

Lesson 1 Assessments (Book Covers)

Brainstorming Questions (asked in the classroom and posted in an online discussion forum). Respond thoughtfully to the following questions (90pt), and reply to a classmate for full credit (100 pt.)

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

Guided Practice (posed in the classroom and posted in an online discussion forum). Take a look at 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.



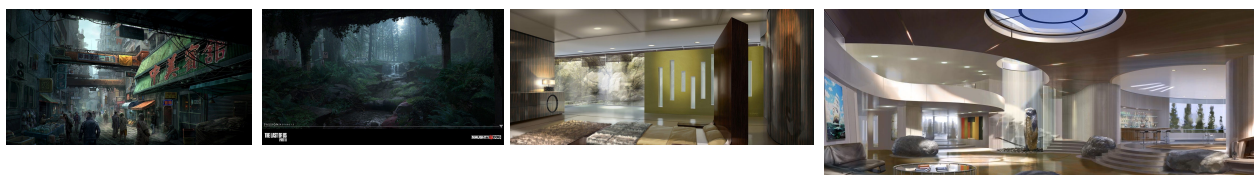
Critique: Speak/Write about the symbolism (color, items, etc.) used, the overt information, and the covert information used in your book cover. Explain which art elements and principles of design you implemented. Explain how the typography you used is effective and what your emotional intentions were with your font choice. If you used more than one font-type, explain your reasons. Elaborate on your artmaking process, materials used, challenges, and if you would do anything differently.

Lesson 2 Assessments (Environmental Concept Art)

Brainstorming Questions: (asked in the classroom and posted in an online discussion forum). Respond thoughtfully to the following questions (90pt), and reply to a classmate for full credit (100 pt.)

1. How does setting and environment affect a story?
2. Does the environment play a role in molding people?

Guided Practice (posed in the classroom and posted in an online discussion forum). Take a look at these environment concept artworks. 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.



Critique: Speak/Write about the symbolism (color, items, etc.) used, the overt information, and the covert information used in your environmental concept artwork. Explain which art elements and principles of design you implemented. Explain what your emotional intentions were for your viewers. Describe the environment and touch on the story. Elaborate on your artmaking process, materials used, challenges, and if you would do anything differently.

Lesson 3 Assessments (Character Concepts)

Brainstorming: (asked in the classroom and posted in an online discussion forum).

Respond thoughtfully to the following questions (90pt), and reply to a classmate for full credit (100 pt.)

1. What makes you “you”?
2. How can personality traits be interpreted visually through art?

Guided Practice: (posed in the classroom and posted in an online discussion forum). 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.



Critique: Speak/Write about the symbolism (color, items, etc.) used, the overt information, and the covert information used in your environmental concept artwork. Explain which art elements and principles of design you implemented. Explain what your emotional intentions were for your viewers. Describe the environment and touch on the story. Elaborate on your artmaking process, materials used, challenges, and if you would do anything differently.

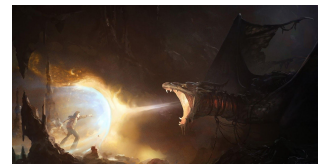
Lesson 4 Assessments (Illustrating a Scene)

Brainstorming: (asked in the classroom and posted in an online discussion forum).

Respond thoughtfully to the following questions (90pt), and reply to a classmate for full credit (100 pt.)

1. How can art tell a story through visual art?
2. What are some of the most iconic narratives with illustrations? Why are they memorable or remarkable?

Guided Practice: (posed in the classroom and posted in an online discussion forum) 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.



Critique: Speak/Write about the symbolism (color, items, etc.) used, the overt information, and the covert information used in your illustrated scene. Explain which art elements and principles

of design you implemented. Explain what your emotional intentions were for your viewers. Describe the scene's setting and character(s), and touch on the significance in the story. Elaborate on your artmaking process, materials used, challenges, and if you would do anything differently.

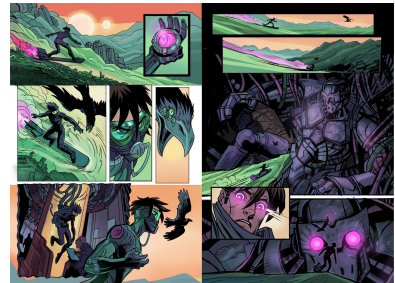
Lesson 5 Assessments (Graphic Novel Page)

Brainstorming: (asked in the classroom and posted in an online discussion forum).

Respond thoughtfully to the following questions (90pt), and reply to a classmate for full credit (100 pt.)

1. How do we structure our conversations? Why?
2. Do actions truly speak louder than words? What about in art?

Guided Practice: (posed in the classroom and posted in an online discussion forum) 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? How is text used effectively? Analyze the elements and feelings you get from the images.



Critique: Speak/Write about significant actions in your graphic page. Explain which art elements and principles of design you implemented. Explain what your emotional intentions were for your viewers. Describe the scene's setting(s) and characters, and touch on the significance in the story. Describe the use of text and its effectiveness. Elaborate on your artmaking process, materials used, challenges, and if you would do anything differently.