



ARTS + ACADEMIC EXTENSIONS

GRADES 1-2: LITERACY/VISUAL ART

Superhero Comics and Parts of a Story

In this lesson, students will explore the visual and literary elements of comics. They will create their own superhero comics that include illustrations that show characters, setting, and events. They will also learn about how the creative process of storyboarding is used in writing and filmmaking.

CONNECTED OBJECTIVE: Students will create comics with illustrations that represent parts of the story including characters, setting, and events.

MATERIALS NEEDED DURING EPISODE: paper and pencil and other drawing tools if you have them





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Standards:

CCSS.ELA-LITERACY.CCRA.R.9 Use illustrations and details in a story to describe its characters, setting, or events.

VA:Cr1.1.2

Brainstorm collaboratively multiple approaches to an art or design problem.

ARTS EXTENSIONS:

Invent your own superhero story:

Lead students through the creation of their own superhero story as modeled in the video.

Students should:

- Decide on the characters and give them superhero names that tell us about their characteristics.
- Choose a cool setting.
- Decide on the events.
- Create a comic strip to tell the story.

Alternatively, students can make a comic of their favorite story or movie scene. They should be sure to include character, setting, and events in sequence.

Warm up: Draw your main character from different angles or perspectives. Draw them really close up (for instance, we can only see their eye or hand). Then draw them from a side view, from behind and from really far away. What are the parts of your character that stay the same? What changes when you draw them from different perspectives?

ACADEMIC EXTENSIONS:

Write a brief biography about each character in your comic. Where did they come from? How old are they? What are their favorite things to do? What do they eat?

Picture this

- Select a picture book rich with pictures and have students determine what the story is about by analyzing just the pictures. Once you have gone through the pictures and students have explained what the story is about, read the story and discuss how the pictures correspond to what is happening in the text.



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Every picture tells a story

- Identify a text that is illustration-heavy. [This is an example](#). Share the story with students from beginning to end and then identify 4 images that students can analyze. Pause on each of the images and ask students some of the following questions:
 - Who is the main character? How do you know?
 - Where is the main character? How do you know?
 - What does the main character feel? How do you know?
 - (With another image showing a shift in mood) How does the main character change?

Create a story

- Draw or select 4 illustrations and have students create a story based on the images they see. They should name the main character, determine a setting, and create events. Then after brainstorming a story based on the images, determine a title, and read the story back to them. This can be done collaboratively or independently.