

Exploring and Responding - Lesson 1: Save the Heroes

Exploring and Responding:

At Level 6, students discuss traditional and contemporary arts works using appropriate arts language to describe the content, structure and expressive qualities of their own and other people's works from a range of arts disciplines and forms. They interpret and compare key features of artworks made in a range of times, places and cultures. They identify and describe influences on their own works and discuss the purposes for which artworks are created in different historical and cultural contexts (AusVELS, 2013).

Lesson Topic/Focus: Superhero Comic Book Art- Save the Heroes

AusVELS Domain: The Arts, Critical and Creative Thinking, Information and Communication (Level 5 and 6)

Grade(s)/Year level(s): Grade 5/6

AusVELS Dimension: Exploring and Responding - The Arts

Duration of Lesson: 50 minute

Learning Outcome(s)/ Standard(s):

In order to save the lives of various superheroes, students will be given gadgetry in the form of an ipad where they must scan Q.R. codes hidden around the school to receive information about various superheroes and their creator artists. This information will be used in conjunction with the students own independent thinking and Visual Thinking Strategies to answer a series of questions left behind by the Villain who has captured the heroes.

Indicators:

At the end of the lesson, students will:

- Establish an understanding and brief overview of the time of comic book art history.
- Be more aware of some of the artists who influenced and created major superheroes we know today.
- Be aware of some key features that are common in the design of superheroes.

Assessment Criteria:

Students will be assessed on how much information they manage to gather about superheroes and artists. With the teacher especially looking for extended original thoughts and understanding.

Background to the learning:**Teacher:**

- Familiar with an understanding of the evolution of comic book art.
- Familiar with which artist created which superheroes.
- Tech Savvy

Pupil:

- Is familiar with the use of iPads and Q.R. Codes
- Basic Visual Thinking Strategies experience.

Lesson Resources:

- Class set of iPads
- Q.R. codes cut out and hidden around the school (could be presented with an evil villain motif like question marks represent the Riddler from Batman)
- Response and answer worksheets
- Pre-prepared web pages with pictures and information that the Q.R. codes link to.
- Potential pre recorded video as introduction to the lesson.

Content of Lesson:**A. Introduction 5 mins**

After recess/lunch the students can return to class to find the lights off and a video on display on the white out. The video presents the teacher dressed like a supervillain who has kidnapped and holding the various superheroes from around the world. In an attempt to prove himself smarter than 5/6 students he's devised a series of questions that hidden information about his victims that the students must collect and answer in order to save the heroes. The students must scan

a Q.R. code with their ipads to pull up the information about a particular superhero and artist and us this information to answer the sheet.

B. Development 5 mins

Maximum time is needed to be given to the students so they can complete this lesson so I would only use this time to show them an example of the activity, answer questions they might have and give one last final explanation.

C. Consolidation and Practice 40 mins

Students will venture out into the school yard in groups searching for the Q.R. codes and scanning them to bring up the necessary questions.

Questions might be simple prompting a description response: "Who is this Superhero?"

To questions prompting formal analysis: "What might his super-power be?"

To Interpretation questions: "What do you think influenced the artist's design for this character?"

Possibly even questions prompting for judgement: "Do you think this superhero is well designed to represent "X".

D. Closure 5 mins

Students return with responses and hand them to the "super villain" who can then overlook their responses and hand them a "key" or a "prize" for saving the heroes or depending on time, responses can be reviewed in another session.