RACHEL BRUNN

JOURNEY

8th Grade | Creative Writing & Illustration
## VISUAL ART LEARNING SEGMENT PLAN
### UWM METHODS TEMPLATE

**Learning Segment Title:** Journey

Number of Planned Lessons: 4  
Age Group: Grade 8

### ENDURING CONCEPTS & GOALS FOR THE LEARNING SEGMENT

**Central Focus:**
Students will build upon their prior knowledge of visual storytelling by coherently connecting a series of still images into a narrative, comic book style.

Students will interpret the stories in the work that comic artists are making and then incorporating those themes and ideas when they develop their own works of art.

**Big Idea:** Stories

**Essential Questions:**
- What is a journey?
- How are journeys and stories the same? What makes them different?
- How do stories told through art influence us differently than stories told verbally or through writing?

### KNOWLEDGE OF STUDENTS TO INFORM TEACHING

**How does this lesson connect with and build on students’ previous/subsequent lesson(s)? How do students’ visual art dispositions inform this lesson**

This lesson builds upon previous lessons of pen and ink techniques. Previously students created a single image in pen and ink that represents something important to them that they could teach others called ‘essential knowledge’. Now they will use multiple images/drawings in the form of a comic to tell their viewers a story.

**What personal, cultural, and community assets inform this learning segment?**

The school is urban and has a very diverse student population. Since the project is very open and student choice in what kind of stories and journeys are portrayed I expect that the students will be able to experience a variety of points of view different from their own.

Some students are at different points developmentally, and so I think it’ll be important to allow for a variety of finishes for the final product. Students in middle school are also very aware of their peer’s opinions and so they are less likely to take risks (so they don’t look stupid in front of anyone).

**What are the developmental characteristics of these learners? What are common misconceptions in relation to this learning segment?**

My students are between the concrete operational stage and the formal operational stage. My students can think critically and literally about concrete subjects and events, and they’re learning about abstracting ideas and thinking through how to plan their future.

Possible misconceptions that I forsee with this project include getting stuck without an ending for their idea.
which I hope to fix this possible problem by doing brainstorming exercises and a “beat board” activity.

hat adaptations and consideration are needed for instruction for whole class, individuals, and students with specific needs?

I have a specific seating chart that separates students can behave antagonistically and pair students that are respectful to the rules and procedures of the art room. If there is a student that is struggling to concentrate while socializing with peers I have an empty table that they may move to.

Two students with learning disabilities IEP’s have accommodations for test taking and writing. Artist Statement form as the in Peer Critique they may move to a quiet table and have additional time to complete the assignments.

Identify research and theory that support your choices, adaptations, and understanding of your students.

Vygotsky’s theory of social constructivism says that cognitive development stems from constructing knowledge through interaction and guided tasks that fit within a child’s zone of proximal development. Since my class is from an urban school with a very diverse population of ethnicities and socio-economic status I support my student's academic learning by guiding them through VTS style discussion to encourage peer to peer learning.

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES &amp; VISUAL ART STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to...</td>
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<tr>
<td>Student will demonstrate an understanding that...</td>
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<table>
<thead>
<tr>
<th>National Core Art Standards</th>
<th>Learning Objectives</th>
<th>Learning Tasks &amp; Assessment Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>(list grade level specific number and text)</td>
<td>Developing Works of Art/Design:</td>
<td>Learning Tasks:</td>
</tr>
<tr>
<td>VA:Cr2.3.8</td>
<td>Artists will tell the story of their journey utilizing pen and ink techniques.</td>
<td>- Quick list of journeys brainstorming exercises</td>
</tr>
<tr>
<td>Select, organize, and design images and words to make visually clear and compelling presentations.</td>
<td>- Planning “beats” exercise</td>
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</tr>
<tr>
<td></td>
<td>- Brainstorming project/sketching on scratch paper or sketchbook</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessments/Feedback:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Checklist for completion of exercise</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Verbal formative feedback</td>
<td></td>
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<tr>
<td></td>
<td>- Rubric based grade for final project</td>
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</tr>
</tbody>
</table>

| VA:Re7.1.8 | Interpreting Art: | Learning Tasks: |
| Explain how a person’s aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others. | Artists will analyze the artworks of Holly Chisholm to identify the narratives present in the work and to discuss how the page and panel layouts enhance the story pacing. | VTS style viewing and discussion of Holly Chisholm’s “Just Peachy Comics” |
| | Assessments/Feedback: | VTS Discussion based/participation based assessment. Real Time feedback from teacher and peers. |
**VA:Cn11.1.8**
Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

**Connecting to Context:**
Artists will share about the techniques they used for their piece, and describe the ‘why’ of their story in their artist’s statement.

**Learning Tasks:**
- Instagram style artist statement regarding the design choices the student made, and add their own interpretation of the narrative.

**Assessment/Feedback**
- Completion checklist

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**ACADEMIC LANGUAGE**

<table>
<thead>
<tr>
<th>Language Demands</th>
<th>Planned Supports</th>
<th>Assessments/Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Function:</strong> Analyze</td>
<td>VTS artist discussion Instagram Artist Statement form</td>
<td>Summative assessment of artist statement</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong> (list &amp; define)</td>
<td>Repetitive use of the vocab during the teaching demos. Encouraged use of vocabulary in group discussions. Use of vocabulary when giving out verbal feedback. Anchor Chart</td>
<td>Formative verbal feedback Summative assessment checklist with artist’s statement</td>
</tr>
<tr>
<td>Pen and Ink- a drawing technique involving the use of black and other coloured <strong>inks</strong> which are applied to paper with a pen.</td>
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</tr>
<tr>
<td>Hatching- shading with closely drawn parallel lines.</td>
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</tr>
<tr>
<td>Cross Hatching-shade (an area) with intersecting sets of parallel lines.</td>
<td></td>
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</tr>
<tr>
<td>Silhouette-the image of a person, an object or scene represented as a solid shape of a single colour, usually black, its edges matching the outline of the subject</td>
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<td></td>
</tr>
<tr>
<td>Gutters- the space between two panels within a <strong>comic</strong> strip or <strong>comic book</strong></td>
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</tr>
<tr>
<td>Panels- A <strong>panel</strong> is an individual frame, or single drawing, in the multiple <strong>panel</strong> sequence of a <strong>comic</strong> strip or <strong>comic book</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Discourse (or Syntax):</strong></td>
<td>Instagram Artist Statement form</td>
<td>Summative Checklist for artist statement</td>
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<tr>
<td>Writing Artist statement</td>
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</tbody>
</table>

**LESSON #1**
Descriptive Lesson Title: Finding the Journey (artist viewing)

Lesson Description:
VTS Viewing and Discussion of Holly Chisholm’s art, specifically her work on Just Peachy comics. Teacher will go over story pacing, beat/fill panels and how panels relate to one another to enhance storytelling.

Materials
Sketchbook, scrap paper, brainstorm worksheet, paper and pens.

Instructional Strategies & Learning Tasks
Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher Activities</th>
<th>Student Activities</th>
<th>Differentiation/Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Teacher will do announcements and reminders.</td>
<td>Students will be sitting at tables getting scrap paper and handouts spread around.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Teacher will lead VTS style viewing of Holly Chisholm’s art</td>
<td>Students will be engaging in discussion, taking notes if needed.</td>
<td>Students may give a written answer</td>
</tr>
<tr>
<td>20</td>
<td>Teacher will introduce think-pair-share discussion on what a journey is.</td>
<td>Students will engage in discussion and write down answers for their journeys.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Clean up directions</td>
<td>Students are creating table piles of artwork to be collected, and they are putting their materials away.</td>
<td></td>
</tr>
</tbody>
</table>

Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)

Initial- Discussion about artist

Teacher Self-assessment/Reflection: (To be completed following teaching; include connections to relevant theory)
Descriptive Lesson Title: Getting Ideas onto paper

Lesson Description:
Get sketch/idea approval for final, begin work on final by creating beat panels.

Materials:
Sketchbook, Scrap paper, pencils and pens.

Instructional Strategies & Learning Tasks
Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

<table>
<thead>
<tr>
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<th>Student Activities</th>
<th>Differentiation/Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Minutes</td>
<td>Teacher will do demo on beat boards exercise, and will introduce anchor chart info</td>
<td>Students will be sketching ideas for final. Students must create beat panel sketches first.</td>
<td>Students may work at quiet table.</td>
</tr>
<tr>
<td>25 minutes</td>
<td>Teacher will walk around giving verbal feedback to students on sketches and beat board activities.</td>
<td>Work on Final project, sketching fill panels and page layouts</td>
<td>Students may work at quiet table.</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Clean up</td>
<td>Clean Up</td>
<td></td>
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</tbody>
</table>

Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)

Formative- Beat Board Exercise

Teacher Self-assessment/Reflection: (To be completed following teaching; include connections to relevant theory)

LESSON #3

Descriptive Lesson Title: Critique

Lesson Description:
Students will swap their in progress artwork and fill out a form that evaluates the requirements of the project. Students will take the written feedback on their artwork and make adjustments before moving onto inking.
Instructional Strategies & Learning Tasks
Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher Activities</th>
<th>Student Activities</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1-5 minutes</td>
<td>Teacher will do announcements and reminders.</td>
<td>Students will be passing out in progress artwork around their table.</td>
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<tr>
<td>5-7 minutes</td>
<td>Teacher will demo what a critique is and explain the critique sheet that will help students have feedback. Rubric will be on the board.</td>
<td>Students can take notes and ask questions about the worksheet.</td>
<td></td>
</tr>
<tr>
<td>15 minutes</td>
<td>Teacher will walk around table to table giving verbal feedback.</td>
<td>Students will work in small groups/pairs and give each other written or verbal in progress verbal feedback.</td>
<td>Students may work at quiet table.</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Teacher will walk around table to table giving verbal feedback.</td>
<td>Free Student work time on final.</td>
<td></td>
</tr>
<tr>
<td>5 minutes</td>
<td>Clean up</td>
<td>Clean up</td>
<td></td>
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</table>

Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)

Formative feedback: Verbal feedback from teacher.

Teacher Self-assessment/Reflection: (To be completed following teaching; include connections to relevant theory)

LESSON #4

Descriptive Lesson Title: Pen and Ink Technique Review

Lesson Description:
Building on a previous lesson using pen and ink techniques, students will review pen and ink techniques including hatching, cross hatching, stippling and spot black/silhouettes.

Materials:
Paper, pens and pencils.

Instructional Strategies & Learning Tasks
Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.
LESSON #5

Descriptive Lesson Title: Artist statement

Lesson Description:

Artist statement expectations, Final work time

Materials:

Instagram Artist Statement, paper, pens and pencils.

Instructional Strategies & Learning Tasks

Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

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<tbody>
<tr>
<td>5-7 minutes</td>
<td>Teacher will demonstrate how to create an artist statement</td>
<td>Students will be handing out work in progress artwork and blank Instagram artist statements.</td>
<td>Students may give verbal artist statement instead.</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Teacher will give feedback</td>
<td>Work on final project touches and artist statement.</td>
<td>Students may work at quiet table.</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Clean Up</td>
<td>Clean up</td>
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</tr>
<tr>
<td>Relevant Assessments &amp; Planned Feedback</td>
<td>(Initial, Formative, and/or Summative)</td>
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<tr>
<td>----------------------------------------</td>
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<tr>
<td>Summative</td>
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<td></td>
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<tr>
<td>- Checklist for artist statement</td>
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<tr>
<td>- Rubric based grading scale for final project</td>
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</table>

**Teacher Self-assessment/Reflection:** (To be completed following teaching; include connections to relevant theory)
Lesson one instructional materials

Think-Pair-Share

What is a journey?
Are there different types of journeys?

Do stories told visually influence us differently than stories told verbally or through writing?
What are some examples of visual stories?

Holly Chisholm
Artist and Writer of Peachy Comics
Holly lives and works in Texas. She draws short Instagram comics that center around living with mental illness.

What kind of journeys have you been on?
Write them down on the brainstorm worksheet!
Lesson one instructional materials

Class: Name:

Brainstorm worksheet:

Relationship Journey:

(Beginning) We met:
(Turning point or conflict) We bonded over/we fought about:
(Conclusion) Now we:

Physical Journey:

(Beginning) I was going here:
(Turning point or conflict) But then
I noticed I was in the wrong place when:
(Conclusion) To find my way again I:

Emotional Journey:

(Beginning) I used to feel this way:
Because of this:
(Turning Point or conflict) Things have changed because I did this:
OR
Things have changed because others did this:
(Conclusion) Now I feel this way:
Lesson two instructional materials

Story Time Review

On your beatboard worksheet, write down:
- the beginning
- “turning point”
- ending of my story.

Different Types of Comic Formats

BEAT BOARDS
1) What is the beginning of your story? Sketch panel 1

2) What is the ending of your story? Sketch panel 2

BEAT BOARDS
3) What are 1–3 other important ‘beats’ to your story? Sketch them now.
Lesson two instructional materials
Lesson three instructional materials

Journey Critique Worksheet

1) Did you understand the story without the artist explaining it?

_________________________________________________________________

2) What is the beginning, middle (plot twist or turning point), and end of the story?

_________________________________________________________________

3) What did you like best about the project (Story and Artwork)?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

4) Name two things that the artist could improve:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

5) Other comments:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

As the artist I am going to make these changes to my artwork based on the feedback above.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
Lesson four instructional materials

A silhouette is the image of a person, animal, object or scene represented as a solid shape of a single color, usually black, its edges matching the outline of the subject.

Gian Galang
Gian Galang is an artist and illustrator living and working in NYC. He has created artwork for clients including Nike, Reebok, Vice, the UFC, ESPN, HBO, and Everlast.

He studied illustration and graphic design at Virginia Commonwealth University.

Osamu Tezuka
Lesson four instructional materials

Inking Techniques

Hatching  Cross Hatching

Stippling  Squiggly lines
Lesson five instructional materials

Instagram

#  #  #

Instagram

#  #  #
**Lesson five instructional materials**

**VOCABULARY WORD BANK**

<table>
<thead>
<tr>
<th>Comic</th>
<th>Cross Hatching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Panel</td>
<td>Stippling</td>
</tr>
<tr>
<td>Gutter(s)</td>
<td>Silhouette (Or Spot Black)</td>
</tr>
<tr>
<td>Pen and Ink</td>
<td>Value</td>
</tr>
<tr>
<td>Hatching</td>
<td>Shading</td>
</tr>
</tbody>
</table>
Hatching:
- A technique for shading using parallel lines.

Cross Hatching:
- A technique for shading using lines that cross over each other. (Perpendicular lines)

Stippling
- A technique for shading using numerous small dots.