Year 12 Infotech | Unit 9

How do I create characters for a graphic novel?

Topic Overview: In this unit, you will learn about the comic and graphic novel world. You will understand the content of a graphic novel or comic and how it relates to its target audience. You'll be able to develop one character for an original graphic novel or comic, and plan and produce panels for an original graphic novel or comic for this character.

This unit will run concurrently alongside other units.

	Lesson Exploration	Lesson Experience(s)	Knowledge and Skills	Key Words
Lesson 1	**What is a graphic novel and what is a comic?**	Students will experience reading and comparing the different types of comics.	1.1 to research industry, i.e. companies (e.g. DC Comics, Manga Entertainment, Marvel Comics, 2000 AD, DC Thompson, Fleetway Press, Image Comics) product types (e.g. graphic novels, digital comics, motion comics, comic strips, manga) titles (e.g. The Incredible Hulk, Hercules, Iron Man, Astonishing X-Men, Superman, Batman, Judge Dredd, Beano, Dandy) writers/pencilers, letterers/inkers/colourists (e.g. Stan Lee, Jack, Kirby, Bob Kane, Will Eisner, Osamu Tezuka, Kev FSutherland, Alan Moore) genre and styles (e.g. Japanese, American, British, crime, fantasy, superhero, war) 1.2 purpose and structure, i.e. action and adventure, slice of life, crime and mystery, science fiction/fantasy, superheroes panelling, text, story line, structure, visual narrative, iconography, use of formal elements (e.g. line, tone, colour), speech, thought bubbles and box lacements, symbols and sound effects consider how meaning is created through elements of content and style (e.g. colour, language, text, images, props,	Backstory Character traits Copyright Colourists Cropping Denotation Digital comics Genre Graphic novels Iconography Inkers Intellectual property rights Letterers Libel Manga Mood board Motion comics Narrative Panelling

				Pencillers Readability Royalties Self publishing Semiotics Slander Structure Synopsis

Lesson 2	**What features are included in a graphic novel or a comic?**	Students will experience using guided activities to explore different genres, styles and purposes of comics and graphic novels as well as looking at panelling and meaning.	costumes), created through semiotics (e.g. connotation, denotation, signification, iconography, anchorage), created through techniques (e.g. cropping, sizing, use of captions, choice of fonts, angle of the drawn action and characters) target audience (e.g. age, gender, interests) back story, personality, development, their appeal to target audience.
Lesson 3	**What do you need to be able to plan the production of an original graphic novel or comic?**	Students will experience planning methods such as spider diagrams, storyboards - they will investigate comic book creators.	2.1 proposal for content, i.e. title, synopsis of the plot, narrative structure graphic novel, comic, digital comic action and adventure, slice of life, crime and mystery, science fiction/fantasy, superheroes main character, additional characters (e.g. name, age, background, relationship to the narrative and main character, powers if relevant)
Lesson 4	**What planning methods are used in the production of a graphic novel or comic?**	Students will experience using guided activities to explore the use of planning methods used in creating a comic.	target audience (e.g. age, gender, lifestyle, appeal of the graphic novel) established company (e.g. 2000 AD, Marvel), self-publishing, internet
Lesson 5	**What planning methods are used in the production of a graphic novel or comic?**	Students will experience researching the legal issues surrounding creation of a comic or graphic novel.	copyright, intellectual property rights, slander, libel, royalties, violence, offensive language/behaviour/ material, representation, health and safety storyboarding for story flow
Lesson 6	**What planning methods are used in the production of a graphic novel or comic?**	Students will experience creating evidence of planning panels.	2.2 character developments in comics and across different media, i.e. future developments of story line within the comic genre and in other media (e.g. film, cartoon, games, TV series) 2.3 planning the scripted panels, i.e. break writing plot into page breaks/panel breaks develop a script for the character break each page into panels, plan panels on each page to fit
Lesson 7	**What does a final planning submission look like for an original graphic novel or comic?**	Students will experience using guided activities to work through the planning processes with a focus on what's Inside the panels.	narrative include dialogue bubbles/thought bubbles/captions; sound effects should be considered for panels 2.4 to consider camera angles/shots (e.g. bird's eye view, close-up)

			2.5 ideas for creation of the comic world, i.e. props that could be used (e.g. vehicles) terrain objects in the environment colouring of the environment.	
Lesson 8	**How can we develop ideas for an original character for a planned story?**	Students will experience researching Industry standard production methods and apply them to their own production.		
Lesson 9	**How can we develop ideas for an original character for a planned story?**	Students will experience using sketches and drawings to explore creativity of characters.	3.1 to generate ideas, i.e. mood boards, summary of ideas, spider diagrams, initial character sketches back story, unique character traits and/or abilities, relationship with other characters initial character drawings/illustrations to illustrate physical characteristics and movement, body, head, clothing.	
Lesson 10	**How can we develop ideas for an original character for a planned story?**	Students will experience generating ideas using pre planning methods previously experienced and practice using these methods.		
Lesson 11	**How can we develop ideas for an original character for a planned story?**	Students will experience developing skills in drawings and illustrations by experiencing various methods used in comics and graphic novels.		
Lesson 12	**How can we develop ideas for an original character for a planned story?**	Students will experience developing ideas and seek peer feedback to plan the feel of a new comic story	4.1 how to produce, i.e. narrative expressed in combined illustrated panels, dialogue/text, characters final panels can be digitally produced or hand drawn and inked 4.2 visual appeal, i.e. images used, colouring of characters and environment, font size and style, story flow, panel layout, use of speech and thought bubble and box placement, lettering, perspective, symbols and sound effects 4.3 review and test, i.e. self-evaluation target audience evaluation (e.g. focus group, questionnaire, face-to-face interviews) readability (e.g. Flesch Reading Ease/Flesch-Kincaid Grade Level, grammar and spelling)	
Lesson 13	**How do we produce an original graphic novel or comic?**	Students will experience completing Production – layout Production – story and dialogue of a comic or graphic novel.		

Lesson 14	**Mock Assignment**	Mock Assignment	
Lesson 15	**Mock Assignment**	Mock Assignment	
Lesson 16	**Mock Assignment**	Mock Assignment	
Lesson 17	**Mock Assignment**	Mock Assignment	
Lesson 18	**Mock Assignment**	Mock Assignment	
Lesson 19	**Formal Assessment & Submission**	Formal Assessment & Submission	
Lesson 20	**Formal Assessment & Submission**	Formal Assessment & Submission	
Lesson 21	**Formal Assessment & Submission**	Formal Assessment & Submission	
Lesson 22	**Formal Assessment & Submission**	Formal Assessment & Submission	
Lesson 23	**Formal Assessment & Submission**	Formal Assessment & Submission	

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