

# Superheroes

the empowering  
alter ego

A 3<sup>rd</sup> Grade Unit Plan

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# Rationale

By transforming themselves into superheroes and creating images that tell a story, students will feel empowered and fulfilled by their hard work, creativity and imagination. By being able to embody a super version of themselves, students will be able to channel that confidence and play a more active role in directing their own future. The English and storytelling practice will increase student's awareness of the role other subjects can play in art making as well as make them conscious of the value art has in their own lives.

# ESSENTIAL QUESTIONS

What are issues in my life that I would like to fix?

How could I fix those issues?

If I could have any super power, what would it be and how could it help the world?

Do you have a responsibility to help others if you have super powers?

If you have power, super or not, does that mean you are good?

# Integration Potential

Students will make interdisciplinary connections while incorporating English and writing skills with art making to create their own superhero comic strip

Students will utilize previous geometry recognition skills to break down the shapes of the human figure

Students will use math skills such as measuring and division to create a layout for the comic book strip

# Ohio Department of Education Standards

## PERCEIVING/KNOWING (PE)

(2PE) Identify the relationships between and among selected elements and principles of art and design.

(6PE) Recognize and identify choices that give meaning to a personal work of art.

## PRODUCING/PERFORMING (PR)

(1PR) Demonstrate skill and expression in the use of art techniques and processes.

(3PR) Find and solve problems of personal relevance and interest when developing artmaking ideas.

## RESPONDING/REFLECTING (RE)

(1RE) Examine and describe how art and design principles are used by artists to create visual effects.

# Lesson One:

## Life and All its issues

- Students will create a brainstorming map of issues in their life
- Break into small groups to further discuss these issues
- Imagine and create what super powers they would need to fix these issues
- Break off on their own to create a super version of themselves with this ability or power
- Add this brainstorming map and initial character sketches to their Artist' s Journal

# Lesson two:

## Getting the basics on paper

- Students will examine various comic book layouts and trace them
- Brief lesson on geometric shapes of the human form
- Figure drawing sessions, quick five minute drawings in charcoal
- Two ten minute drawings



# Lesson Three:

## Design and Conquer

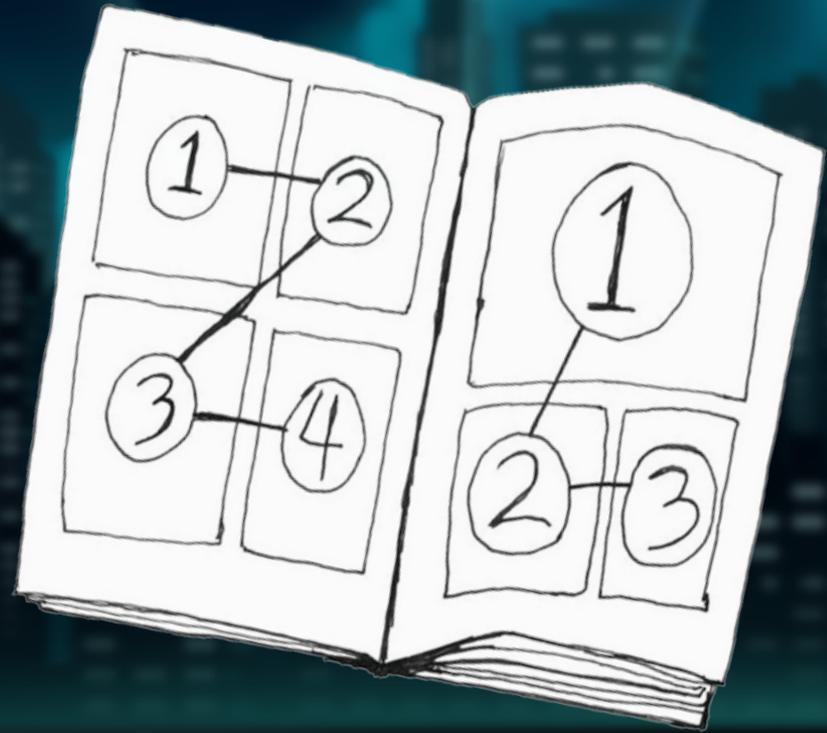


- Work Day
- Revisit the geometric shapes of the human form
- Introduce and talk about the idea of side kicks, weapons, and the villain
- Group discussion
- Three full body sketches needed in Artist' s Journal

# Lesson Four:

Write it out, Lay it out

- Students will write out their stories, which must include a clear beginning, middle/conflict, and end/resolution
- Storyboarding their narrative
- Figure drawing



# Evaluation

## Formative Assessment:

- Questions
- Group involvement and productivity
- Assessment through progress in Artist' s Journal

## Summative Assessment:

- The final comic book will have its own grading rubric
- Final Reflection
- Comic Book Reading