

Superhero Selfies

Lead Teacher: Cassidy Sullivan

Course: Art

Grade Level: Grade 3

Number of Students: around 20-25 per class (10 classes)

LESSON OVERVIEW (RATIONALE)

For this lesson, students envision themselves as a superhero that best fits their personal identities. After brainstorming what type of Superhero they would be based on their interests and characteristics and talking about contemporary comic artists, students create their self-portraits using a combination of basic shapes and lines. They customize their character to best fit their identities by adding a superhero logo and other customizations.

On the second day of creation, students learn about comic action bubbles and how to convey ideas and emotions through simple text. They practice their writing skills and learn a new technique to create block letters. They combine the superhero drawing and the action letter bubble to a newspaper background to create their final cohesive work of art. This lesson is important because students get the opportunity to bring out what is special about themselves in their artwork. They also learn valuable art skills, such as drawing faces, creating block letters, and combining various elements to create a final artwork.

ESSENTIAL QUESTIONS:

- What characteristics and traits make me special?
- How can I combine various shapes and lines to create a self-portrait?
- How does popular culture influence my vision of my Superhero?

LEARNER OBJECTIVES/OUTCOMES

- Students contemplate what makes them unique and represent their identities in a work of art
- Students draw a custom self-portrait by following along to the instructions and adapting to their interests
- Student practice valuable art skills, such as drawing, cutting, collaging, and coloring
- Students are exposed to professional comic book artists.

NATIONAL ART STANDARDS

- VA:Cr1.1.3a: Elaborate on an imaginative idea
- VA:Cr3.1.3a: Elaborate visual information by adding details in an artwork to enhance emerging meaning

PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS

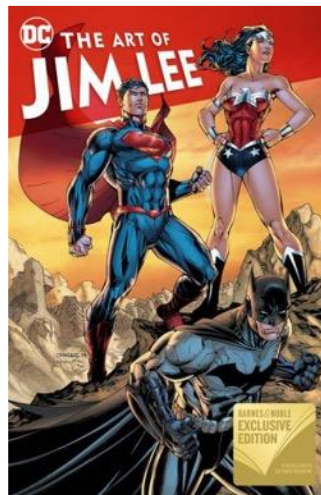
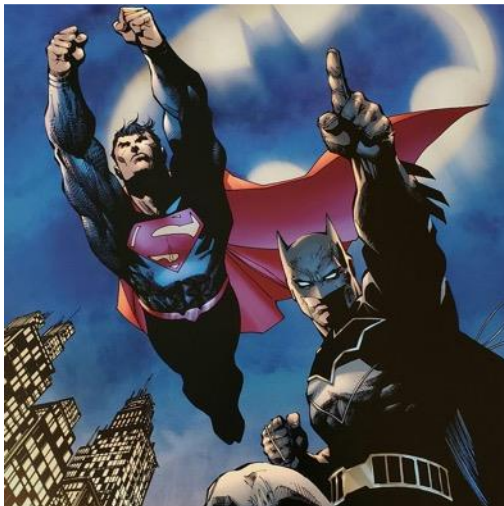
- 9.1.3.A: Know and use the elements and principles to create works in the arts and humanities

ART / ARTIST(S) OF RELEVANCE:

Jack Kirby



Jim Lee



Teacher Examples:



PREREQUISITES:

- Students know basic shapes
- Students can draw with various materials
- Students know how to use scissors safely
- Students can follow directions step by step

INTERDISCIPLINARY CONNECTIONS:

- **Language arts:** On day 2 of this project, students learn how to write block letters and create written action bubbles for their comic superhero artwork (onomatopoeia)
- **Emotional Development:** Students connect their art making to their identities, allowing them to contemplate what makes them unique and forming a positive relationship with these “superpowers”

ADAPTATIONS

- Step-by-step worksheets for students who missed one of the days to get caught up (will add on soon)
- Flexibility in what materials students can use to create their Superheroes
- Customizations in portraits to fit all physical appearances (skin color, weight, etc.)

MATERIALS NEEDED FOR LESSON

Day 1:

- Paper
- Black marker
- Crayons or colored pencils
- Scissors

Day 2:

- Newspaper
- Construction paper (2)
- Glue
- Scissors
- Black marker
- Crayons/colored pencils

TEACHER ACTIONS / EXPECTED LEARNER ACTIONS

DAY 1	
Time	Teacher Actions
5 min	<ul style="list-style-type: none">• Greet students• Pass our materials• Ask questions: What do Superheroes look like?• Briefly introduce project• Introduce the profession of comic drawing• Encourage students to think about what makes them special & unique (their superpowers)
15 min	<p>Superhero portrait demo</p> <ul style="list-style-type: none">• Have students follow along to demo, encouraging and providing many examples of how things can be done for optimal personalization (for example, showing many examples of comic eyes, noses, mouths, etc.)• Allow time for students to add their own details to make their superhero look even more like them
12 min	<ul style="list-style-type: none">• Students cut out the portraits, and begin to color them in with their on-hand supplies• While they are working, touch base with every student and converse with them about their hero

3 min	<p>Closing question: What makes a superhero super?</p> <p>Collect artwork and materials</p>
DAY 2	
5 min	<p>Greet students</p> <p>Introduce objectives for the day</p> <ul style="list-style-type: none"> • Creating action letters • Combining all our superhero parts together <p>Talk about comic action bubbles and provide examples</p> <ul style="list-style-type: none"> • Talk about types of action words
5 min	<p>Demo on block letters and creating action bubble (students watch)</p> <ul style="list-style-type: none"> • Starting with the letters and creating bubbles around them • Creating a zigzag circle around it
10 min	<p>Students create their own comic action bubble</p> <ul style="list-style-type: none"> • Or, students who missed class draw their superhero first (hand out worksheet)
10 min	<p>Students glue their superhero and bubble to the newspaper</p> <p>Students finish coloring in their superheroes</p>

REFERENCES TO MATERIALS CONSULTED

Jim Lee: https://en.wikipedia.org/wiki/Jim_Lee

Jack Kirby: https://en.wikipedia.org/wiki/Jack_Kirby

Facial feature examples: <https://sarahrenaclark.com/>

