**Course: Art Foundations 10-12 (75 min) Lesson# 4**

**Objective**

* Expand their knowledge of comics & social issues
* Look at visual and textual differences between the comics
* How are social issues resolved/addressed in these books?
* Learn about the Library and its learning resources
* Read through the suggested books on these topics selected by the librarian
* Discuss social justice issues - What is it? Why is it relevant?
* Begin brainstorming what social justice issues matter to them

**Materials & Resources**

* Library
* Comic books, graphic novels
* Books on social issues
* Scott McCloud "Understanding Comics: The Invisible Art"

**Prior Knowledge**

* History of comics
* Library as a resource
* Social issues that are relevant to their lives or others they know

**Vocabulary**

* social justice
  + poverty, racism, LGBTQ, sexism, environmental, bullying, substance abuse
* comics
* narrative
* sequential art

**Instruction**

* Hook- Librarian begins with the introduction.
* Talk about the array of library books that are available to them
  + Table of books on various social issues
  + Table of books on various comics, graphic novels
* Ask them to look at how the comics are drawn-the framing, colours, themes, text and consider how they can fact those elements into their comic
* Make sure to look at the social issues books for information and inspiration
* Closing-Keep brainstorming and sketching. Hopefully you will have your concept nailed down by next class. I will introduce the Links to Concept worksheet.

**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
* 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