

MoNA

Museum of Northwest Art

Age: Third through Fifth Grade

Lesson Duration: 30 to 90 Minutes

Subjects: Art, English, Language Arts & Poetry

Drawing Comic Strips Inspired by Little Corvus

Description

During this activity, students will learn how comics convey stories and learn about the essential parts of a comic panel. After looking at art by Little Corvus, students will make their own three-panel comic strip and create a complete short narrative within those panels.

A HANDS-ON ART ACTIVITY
DESIGNED BY MONA EDUCATORS



Image Credit: MoNA Example

Materials

- Strips of white paper (6 x 18" works well) folded into thirds
- Pencils
- Colored pencils, crayons, or markers to color the comics.
- [Video on comic book storytelling](#)
- [Video on comic strip elements](#)
- *The Substitute* by Little Corvus (included at the end of the lesson)

Instructions

- 1)** Begin the activity by asking students what they know about comic strips.
 - Do they have any favorite comic books? Do they ever see comic strips on the internet or in the newspaper?
- 2)** Show students the attached videos on how to make comics and comic strip storytelling.
 - This will help students get a better understanding of how to create their own comic strips.
- 3)** Start the Visual Thinking Strategies (VTS) discussion by looking at the *Avatar: The Last Airbender* two-page comic sample from Little Corvus Art, which is included at the end of this lesson.
 - VTS is an inquiry-based method of facilitating discussion. Tips and resources on VTS are included at the end of this lesson.
- 4)** Explain to students that they will now be creating their own three-panel comic strips.
 - Using the things we learned from the videos and the Little Corvus comic sample, students will use the three-panel format to tell a short story with pictures, dialogue, and captions.
 - Tell students that these ideas do not need to be very detailed or grand, and even a small everyday moment can be used for these comic strips.
 - Pass out the pre-folded paper, pencils, and your choice of coloring tools to the students.
- 5)** Depending on how quickly students finish, allow them to make more than one comic strip if time allows.
- 6)** To wrap up the activity, allow students to share their comic strips with each other or present them to the class if they prefer.
 - Ask students questions about the comic-making process. Was it difficult to come up with ideas? Did keeping the comics limited to three panels make it hard to tell a full story? Do you think you could work as an artist making comic strips every week for newspapers?

Vocabulary

- ✓ Narrative
- ✓ Story
- ✓ Comic
- ✓ Plot
- ✓ Panel

Learning and State Standards

Fulfills [Washington State Arts Learning Standards](#):

Third Grade:

- **VA:Cr2.1.3** (Create personally satisfying artwork, using a variety of artistic processes and materials)
- **VA:Cr3.1.3** (Elaborate visual information by adding details in an artwork to enhance emerging meaning)

Fourth Grade: **VA:Cr2.1.4** (Explore and invent art-making techniques and approaches)

- **VA:Cr2.2.4** (When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others)

Fifth Grade:

- **VA:Cr2.1.5** (Experiment and develop skills in multiple art-making techniques and approaches through practice)

Visual Thinking Strategies

MoNA's Education programs utilize Visual Thinking Strategies (VTS), which is a research-based teaching method that promotes aesthetic development including critical thinking and communication skills. Here in the MoNA, we use VTS to engage students and general visitors with art encouraging them to observe closely, think critically and discuss respectfully; however, VTS can be effectively used across curricula. This approach teaches its participants how to take the time to observe closely, describe what they see in detail and provide evidence for their observations. Students learn that their reflections and thoughts are valued and appreciated in this inclusive teaching method.

In order to facilitate a VTS discussion, you first encourage viewers to take a quiet moment to observe the work you are going to explore. Then you ask the following questions and paraphrase the responses without adding any of your own judgements. You can insert additional vocabulary and point to specific parts of the artwork.

What's going on in this picture?

What do you see that makes you say...?

What more can you find?

Visual Thinking Strategy Links

If you are interested in learning more about VTS, [here is their website](#). If you already know and love VTS, but want help finding great images to use in your classroom, here is a [fantastic gallery](#). You can also visit this website for additional resources: www.monamuseum.org/resources-for-educators

About the Artist: Little Corvus



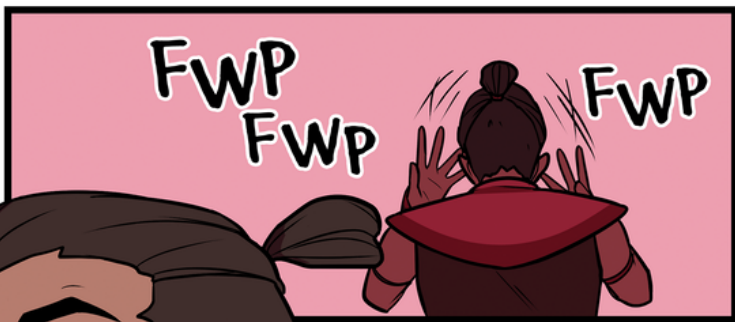
Teo Duvall

Image Credit: @little_corvus on Twitter



Image Credit: Little Corvus Art

Little Corvus is the pen name of Teo Duvall. Teo Duvall is a comic artist and illustrator based in Seattle, Washington. They graduated in 2015 with a Bachelors of Fine Arts in Cartooning from the School of Visual Arts. Duvall's interests include ghost stories, fantasy, supernatural stories, and diverse comics. Teo Duvall is also a proud queer, transmasculine Latinx artist who has been nominated for multiple awards for their work.



The Substitute from Avatar the Last Airbender: Team Avatar Tales, Little Corvus
Image Source: Little Corvus Art



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