

Art Camp to Make own Picture Book

Grade Level: Pre-K-8th Grade.

National Visual Arts Standards:

Creating Definition: Conceiving and developing new artistic ideas and work.

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.

Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Anchor Standard 3: Refine and complete artistic work.

Enduring Understanding: Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work overtime.

Essential Question(s): What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more thoroughly?

Rationale and Goals for this lesson:

This camp is designed to create own picture book (total of 20 pages), and students will learn all about drawing, painting, and the theory needed to create a picture book. After this camp, they can get their own printed picture book.

Enduring Big Idea:

Children can create new stories through picture books and create new stories based on their own experiences and interpretations. As such, picture books are an important educational medium that affects various areas such as cognition and language by stimulating imagination, thinking, and creativity. Above all, they can understand the overall process of making a book by creating a storyline, designing a character, and completing the work in the form of an e-book and a printed paper book, from the initial work of making a picture book. Above all, the art techniques learned

through this course have the advantage of being able to master the most essential parts of drawing and painting in a short period of time, step by step, from the basics, such as calligraphy, figure drawing, perspective, shading, and drawing what they imagine.

Essential questions:

- Are they able to organize their thoughts and ideas in writing?
- Can students compose their own stories?
- Can students expand their interests into a storyline?
- Can students create storyboards and create dummy books?
- Will the storyboard allow students to create their own imagery to tell a story?
- Do your students know enough about the drawing techniques needed to create a picture book?
- Are students able to express the characters they imagine and their actions in their own way?
- Do students fully understand the process of creating a picture book from the beginning to printing?

Knowledge base and key concepts:

The first time is difficult for everyone.

How do you become a picture book writer?

Do you have to be good at drawing to become a picture book writer? Can I become a picture book writer only if I write well? Picture books are a difficult genre for beginners to enter.

Nowadays, a lot of information is shared on the Internet, but it is also true that the entry barrier is high to start alone. This class is designed to help students who are first attempting to create professional picture books. Students will have the confidence that they can do it even though they are not professional writers by making a picture book with their own story for a week. And these experiences eventually build students into future professional writers. It's half the start. In other words, if you start and make it, you have already achieved 50%. Then, 50% can make 100% with this accumulated confidence.

Objectives:

- Create a book cover
- Character study
- Draw a picture about story making (total of 10 pages)
- Story making (pages 11-20)
- Complete the details according to a total of 20 pages

LESSON VIGNETTE:

Monday, JULY 1

* Create a book cover

- Calligraphy, character research
- What to draw (Storytelling/Setting a story title)
- Fundamentals of drawing (shape drawing/shading)

Tuesday, JULY 2

* A Character study

- Character drawing (How to catch and draw a character's motion)
- Create your character/caricature
- Story Making (pages 1-10): Learn how to use a storyboard

- Writing the storyboard

The storyboard contains specific details such as sketches, screen composition, and text location. Since the manuscript is drawn as it is on the storyboard, it takes a lot of time and effort to work on the storyboard. Children will draw the same way anyway, so why do the same thing twice? Skip the storyboard work and want to work on the manuscript right away. However, it is very important to write a storyboard because it is easy to see the overall context and give feedback to the teacher only when you see the storyboard.

- Making a dummy book

A dummy book is to make a book in the form of a rough binding. In class, storyboards were cut and pasted to save time. Even if each picture is beautiful, if the flow is not natural, the desired message cannot be delivered. While making a dummy book, check that there are no flashy scenes and that the flow is natural.

Wednesday, JULY 3

* Draw a picture about story making (total of 10 pages/ Basic)

This is the task of transferring the storyboard learned on the 29th to the paper. Through this, students learn how to express their characters and stories through drawing.

Thursday, JULY 4 : INDEPENDENCE DAY, NO CLASS!

Friday, JULY 5

* Complete the details according to a total of 20 pages!

- Learn the process of creating picture books for publication.
- Introduction to the Helen Stein Shack Picture Book Award.
- When the original drawing is completed, the teacher scans the analog works and makes them

into e-books using Canva and Photoshop.

Saturday, JULY 6

- Editing day and celebration for being a first book author!

Assessments:

- Appendix 3

ADAPTATIONS FOR SPECIAL NEEDS AND STUDENT ENGAGEMENT:

- Prior knowledge of book making

Materials, teaching resources/references

- Power points or I-pad
- Books and magazines
- Watercolor paint/Brush pen/Marker
- Pencils and mechanical pen
- Dummy books
- Colored pencils
- Crayons

Storyboard Template

Annakoh.com

1



2



3



2.

Q

Name:



Empty rectangular box for writing the name.

A

Name:



Empty rectangular box for writing the name.

3.

Name:

Class:

Project:

Art Assessment Rubric

20 Points 14 Points 7 Points Unacceptable - 1 Point				
Elements and Principles	Student utilized the art elements and principles to create a total work of art. This would include an artwork that is well-balanced and visually pleasing.	Student utilized the art elements and principles to create a work of art. The artwork is lacking somewhat in terms of unity - meaning one area of the artwork may not connect with the other.	Student utilized a few of the art elements and principles. The artwork does not look like a total work of art and looks disjointed.	Student did not utilize the art elements or principles. The artwork looks incomplete.
Time and Effort	Class time was used wisely. Artwork shows lots of detail and it is clear the student put forth effort.	Class time was mostly used wisely. Artwork shows detail and student put forth effort.	Class time was not always used wisely. The amount of detail in the artwork shows little effort. Artwork incomplete, or has visible mistakes.	Class time was not used wisely. Artwork shows little effort. Artwork incomplete or not turned in.
Creative Thinking	Student thought outside of the box to come up with a unique artistic idea, and was able to realize this idea within their final art piece.	Student came up with an interesting artistic idea and was able to use that idea in their final art piece.	Student's idea was predictable or copied from another student or artist.	Student's idea was copied, or there is no clear concept within any of the artwork.
Craftsmanship	Artwork is clean, neat and the student followed the directions.	Artwork is neat, but shows some carelessness. Student followed directions.	Artwork is not neat. Directions were not followed properly.	Artwork is sloppy and/or dirty. Directions were not followed.
Artist Statement	Artist statement is complete and fully explains artistic choices and the process of completing artwork. Minimum of 5 sentences	Artist statement is complete; however, some aspects of explaining artistic choices or process are unclear. 3-4 sentences.	Artist statement is mostly complete, but may be missing an explanation of artistic choices or process. Writing may be difficult to understand. Under 3 sentences	No artist statement.

Final Grade _____/100