

TEACHING NOTES

TEACHING LEARNING ACTIVITIES

Lesson 1 – **Let's start!**

Introduction (warming up)

Whole class activity (15-20')

AIM: To motivate the pupils and to activate their previous knowledge.

* Teacher shows the pupils a pile of comic books.

Teacher: 'These are comic books'. 'Do you read comics?'

Pupils: 'Yes, No, sometimes, (very) often, never, I don't like comic books very much / at all, I love comic books...'

* Teacher asks the pupils to write a list of comic books they have read and they have enjoyed. Ask for 3 or 4 titles. They can add as many as they like. Ask some of them to read their lists.

Ask the pupils to underline their favourite comic book from the list.

Pupils walk around the classroom asking their classmates what their favourite comic books are:

'What is / are your favourite comic book/s?'

'My favourite comic book/s is/ are...'

Teacher can have their lists to get information about the comic books they like reading.

* Teacher tells the pupils that in the following weeks they are going to explore different aspects from comic books so at the end of the workshop they will be able to create their own comic strip.

Activity 1 (Different comic book genres)

Whole class activity (20-25')

Aim: To identify some comic book genres.

* Teacher hands out a comic book to each student in the class. Three different comic books titles of each of the following genres are needed: superhero, fantasy, horror/ supernatural, science-fiction (Sci-fi), Action/ adventures, humor, romance. These comic books will be used during the following lessons as a reference.

Teacher's help: *In appendix 1 there are some titles which can be used as examples for each genre, but as available titles change, a link to different publishers has been provided. We have added titles in English, Catalan and in Spanish. The diversity of formats and publishers has been taken into account.*

The following link provides a list of comic books libraries around Catalonia.

<http://www.planetadeagostinicomics.com/vistas/listalibrerias.aspx?Seccion=librerias#08>

Teacher: 'What's the title of your comic book?'

Every Ss answers. They can say just the title or: 'The title of my comic book is ...'

Teacher: 'Are your comic books similar or different?'

* Teacher ask the pupils to find two classmates having a similar comic book.

Pupils stand up and walk around the class.

Pupils: "Can I have a look at your comic book? Is it similar or different? I think is similar/ different"

When they find the two classmates they sit down together.

* In groups of threes Teacher ask them to show the rest of the class their comic books.

T: 'Are they similar or different? What have they got in common?'

Pupils: 'They are (horror) comic books', 'They've got (superheroes/ monsters) on it'.

Introduce the concept **genre**.

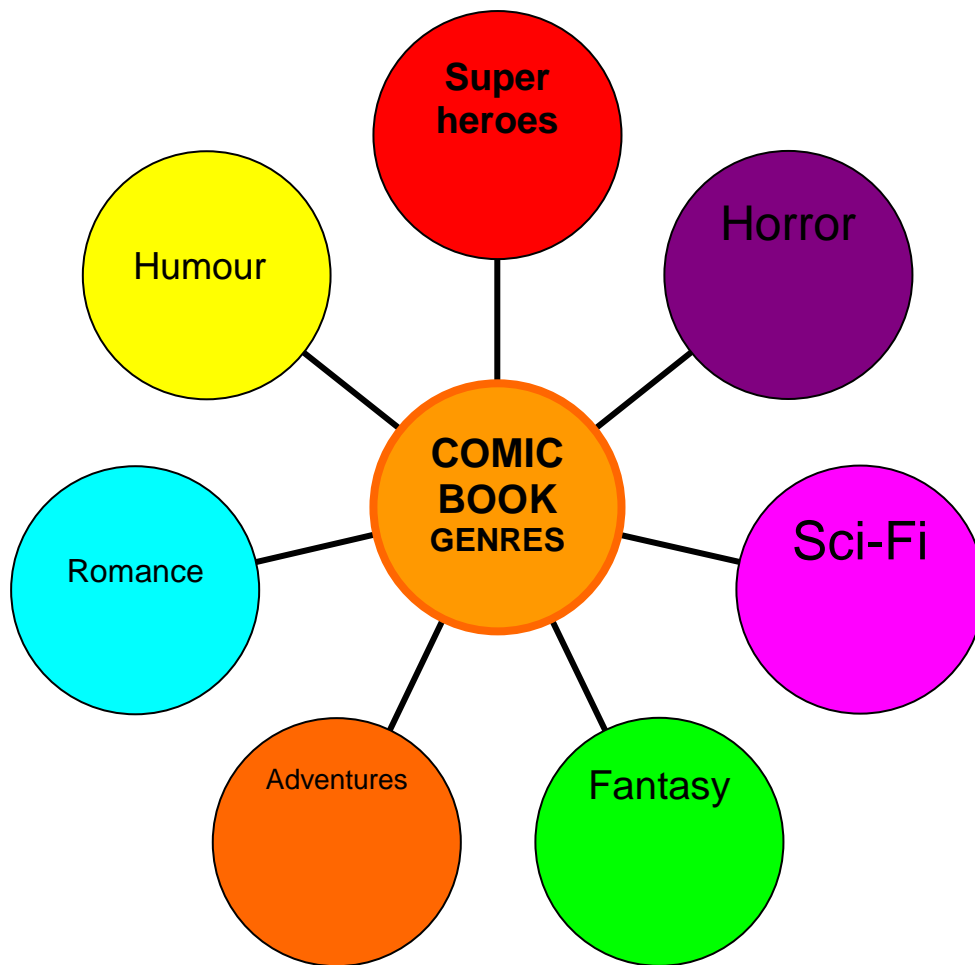
* *There is a set of flashcards of the different genres in the worksheet section.*

Activity 2 (A Bubble map)

Whole class activity (15')

Aim: To identify some comic book genres.

* As a whole class activity complete a **bubble-map** on the blackboard and every student individually about the following types of genre: superhero, fantasy, horror/ supernatural, science-fiction (Sci-fi), Action/ adventures, humour, romance.



Teaching note: Some comic book titles can be added next to each genre. Pupils can add more titles as the unit goes on. They add this bubble-map to their portfolio.

Some comic books can be added to more than one genre.

Activity 3 (My comic book list)

Whole class activity (5')

Aim: To foster comic book reading

* Teacher invites the pupils to borrow and take home the comic books used through the lesson or to borrow a comic book from those displayed in the school library.

OPTIONAL ACTIVITY

- Hand out a copy of *worksheet 1* to every pupil. Tell them they can use it to keep track of the titles and authors they read for further readings. Explain how to use it.
- The track of their comic books readings can be done in a different way.

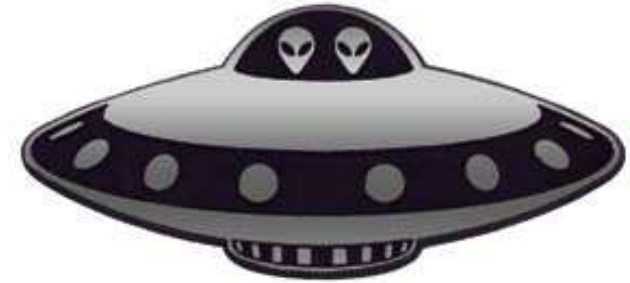


COMIC BOOK GENRES

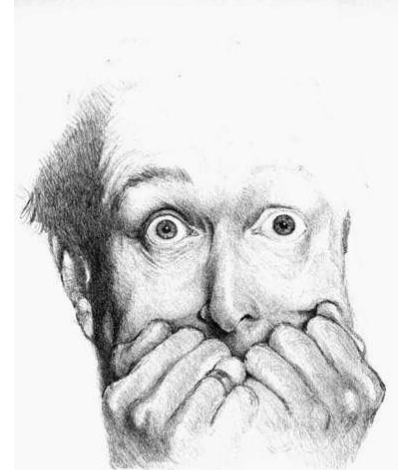
SUPERHEROES



SCIENCE-FICTION



HORROR



ADVENTURES



ROMANCE





HUMOUR



FANTASY

TEACHING LEARNING ACTIVITIES**Lesson 2 – How to draw the word comic in 100 different ways****Activity 1 (Looking at different comic book titles)**

Whole class activity (20-25')

Aim: To observe different logos.

* Teacher hands out two different logos to every student. These logos are from comic book titles, TV logos, video games titles and everyday products.

Teacher's help: Some logos are provided in appendix 2.

Teacher: Have a look at these logos. Are they same or different? Letters can be drawn in different ways. Can you tell me different ways of drawing letters?

Teacher writes down on the blackboard the pupils observations: *Big, small, long, short, medium size, thin, thick, with stripes, with spots, with dots...*

- Use **powerpoint 1** to show more different ways of drawing letters.

As the power point is presented compare the ideas presented in the power point to the ideas given by the pupils. The teacher can ask the pupils to know who has got examples of the different lettering presented in the power point:

Teacher: "Who's got (big/ small/ medium size) letters? Who's got a logo with (big) letters? Who's got a logo with letters (in colour/ with stripes)?"

Possible answers: "My logo has (big/ small) letters on it. My letters are (big). My logo has letters (with stripes/ in colour)".

The second part of the power point starts with slide number 20. This part of the powerpoint focuses on how lettering is used to convey meaning and how a logo can substitute and be used to identify a product, an idea or a character.

Pupils are asked to decide from different logos which one they like best and which one they think is older or newer from their lettering.

Activity 2 (Creating different ways of drawing the word comic)

Individual activity / whole class activity (30-35')

Aim: To practice and create different ways of lettering

Aim: To foster creativity

* Hand out to the pupils a piece of paper for draft work.

Tell them to draw the word comic using different lettering. They can use ways of lettering they have already seen or invent new ones. They use a soft pencil to sketch and when they have a good idea they can ink it with a black felt-tip pen.

Tell the pupils the whole class is going to do a display to show 100 different ways of drawing the word comic. This display can be displayed in the corridor.

Teaching note: To achieve 100 different ways can be hard depending on the pupils. It would be a good idea to make the display with the help of the parallel class or change the title of the activity to "How to Draw the word Comic in 50 Different Ways".

They can group in pairs or small groups to work together.

As they draw, the teacher can ask some of the pupils to choose one of their ideas draw it on the display.

Pupils can continue working on lettering at home during the week.

As the display is on the corridor further ways of drawing the word comic can be added anytime. The aim is to give them a sense of work in progress.

TEACHING LEARNING ACTIVITIES**Lesson 3 – Who is your favourite character in a comic book?****Introduction (warming up)**

Whole Class activity (10-15')

Aim: To review comic book genres

To identify the genre of different comic books

* Show the pupils some covers from different comic books. They have to guess what is the genre/s they belong to and give reasons for their choice.

Teacher: "What genre do you think is this comic book?"

Students: "I think it is a (humorous) comic book".

"I think it is a (Sci-Fiction) comic book (because) there is a (spaceship)".

"I think it is a (superheroes) comic book (because of) the (superheroes)".

Activity 1 (Classifying characters)

Small group work / Whole Class activity (25-30')

Aim: to classify characters in comic books according to different criterions.

* Ask the pupils to get in groups. Give each group an envelope with medium size flashcards of different characters from comic books (*worksheets 3 and 4*). Ask them to classify the characters following their own criteria. The characters used have to be adapted to the pupils' background.

* Ask some of the groups to tell the rest of the class how they have classified their characters.

* If none of the groups have classified the characters into: human, animals and inanimated objects; teacher can introduce this classification.

Teacher's tip: Some possible classifications are provided in Appendix 3. Expect other classifications from the pupils.

Activity 2 (Creating different ways of drawing the word comic) (10-15')

Individual work (10-15')

Aim: practice lettering

* If there is time at the end of the lesson pupils can continue practising creating different ways of drawing the word comic.

TEACHING LEARNING ACTIVITIES
Lesson 4 – Let's draw some faces!

Activity 1

Whole class work (25-30')

Aim: To draw some basic and secondary face expressions

- * Start the lesson asking the pupils how they are.

Teacher: "Good (morning). How are you today?"

Pupils: "I'm fine, thank you!"

Teacher: "Are you happy this (morning)"

Pupils: "Yes, I am / No, I'm not".

- * Pupils ask their classmates sitting next to them how they are that (morning).
- * Tell the pupils that they are going to learn how to draw some facial expressions.
- * Teacher draws a head on the blackboard. Ask the pupils what parts of the head do they remember. Teacher writes down the parts they say.
- * Decide with the pupils' help what parts of the head are mainly needed to convey an expression: 'eyebrows, eyes and mouth'.
- * Hand out a sheet of paper to every pupil. They write down the title: 'Facial Expressions' on the paper.
- * Show them how to draw the expressions: happiness, sadness, anger and calm. They copy the different expressions.
- * Show them some photographs or pictures of some people with the following expressions or feelings: surprise, fear, malice and laughter. Help them to draw the expression from the picture.

Powerpoint 2 can be used to do this activity.

In slides 2,3 and 4 there is the picture of a surprised woman. Pupils are asked: "Is she (happy)?" and they have to answer "Yes, she is / No, she isn't".

In slide 5 they have to answer the question: "What does he look like?. He is surprised.

Slide 6 can be used to draw the facial expression of surprised in a simplified way. Drawing only the eyes, the eyebrows and the mouth (see appendix 4 Facial expressions).

Compare the photograph with the picture of the emoticon. They are of different types of iconicity but convey the same feeling.

In slides 7,8 and 9 there is the picture of a scared man. Pupils are asked: "Is he

(happy)?" and they have to answer "Yes, he is / No, he isn't".

In slide 10 they have to answer the question: "What does she look like?. She is scared.

Slide 11 can be used to draw the facial expression of fear in a simplified way. Drawing only the eyes, the eyebrows and the mouth (see appendix 4 **Facial expressions**). The two images provide different intensity of fear.

Slide 12 can be used to draw the feeling of malice. The teacher can ask questions about the character in the picture: "Who's this? Is he (happy)? What does he look like? What is he doing? Can you imagine what he wants/ is planning to do?

Compare the emoticons facial expression to show intensity.

Slide 13 can be used to draw the feeling of a person laughing. The teacher can ask questions about the baby's picture: "Who's this? Is he (happy)? What is he doing? Why is he laughing?"

Activity 2

Individual work (20-25')

Aim: To draw other facial expressions by themselves

* Pupils have to draw other facial expressions or feelings they want from photographs or pictures in comic books. The aim is not to copy but to be able to draw the feeling in a simplified way so they can develop their particular style.

Pupils can try to find out other feelings by themselves or they can be prompted.

* Some of the expressions or feelings they can draw:

Bored, in love, to have a sweet tooth, hard-working, lazy, thirsty, hungry, crazy, doubtful, discreet, evil, confused, depressed, excited, fulfilled, glad, indifferent, jealous, keen, loved, miserable, nervous, optimistic, proud, suspicious, tired, unloved, vengeful, worried, yearning...

Teacher's tip: **Appendix 4** provide teachers with different facial expressions.

*A poster for the classroom can be created.

TEACHING LEARNING ACTIVITIES**Lesson 5 – Let's create our character!****Activity 1**

Small group work/ Whole class work (30')

Aim: To provide the pupils with a text frame to do their own writing

* Ask the pupils to work in groups of 3. Give each group an envelope with 3 pictures of 3 different characters from comic books and some paper strips with sentences about the 3 characters (*Worheets 5, 6, 7 and 8*)

Ask the students to find out which sentences belong to each character.

* As a whole class activity make a list on the blackboard. They can also correct their classification in groups using worksheet 9 to check.

* Focus on the sentences of one of the characters. Ask them to put the sentences in order to make a text.

* Hand out worksheet 9 to be used as a model.

Activity 2

Individual work (20-25')

Aim: To create a profile for their characters.

Aim: To write a description about their character

* Hand out worksheet 11 (Language frame) and comment with the students.

* Hand out worksheet 10 (Character's profile). Ask the pupils to complete the profile about their character.

* Pupils write their descriptions following the texts from the previous activity and using the language frame provided in worksheet ?.

* Fast finishers can sketch their character or continue unfinished activities from their portfolio.

TEACHING LEARNING ACTIVITIES
Lesson 6 – Tadam! This is my character!

Introduction (warming up)

Whole class work (10-15')

Aim: To provide the pupils a model to introduce their characters to their classmates

- * The teacher introduces his character to the pupils to provide them with a model to do the following activity.
- * Ask if there are some volunteers to introduce their character to their classmates. As some volunteers read and introduce their characters to their classmates, the rest of the pupils have to listen carefully to decide if the text is well organized.

Activity 1

Whole class work / Pair work (10-15')

Aim: To introduce orally some feature of their character to some of their classmates

- * Pupils go around the classroom. When they meet someone they introduce their comic book characters to each other. When they finish introducing them, they look for another classmate and do the same.

Activity 2

Individual work (25-30')

Aim: to practice face drawing

- * Pupils can continue practising drawing some face expressions.

TEACHING LEARNING ACTIVITIES**Lesson 7 – Let's move the body!****Introduction (warming up)**

Whole class activity (5')

Aim: to activate previous knowledge from the students

- * Sing the song 'Head and Shoulders'.

Activity 1

Whole class activity (15-20')

Aim: to revise the parts of the body**Aim: to learn how to draw an outlined body**

- * Ask the pupils to remember how the comic book character "Cutlass" was drawn.
- * The teacher draws the outline of a walking body or a walking "Cutlass" on the blackboard or on a whiteboard. Ask the pupils to name the parts as they are drawn.
- * Hand out a sheet of paper to every pupil. Repeat the process but this time as the teacher draws the outlined body on the blackboard, the pupils draw it too. The teacher has to label the parts of the body. Ask the question: "What's he/ she doing?". Pupils answer. Under the picture they write "He's walking" or "She's walking".
- * Show the pupils a wooden model. Teach them how to use it to draw an action.
- * Ask them to think of actions people can do. Make a list on the blackboard to prompt the pupils in order to do the following activity.



Activity 2

Individual work (30-35')

Aim: to draw some characters in movement

- * In groups of 4 they draw some characters doing different movements. They write a sentence to describe what they are doing: 'He's / she's (running)'. They can choose actions from the list made in the previous activity.

- * They keep their sketches in their portfolio.

TEACHING LEARNING ACTIVITIES**Lesson 8 – Let's talk!****Introduction (warming up)**

Whole class work (5-10')

Aim: to activate the students previous knowledge

Aim: to introduce 'whisper', 'shout' and 'in a normal voice'

* Teacher: 'In the previous lessons we have met a lot of different comic characters.

Do you remember some of them?

I want you to whisper some of their names.

I want you to say their names in a normal voice.

I want you to shout some of their names.

If it is an animal I want you to whisper, if it is a person I want you to shout and if it is a thing or an object I want you to say it with a normal voice'.

* Students can give answers.

Activity 1

Whole class activity/ Group work activity (15-20')

Aim: To find out the use of different types of balloons.

* Teacher: 'Do you know how do the characters in a comic book speak?'. Pupils give their answers. Introduce the word 'Balloon'. Tell them they can also be named 'Speech bubbles'.

Tell them there are different types of balloons depending on their use.

* Give the pupils worksheet 12. In pairs pupils have to match the different types of balloons with the short texts below. They can write the number inside the balloon. Worksheet 13 can be used instead of worksheet 12. Some flashcards with examples of balloons have been provided.

* Correct on the blackboard.

* *If there is enough time introduce the concept "**Caption**". Tell the pupils that captions are used to write short texts in a panel. They can be used to convey time or to locate a place: Ten years later... , meanwhile... , a long time ago in a galaxy far away... , the following day...*

Activity 2

Whole class activity (10-15')

Aim: To use different types of balloons.

* Hand out worksheet number 14. Pupils have to draw a suitable balloon for each sentence.

They can compare their balloons with a classmate.

* Teacher can ask the pupils why they have used an specific type of balloon: "Why have you used this balloon?". Pupils can use the frame at the bottom to answer: "I have used this balloon because (the character) is (whispering)".

* Worksheet 15 can be used as an extension or for further practice.

(Optional Activity)

Whole class activity

Aim: to understand the use of visual metaphors
and paralinguistic content in comic books

* Worksheet 16 can be used to help pupils to identify some common visual metaphors and paralinguistic content in comic books. Worksheet 17 can be used instead of worksheet 16.

End of lesson

Pair work activity / Whole class activity (5')

Aim: To encourage work at home

* Tell the pupils to find out more examples of balloons at home or to create their own ones: *'For the next lesson you can try to find out other types of balloons in your comic books or in the comics books you'll find in the school library. Perhaps you can create your own balloons. In the corridor you'll find a display where you can draw your balloons whenever you want during the week so everyone can see them. Remember we share our work. I will leave a box with some felt-tip pens for you to use. And remember you are welcomed and invited to write the text in English. Thank you and see you next lesson'*.

Examples of balloons (Flashcards)



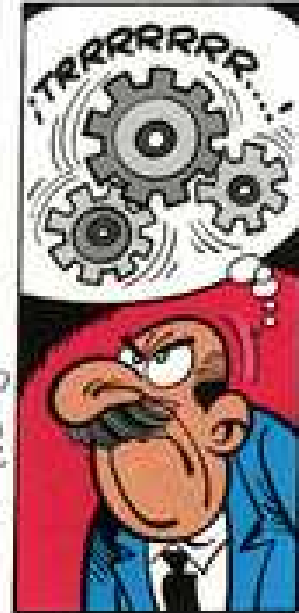




Examples of Visual Metaphores (Flashcards)



THEY ARE SURPRISED



HE'S THINKING



HE'S FURIOUS



I'M STUPID



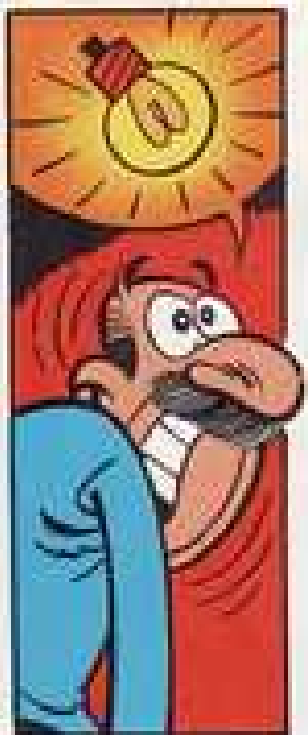
THERE'S SOMETHING FISHY GOING ON HERE

IT HURTS

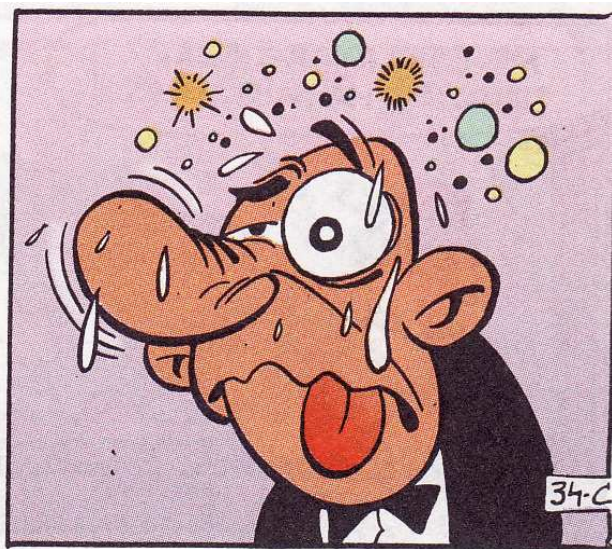


IT HURTS

HE'S GOT AN IDEA



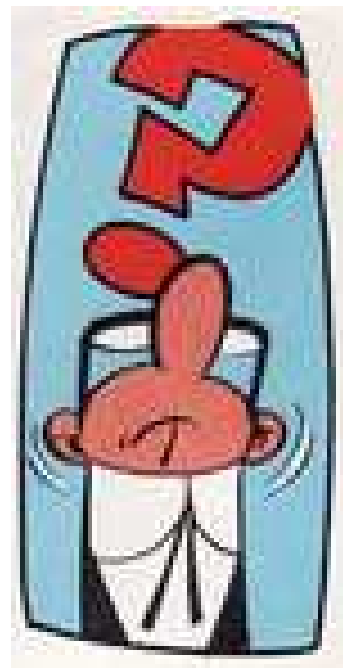
HE'S GOT AN IDEA



HE'S ILL



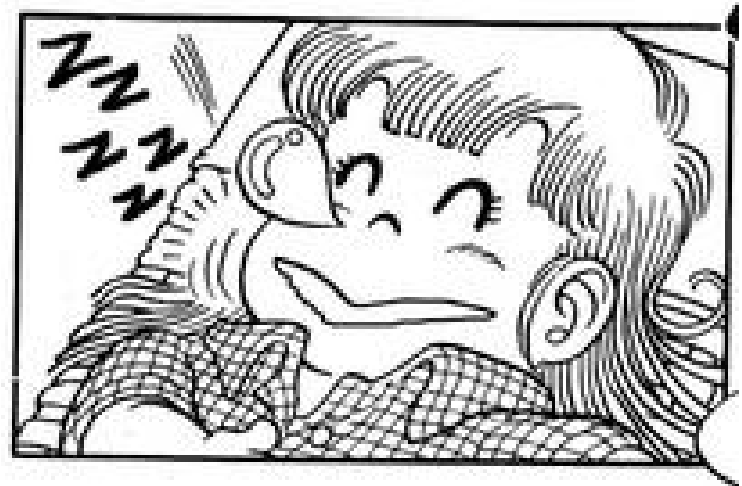
HE'S SLEEPING



WHAT?



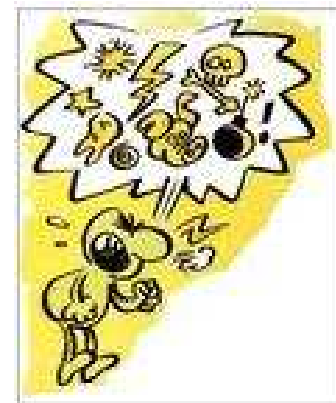
WE ARE STUPID!



SHE'S SLEEPING



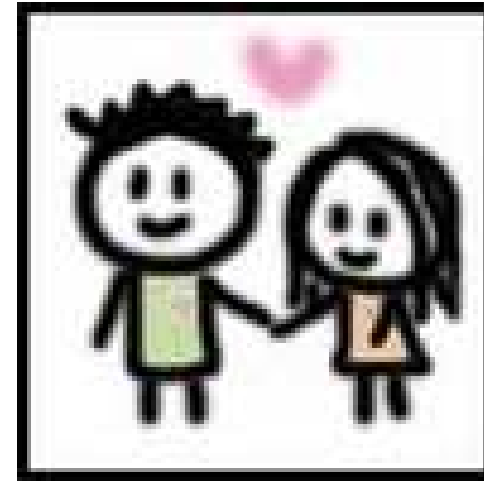
HE'S ANGRY



HE'S SWEARING



HE'S IN TROUBLE



HE LOVES HER and SHE LOVES HIM



SHE DOESN'T LOVE HIM



HE'S SWEARING

TEACHING LEARNING ACTIVITIES
Lesson 9 – Let's have a look!

Activity 1

Whole class work (15')

Aim: to introduce the concept of shot

- Choose a scene from a film in which a dramatic event occurs. Some examples can be found in "*Toy Story 1*" or "*Toy Story 2*" or another animation film. Show the selected scene to the class.

Discuss with the pupils:

"How does the character react when (this event) occur"

"How do they show their feelings? What's he/ she doing?"

"How does the camera show this?"

Tell the pupils that:

"When a film or a comic is being made, the film-maker or the artist must decide on the position of the camera and how it will be used".

Activity 2

Whole class work (15')

Aim: to introduce different types of shots and angles.

-Tell them there are three main types of shots:

"**Close-up shots:** show the characters or objects in close-up, used to reveal facial expressions or the reaction of characters.

Mid-shots: show the top half of the person and their surroundings.

Long shots: show objects from a distance, and their surroundings".

-Tell them there are three main types of angles:

* **A bird's eye angle / High eye angle:** A bird's eye angle shows the subject from above. People appear less powerful and less significant.

* **An eye level angle:** The camera is positioned as though it is a human actually observing a scene. It has a neutral effect.

* **A worm's eye angle / Low angle:** This shows the subject from below, giving them the impression of being more powerful or dominant.

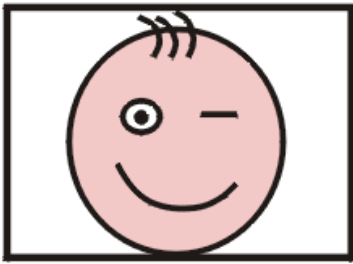
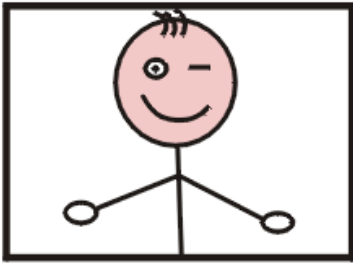
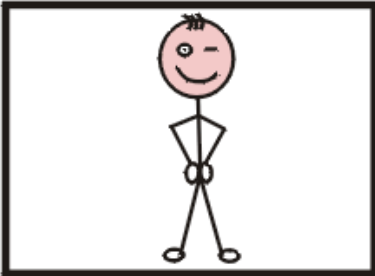



-Teacher can replay the selected scene from the film or choose a new one. The pupils are asked to identify and name the shots they see in the scene.

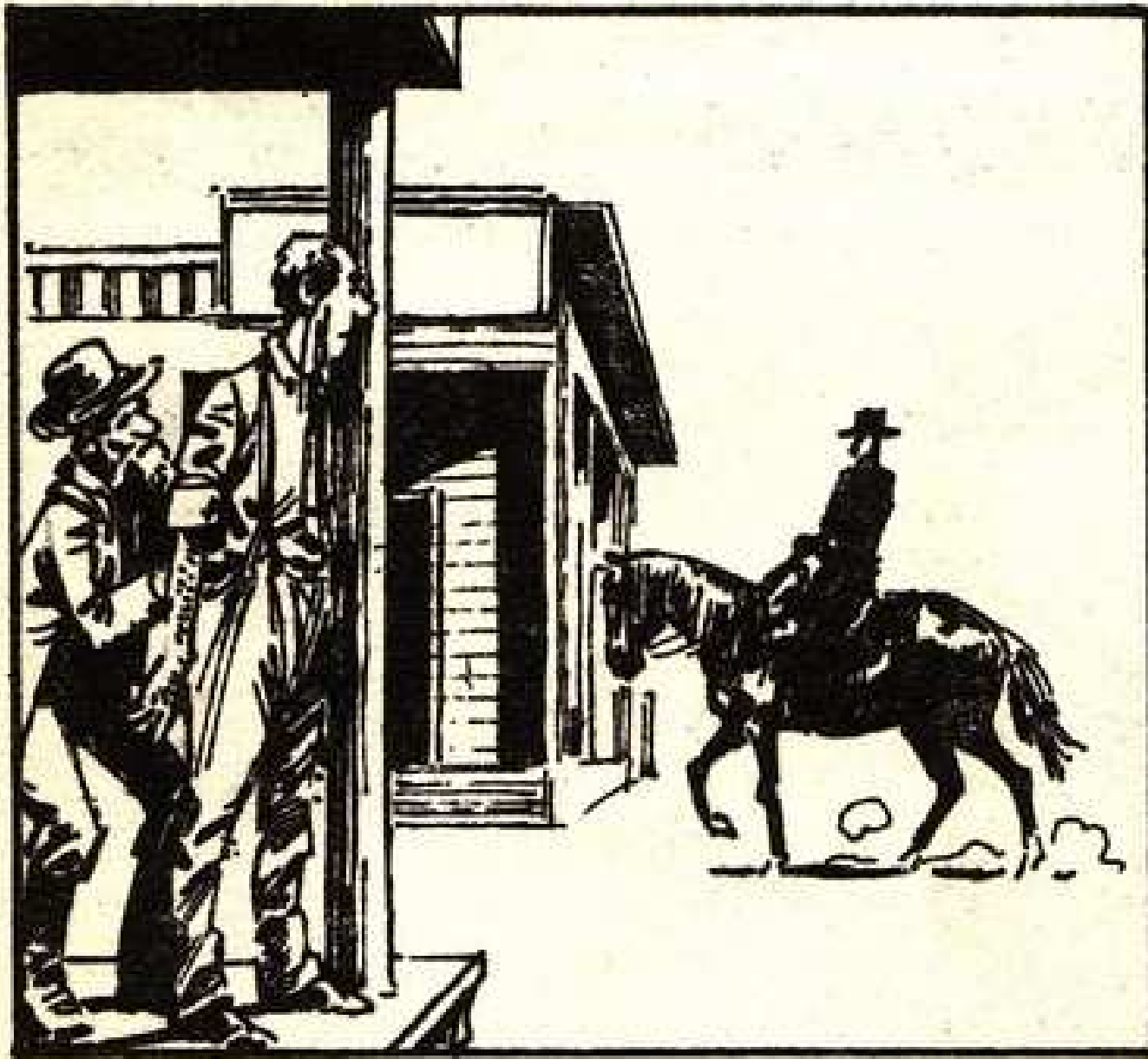
“What kind of shot/ angle is this?”

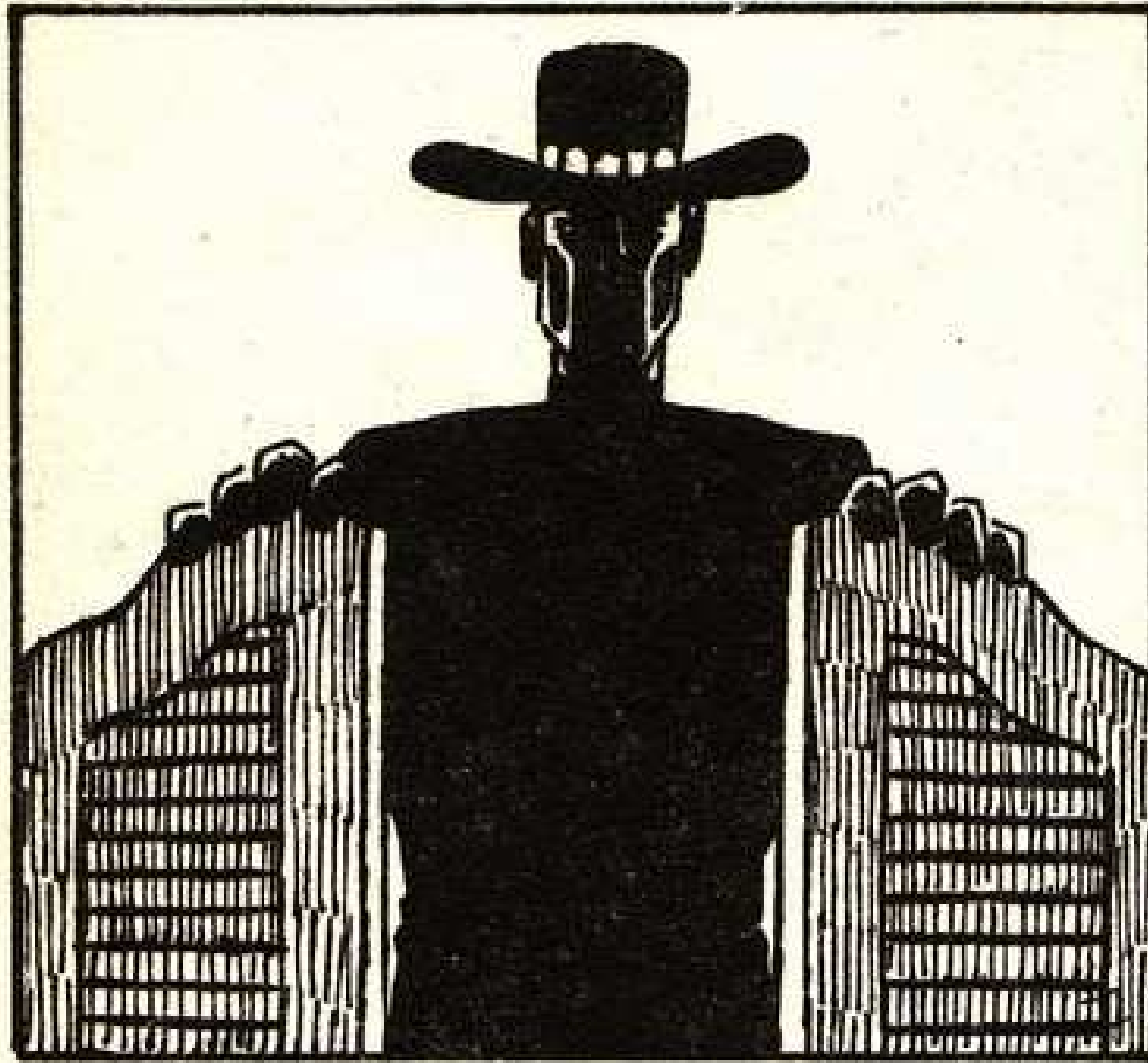
“This is a (close-up) shot”

“Why have they used a (close-up) shot?”

“Because they want to show the character’s feeling/ the character’s reaction/ the character facial’s expression”.

TYPES OF SHOTS	
	<p style="text-align: center;">CLOSE-UP SHOT</p> <p>Show the characters or objects in close-up, used to reveal facial expressions or the reaction of characters.</p>
	<p style="text-align: center;">MID-SHOTS</p> <p>Show the top half of the person and their surroundings.</p>
	<p style="text-align: center;">LONG SHOTS</p> <p>Show objects from a distance, and their surroundings.</p>
TYPES OF ANGLES	
	<p style="text-align: center;">A BIRD'S EYE (High angle)</p> <p>A bird's eye angle shows the subject from above. People appear less powerful and less significant.</p>
	<p style="text-align: center;">EYE LEVEL</p> <p>The camera is positioned as though it is a human actually observing a scene. It has a neutral effect.</p>
	<p style="text-align: center;">A WORM'S EYE (Low angle)</p> <p>This shows the subject from below, giving them the impression of being more powerful or dominant.</p>





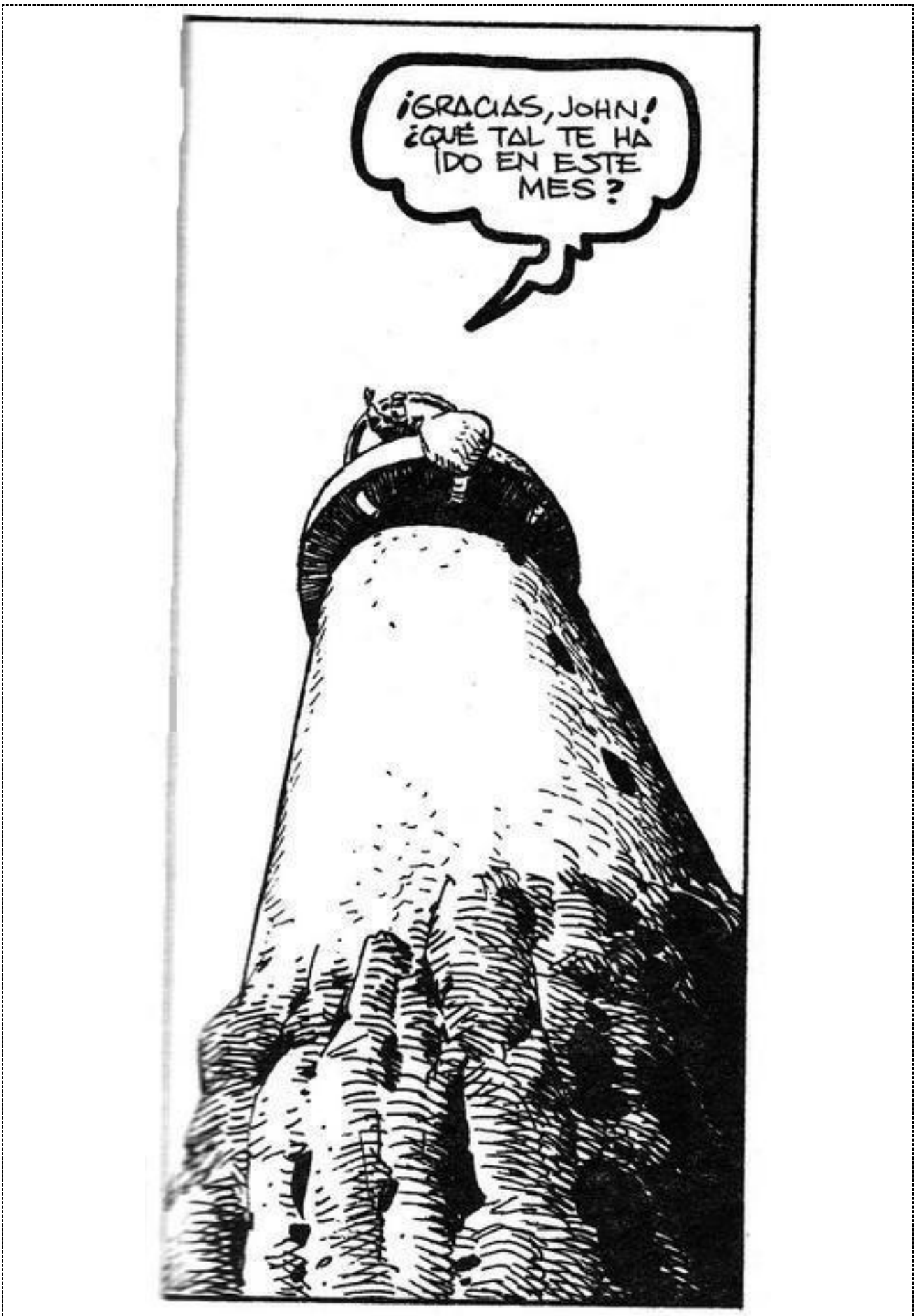


CLOSE-UP SHOT

MID SHOT

LONG SHOT







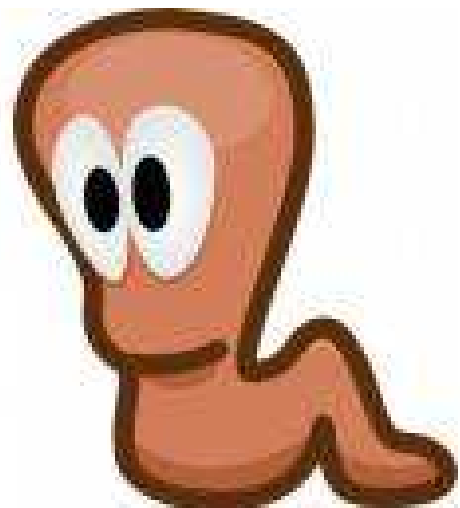
**A
BIRD'S
EYE**



**EYE
LEVEL**



**A
WORM'S
EYE**



Activity 2

Individual / Pair work (30')

Aim: to decide and use different types of shots and angles.

- Tell the pupils to Imagine the following scene:

- (1) A child walks along the street.
- (2) He sees something shining.
- (3) He picks it up.
- (4). It is a coin.
- (5) The child goes into a sweet shop.
- (6) The shop assistant welcomes him.
- (7) He chooses a chocolate bar.
- (9) He pays for the chocolate bar.
- (9) He eats the chocolate bar.
- (10) He realises there is a golden ticket under the wrapper.
- (11) He sees it's "Willy Wonka's golden ticket".
- (12) He is very happy.

- Hand out pupils worksheets 18 and 19. Pupils have to decide what camera shots or angles are more suitable to narrate the story. Teacher can select some scenes and draw them with the help of the pupils. Give reasons for the choice when possible:

"I have used a (Close-up) shot because I want to show (the character's face/ feeling)"

"I have used a/ an (eye level angle)"

Pupils finish their "storyboard" individually or in pairs.

Compare the different interpretations from different pupils.

Fast finishers can invent and draw a title for their story. They can also add some balloons to the story.

* Worksheets 20 and 21 provide more difficulty as pupils have to write down the angle or shot they have chosen for each panel.

- The scene from the film "Willy Wonka and the chocolate factory" can be played so pupils can see how a film-maker imagined this scene.

- **Willy Wonka and the Chocolate Factory (1971) Directed by Mel Stuart.**
- **Charlie and the Chocolate Factory (2005) Directed by Tim Burton.**

TEACHING LEARNING ACTIVITIES**Lesson 10 – How does it sound?****Introduction (Warming up)**

Whole class activity (10')

Aim: to introduce the students with the concept of onomatopoeia.

- Ask some of pupils to reproduce the sound of a dog and a police car.

“How does a police car go? A police car goes... Can you reproduce the sound of a police car?”

- If there are pupils from different parts of the world comment the differences.

“Does it go the same way in different languages? In Catalan it goes... and in English it goes...”

-The following internet link can be used to listen to different ways of producing specific sounds in different languages:

<http://www.flat33.com/bzzzpeek/html/bzzzpeek.html>

Language lesson activity

* Sing or teach the song “Old MacDonald”

* Ask to the students what animals appear in the song and what sounds do they make.

* Worksheet 25 can be done.

* Appendix 6 provides the sounds of these animals in Catalan, Spanish, English and Japanese.

* Pupils can sing the song changing the English onomatopoeias with onomatopoeias of another language.

old macdonald had a farm (e i e i o),
and on that farm he had a(n) x (e i e i o),
with a y, y, here
and a y, y, there
here a y, there a y,
everywhere a y, y,
old macdonald had a farm (e i e i o)!

Activity 1

Pair work (10-15')

Aim: To identify some onomatopoeias with the sounds they represent.

-Give the pupils an envelope with some cards with pictures and some cards with onomatopoeias: "Worksheets 22 and 23". They have to match them.

Teacher's tip: If the teacher wants to do the activity in a different way "Worksheet 24" can be used.

Teacher's tip: If there's time during the language lessons "Worksheet 25" can be used to increase the amount of "animal onomatopoeias" they know.

- Correct on the blackboard: "A (snake) goes (Hiss)".

Activity 2

Group work (10-15')

Aim: to understand that the same sound can have a different onomatopoeia depending on the culture

- * Pupils work in groups of 4. Give them an envelope with some onomatopoeias and a grid to classify. They have to identify the onomatopoeias with the different sounds and then to think if they are in Catalan, Spanish, English or Japanese. Worksheet 26 can be used.

Activity 3

Whole class work / Individual work (10-15')

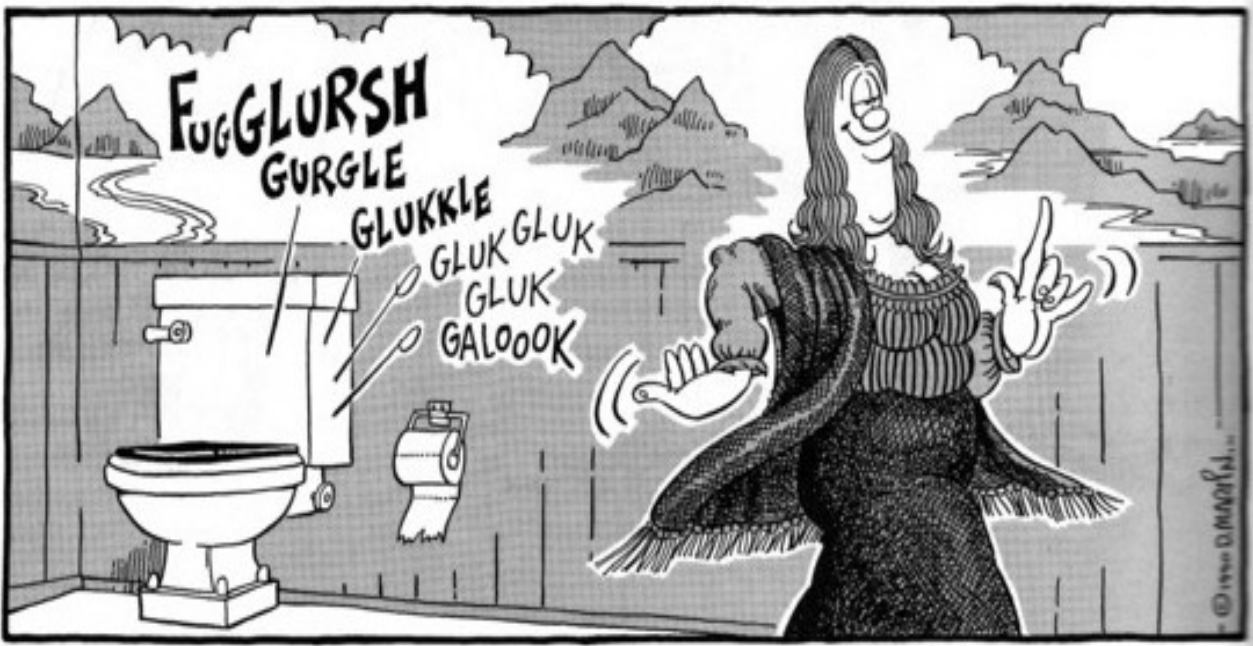
Aim: to invent new onomatopoeias

- * Introduce the pupils the cartoonist 'Don Martin', one of the most prolific authors creating new onomatopoeias (More information about Don Martin can be found on appendix 6 or on http://en.wikipedia.org/wiki/Don_Martin).
- * Introduce them some onomatopoeias created by Don Martin. Pupils have to guess what sound does every onomatopoeia refer to (Worksheet 27).
- * Write down on the blackboard a list of devices or situations involving sound with the help of the pupils (Worksheet 27).
- * On their own pupils choose some of the devices or situations and try to create onomatopoeias to describe the sounds generated (Worksheet 27).

THE HALF-TIME SHOW!



Don
MARTIN'S
ONE FINE
DAY IN
FLORENCE

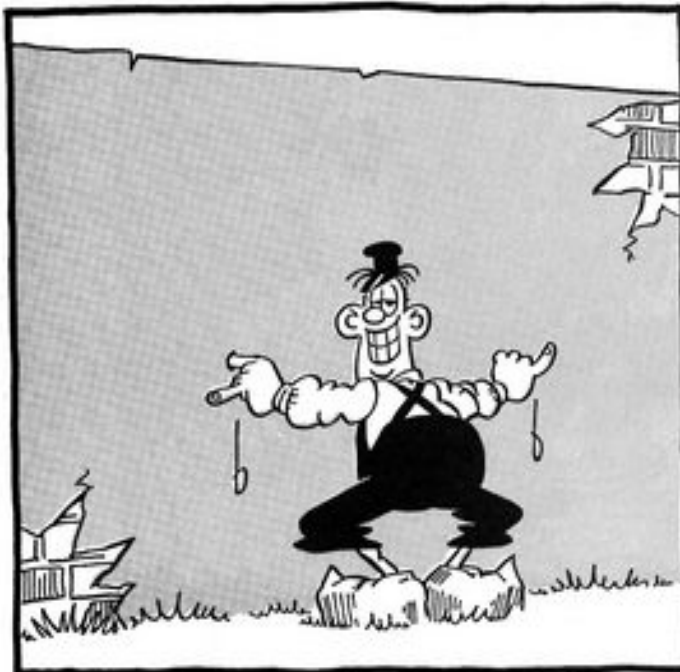


Don
MARTIN'S
ONE FINE DAY
ON THE GREAT
AMERICAN PLAINS



Don
MARTIN'S

ONE
FINE
DAY
IN
HOLLAND



TEACHING LEARNING ACTIVITIES
Lesson 11 – Let's create our comic strip (Part 1 of 2)

Introduction (warming up)

Whole class activity (15')

Aim: to activate the previous knowledge
To analyse the structure of a comic strip

- Hand out a comic strip to every pupil. Ask them to pass them round as they read them.

Assorted comic strips and comic strip books are provided in appendix 6.

- Comment with the pupils the structure of a comic strip. Make them notice the title: where is it located, how, lettering... and the panels: how many panels, size, different shapes...

"How many panels has your comic strip got?"

"It's got (3/4) panels"

"Are they the same size?"

"Yes, they are / No, they aren't. They are similar / different"

"What's the title of your comic strip? Does your comic strip have a title? Do all comic strips have a title? Why?"

"Where is the title? What is the title like?"

"It's above/ inside/ before/ the first panel. There is no title".

"It's in black and white/ in colour... The letters are big/ small..."

"Does your comic strip have a main character? Who's got a comic strip with a main character? Who hasn't? Do all comic strips have a main character?"

"What comic strips have got a main character? What comic strips haven't got a main character?"

Activity 1

Whole class activity (15')

Aim: to notice different types of comic strips

* Using the comic strips from the warm-up activity ask the pupils who's got examples of the following types of comic strips (define and show examples for them to understand). They can be projected with an overhead projector so everybody can see them.

-Silent cartoon: There are no balloons, captions or punch line.

-Punch line cartoon: when there's only a picture and a line at the bottom of it.

-Silly humor cartoon: Something absurd is happening.

-Anthropomorphic cartoon: when the characters are animals.

Activity 2

Whole class activity/ Individual work (15-20')

Aim: to start drawing a comic strip

* Show the pupils different templates to draw a comic strips (worksheets 28, 29, 30). Tell them they can use whatever they want during this lesson and the following lesson. Pupils can create their own templates.

Pupils start sketching their comic strip.

TEACHING LEARNING ACTIVITIES
Lesson 10 – Let's create our comic strip (Part 2 of 2)

Activity 1

Individual work (55')

Aim: To create a comic strip by using some of the elements introduced during the workshop.

* During this session the pupils can finish their comic strips or other unfinished activities of their portfolios.

Further activities:

* As a final activity an exhibition with all the comic strips created can be done.

* A further activity could be creating a comic strip book.

The cover can be created in a collaborative way.

Covers from different comic books can be analysed to distinguish the different elements a cover has: author, title, publisher, picture, collection...

The teacher can make the students aware of the different ways of organizing the elements on the cover.

A title has to be chosen for the comic strip book. Every pupil can draw the title in different ways and as a group decide which proposal is the best for the title.

The publisher can be created in the same way.

The picture of the cover can be drawn in a collective way. Every pupil draws his/ her character on the cover to ARRANGE all their comic book characters together.

* A visit to the international Comic Book Convention in Barcelona or in a city nearby where an event like this takes place. There are comic books conventions being currently held in different cities around Spain. This visit would provide the pupils the opportunity to:

* Get access to more comic book titles

* Meet people with the same hobby

* Meet artists

- * Watch exhibitions of original art
- * Watch exhibitions about comic books topics
- * Attend conferences about comic book topics
- * Attend workshops