

Lesson Three: Superheroes to the Rescue

Objectives

1. Students will be able to use cropping to focus the viewer's attention.
2. Students will be able to address the theme of heroism in their art.
3. Students will be able to combine words and images to tell a story.

Arizona Visual Arts Standards

CREATE: Creative Process: PO 203: Develop plans for his or her own artwork.

CREATE: Elements & Principles: PO 101: Identify and use elements and principles in his or her artwork.

CREATE: Elements & Principles: PO 201 & 301: Identify, select, and use elements and principles to organize the composition in his or her own artwork.

Common Core Standards

ELA-Literacy.SL.3.1b: Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Similar standards at other elementary grade levels = SL.1.1a, SL.2.1a, SL.4.1b, SL.5.1b.

ELA-Literacy.RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social science. (Similar standards at other secondary grades = RH.9-10.4, RH.11-12.4)

ELA-Literacy.RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (Similar standards at other secondary grades = RST.9-10.3, and RST.11-12.3)

ELA-Literacy.W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (Similar standards with more detailed substandards at other grade levels = W.3.3, W.5.5, W.6.3, W.7.3, W.8.3, W.9-10.3; and W.11-12.3)

Preparation

Preview "Superheroes to the Rescue" PowerPoint. For primary grades, consider focusing only on objectives 1 and 2, and slides 1-4 of the PowerPoint. For high school, consider adding the use of foreshortening presented in slides 15 and 16.

Resources and Supplies

[Superheroes to the Rescue PowerPoint](#)

[Superhero Character Sketch worksheet \(pdf\)](#)

[Cropping worksheet \(pdf\)](#)

[Story Plot Flow Chart worksheet \(pdf\)](#)

[Legal Size Comic Strip 4 Panel Template \(pdf\)](#)

Supplies

Pencils

Erasers

Colored pencils

Activities

Review: Review the theme in life that “Heroes are people who take action to make things better for others” and the theme in art that “Art can celebrate heroes.” Also review the unit’s two key questions:

1. How did the artist use cropping in the artwork? How can I use cropping in my artwork?
2. How did the artist combine words and images to tell a story? How can I combine words and images to tell my story?

Introduction: Display “Superheroes to the Rescue” PowerPoint to introduce:

- characteristics of superheroes with middle school student’s example (Slides 1-4),
- cropping illustrated with a photograph, examples from the American Pop exhibition, and a middle-school student’s example (slides 5-8),
- development of an action plot and how middle school school students use the plot as the basis for their action comic strips (slides 9-12),
- introduction to assignment and step-by-step instructions (slide 13),
- invitation to create an action story based on students’ own action hero (slide 14), and
- (OPTIONAL FOR HIGH SCHOOL) introduction to foreshortening and example of foreshortening with spoofing (making fun of superhero) (slides 14 and 15).

In-Process Feedback: After development of their superhero characters and comic strip plot, ask students to partner with one or two classmates to share their ideas and seek feedback on possible revision/s and use of one or more cropped images to focus the viewer’s attention.

Small Group Analysis: Ask small groups of students to show their completed action comic strips and read their text. Ask students to point to cropping used by other students. Ask each group to choose one strip that they think integrates words and images effectively to tell a story, which they will share with the entire class.

Class Presentation: Ask small groups to take turns holding up each of their comic strips, naming their superhero and pointing to an image that uses cropping. Next, ask one member of each group to hold up the strip their group selected; another, to read the text of the strip; and a third member of the group to explain how the words and images were well integrated to tell the story.

Vocabulary

- character
- superhuman
- dedicate, dedicated, dedication
- backstory
- moral code
- motivation
- costume
- identity
- setting
- transform
- posthumous, posthumously
- climax
- spoof (high school)

Art-Specific Vocabulary

- cartoonist
- crop, cropped, cropping close up
- series
- action strip
- foreshortening (high school)

Assessment Guides

Objective 1: Students will be able to use cropping to focus the viewer's attention.

Exceeds Expectations: The strip includes four drawings of which two or more are cropped in a way that effectively draws attention to something important in the story.

Meets Expectations: The strip includes four drawings of which at least one is cropped.

Approaches Expectations: The strip includes four drawings.

Fails to Meet Expectations: The strip includes one, two, or three drawings.

Objective 2: Students will be able to address the theme of heroism in their art.

Exceeds Expectations: The strip shows a superhero's characteristics (such as super power, costume, secret identity) and a character taking action for others.

Meets Expectations: The strip shows a superhero's characteristics (such as super power, costume, or secret identity) or a character taking action for others.

Approaches Expectations: The strip shows a character and a character's action.

Fails to Meet Expectations: The strip shows a character.

Objective 3: Students will be able to combine words and images to tell a story.

Exceeds Expectations: The strip includes four drawings accompanied by words that effectively complement each other to tell a story.

Meets Expectations: The strip includes four drawings with text related to each drawing.

Approaches Expectations: The strip includes at least three drawings accompanied with words.

Fails to Meet Expectations: The strip includes one or two drawings accompanied with words or just words or just images.