

Orange Unified School District  
**Story-Telling through Graphic Novels**  
Year Course

**GRADE LEVEL:** 9-12

**PREREQUISITES:** none

**INTRODUCTION TO SUBJECT:**

This course is an introductory critical thinking class covering the fundamentals of storytelling, story structure, and character development. Students will study and apply aspects of graphic novels including visual literacy, design elements and basic principles of cartooning. The content covered in this class serves as a foundation for the Art of Animation 1 course.

**COURSE CONTEXT**

This is a common course for the three pathways in the DREAM program, providing a foundation for the courses that comprise the program.

**HISTORY OF COURSE DEVELOPMENT**

Story-telling through graphic novels was developed by a committee of visual arts instructors representing the district high schools. Developed to fulfill and establish an introductory course to the DREAM program. District personnel were consulted about the format and requirements for the “F” requirement approval. This course has been developed for all of the OUSD high schools.

**COURSE GOALS AND/OR STUDENT OUTCOMES**

Students will:

Express ideas artistically through application and understanding of visual story-telling techniques.

Gain knowledge of the elements of art and principles of design by drawing and painting visual aspects of the environment, objects and people around them.

Demonstrate skills in developing original narrative artwork .

Solve design problems in unique and expressive ways using a variety of media that apply to drawing and painting in a variety of ways.

Demonstrate skills in developing and analyzing original narrative and story-telling techniques in unique and expressive ways using a variety of graphic novels as reference.

Identify graphic novel pioneers who have pushed the boundaries of what is considered art and the medium and understand their contributions to the medium.

Analyze and describe works of art by making aesthetic judgments about visual characteristics in art, graphic novels, objects in nature, and events and the environment found in contemporary culture.

Demonstrate their learning by connecting gained knowledge with the graphic novel medium from the past and the present.

Develop skills in graphic novel story-telling that translate to careers in the fields of the arts, media, and communication bridging the learning to other subject areas.

Construct a rationale for the validity of a specific work of art (graphic novels) that falls outside their conception of traditional art.

Create a portfolio of original artworks for exhibition, assessment, evaluation and application to colleges and employment.

### **COURSE OBJECTIVES:**

#### **BY THE END OF THE COURSE STUDENTS WILL BE ABLE TO:**

Story-Telling through Graphic Novels will meet the following Visual Arts Standards, Grades 9-12 (Proficient), from the Visual and Performing Arts Content Standards for California Schools, Kindergarten through Grade Twelve:

#### ARTISTIC PERCEPTION

*Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts (Standard 1.0, Grades 9-12 Advanced). Students perceive and respond to works of art, objects in nature, events and the environment. They use the vocabulary of the visual arts to express their observations.*

Students will identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

Students will research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.

Students will analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

Students will analyze the material used by a given artist and describe how its use influences the meaning of the work.

## CREATIVE EXPRESSION

*Creating, Performing and Participating in the Visual Arts (Standard 2.0, Grades 9-12 Advanced). Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks.*

Students will solve visual arts problems that involve the effective use of the elements of art and principles of design.

Students will review and refine observational drawing skills in both electronic and traditional media.

Students will create a two- or three- dimensional work of art that addresses a social issue.

## HISTORICAL AND CULTURAL CONTEXT

*Creating, Performing and Participating in the Visual Arts (Standard 3.0, Grades 9-12 Advanced). Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists.*

Students will identify similarities and differences in the purpose of art created in selected cultures.

Students will identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.

Students will discuss the purpose of art in selected contemporary cultures.

## AESTHETIC VALUING

*Responding to, Analyzing, and Making Judgments About Works in the Visual Arts (Standard 4.0, Grades 9-12 Advanced). Students analyze, and assess, and derive meaning from works of art, including their own, according to the elements and principles of design, and aesthetic qualities.*

Students will articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.

Students will compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

Students will formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.

Students will articulate the process and rationale for refining and reworking one of their own works of art.

Students will employ the conventions of art criticism in writing and speaking about works of art.

## CONNECTIONS, RELATIONSHIPS, APPLICATIONS

*Students apply what they have learned in the visual arts across the subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.*

Students will create a work of art that communicates a cross-cultural or universal theme taken from literature or history

Students will compare and contrast the ways in which different media (television, newspapers, magazines...) cover the same art exhibition.

Students will demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).

## **COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:**

| <b>FIRST SEMESTER</b>   | <b><u>WEEKS</u></b> |
|---|---------------------|
| I. Students will demonstrate their ability and skills in a series of drawing exercises using the visual dialogue.   | 1                   |
| II. Students will develop an understanding of the visual structures of art works by studying the terminology of the elements of art and principles design as they relate to traditional visual arts and maintain a sketchbook that reflects their understanding | 2                   |
| III. Students will be introduced to various contemporary artists in the field of graphic novel art, such as Jack Kirby, Neil Adams, Alex Ross, and other various artists demonstrating techniques in the working field.   | Ongoing             |
| IV. Students will illustrate the elements necessary to convey visual dialogue.  | 2                   |
| V. Students will use the sequencing of story-telling using the visual dialogue which incorporates a beginning, middle, and an end.  | Ongoing             |
| VI. Students will design artworks using perspectives and points of views to deliver a dynamic drawing.  | Ongoing             |
| VII. Students will demonstrate an understanding of how to solve artistic problems of layout and design using critical thinking strategies.  | 3                   |
| III. Students will identify and research graphic novel pioneers on the web and communicate that information in a drawing project.   | 4                   |

**FIRST SEMESTER****WEEKS**

- |       |   |         |
|-------|---|---------|
| IX.   | Students will draw a series of three panels to show the development of their character.   |         |
| X.    | Students will be introduced to illustration of art that incorporates complex issues of color theory, scale, implied texture, space and distortion of shape/form.  | 2       |
| XI.   | Students will develop and design an environment for a character they created.   | 3       |
| XII.  | Students will investigate current trends in, and the applications of, graphic novel media that they may employ in producing artworks, then design an art work inspired by their investigation.          | Ongoing |
| XIII. | Students will continue to design and maintain a traditional arts sketchbook for evaluation and assessment at the end of the first semester and continue to maintain and develop a strong drawing ethic. |         |

**SECOND SEMESTER****WEEKS**

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|-------|--|---------|
| I.    | Students will write out an artist statement about what inspires them to draw.  | 1       |
| II.   | Students will research and demonstrate the significance of a layout spread in the visual design.   | 2       |
| III.  | Students will draw out their own 3-page lay-out.   | 1       |
| IV.   | Students will use their 3-page lay-out to design a story depicting the origin of their character.  | 4       |
| V.    | Students will continue to develop portfolios using traditional media and discuss and write about their role as artist using a contemporary media.        | Ongoing |
| VI.   | Students will study multimedia applications using video and sound and use that knowledge to design and create a multimedia presentation.                 | Ongoing |
| VII.  | Students will continue to practice the skills they have learned. Designing and creating drawings reflecting artistic style and individual content ideas. | 5       |
| VIII. | Students will continue to develop drawing skills and continue to explore other styles and graphic novel Artists.   | 3       |

## **TEXTS AND SUPPLEMENTAL MATERIALS**

*Exploring Visual Storytelling* by Brian Arnold and Brendan Eddy is the recommended textbook for this course. It is published by Delmar/Thompson, copyright 2007.

*Understanding Comics: The Invisible Art*, Scott McCloud, Harper Perennial 1994.

Students will use the Internet for research and reading on assigned projects and for enrichment. Sites such as Artcyclopedia and Artsonia deliver information about categories of visual arts.

The media centers have a rich resource of books that address the elements of art and principles of design, artists' biographies, cultural arts and art history and the philosophy of art, as well as mediums, i.e., watercolor, colored pencils, graphite, pastels, etc.

## **INSTRUCTIONAL METHODS AND STRATEGIES**

Instructional methods will include, but not be limited to, interpreting and analyzing the story-telling nature of the graphic novels. Along with the story-telling students will also apply design and drawing components to demonstrate their understanding of story-telling.

Homework will be required to practice the art-making techniques of observing and drawing everyday objects and in daily life. Research and analyzing other artists and techniques from a variety of media will supplement the understanding of a strong story element.

A variety of visual examples from contemporary graphic novel artists and stories will be used in-class to further the learning experience. The use of a variety of visual examples used as an instructional tool, SDAIE, allows for all learners to achieve higher learning.

Assessment and evaluation are ongoing throughout the year. Assessment modalities will include presentation of final projects and assignments demonstrating students' understanding of the elements of story-telling.

## **ASSESSMENT CRITERIA**

Rubric criteria for evaluation is established by the instructor, with student input, at the beginning of each project or unit to be assessed. Standards for academic performance are based upon the Visual and Performing Arts Content Standards for California Public Schools, Kindergarten Through Twelfth Grade, and Grades 9-12 Advanced. Student portfolios for assessment are used to measure student growth and learning over time. Selected students are presented at the end of each grading period to demonstrate a development in ability, and include written evaluations that demonstrate student understanding of individual achievements.

**DATE OF CONTENT SUBMISSION:** NEW - February 2008

**DATE OF BOARD APPROVAL:** **March 20, 2008**