**Course: Art Foundations 10-12 (75 min) Lesson# 15**

**Objective**

* Working period: finishing the final project
* Each student should be clear about the project requirements
* Introduce the Artist Statement
* Talk about next day's presentation
* Talk about the last day to accept the project and late marks

**Materials & Resources**

* Comic books, graphic novels
* Scott McCloud "Understanding Comics: The Invisible Art"
* Various comic development resources (character development, how to draw expressions, body proportions review)

**Prior Knowledge**

* Social & Activist art
* History and elements of Comics
* Comics, graphic novels they have read
* Concept/ themes
* Social issues that are relevant to their lives or others they know

**Vocabulary**

* social justice
	+ poverty, racism, LGBTQ, sexism, environmental, bullying, substance abuse
* concept/theme
* Prison Industrial Complex
* Sabrina Jones
* Rebecca Belmore
* Aboriginal

**Instruction**

* Hook- Last day to work on the project in class!
* Remind them of the requirements of the comic
* Deadlines and late marks
* Introduce the Artist Statement: review how to answer each question
* Walk around to check on their progress and if they require assistance
* Closing- Next class will be presentation day and completing the self-assessment sheet. Please finish everything before class begins. There will be no time to work in class and everything must be handed in.

**Assessment Plan**

* Formative Assessment (regular feedback)
	+ Peer assessment
	+ Self assessment
	+ checking for understanding (asking questions)
		- Links to Concept worksheet
		- Sketchbook check
* Summative Assessment (final project mark)
	+ Rubric (Please refer to rubric)
	+ Artist Statement
* Work Ethic & Participation Rubric

**Adaptations**

* For ELL, do their comic in their native language (translation service will be provided)
	+ Asking a friend for assistance may be necessary
* Links to Concept- may draw their concepts if they can't verbalize their concepts
* Book format may be used if their comic has over 20 frames

**Extensions**

* Develop into a full story line (book)
* Develop a comic based on an issue that they are passionate about (can be fiction)
* Take their Positive Changes comic and recruit others into building awareness around the school and in their community regarding their issue

**Prescribed Learning Outcomes**

**Grade 10**

* Demonstrate respect for ethical and legal considerations associated with reproduction as an image-development strategy
* Develop and make images: for specific purpose
* Develop and make images: demonstrating a growth in understanding of a subject or theme demonstrate an awareness of the skills, training, and education needed to pursue a variety of art careers
* Create images based on an understanding of historical and contemporary images and issues
* Create images that reflect an understanding of responsibility to the context of a specific audience
* Critique their own work and that of others with respect to how the properties and uses of materials, technologies, and processes contribute to conveying meaning and achieving purpose
* Use a combination of elements and principles to create a particular mood in personally meaningful images

**Grade 11 & 12**

* Analyze how particular elements and principles are used to create meaning and effect in images within a specific visual expression area
* Analyze how context influences the content and form of images
* Create images within a specific visual expression area: that reflect historical and contemporary themes
* Critique how particular elements and principles are used to create meaning and effect in images
* Demonstrate competent use of techniques specific to selected materials, technologies, and processes within a specific visual expression area
* Demonstrate self-direction in selecting image sources to create images to achieve a specific purpose
* Demonstrate the appropriate preparation, clean-up, care, and storage of materials and artworks in all stages of development
* Use appropriate visual arts terminology in art criticism