**Learning/Lesson Plan**

**Title:** A Cartoon Story – may be modified for older students.
**Instructor:** Wanda LeClerc

**Schedule: 1-2 50 minute class sessions**

**Grade(s)/Age(s):** Elementary (may be modified for older students)

**Lesson Description:** Invent a cartoon story with humorous illustrations, a narrative including sound words, and a clear sequence of events.

**Materials & Space**:
Large white drawing paper 11'x 17'
Pencil & eraser
Permanent black marker
Colored markers or pencils

| Learning Objectives<br>*What I want my students to know and be able to do.* | Assessment Criteria<br>*What I will observe in my students – traits that can be seen and heard.* |
| --- | --- |
| **1.** Student will divide paper into segments such as 4 or 6 or 8 segments. | **1.** Students draw or fold paper to create those sections. |
| **2.** Students will think of a funny story and sounds.<br><br>3. Students will illustrate and write a funny story with sounds. | **2.** Students draw various scenes to show a sequence of events.<br><br>3. Students will draw simple sketches to show who or what is making sounds, show speech bubbles, and use of bright cartoon type colors. |

**Vocabulary (additional vocabulary listed at the end of the lesson plan):**

Cartoon
Cartoonist
Character
Humor
Narrative
Onomatopoeia-action or sound words

## INSTRUCTIONS:

## DAY 1

**Lesson Title:**


**Opener: Introduce** Visual Art and English Language Arts Academic Language:
*Realistic/representational drawing, sketch, character, narrative, sequence, onomatopoeia.*
**Introduce** Visual Art and English Language Arts Academic Language:
*Realistic/representational drawing, sketch, character, narrative, sequence, onomatopoeia.*

**Activity: Guide** students as they begin. Offer tips on ways to begin by showing how to:
- Think about your story: divide your paper into the number of cartoon boxes you need (4-8) carefully fold or draw to create these segments.
- Sketch light so you can change parts.
- Select the Onomatopoeia sound words and other dialogue, that communicates your story then capture them in speech balloons.
- Start adding colors to bring out the expressions of characters, and then, outline with a permanent marker.


⇒ ***Assessment Checkpoint for Objective # 1,2,3***



## DAY 2
**Lesson Title: Add pizzaz**

**Opener: Share visuals of cartoons of student work and professionals and look at similarities and differences.**

**Activity:** Finish up projects adding highlights, touch up colors, ad value for visual impact and contrast where needed.

⇒ ***Assessment Checkpoint for Objective #:*** 1,2,3

## Closer:
Share your cartoon story with the class: What made you think of this story?
Tell us about the beginning, middle and end.
What do you think is funny about it?
When we look at all of our cartoons together, what do we notice?
What are some of the artistic choices you see in cartoons that help communicate a story?

**Learning/Lesson Plan**


## Assessment:

Visual Art and English Language Arts Academic Language: *Realistic/representational drawing, sketch, character, narrative, sequence, onomatopoeia.* **Introduce** Visual Art and English Language Arts Academic Language: *Realistic/representational drawing, sketch, character, narrative, sequence, onomatopoeia.*


## Common Core Standards:

**Washington State Arts Standards: Visual Arts**

1.1 Creating: Generate and conceptualize artistic ideas and work. Performance Standard (VA:Cr1.1.3)
    a. Elaborate on an imaginative idea.

3. Creating: Refine and complete artistic work. Performance Standard (VA:Cr3.1.1)
    a. Use art vocabulary to describe choices while creating art.

7.2 Responding: Perceive and analyze artistic work. Performance Standard (VA:Re7.2.K)
    a. Describe what an image represents.

10. Connecting: Synthesize and relate knowledge and personal experience to make art. Performance Standard (VA:Cn10.1.2)
    a. Create works of art about events in home, school or community life.


**CCSS ELA Anchor Standards**

Reading: Key Ideas and Details: 3. Describe characters, settings and major events in a story, using key details. 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Writing: Text Types and Purposes: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Visual Art and English Language Arts Academic Language: *Realistic/representational drawing, sketch, character, narrative, sequence, onomatopoeia.* **Introduce** Visual Art and English Language Arts Academic Language: *Realistic/representational drawing, sketch, character, narrative, sequence, onomatopoeia.*