Type of Program: In-School Workshop (1.5 hours for up to 30 participants)

Artist/Ensemble Name **Jerzy Drozd**	**Art Form:** Visual Art (Comics/Graphic Novels)
Program Title **Sequences and Consequences**	**Grade Band: (Check One)** ☐ Lower Elementary (K-2) X Upper Elementary ☐ Middle School (6-8) ☐ Lower High School (9-10) ☐ Upper High School (11-12)

1. PROGRAM DESCRIPTION

Summary

During a 90-minute workshop, students will explore how cartoonists use size and viewing angle to communicate tension, mood, and relationships between characters. The students will read a 9-part script provided by the teaching artist. They will draw how each moment of the story feels using size and viewing angle on 9 index cards. At the end they will rearrange the cards to see if an alternate narrative emerges, and discuss how the tone of their story changes.

2. OUTCOMES/INDICATORS/ASSESSMENT

Outcomes:
The students will be able to:

1. Recognize rising action in a narrative.
2. Infer character's feelings and emotions through contextual clues in a narrative.
3. Produce a drawing demonstrating their understanding of how the sequence of information contributes to a narrative's meaning.

Indicators of outcomes:

1. 85% of students will use art materials to produce a story.
2. 80% of students will be able to explain differences between characters through a combination of drawing, writing, and verbal presentation.
3. 80% of students will be able to summarize details of a text through a combination of drawing and writing.

Assessment

Teaching artists observation and interaction with students during drawing and writing activities.

Individual presentations by the students in which they will discuss their narrative choices.

3. ARTS INTEGRATION

This program uses the comics medium, sequential cartoon illustrations, to create a descriptive narrative, enhancing learning in writing/language arts.

Comics affords students the opportunity to express abstract or complex ideas through illustration and cartoon. An author can express their character's inner rage by drawing a volcanic eruption literally coming out of the top of their head.

The tools of cartooning can be used as visual adjectives; we might write that a character ran quickly, while a cartoonist might draw a character running with three horizontal lines following them. These are some of many ways that comics can support learning in writing/language arts and reach students with different learning modalities.

4. STUDENT DEVELOPMENT / POSITIVE REINFORCEMENT

A. **Domains of Positive Youth Development**

Social Emotional: Students can collaborate on stories to encourage cooperation and decrease risk for students who may be intimidated by the assignment.

Cognitive: Exploration of perspective-taking and sequence-making to communicate complex information.

Literacy/Verbal: Oral discussion to encourage articulation of rationale, both in assessment of teacher-provided samples and in the students' art. Students will be encouraged to summarize their experience through verbal presentation of their finished designs.

Physical: The students will work with a clear purpose—finishing their comic and improving their narrative drawing skills. Verbal presentation of their characters will build physical confidence.

B. **Multiple Learning Styles**

Visual: Drawing demonstration by teaching artist. Combination of live drawing and projected examples.

Auditory: Listening to and reflection on verbal discussion between the teaching artist and classroom.

Reading/Writing: Writing and drawing a comic based on a provided script.

Kinesthetic: Drawing the comic. Rearranging the cards to explore new meaning.

C. **Positive Reinforcement Techniques -** list 2-3 ways you plan to positively reinforce desirable student behaviors in connection with your program activities.

1. Verbal praise when students demonstrate creativity with and understanding of comics narrative techniques or support their fellow students.

2. Students demonstrating particularly creative approaches will be invited to share their technique with the classroom. If the student expresses reluctance to share, the teaching artist will, after asking permission, anonymously share the student's approach with the classroom.

3. Students who finish their comic will be invited to share their work with the class via verbal presentation.

5. LEARNING PLAN / STRATEGIES & ACTIVITIES

Before the Program

Suggest 2 specific activities that classroom teachers can do to help prepare students for your workshop.

1. Watch Jerzy Drozd's video on the principles of comics storytelling: https://www.youtube.com/watch?v=TF5AL4SKy6k

2. Discuss an impactful scene from a classroom text. Explore descriptive words about characters' feelings. Invite the students to draw what those scenes looked like when they read them.

During the Program

Introductory Activity:

Description: Using a combination of prepared images and drawing demonstration, the teaching artist will introduce the students to Subjective/Objective view in comics. Subjective view usually focuses on creating a sense of participating in a scene or in a character's feelings. Objective view is usually used to communicate information such as character spatial relationships or establishing the setting. The teaching artist will pay particular attention to how looking up and down at characters changes how the moment feels.

Time Allotted: 5 minutes.

Main Program Activities:

Activity 1 The students will close their eyes and engage in an active imagination activity. The teaching artist will read a 9-panel comics script to the students. The students will imagine what each moment looks like as the story is read aloud.

Time Allotted: 2 minutes.

Activity 2: The students will be given 9 index cards and pencils. They will draw each moment of the story on an individual card. They will be invited to think about whether the individual moments are subjective or objective, and whether they should put the reader's eye above or below the characters.

Once completed, the students will rearrange the index cards to find an equally plausible story. They will explain how the new sequence changes the story's tone or meaning.

Time Allotted: 15 minutes

Alternative/Extension Activities : These are ways to continue engagement if students work through main activities more quickly than expected.

Description:
Students can add new cards to the sequence, expanding on the story's meaning.

Reflection Activity:

Description: Students will be invited to lead verbal presentations of their work. They will articulate rationale for their cartooning choices through an interview with the teaching artist. How did they use distance and viewing angle to show how the moment felt? How did they use line to make things seem more or less intense?

The teaching artist will then engage the whole classroom on a discussion of their experience. The students will reflect on what surprised them about the project, what their favorite parts were, and how they might use comics to explain other subjects.

Time Allotted: 5 minutes.

After the Program

1. Invite the students to demonstrate their comprehension of a classroom text by retelling a segment on index cards. The students will explain how they used size and viewing angle to show how the moments felt to them.

2. Invite the students to create an instructional minicomic that teaches something they're learning in another curriculum area. The students can create wild and colorful characters based on the chemical elements to teach basic chemistry, or characters who can separate into smaller characters to demonstrate the concept of fractions. The students could even use their favorite Pokemon character as a guide to teach a subject they're learning in the classroom.

6. CURRICULAR CONNECTIONS / LEARNING STANDARDS

Arts Learning Standards (Dance, Drama/Theater, Music, Visual Art, etc.)

Grade 4
4.3CR Consider the elements of art and principles of design to create visually effective compositions.
4.3PR Utilize innovative ways to apply the elements of art and principles of design.

Grade 5
5.3RE Evaluate the relationship between works of art and human experiences.
5.3CO Create works of art that evoke emotional responses for a desired outcome.

Non-Arts Learning Standards (English Language Arts, Math, Science, Social Studies, etc.)

Grade 4
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Grade 5
SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

7. RESOURCES

Minimum Space Requirements:
Classroom with shared or individual tables.

Equipment / Technology: Projector with HDMI or VGA input for instructor’s computer.

Supplies and materials: Index cards, pencils, colored pencils.

Supply cost per participant (if applicable):