

## **Exploring and Responding - Lesson 4: Heroic Origins**

### **Creating and Making:**

At Level 6, students independently and collaboratively experiment with and apply a range of skills, techniques and processes using a range of media, materials, equipment and technologies to plan, develop, refine, make and present arts works. They investigate a range of sources to generate ideas and manipulate arts elements, principles and/or conventions in a range of arts disciplines and forms as they explore the potential of ideas. In their artworks, they communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times. They evaluate the effectiveness of their arts works and make changes to realise intended aims. They consider purpose and suitability when they plan and prepare arts works for presentation to a variety of audiences (AusVELS, 2013).

Lesson Topic/Focus: Superhero Comic Book Art- Heroic Origins

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: Creating and Making- The Arts

Duration of Lesson: 50 minute

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

This is the final session and is designed to tie together everything the students will have hopefully learned by now. It will combine their understanding of how artists depict superheroes to display ideas, emotions and values but also challenge the students as they create their own superhero. Students will analyze a youtube video about a peculiar insect or animal (E.G: Jewel Wasp, Loris, Cuttlefish) and then try to create and design their own superhero that communicates the attributes of that creature into the design and motif of the superhero. Students are free to also attempt to communicate their own values and ideas into the personification of their unique superhero or supervillain. (E.G: Spider-Man's design represents both spiders and youth as a theme, Batman is both Bats and Fear, The Joker is a clown yet also represents chaos)

### **Indicators:**

At the end of the lesson, students will:

- Tie together all that was learned thus far
- Create their own unique superhero to be proud of.

-Demonstrate their understand of how superheroes personify values and ideas and display this through art.

-Practice their creativity and artistic abilities.

**Assessment Criteria:**

Assessment will be based on talking to students during the creative process to hear their ideas and their final finished product and noting how many different ideas they incorporated into their character and the justification for this.

**Background to the learning:**

**Pupil:**

-Familiarity with previous work on superheroes (ideas behind design, class on poses/anatomy/structure)

-Visual Thinking Strategies

**Lesson Resources:**

-ipads

-Smartboard

-Big sheets of canvas paper or alternative. (Something interesting for the kids to draw on)

-Pencils, charcoal, erasers, coloured pencils, textas, pens, fine-liners, various drawing utensils.

**Content of Lesson:**

**A. Introduction 5-10 mins**

There are several ways you can begin this activity depending on how much time you want to save and how much variety you want to give kids. You can present them a selection of youtube clips about interesting animals and insects at the start of the lesson and show that to them on the smartboard. You could prepare a pre-made list of appropriate links to interesting animals or insects you've picked out or you could give the students free choice, it really depends how much

time you want to give the students to get inspiration for the creatures. If you give them free reign I suggest extending out this activity into two sessions. In the introduction you will talk about how animals have unique abilities and what would it be like to personify those abilities in the form of a superhero or villain. How would you portray that? How would you show that in your work? What powers would they have? What would their costume look like?

### **B. Development 5 mins**

|

Some questions to ask students:

- How would you portray that creature?
- How would your show that trait in your artwork?
- What powers would your character have?
- What abilities did that creature use to get the upper hand on their foes?
- What will your character's costume look like?
- How will you pose your character?
- What art materials will you use?
- What colours will you use?
- What will your colours communicate?

### **C. Consolidation and Practice 40-50 mins**

Once every student has picked their creature they are free to begin drawing and sketching ideas. They will consider what materials to use and proceed to designing their character based on the chosen creature. The students will exercise creativity and the lessons learned from applying Visual Thinking Strategies in previous sessions to develop and create their own full coloured superhero or supervillain based on the design. Students will be required to name their hero and be able to justify what their hero or villain represents and maybe even a small backstory as to how they got their power or why they base their power of that animal or insect.

### **D. Closure 5 mins**

Share and show off the Justice League of new superheroes and the Rouge Gallery of supervillains you have just created. Get students to share and respond with their choices of how they represented their character, what values and emotions their character embodies and what aspects of the observed animal influenced their decision and choices in the creation process. Highly recommended these creations are displayed somewhere in the school. Possibly even at an art gallery for the whole school that parents are invited too and students are invited to dress

up as superheroes.