

Superheroes - What is your Superpower

Central Focus	Superheroes
Grade Level	2nd Grade
Class Size	17-20
Time	3 class periods on Saturdays - 9:00am - 10:50am
Class Demographics	

National Visual Arts Standards Addressed
<p>VA:Cr1.2.2a - Make art or design with various materials and tools to explore personal interests, questions, and curiosity</p> <p>VA:Cr2.2.2a - Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces</p> <p>VA:Cr3.1.2a - Discuss and reflect with peers about choices made in creating artwork</p> <p>VA:Pr4.1.2a - Categorize artwork based on a theme or concept for an exhibit</p>

Common Core State Standards Addressed
<p>CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>

UNIT OVERVIEW
<p>In this unit, students will imagine themselves as a superhero and create bracelet cuff that explores <i>symbols</i> in relation to their superhero. Students will also complete a comic strip that provides more context to their superhero (background or a short story about them). The unit will provide students with the opportunity to think about what problems (things that bother them) are common in their community and how their superhero can help make the community better.</p>

Forms	2D		3D	4D		
Frames	Cultural	Subjective		Structural		Postmodern

Conceptual Framework	Artwork	Artist		Audience		World

Student Prior Knowledge and Conceptions
<p>Students must have knowledge on some form of superhero</p> <p>Students must know of problems in their communities or in parts of the world (littering, bullying, endangered animals, environment, etc.)</p>
Interdisciplinary Connections
<p>English- The students will be writing a story about their superhero in association with their comic strip and superhero cuff.</p> <p>Reading- The students will engage in our “mini library” and will participate in reading time.</p> <p>Social Studies- Students will be considering issues in their communities and ways that their superhero would be able to help.</p>

UNIT OBJECTIVES
<i>As a result of this lesson, students will be able to:</i>
<ol style="list-style-type: none"> 1. With Clay, students will create a slab cuff that reflects their superpower through their superhero symbol(s) (VA:Cr1.2.2a) 2. With pencil and sentence frame sheet, students will write a 3-5 sentence narrative about their superhero that will help guide their thinking for a cohesive comic strip. (CCSS.ELA-Literacy.RL.2.3) 3. With pencil, paper, sharpie, students will create a 6 frame comic strip based on their narrative sheet that features their superhero solving a problem in their community (VA:Cr1.2.2a) 4. During independent work time and cleanup, students will demonstrate safe procedures with using clay tools by following safety guidelines (VA:Cr2.2.2a) 5. Using paint brushes, students will safely glaze the entire superhero cuff with their choice of color. (VA:Cr2.2.2a) 6. In small group discussion, students will describe their finished project with their peers and verbally answer prompts regarding their cuff and comic strip (VA:Cr3.1.2a) 7. Using a visual worksheet, students will identify a cause they would like to work for and create a superhero appropriate for the cause (VA:Pr4.1.2a)

VA:Cr1.2.2a - Make art or design with various materials and tools to explore personal interests, questions, and curiosity

VA:Cr2.2.2a - Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces

VA:Cr3.1.2a - Discuss and reflect with peers about choices made in creating artwork

VA:Pr4.1.2a - Categorize artwork based on a theme or concept for an exhibit

TEACHER MATERIALS

<ul style="list-style-type: none"> - Vocab poster - Line Poster - Clay Steps poster - Clay tools poster - Examples of Cuff - Examples of Comic Strips 	<ul style="list-style-type: none"> - Read aloud books - Free time/Carpet time books - Visual Worksheet printouts - Sentence Frame worksheet - Comic Strip Templates - Daily Parent Letters 	<ul style="list-style-type: none"> - Prepped Clay Slabs - Bogus Paper - Water dishes - Green clay tools - Wood stylus - Paper cups (drying) - Glazes - Brushes
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STUDENT MATERIALS

<ul style="list-style-type: none"> - Vocab poster - Line Poster - Clay techniques poster - Clay tools poster - Process Schedule handout - Comic Strip Templates 	<ul style="list-style-type: none"> - Free time/Carpet time books: <ul style="list-style-type: none"> - Ladybug Girl and Bubblebee Boy - Marvel Superheroes - Superhero Mix-&-Match 	<ul style="list-style-type: none"> - Prepped Clay Slabs - Bogus Paper - Pointed wood tool - Water dishes - Green clay tools - Paper cups (drying) - Glazes - Brushes
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ARTISTS IN CONTEXT

Key Artists	Alyssa Bermudez (Lucia the Luchadora Illustrator) Sarah Dillard (Extraordinary Warren)
Key Artworks	Comic Strips from Extraordinary Warren

Key Critical Questions	<p>1. List at least 4 critical questions about key artworks that ground writing and discussion activities</p> <p>What is bothering Lucia?</p> <p>What does she do to stop being bothered?</p> <p>What do all the other kids think of her?</p> <p>How did she change recess?</p> <p>How could you change problems in your community?</p> <p>What is Warren trying to accomplish in this story?</p> <p>Looking at the comic strips in this book, are they really detailed or simple?</p>
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VOCABULARY AND LANGUAGE ACQUISITION		
Vocabulary	<p>Symbol - a thing that represents or stands for something else</p> <p>Texture - the feel, appearance, or consistency of a surface or a substance (implied vs. real)</p> <p>Frame- a single complete picture in a series forming a movie, television, or video film.</p> <ul style="list-style-type: none"> - a single picture in a comic strip. <p>Community - a group of people living in the same place or having a particular characteristic in common. A feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals.</p> <ul style="list-style-type: none"> - Social Issue - What do you think when I say the phrase, "social issue" - What social issues did you notice in Lucia the Luchadora? - What social issues do you notice in your community? 	
Language Functions	<p>(analyze, compare/contrast, critique, describe, interpret, question, etc.)</p> <p>Describe - students will be able to describe their artwork and discuss it with a small group</p>	
Language Demands	Syntax	Discourse
Language Tasks and Activities	<p>Think Sheet- The sheet will provide questions to help students generate ideas on what their superhero will be and what the superhero will do.</p> <p>Readings- Students will gather around and participate in a group reading activity. Additional reading material will be available for further use.</p>	

	<p>Small group critiques- Students will discuss their comic and superhero cuff with each other during production and when they are complete.</p> <p>Writing - Students will write out a short story prior to their comic strip as well as using a visual worksheet to help assess their ideas.</p>
Language Supports	<p>Discussion - Students will engage in discussions with each other and class about their work during and after completion.</p> <p>Demo - Students will gather around teacher and watch/listen as teacher demonstrates how to's on clay cuff and glazing</p> <p>Writing - Teacher will provide sentence frames to structure students story writing</p> <p>Posters- There will be a vocab, synonym words and line posters on the walls in class.</p>

SPECIAL PRE-INSTRUCTION PREPARATIONS	
<p>Room Set Up:</p> <ul style="list-style-type: none"> ● Decorate room with: <ul style="list-style-type: none"> ○ superhero posters ○ Comic book pages ○ Lichtenstein posters ○ Art making technique posters ○ Costume pieces? ● Pre-roll and dry to leather hard clay slabs ● Print think sheets <ul style="list-style-type: none"> ○ Print sentence frame sheets (comic narrative) ● Create name tags ● Create classroom library location ● Create stencil sizes for students to use when cutting slab 	

ACCOMMODATIONS FOR SPECIFIC DIVERSE LEARNERS
Adaptations and Accommodations
<ul style="list-style-type: none"> - Students their choice in size for their superhero cuff <ul style="list-style-type: none"> - This allows students to do as much or as little if they are struggling with symbols - Teacher will provide stencil sizes for students to chose their sizing - Students that are struggling we will offer one on one conversation and less boxes for the comic strip
Enrichment and Extensions

<ul style="list-style-type: none"> - Allow advanced students to create more comic frames to enhance their superhero's story - either extend their comic strip or make another - Students could add frames that incorporate different perspectives - Students can write more about their superhero
Activity for Early Finishers
<ul style="list-style-type: none"> - Have students sketch ideas if finished early and refer to the books provided to enhance creative thinking - Students can engage in the mini library section of the room

OBJECTIVE-DRIVEN ASSESSMENTS
Formative: Think Sheets (Objective #5), Verbal Discussions (Objective #4), Verbal Feedback (Objective #3) Summative: Critique (Objective #4), Rubric for completed clay cuff (Objective #1)

REFERENCES
Books: <i>Lucia the Luciadora</i> <i>Superhero Instruction Manual</i> <i>Extraordinary Warren</i> Websites: https://www.vyond.com/resources/what-is-a-storyboard-and-why-do-you-need-one/ tips and pointers https://www.youtube.com/watch?v=6aTnEanlXBk - Brief video about what a storyboard is

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INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 1

Launch	Instruction Methods
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<ul style="list-style-type: none"> - Teacher will launch a “get to know you discussion” and provide handouts that help us get to know each other. <ul style="list-style-type: none"> - Ask about previous knowledge with clay - Ask about students and their interests - Allow everyone to introduce themselves <ul style="list-style-type: none"> - How do you say your name? - What school do you go to? - What’s your favorite color? - What’s your favorite animal? - Name a superhero you have heard of. <ul style="list-style-type: none"> - Already written when students walk in - Teacher will discuss class procedures and rules. 	<ul style="list-style-type: none"> - Discussion, group talk
Instruction	Instruction Methods
<ul style="list-style-type: none"> - Teacher will guide students to the reading carpet and read <i>Lucia the Luchadora</i> to segway students into our project <ul style="list-style-type: none"> - What is bothering Lucia? - What does she do to stop feeling bothered? - What do all the kids think of her at first? What do they think at the end? - How did she change recess? - Do you think that Lucia could be a superhero? - Teacher will lead discussion about superheroes. <ul style="list-style-type: none"> - What does it mean to be a superhero? - How can we identify superheroes on sight? - Teacher will display examples of familiar superheroes using PowerPoint. <ul style="list-style-type: none"> - Batman - Superman - Wonder Woman - The Flash <ul style="list-style-type: none"> - What do you see that is common in how the superheroes look? - Captain Planet (do not provide his name) <ul style="list-style-type: none"> - What do you think this superhero’s name is? - What do you think his cause might be? - What tells you that? - - Teacher will display just the superheroes’s symbols. <ul style="list-style-type: none"> - Batman 	<ul style="list-style-type: none"> - Discussion - Demo - Independent work time

<ul style="list-style-type: none"> - Superman - Wonder Woman - Captain Planet - Teacher defines "Symbol" - Teacher will ask, "Do you think you could be a superhero?" - Teacher will bring students to their work tables and hand out think sheet <ul style="list-style-type: none"> - Students will work through think sheet to develop their superhero persona <ul style="list-style-type: none"> - What is your superhero name? - What is something that bothers you? - What problems would you like to fix? - What is your special ability? - What symbol will represent your superhero? - Do you want to hide your real name? Or be known? - If students struggle with the sheet, the teacher will guide them to the superhero manual book in the library. - Teacher will then discuss what the students will be doing <ul style="list-style-type: none"> - We are creating a superhero bracelet cuff - Discuss what the project entails <ul style="list-style-type: none"> - Add or subtract clay to create symbols - Remember to slip and score - Show teacher examples - Teacher will demonstrate clay techniques <ul style="list-style-type: none"> - Ask students if anyone has used clay before - Vocabulary (techniques and tools) - Teacher will pass out pre slabbed clay, and bogus paper with a green and wood tool <ul style="list-style-type: none"> - Students will be given: <ul style="list-style-type: none"> - Bogus paper placemat - Green clay slab - Wood stylus or plastic clay tool - Cuff template given and students cut it out using a green plastic tool/knife. Multiple templates and sizes will be given and students can choose which they would like to use. - Carve name onto the back before anyone starts creating their cuff - Teachers walk around and help students <ul style="list-style-type: none"> - Teacher will ask about vocab words and actively use them in conversation 	
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<ul style="list-style-type: none"> - What <i>symbols</i> are you using? Why? - What <i>texture</i> did you show? How did you do that? 	
Closure	Instruction Methods
<ul style="list-style-type: none"> - - Teacher explains cleanup procedure <ul style="list-style-type: none"> - Wrap cuff around paper cup - Where and how to wash hands - Where to put tools - Turn in worksheet - Other cleaning procedures? - Students will take their name tag sticker and place them on their cup before molding the piece of clay - Teacher asks group, "What did you learn today?" <ul style="list-style-type: none"> - Teacher writes answers on the board (vocab words, tools they now know how to use, how to figure out your superpower, etc) 	<ul style="list-style-type: none"> · Discussion

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 2

Launch	Instruction Methods
<ul style="list-style-type: none"> - Teacher will welcome the "superheroes" back to class using superhero names - Heroic music might be playing softly in the background - Discuss the think sheets in previous class (connect the issues with the community and hero) <ul style="list-style-type: none"> - "Last week we spent some time on the 'think' sheets..." 	<ul style="list-style-type: none"> ·
Instruction	Instruction Methods
<ul style="list-style-type: none"> - Whole group discussion on what a comic strip is <ul style="list-style-type: none"> - Show examples/ Artists - Explain that and how a comic strip tells a short story 	

<ul style="list-style-type: none"> - Reiterate the direction of the comic (how it is supposed to relate to community problems) - Teacher will guide students to the reading carpet and read <i>Extraordinary Warren</i> to segway students into our project <ul style="list-style-type: none"> - What are the parts of a story? <ul style="list-style-type: none"> - (Leading to “Beginning, Middle, and End”) Other acceptable answers: characters, setting, plot (something happens/a problem is solved) - Teacher will discuss the frames in the book - Are these comics detailed? - How many items are in each box? - Can you still tell what is going on, even though there are not many things in there? - How do you want to display your superhero? - What kind of life does your superhero live? <ul style="list-style-type: none"> - Do they live with their family? <ul style="list-style-type: none"> - Does he/she have siblings, children, or married? - Does he/she have a job other than being a superhero? - How did you become a superhero? <ul style="list-style-type: none"> - Meteor, Radioactive insect, Electrocutation, Born with powers? - Teacher will pass out narrative worksheet - Teacher will go through each box, one by one, allow students time to answer the questions through discussion and examples. - Students will fill out narrative worksheet and draw their ideas next to the writing before starting their final comic. - Students will start drawing their comic until end of class 	
Closure	Instruction Methods
<ul style="list-style-type: none"> - Teacher will briefly state clean up procedures and where to place their comic (will be unfinished) - Students will discuss with the people around them about their superhero comic 	.

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 3

Launch	Instruction Methods
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<p>Teacher will welcome the “superheroes” back to class using superhero names</p> <ul style="list-style-type: none"> - Heroic music might be playing softly in the background - 	<ul style="list-style-type: none"> - Pair-and-Share
Instruction	Instruction Methods
<ul style="list-style-type: none"> - Teacher will handout finished clay cuffs. <ul style="list-style-type: none"> - Talk about how they turned out - Discuss procedures on handling the bisque fired clay - Teacher will discuss glazing (colors, stirring, brushes, clean up, demo) - Students will be allowed 3 different colors, but only one at a time. - Students will break into groups that are using the same color - Teacher will allow up to 30 minutes of glazing, while walking around answering questions and helping students successfully glaze their project - Once all students have completed their glazing, they will continue finishing their comic strip - One Teacher will group absent students from last week off and introduce last weeks project for them to work on while the rest finish theirs and engage in critique 	<ul style="list-style-type: none"> - Discussion - Demo - Independent work time
Closure	Instruction Methods
<ul style="list-style-type: none"> - Class will clean up - Class will have a recorded critique of the students talking about their projects. DESCRIBE: <ul style="list-style-type: none"> - What is the superhero’s problem? - How did they solve it? - How did you show this? - What they liked most, and/or least 	<ul style="list-style-type: none"> - Discussion <p>Not all students were able to finish so I had the girls who were done talk about their comics to each other. I also had them write the answers to the questions on the board on the back of their sheet.</p>

Connect to students prior learning,