

TITLE OF LESSON: Character Design

SCHOOL: Longwood Middle School

GRADE LEVEL: 5

TEACHER'S NAME: Ashley Arezzi

TIME REQUIRED: 2 weeks / 4 (40 minute) Class Periods

OVERVIEW OF LESSON:

Students will experiment with drawing exercises applying the art elements of line and shape to develop and create their own unique characters. A slide presentation will discuss the essential elements that constitute a character and examples of characters from students' everyday lives will help them connect with the premise. Students will gain an understanding of a different form of artistic representation, experiment with exaggeration and scale, and build skills towards figure drawing and portraiture. Students will be challenged first to draw within a boundary and then again to break that boundary. Students will have the opportunity to discuss character features, compare and contrast characters, and gain an understanding of the design process. They will also be introduced to the art related fields of animation, cartooning, comic book design, video game design, and graffiti art.

OBJECTIVES:

- The student will verbally participate in a group discussion where we identify the characteristics of characters, compare and contrast characters with other characters as well as their realistic counterparts, and identify the differences and similarities of popular characters that have evolved over time (i.e. mickey mouse, bugs bunny, kool-aid man, etc.).
- The student will use lines and geometric shapes to practice and develop drawing skills.
- The student will design an original character that:
 - Exhibits uneven scale and/or size, exaggerated features, unrealistic proportions, and a strong facial expression.
 - Has a grounding element such as a neck, body, or appendage of some sort.
 - Takes up most of the page and is outlined in black marker. (*Optional background design for those that finish early)
- The student will speak about their design process, design choices, and the evolution of their final character.

RATIONALE:

This exercise in drawing character faces using only lines and shapes helps students to focus on their design and intent rather than getting caught up with realistic reproduction and/or anatomical correctness. Setting a boundary to draw with only particular shapes challenges students to problem solve and think creatively as well as builds upon their foundational art skills, allowing students' to discover new ways of expression and creative experimentation. Experimenting with the design process gives insight into how a designer thinks and how ideas develop into execution.

STANDARDS ADDRESSED:

5th VA:Cr2.1.5a. Experiment and develop skills in multiple artmaking techniques and approaches through practice.

5th VA:Cr2.2.5a. Demonstrate quality craftsmanship through care for and use of materials, tools, and

equipment.

5th VA:Cr3.1.5a. Create artist statements by using art vocabulary to describe personal choices in artmaking.

5th VA:Re8.1.5a. Interpret art by referring to contextual information and analyzing subject matter, characteristics of form, and use of media.

5th VA:Cn11.1.5a. Explore how works of art and design contribute to the quality of life within a culture.

MATERIALS:

- 8.5 x 11 white drawing paper (3 pieces sketch paper, 1 piece for final project)
- Pencil
- Sharpie / Black Marker
- Optional - Colored Pencils, Color Markers

TEACHER RESOURCES:

- Google slide presentation
- iPhone projector setup for demonstration
- Smartboard
- Video recording for remote students

CONCEPTS:

Character, Line, Shape, Positive/Negative Space, Design Process, Design Thinking

VOCABULARY:

- | | |
|---------------------------------|--------------|
| ● Character | ● Scale |
| ● Line | ● Intent |
| ● Shape (Geometric vs. Organic) | ● Imply |
| ● Positive/Negative Space | ● Design(er) |
| ● Proportion | ● Evolution |
| ● Exaggeration | |

INSTRUCTIONAL PROCEDURES/STRATEGIES:

Day 1

- A short slide presentation will kick off the lesson and introduce character design. Teacher will show examples of popular characters that students will recognize and connect with their everyday lives.
- Class discussion will focus on the development of characters, comparing and contrasting the similarities and differences between characters, characters vs. real life examples, features and characteristics.
- Students will be given one sheet of 8.5 x 11 drawing paper and will be instructed to fold the paper into fours. Teacher will demonstrate drawing a simple character using only circles and then will ask students to try on their own. Next teacher will draw a second character adding a little more detail, altering circles to ovals, oblong shapes, etc., and adding curved lines. Teacher will continue to show progression of experimenting with circular characters as students begin to work independently. Students will be instructed to use only circles, rounded shapes, and curved lines to draw faces for this first exercise.
- As drawings progress, teacher will demonstrate how to add age lines and how to imply an

expression.

- Students will work independently on their circle character exercise as teacher informally assesses by walking around the room and reminding students to stay within their boundary, giving prompts for drawing inspiration such as “think about age”, “add accessories”, “facial hair”, etc.
- Students must complete at least 4 circle sketches.

Day 2

- Teacher will do a quick recap slide presentation of Character Design highlighting important points from day 1 discussion, asking students questions to help recall. Teacher will show examples of characters evolving over time and ask students to identify the changes.
- Students will repeat day 1 drawing exercises with squares and triangles.
- Teacher will encourage students to start thinking about their final character design and which character from their sketches that they are most interested in developing so far. Encourage students to experiment in combining shapes or taking specific details from one character to add to another.
- Students must complete at least 4 square sketches and 4 triangle sketches.

Day 3

- Have students begin drawing their final character on art paper. Encourage them to explore developing one of their sketches into a final character or challenge them to create a new character using any combination of shapes.

Day 4

- Final work day - If students are finished with their character design they may begin to add a background.
- Last 10-15 minutes of class - Students will be asked to share their sketches along with their final character and describe their artistic process, why they ultimately made the decisions they made. How did their character evolve? Did they use any of their sketches as inspiration or did they create an entirely new character? Was there an inspiration for their character? Students will be encouraged to use artistic language.

EVALUATION:

Informal - Teacher will observe students as they work independently monitoring that they stay on task.

Formal - A rubric will be used to assess students' work and an informal class critique will be held to allow students a chance to communicate with their peers about their artwork.