

1. Lesson Name: Tell Your Story (Multimedia Zines)

STANDARDS

- **B.V.2.3:** Create personal, symbolic expression as a means of communication (original, visual language).
- **B.CX.1.3:** Understand how art is used to document human experience.

TRANSFER

Students will be able to independently use their learning to ...

- Express descriptive thoughts and ideas both verbally and visually, to better interpret one's perceptions and understand assumptions.

2. Meaning and Acquisition

ESSENTIAL QUESTIONS:

- How can you describe yourself without speaking?
- How does perception and assumption play a role in visual messages and/or information? What's the difference?

STUDENTS WILL UNDERSTAND THAT:

- Information can be given through visual means;
- Stories can be told without saying a word.

STUDENTS WILL BE SKILLED AT:

- Making Zines: Folding paper, planning content
- Use of multimedia illustration techniques: Watercolor wash, marker, color pencil, drawing
- Visually Giving Information

3. Learning Objectives and Targets

OBJECTIVES

- Students will learn to express themselves and present information about themselves through visual storytelling [via zine illustration].

VOCABULARY

- **Zine:** A small book made by folding a single sheet of paper; Short for "magazine;" Often used to distribute information.
- **Perception:** Visual and sensory awareness, discrimination, and integration of impressions, conditions, and relationships with regard to objects, images and feelings
- **Expression:** In visual arts, a process of conveying ideas, feelings, and meanings, through selective use of communicative possibilities.

4. Evidence And Assessment

EVALUATIVE CRITERIA

1. **Participation;** A 5-10 minute sketch drawing of one's self; Drawing quality is not a factor, but effort should be made.
2. **Participation;** Respond to the questions directly, or to a classmate; Classroom and online reflective writing assignment via discussion board.
3. **Participation;** Respond to your partner's verbal information and reflect by expressing such information by drawing; Classroom assignment.
4. **Project Assignment;** A folded paper made into a zine; Multiple zines may be placed together for a larger booklet; Must have a distinct book cover; May use multiple mediums; Text may only be on the book cover; Classroom and homework assignment.
5. **Mini-Assignment & Participation:** Critique Pres.
 - a. Presentation Document (*mini-assignment*):
 - i. Title Page
 - ii. Artwork Process Pictures
 - iii. Final Artwork Pictures
 - b. Critique Presentation (*participation*)
 - i. Talk about your artmaking process; materials and methods used and why
 - ii. Talk about your final artwork; title, content
 - iii. Talk about any challenges you had
 - iv. Talk about what you'd do differently, looking back
 - v. Respond to any questions from peers

ASSESSMENT PERFORMANCE TASK

1. **Warm-Up Sketches:** Draw a self portrait.
2. **Brainstorming Discussion:** Respond to the Essential Questions.
3. **Guided Practice:** Partner up and listen to each other speak about themselves. Draw about the information they give you.
4. **Main Activity:** Design and create a zine that describes aspects of your life, personality, interests, and aspirations; The only text allowed is on the cover.
5. **Critique Presentations:** Create a digital presentation of your work including a title page, production pictures, and detailed pictures of your final product; Present your work either in person or submit your presentation as an online assignment; Students may participate in the critique in person or submit a reflective writing as an online assignment which responds to each evaluation criteria listed.

5. Differentiation and Adaptations

- **Gifted:** May explore and use additional materials upon request.

- **ADHD and/or Sensory Processing:** Allow preferential seating to reduce distraction; Provide printed instructional materials upon request; limit materials in the work area to not overwhelm the student(s).
- **Behavioral Needs:** Allow to sit away from other students and work independently and directly with the instructor.
- **Specific Language Needs:** Provide visual aids and printed instructional materials upon request.

6. Plan and References

Plan of Action:

1. **Opening:**
 - a. Warm-Up Sketch: Self Portrait (5-10 minutes)
 - b. Lesson Introduction: Google Slides (or PDF); The topics below will be on the slide presentation.
2. **Brainstorming:** Classroom Discussion (3-5 minutes)
 - a. How can you describe yourself without speaking?
 - b. How does perception and assumption play a role in visual messages and/or information? What's the difference?
3. **Guided Practice:** Partner Activity (5-10 minutes); Partner up and listen to each other speak about themselves. Draw about the information they give you. Share the resulting drawing with your partner.
4. **Activity:** Design and create a zine that describes aspects of your life, personality, interests, and aspirations; The only text allowed is on the cover. **Instructions on folding paper and a demonstration will be held in class; Written and visual instructions in the Google Slide.*
5. **Closing/Assessments:**
 - a. Digital Artwork Presentations (Google Slides or PDF); Online submission of assignment; Document artmaking process and final artwork via digital images.
 - b. Critique; Online written reflection assignment or in-person presentation; Present artwork and reflect on the following prompts:
 - i. Your artmaking process; materials and methods used and why
 - ii. Your final artwork; title, content
 - iii. Any challenges you had
 - iv. What you'd do differently, looking back

Resources & Materials:

- Copy or Sketch Paper, Watercolor Paper, drawing materials (crayon, pencil, marker, pen, color pencils), watercolor paint and paint brushes, any miscellaneous materials (construction paper, scissors, glue).

References:

- 9-12 North Carolina Essential State Standards for Visual Arts
(<https://www.dpi.nc.gov/documents/curriculum/artsed/scos/new-standards/arts/visual/essential-standards-visual-arts-9-12>)
- Glossary Visual Arts from North Carolina Department of Public Instruction
(<https://www.dpi.nc.gov/documents/curriculum/artsed/scos/support-tools/glossary/glossary-visual-arts>)