

The Art of Telling Stories

Illustration Unit Plan

5 Lessons over 5 Weeks - Highschool Beginning Visual Arts
NC Essential State Standards, Spring 2021

Book Covers

Lesson 1

Book Covers

Lesson 1

Previous Knowledge:

- Elements of Art
- Principles of Design
- Unified Composition
- Watercolor Tech.
- Color Theory
- Symbolism and Iconography
- Analyzing Artworks for meaning
- Evaluating Artworks for artistic content

Our Unit Learning Goal: Art can be used as a tool to drive a narrative and tell a story.

Brainstorming: What does “don’t judge a book by its cover” really mean? What kind of information can graphical and illustrated book covers give the reader/viewer?

- **Overt:** Not secret; Obvious; Open information.
- **Covert:** Hidden; Information not openly given; Could be inferred or assumed.
- **Context:** A set of interrelated conditions (such as social, economic, political) in visual arts that influence and give meaning to the development and reception of thoughts, ideas, or concepts, and that define specific cultures and eras.
- **Typography:** The art and technique of arrangement type involves selecting typefaces, point sizes, line lengths, line-spacing, and letter-spacing, and adjusting the space between pairs of letters.

Guided Practice

Take a look these book covers for *To Kill a Mockingbird* and discuss overt information and covert information.

Overt: Not secret; Obvious; Open information.

Covert: Hidden; Information not openly given; Could be inferred or assumed.

**posed in the classroom and posted in an online discussion forum*



Activity: Create a graphical or illustrated Book Cover for any genre.
**You may create a book of your own.*

Must have title and author, and list yourself as the illustrator. Must implement use of typography and symbolism for overt and/or covert information regarding the book.

Planning ahead:

- Symbolism (color, items, art elements, etc.) used
- Overt & Covert information
- Art elements and principles of design are implemented.
- Effective typography; Consider what your emotional intentions were with your font choice.
- If you use more than one font-type, be able to explain your reasons.
- Consider your artmaking process, materials used, challenges, and if you would do anything differently.

Expectations for all Google Slide Presentations:

1. Include a **title page** with student name, class, title for the project/artwork, and subtitle of the lesson name (ex. *Book Cover*).
2. Include **thumbnail sketches** (x9+ sketches; 1-2 pages/slides)
3. Include **full draft** of composition (1 full page);
 - a. If you want to make your artwork to-scale (actual size) you may measure the book area and have some space around the cover art.
4. Include **process board** images in this document (1-2 pages/slides).
5. Include the **final image**.
 - a. 1 additional page allowed for multiple close-up views is encouraged.

****Students who have internet connectivity or technical issues may show the teacher their thumbnails, draft, and final work and may speak about their process for credit.**

Expectations for Any Writing Assignment:

Artist Statements and/or Written Critiques (Google Doc)

- 1-2 pages, Arial 11 pt. font, double-spaced; include **title of the lesson**, your name, class, and teacher's name.
- Describe your choices (from the thumbnails).
- Describe your artmaking and creative thinking process.
 - Materials used.
 - Experimentation.
 - Challenges.
- Describe your final work.
- What would you do differently, looking back?

****Students who have issues with internet connection or with technology are allowed to print out or hand-write this assignment for credit.**

Critique Expectations for All Lessons:

Students are encouraged but not required to give feedback to one another in class. *We're all learning together as a community.*

If the student is not comfortable presenting their work in front of their peers **due to stress or anxiety** they may speak from their seat.

All students are encouraged to practice speaking about their work and addressing any questions their peers or instructors may have to prepare for future critiques in advanced art courses, in college courses, and in real life scenarios.

*****If you miss your critique date there will be a short writing assignment.**

Environment Concepts

Lesson 2

Environment Concepts

Lesson 2

Previous Knowledge:

- Elements of Art
- Principles of Design
- Unified Composition
- Watercolor Tech.
- Color Theory
- Symbolism and Iconography
- Analyzing Artworks for meaning
- Evaluating Artworks for artistic content
- Effective Typography

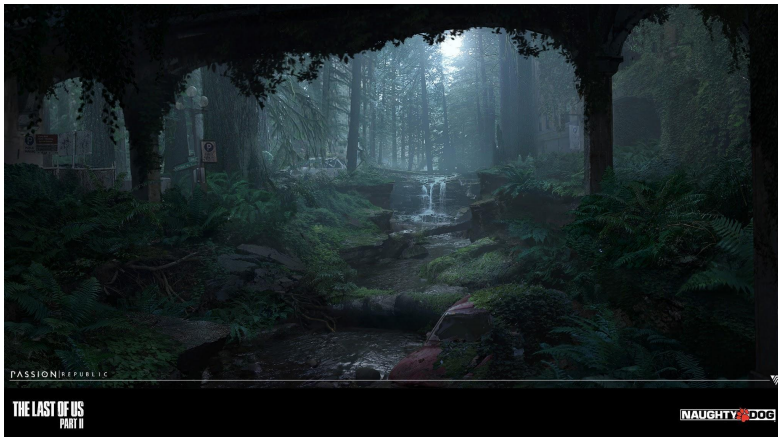
Our Unit Learning Goal: Art can be used as a vehicle to take the viewer on a journey, exploring a scene or telling a story.

Brainstorming: How does setting and environment affect a story? Does the environment play a role in molding people?

- **Nature vs. Nurture:** One of the biggest *psychology* debates regarding why aspects of human personalities differ.
- **Nature** refers to the way a person is built, genetically, through DNA and internal predisposition.
- **Nurture** refers to the external forces that mold human personality such as environmental elements or influences and affects from other human beings.

Example: *Is someone more _____ because of their genetic makeup passed down from a parent, or were they influenced by watching and mimicing that parent?*

Guided Practice: Comparison of environment concepts



How may these environments mold those who live in them? Why do you think so? Analyze the elements and *feelings* you get from the images.

Activity: Create an illustrated environmental concept artwork for the book you did last lesson.* *This can be from any part of the story.*

Must have significance in at least one part of the story, and you must consider objects for overt and/or covert information regarding the book.

Planning ahead:

- Symbolism (color, items, art elements, etc.) used
- Overt & Covert information (wear & tear, indicate use/interaction/purpose)
- Art elements and principles of design are implemented.
- Consider what your emotional intentions for your viewer.
- Be prepared to describe the environment and touch on the story.
- Consider your artmaking process, materials used, challenges, and if you would do anything differently.

Character Concepts

Lesson 3

Character Concepts

Lesson 3

Previous Knowledge:

- Elements of Art
- Principles of Design
- Unified Composition
- Watercolor Tech.
- Marker Technique
- Color Theory
- Symbolism and Iconography
- Analyzing Artworks for meaning
- Evaluating Artworks for artistic content
- Effective Typography
- Nature vs. Nurture

Our Goal This Week: Art can express personality and character traits, as well as physical traits.

Brainstorming: What makes you “you”? How can personality traits be interpreted visually through art?

- **Nature vs. Nurture:** One of the biggest *psychology* debates regarding why aspects of human personalities differ.
- **Nature** refers to the way a person is built, genetically, through DNA and internal predisposition.
- **Nurture** refers to the external forces that mold human personality such as environmental elements or influences and affects from other human beings.

Example: *Is someone more _____ because of their genetic makeup passed down from a parent, or were they influenced by watching and mimicing that parent?*

Guided Practice: Analyze this Character Concept

Take a look at this character concept artwork. What would you assume about the character (age, gender, socio-economic status, profession, race, personality traits, physical ability, etc.)? Why do you think so? Analyze the elements and feelings you get from the images.



Activity: Create a set of three character concepts.**Think of a protagonist, antagonist, and supporting character in the story you did the cover and environmental art for.*

Must have three characters significant in at least one part of the story, and you must consider objects or attributes for overt and/or covert information regarding their role in the story.

Planning ahead:

- Symbolism (color, items, art elements, etc.) used
- Overt & Covert information (ex. Is there a scar or special clothing item?)
- Art elements and principles of design are implemented.
- Consider what your emotional intentions for your viewer.
- Be prepared to describe the characters their role in the story.
- Consider your artmaking process, materials used, challenges, and if you would do anything differently.

Illustrating a Scene

Lesson 4

Illustrating a Scene

Lesson 4

Previous Knowledge:

- Elements of Art
- Principles of Design
- Unified Composition
- Watercolor Tech.
- Marker Technique
- Color Theory (psych)
- Symbolism and Iconography
- Analyzing Artworks for meaning
- Evaluating Artworks for artistic content
- Nature vs. Nurture

Our Learning Goal this Week: Art expresses the actions of a story through environmental details and character positioning and posing.

Brainstorming: How can art tell a story? What are some of the most iconic narratives with illustrations? Why are they memorable or remarkable?

- **Body Language:** The process of communicating nonverbally through conscious or unconscious gestures and movements.
- **Active vs. Passive:** Is the energy at a high level creating big movements, effecting or interacting with the environment, characters, or objects?
- **Facial Expression:** Positioning and movement of the facial muscles to act or react with a specific purpose or emotion.
- **Emphasis:** Does a certain area of a scene draw attention? How?

Guided Practice: Analyze this Illustrated Scene

Take a look at this illustrated scene. What would you assume about the activity and characters in the story? Why do you think so? Analyze the elements and feelings you get from the images.



Activity: Illustrate a specific and significant scene, including character interactions with each other and/or the environment.* *Think of the protagonist, antagonist, and supporting character in the story.*

Must have at least one significant character performing an action in a pivotal part of the story. You must consider character positioning as well as body and facial expression. Consider objects or attributes for overt and/or covert information regarding information in the story.

Planning ahead:

- Overt & Covert information (wear & tear, significant objects, expression)
- Art elements and principles of design are implemented.
- Consider what your emotional intentions for your viewer.
- Be prepared to describe the setting and character(s) of the scene.
- Consider your artmaking process, materials used, challenges, and if you would do anything differently.

Graphic Novel Page

Lesson 5

Graphic Novel Page

Lesson 5

Previous Knowledge:

- Elements of Art
- Principles of Design
- Unified Composition
- Watercolor Tech.
- Marker Technique
- Color Theory (psych)
- Symbolism and Iconography
- Analyzing Artworks for meaning
- Evaluating Artworks for artistic content
- Nature vs. Nurture
- Typography Basics

Our Learning Goal this Week: Art can be used as a vehicle to take the viewer on a journey, exploring a scene or telling a story.

Brainstorming: How do we structure our conversations? Do actions truly speak louder than words? What about in art?

- **Body Language:** The process of communicating nonverbally through conscious or unconscious gestures and movements.
- **Active vs. Passive:** Is the energy at a high level creating big movements, effecting or interacting with the environment, characters, or objects?
- **Facial Expression:** Positioning and movement of the facial muscles to act or react with a specific purpose or emotion.
- **Typography:** The art and technique of arrangement type involves selecting typefaces, point sizes, line lengths, line-spacing, and letter-spacing, and adjusting the space between pairs of letters.

Guided Practice: Analyze this Graphic Novel Page

Take a look at this graphic novel page. What would you assume about the activity and characters in the story? Why do you think so? How are the different scenes transitioned? Analyze the elements and feelings you get from the images.



Activity: Create a graphic novel page, including speech bubbles and information text blocks.

Must have 5+ panels to the page focusing on a series of actions. Must have at least two significant characters in one or two consecutive scenes that are pivotal parts of the overall story. Use text and typography effectively in at least three panels (descriptive text is in brackets; dialogue is in quotes).

Planning ahead:

- The actions of the scene are easy to follow.
- Art elements and principles of design are implemented.
- Consider what your emotional intentions for your viewer.
- Be prepared to describe the setting and characters of the scene(s).
- Consider your artmaking process, materials used, challenges, and if you would do anything differently.