

MYP unit planner

Teacher(s)	Mr. Tor Warren-Guerette	Subject group and discipline	9th-12th Grade Visual Arts
Unit title	“My First Comic”		

INQUIRY: Establishing the purpose of the inquiry

Key concept	Related concept(s)	Global context
Identity	Development, Connections, Communications Expression, Narrative	Personal and Cultural Expression (Creation)
Statement of inquiry		
Comics are a mode of visual communication, bridging text and images, which artists use to portray and express their identities.		
Inquiry questions (Debatable)		
Why do people tell stories? Why do people tell stories in comics? What does it mean to be individually diverse and conceptually cohesive?		
Objectives	Summative assessment description	
SWBAT make multiple pages of comics in a medium of their choosing to tell a story.	One page written Artist Statement from individual students which details the process of artmaking and reflects on their artwork’s future.	
CCSS ILS NGSS Standards		

VA:Cr2.1.III. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

VA:Cr1.2.II. Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

VA:Cr1.2.III. Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

VA:Cr2.1.II. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

VA:Pr4.1.II. Analyze, select, and critique personal artwork for a collection or portfolio presentation.

VA:Pr4.1.III. Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.

VA:Cn10.1.I. Document the process of developing ideas from early stages to fully elaborated ideas.

VA:Cn10.1.II. Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making.

ACTION: Teaching and learning through inquiry

<i>Learning Process</i>		
Learning experiences and teaching strategies	Formative assessment	Differentiation
<p>Introducing students to comic principles and concepts around narrative. Students will share prior knowledge and any comics they enjoy with the class.</p> <p>Students will then brainstorm out their story ideas and create a plan for making. Students will request what materials they require.</p>	<p>Submission of thumbnails</p> <ul style="list-style-type: none"> - Completion grade - Check for diversity in composition - Look for conceptual cohesion <p>Submission of first drafts</p> <ul style="list-style-type: none"> - Completion grade - Check for diversity in composition - Look for conceptual cohesion 	<p>Workshops and worksheets with graphic organizers to help with idea generation. Direct students who need assistance to draw from personal experiences.</p> <p>Workshops and demos as needed to assist with technique.</p>

<p>Artmaking processes begin.</p> <p>Deadlines for individual submissions and gallery walk.</p>	<p>Gallery Walk Critique</p> <ul style="list-style-type: none"> - Participation grade: commenting on classmate work - Participation grade: answering questions about work <p>Submission of Artist Statements</p> <ul style="list-style-type: none"> - Completion grade - Check for conceptual cohesion - Reflection on process 	<p>Different assessment for shy students: able to use sticky notes or writing at the final critique</p> <p>Individual meetings with students to check in with deadlines, materials, and ambitions. This is where page numbers will be discussed.</p>
<p>Resources</p>		
<p>A variation of comics from different genres (fantasy, scifi, superhero, nonfiction, funny, romance, historical) from different regions (United States, Japan, France, etc) (Examples: Nimona, Batman, Naruto, Persepolis, Peanuts)</p> <p>A wet and dry studio for students who wish to paint or collage. Computers or tablets as requested.</p> <p>Students make a material list and request the items, and then are provided as needed. Bare necessities: Pencils, paper, markers, india ink, nibs and pens, crayons.</p>		

REFLECTION: Considering the planning, process and impact of the inquiry (Table 5, 70-71)

Prior to teaching the unit	During teaching	After teaching the unit
<p>Students know comics are books made of drawings and text, often about superheroes or funny, almost always made up and fictional. Comics do not have a lot of prevalence in the art sphere and are considered lowbrow.</p>	<p>Students will learn about the fundamentals of comics writing and drawing, and explore narratives through visual storytelling. Students will work on their individual projects to draw separate diverse pages to collect into a cohesive whole, and then reflect on their classmates' narratives and compositions.</p>	<p>Students will have their own comic produced of an original story, which is both visually interesting and stylistically cohesive. They will be able to reflect on the narrative and visual of not only their classmates' comics but on comics from other artists as well.</p>