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Part 1: ... Worth a Thousand Words? (8 Sessions)

Students consider how different visual media use distinctive elements to tell a story, learn techniques for drawing comic book panels, and create five or six panels for a comic book based on a piece of fiction they have chosen. Students begin their unit projects.

Activity 1A: Looking at Storytelling Across Art and Media

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| 1A.1: <i>Storytelling In Painting</i> | Students look at the painting <i>Judith and Her Maidservant with the Head of Holofernes</i> by Artemesi Gentileschi and analyze how it tells a story. |
| 1A.2: <i>Storytelling in Graphic Novels</i> | Working in teams, students explore how graphic novels tell stories. They consider the similarities and differences between graphic novels and paintings. |
| 1A.3: <i>Storytelling Through Video Games</i> | Students play a video game, discuss how it tells a story, and consider how new media, such as video games, are affecting the ways stories are told. |
| 1A.4: <i>What Is Community?</i> | Students learn about the unit project and collectively create a definition of "community." |
| 1A.5: <i>Building Collective Responsibility as a Team</i> | Students think about how to create a sense of collective responsibility by analyzing a role-play of a "team in crisis." |
| 1A.6: <i>Team Meeting</i> | Unit project teams begin brainstorming story ideas and laying out the tasks for their projects. |

Activity 1B: Stories on Screen and Page

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| 1B.1: <i>Visual Elements That Tell a Story</i> | Students analyze the visual elements of storytelling that are used in a movie and a comic book. |
| 1B.2: <i>Creating Thumbnails (Studio)</i> | Students create thumbnail sketches for comic book panels based on a piece of fiction. |
| 1B.3: <i>Drawing Comic Book Panels (Studio)</i> | Students draw their comic book panels. |
| 1B.4: <i>Show and Tell</i> | Students present their comic book panels to the class. |
| 1B.5: <i>Team Meeting</i> | Project teams meet to decide on the community story that they will research and tell in their storyboards. |
| 1B.6: <i>Unit 3 Careers</i> | Students are introduced to careers related to the work they are doing in Unit 3. |

Part 2: Storytelling in Traditional Arts and Crafts (3 sessions)

Students look at the ways that traditional arts and crafts can be used to tell stories. Working in teams, they research and analyze one traditional craft object. As part of this work, students learn about three principles of design: balance, movement, and rhythm. Teams also conduct interviews and collect documentation for their unit projects.

Activity 2: Stories in Traditional Arts and Crafts

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| 2.1: <i>Analyzing a Craft Object</i> | Students analyze the way that a traditional craft object tells a story and how it uses the design principles of balance, movement, and rhythm. |
| 2.2: <i>Researching Traditional Crafts</i> | Working in teams, students research and analyze a traditional craft object. |
| 2.3: <i>Unit Project Team Meeting</i> | Students meet in their teams to work on their unit projects. |

Part 3: Our Communities, Our Stories (7 sessions)

Students apply what they have learned about the visual elements of storytelling to complete the final component of their projects: storyboards for a scene from a movie based on a story from their community. Optionally, students also draw one page for a graphic novel.

Activity 3A: Creating the Storyboards

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| 3A.1: <i>Storyboarding a Movie (Studio)</i> | Students practice storyboarding by creating a storyboard for a scene from an existing movie. |
| 3A.2: <i>Creating Thumbnails (Studio)</i> | Students work in unit project teams to develop ideas for their own movie and create thumbnails for storyboards of scenes from the movie. |
| 3A.3: <i>Creating the Final Storyboard (Studio)</i> | Students create storyboards for scenes from a movie about the community story their team has chosen. |

Activity 3B: Optional: Creating a Graphic Novel Page

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| 3B.1: <i>Drawing Thumbnails of the Page (Studio)</i> | Students create thumbnails for a graphic novel page based on the same community story that they told in their storyboards. |
| 3B.2: <i>Drawing the Page (Studio)</i> | Students create their graphic novel pages. |

Part 4: Artist's Talk (2 sessions)

Students present their work to the class and, if possible, community members, and reflect on what they have learned during the unit.

Activity 4A: Presentation of Work

Teams prepare their presentations and present their storyboards to the class and, if possible, community members.

Activity 4B: Complete the Portfolio

Students reflect on their experiences during the unit in writing and in a class discussion.

