in it's final good copy, since it would have been marked by the L.A. teacher.

Closure

Students have two classes to complete the text for their storybooks. Overview of the next classes will be given.

Reflection Lessons 10 & 11

These lessons began the students on their lettering process of the storybook. I introduced calligraphy to them, and gave handouts that showed on type of calligraphic lettering. I had a second handout for those who had decided to use calligraphy in their storybooks, which gave a step-by-step process how to write each letter. I also introduced the idea of illuminated lettering, such as those from illuminated manuscripts. I also gave them the option to word process their lettering. About half of them decided to hand-write their stories, and the other half decided to use a word processor. Some of them had more words than they felt they could fit on a page by hand writing, so I gave them the option to process it on the computers. They could still use calligraphy as a font if they desired to. When I did my storybook, I hand-wrote mine. As a teacher you need to allow some choice for students, especially with the writing part of this assignment. Some will choose to use a computer due to their handwriting neatness level. I think it's more important that the words be legible. Those who are writing it themselves are those who tend to have neat writing.

The following lessons will focus on covers, publishing, and finishing their storybooks, including binding, and laminating their storybooks.

Lessons 12 to 13 Covers and Publishing

Grade/Subject: Art 8

Topic: Fantasy Art

Length of Lesson/Period/Time: covers two 40 min. periods (Period 1)

General Learning Objectives (GLO's)

Students will be able to:

- create a finished , unified work, from cover to cover

Specific Learning Objectives (SLO's)

Students will be able to:

- create a cover that unifies the storybook as a whole, and reflects the tale written within.
- create a cover, through use of design elements, that is dynamic and has the potential to draw the attention of readers.
- understand and perform the steps of creating a bound book with competence.

Materials and Resources

- finished illustrations
- finished text pages
- book binding equipment (spiral bindings, spiral punch)
- cover creation handout from my *Marvel Comics* resource book

Lesson Procedures

Introduction

Over the next two days, students will create their cover and publish their books

Body

Period 1

Students are to create a cover for their book, either with just text, or text and illustrations.

- look at cover design from *Marvel Comics*
- discuss types of covers; just text, or text and illustration covers
- students need to determine which they would prefer to make for their books (picture storybooks usually have illustrated covers, but not always)
- once they decide, they need to create it, and have it finished for next class.
- remember the elements of design, all the other illustration processes in your cover design.

Period 2

- students will put storybook together
- use either coil binding (using punch) or Chinese binding process (needles and twine)
- process will be shown to students
- students may want to laminate their pages, teachers will help them with this

Closure

After the storybooks are published, they will be taken in for grading after class 13. An informal critique of the storybooks, and process will take place if there is time. Remind students of unit test next class

Lesson 14

Sharing Stories

Grade/Subject: Art 8

Topic: Fantasy Art

Length of Lesson/Period/Time: one 40 min. periods (Period 1)

General Learning Objectives (GLO's)

Students will be able to:

- use the vocabulary of art criticism to develop a positive analysis of their work.

Specific Learning Objectives (SLO's)

Students will be able to:

- identify and describe techniques and media as part of learning to talk about art.
- identify and describe techniques and media that students have used to make their images
- discuss the dominant elements and principles or applications of media are used in relationship to the effective solving of their visual problems.
- discuss the most appealing or favorite part of a student's own work is part of learning to talk about art.

Materials and Resources

- published storybooks

Lesson Procedures

Introduction

Students will share the stories they have created over the last few weeks. The overall appearance and compositions of the pictures will be discussed, what makes the pictures work, what doesn't, etc.

Annotated Bibliography

Christensen, James C., (1996). Voyage Of The Basset, New York: The Greenwich Workshop, Inc.

Lee and Buscema, (1978). How To Draw Comics The Marvel Way, New York: Simon & Shuster, Inc.

Why I Chose These Resources

I chose these two resources especially, besides others I was able to acquire from my home, because they have great examples of all the processes covered in my unit plan. The *Voyage of The Basset* is well illustrated, with a variety of fantasy creatures that can be used as ideas and mental triggers for students' creativity. There are also great character illustrations, and wonderful use of color to create depth and give life to the pictures. *How To Draw Comics The Marvel Way* was also an excellent resource. Not only does it have techniques for drawing cartoon figures and other objects, it shows how to storyboard a story, design a scene with dramatic flare and excellent composition, and provides techniques in line drawing and inking. Both were of great use to the students, and of great help to me by providing ideas for demonstrating specific parts of the lessons of the unit.

Student Examples







Kirk



MARVIN
the
Viking

Super Gopher

