

## **Exploring and Responding - Lesson 2: Virtues and Vices**

### **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- Virtues and Vices  
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: 30 minute

### **Learning Outcome(s)/ Standard(s):**

In this session students will take a deeper insight into evaluating comic book art and superhero designs using Visual Thinking Strategies. Students will be broken up into table groups and given an ipad between each table. Using the app "nearpod" they will be able to access the same pictures that come up on the smartboard. On the smartboard the teacher will display pictures of various superheroes and villains in various art styles by various artists. Discussion will take place about how the artists has portrayed the character and what they are trying to portray. How have they used shading to present a dark and brooding character? How have they used bright colours to present a more comical one. Discussion can even flow over into broader discussions about how the hero or villain embodies a particular virtue or vice through illustration.

### **Indicators:**

At the end of the lesson, students will:

- Have a deeper understanding of how artists use various styles to present a particular idea.
- Have a deeper understanding of how to embody and personify values or virtues in artwork.
- Students will begin to develop their own ideas about creating their own characters.

**Assessment Criteria:**

Most of this activity will be assessed through observation and listening to the discussion that takes place in the classroom and the students responses and original ideas.

**Background to the learning:****Teacher:**

- Familiar with various superheroes and what they represent.
- Familiar with styles of artwork and techniques. (E.G: Heavy shading, printing, kirby dots.)

**Pupil:**

- Basic Visual Thinking Strategies experience.

**Lesson Resources:**

- Class set of iPads
- Smartboard
- Prepared slides of various pictures of Superheroes and villains in various artstyles.

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

Introduce topic with a quick discussion about how Superheroes can embody particular values and evoke particular emotions in the reader (E.G. Captain America, what does he represent?). Discuss how heroes can represent virtues and villains can represent vices and artists draw them in specific ways to present that idea to the reader through design.

## **B. Development 5 mins**

Some questions you can ask:

- Why has the artist used heavy shading?
- What is the artists trying to communicate by defining muscle mass?
- Look at this character's expression, what emotion does that communicate?
- How has the artist communicated an emotion despite the character wearing a mask?
- What do the colours on the character's costume represent?
- How has the hero's powers influenced the design of their costume?
- Why is the female hero's costume more revealing? Do you think that is fair?
- How does this villain make you feel on first glance? What has the artist done to make him seem more sinister/evil?

## **C. Consolidation and Practice 20 mins**

The teacher will display slides of various heroes and villains and ask questions to the students prompting discussion. Time will be given between each slides for the students to examine their ipads on their tables and further discuss ideas with the group and then respond and share that with the rest of the class.

## **D. Closure 5 mins**

A summary discussion about the kinds of ideas raised by the students and new techniques learned about how the artists illustrated heroes to portray specific ideals, virtues and vices.