**Course: Art Foundations 10-12 (75 min) Lesson# 5**

**Objective**

* Introduce the Links to Concept worksheet
	+ Central concept is expanded on with smaller, connecting concepts
	+ Will help break down the concept formation into simpler steps
* Work on preliminary sketches
* Begin brainstorming what social justice issues matter to them

**Materials & Resources**

* Photocopies: Links to Concept worksheet (60)
* Comic books, graphic novels
* Scott McCloud "Understanding Comics: The Invisible Art"

**Prior Knowledge**

* Concept/ themes
* Social issues that are relevant to their lives or others they know

**Vocabulary**

* History of comics
* social justice
	+ poverty, racism, LGBTQ, sexism, environmental, bullying, substance abuse
* comics
* narrative
* sequential art
* concept/theme

**Instruction**

* Hook- Show the comic I created "Apples and Oranges" and the associated Links to Concept sheet
* Review the events of last class: how did they find the library session? Was it useful? Did they learn anything that they could use?
* Handout Links to Concept worksheet and tell them the due date
	+ Explain how to fill out the worksheet with my example
	+ Think carefully about the main concept and historical, social, personal connections that you could make with your main concept
* Go around to help each student with their concept sheet, especially those who are ELL
* Encourage those with concept sheets done to work on their preliminary sketches
* Closing- This may be something unusual to art class but it is extremely important in developing your concept before starting your comic. You should have your concept firmed and ready to do your preliminary sketches. Next class we will learn about the elements of comics and how they affect the interpretation of the story.

**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