

# Graphic Novel Creation Lesson Plan

**Lesson Title:** “Story Sequence Development with the Graphic Novel”

**Lesson Author:** Chuck Galey

**Lesson Goal or Big Idea:** How to develop characters, story plots and layouts of the graphic novel.

**Target Audience:** A standard fourth or fifth grade classroom in a unit on the graphic novel. Primary subjects: Language Arts and Visual Arts.

## **Lesson Objectives:**

1. The students develop characters of their own choosing both descriptive and visual.
2. The students will develop story plots lines based on the characters needs and wants.
3. The students will create a small graphic novel based on their studies of character and story lines that they’ve developed.

**Common Core Curriculum Standards:** Selection from Grades 4-5, 6-12 Common Core English Language Arts, Writing Standards and Language Standards.

## **Language Arts Strands:** Reading standards for literature

- **Create a fictional narrative based on character driven plots.** (LA Key ideas and detail-1,2,3; Craft and Structure- 4,6; Knowledge & Integration of Knowledge and Ideas- 9, WS Text Type and Purposes- 3, Production and Distribution of Writing, 4, 5, 6; Range of Writing- 10; Conventions of Standard English- 1, 2; Knowledge of Language- 3a, 3b, 3c; Vocabulary Acquisition and Use- 4a, 4b, 4c, 5a, 5b, 5c, 6)
- **Communicate ideas and new approaches to the graphic novel’s text.** (Integration of Knowledge and Ideas-7, 9; WS Text Type and Purposes, 3, Production and Distribution of Writing, 4, 5, 6; Range of Writing, 10; Conventions of Standard English- 1, 2; Knowledge of Language- 3a, 3b, 3c; Vocabulary Acquisition and Use- 4a, 4b, 4c, 5a, 5b, 5c, 6)
- **Apply Standard English to communicate.** (Integration of Knowledge and Ideas-7, 9; WS Text Type and Purposes, 3, Production and Distribution of Writing, 4, 5, 6; Range of Writing, 10; Conventions of Standard English- 1, 2; Knowledge of Language- 3a, 3b, 3c; Vocabulary Acquisition and Use- 4a, 4b, 4c, 5a, 5b, 5c, 6)

## **Visual Art Strands:** crafting characters based on interpretation of illustration in the book.

*[Since the Core Curriculum Standards have not yet been written for Visual Arts, the following designations refer to the Mississippi Arts Standards from 2003]*

- Apply strategies, skills and interpretation of character physical appearance and sketch the character into the designed layout of the graphic novel. (Creating/Performing, CP)
- Know that the use of various media, techniques, and processes result in different effects in works of art. (Critical Analysis, CA)
- Develop perceptual skills and use visual arts vocabulary while creating and studying works of art (Critical Analysis, CA)
- Recognize critical processes in the examination of works of art and design. (Critical Analysis, CA)
- Recognize ways that major concepts, technologies, media, and processes of the visual arts are employed in arts and other disciplines. (Connections, C)

## Lesson Vocabulary Words:

**Visual Arts:** composition, color, line, shape, texture,

**Language Arts:** text, manuscript, character, narrative, story, plot, sequential art.

## Lesson Description:

- Sequential numbers exercise and quick reflection (5 minutes)
- Sequential art (using *Zoom* and *Re-Zoom*) exercise and quick reflection (10 minutes)
- Creation of main and supporting characters (5 minutes)
- Character study and determination of what makes the character look the way they do. (5 minutes)
- Introduce the graphic novel layout and design a few GN pages. (5 minutes)
- Create the narrative in written form, then revise the narrative's first draft a couple of times. (15 minutes)
- Study the GN layout to see how effectively the visual panels can help tell the story. (10 minutes)
- Begin to roughly sketch in the characters in the panels as they act out the story. (5 minutes)
- Revise the layout to reflect the narrative's sequential art.
- After the production, reflect on ways to improve the narrative and the layout and how to implement them. (5 minutes)

## Assessment methods/tools or indicators of success:

1. **Observation and inquiry:** Reflect with the students about the creative process as they create graphic novel characters, plot and design GN layout.
2. **Performance:** Did the process of working in a graphic novel format demonstrate a confidence that was a result of practice and creativity?

## Other resources:

*Graphic Novels, Everything You Need To Know* by Paul Gravett

*Comics and Sequential Art* by Will Eisner

*Expressive Anatomy For Comics and Narrative* by Will Eisner

*Graphic Storytelling and Visual Narrative* by Will Eisner

*Understanding Comics* *The Invisible Art* by Scott McCloud

*Zoom* by Istvan Banyai

*Re-Zoom* by Istvan Banyai

[www.corestandards.org](http://www.corestandards.org)

## Materials needed:

Large drawing paper, pencils, markers