

# Fresh Voices Creator Workshops and

## Residency

### Fresh Voices Creator Workshops and Residency

Facilitated by Prime Vice Studios, LLC

Lead by Carlos Perez, MFA and Ananya Vahal, MFA

Applicable for Middle Grades 6-8.

\* Curriculum difficulty is adjustable to levels K-12 and Professional Development.

\* Workshop lengths are scalable for various time lengths

### Day 1 Lesson Plan:

### Lesson: **Original Character Development**

#### **Objective:**

Students will learn how to conceptualize the backstory and details for an original character that may be used for storytelling for multimedia applications. Students will be introduced to the design process that will engage them in how to create their own characters.

Exploration on how to develop and flesh out original characters drawing from personal inspiration and/ or selected topics, examining already established fictional and nonfictional entities is emphasized.

#### **Materials/Resources Needed:**

- PVS Fresh Voices Workbook: Character Design Worksheets
- Paper: writing paper
- Writing/ Drawing materials: traditional: pencils/ pens or digital: laptops, tablets





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**Anticipated Time:** 45-60 minutes

**Applicable Age/Grade Level:** Middle Grades (6th - 8th). \*Lesson difficulty scalable

to accommodate class aptitude.

### Curriculum Standards:

**ELAGSE6W2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**ELAGSE6W2.a** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**ELAGSE6W2.b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

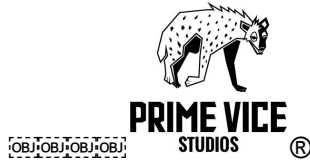
**ELAGSE6W2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**ELAGSE6W3.d** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**VA6.CR.1** Visualize and generate ideas for creating works of art.

**VA6.CR.3** Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.





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**VA6.CR.3.a** Demonstrate a variety of skills and techniques for two-dimensional and three-dimensional works of art.

**VA6.CR.4** Incorporate formal and informal components to create works of art.

**VA6.CR.4.b** Create works of art reflecting a range of concepts, ideas, and subject matter by incorporating specific elements and/or principles.

**VA6.CR.6** Keep an ongoing visual and verbal record to explore and develop works of art.

**VA6.CR.6.a** Collect and explore inspirational images, words, thoughts, and ideas.

**VA6.CR.6.b** Maintain instructional information, consult resources, and create notes.

### Activities:

1. **Introduction Discussion:** *Who's your favorite character and why?*

Good for:

- encouraging students to express their own tastes and inspirations.
- concentration.
- critical thinking.
- personal reflection.

The teaching artists and students will introduce themselves and provide a brief description of one of their favorite characters from any medium. The teaching artist and fellow classmates discuss backstory, and visual elements that make the characters distinct, iconic or recognizable. This may include mentioning their looks, abilities/ powers, design elements of the character that makes them appealing, interesting and relevant or what they represent to the student. This discussion includes talking about their favorite characters from any preferred media (comics, cartoons, movies, games) and why they like them. Students will share, analyze and reflect on why certain characters resonate with them and others. The open dialogue





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and discussion initiates the design process and introduces the teaching artists to the class.

2. **Writing Time:** Fill out **Character Design Prompts worksheet**. Teaching artists will assist students as needed.
3. **Facilitate a discussion**, eliciting and probing the student answers. Students answer prompts to get at some of these questions and draw connections between their answers.
4. **Writing Time:** After the discussion, charge the class to begin writing their character biographies/ backstories drawing from the discussion and their worksheet responses. Students will write their character stories in a paragraph format.
5. **Sharing Time:** Use the remainder of the class for students to volunteer and share their drafts. Urge students to support each other in this sharing space by clapping to affirm each other's work, all while sharing ideas and concepts, and strengthening writing skills.

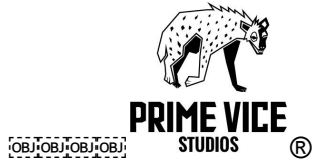
### Skills:

- Storytelling
- Mythmaking
- Prepare/deliver a presentation
- Read aloud fluently
- Public Speaking
- Brainstorming/Writing
- Rough Draft
- Literary Elements Addressed

### Media literacy skills developed:

- Develop critical thinking skills.
- Understand how media messages shape our culture and society
- Identify target marketing strategies.
- Recognize what the media maker wants us to believe or do.
- Name the techniques of persuasion used.



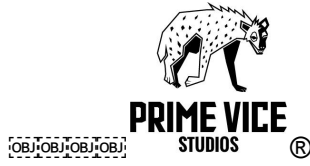


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- Recognize bias, spin, misinformation, and lies
- Discover the parts of the story that are not being told.
- Evaluate media messages based on our own experiences, skills, beliefs, and values
- Create and distribute our own media messages.
- Advocate for media justice.





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### Day 2 Lesson Plan:

#### Lesson: **Intro to Original Character Design**

#### **Objective:**

To offer students an opportunity to visualize and formulate skills to create original characters for multimedia storytelling purposes and application through drawing. Students will learn how to utilize visual storytelling into the design of original characters. Students will explore the power of shape language in designing characters, how body gestures express emotion, examine facial expressions, basic proportions as a foundation for drawing characters, identify how visual details describe narrative, and how to effectively research reference material for drawing. Students will learn how to draw original characters utilizing their character biography profiles.

#### **Materials/Resources Needed:**

- PVS Fresh Voices Workbook: Character Design Worksheets
- Paper: computer paper/ scratch paper, poster paper
- Writing/ Drawing materials: graphite pencils, inking, coloring supplies
- Internet accessible device: laptops, tablets, phone (depending on availability)

**Anticipated Time:** 45-60 minutes

**Applicable Age/Grade Level:** Middle Grades (6th - 8th)

#### **Curriculum Standards:**

**VA6.CR.1** Visualize and generate ideas for creating works of art.





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**VA6.CR.3** Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.

**VA6.CR.4** Incorporate formal and informal components to create works of art.

**VA6.CR.5** Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.

**VA6.CR.6** Keep an ongoing visual and verbal record to explore and develop works of art.

**VA6.PR.1** Plan, prepare, and present completed works of art.

**VA6.RE.1** Reflect on the context of personal works of art in relation to community, culture, and the world.

**VA6.CN.1** Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.

**VA6.CN.2** Develop life skills through the study and production of art.

**VA6.CN.3** Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.

### Activities:

- 1. Warm Up:** *Draw Your Favorite Shape and Turn it into a Character*
  - a. Students will be shown a square, circle, triangle, and rectangle. They will pick one of the shapes shown to them and draw it on paper. Then, they will add features to the shape to make it look like a person, animal, or creature.
- 2. Reference research:** Research references for the character design. Students will use the internet on their phone, ipad, or computer to look up images using the key words from their character descriptions from page 1 of the workbook. They will find the images most suitable to their character description and use them as inspiration





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to develop their character design. If the internet is not available books, photos or any visual materials will be suitable as well.

#### 3. Drawing Time:

- a. Facial expressions and head proportions.
- b. Shape Language.
- c. Rough figure drawing. Students will practice gesture drawing, learn stick figure applications, and basic volumetric mannequins to build underdrawings.
- d. Adding details to underdrawing using reference materials.

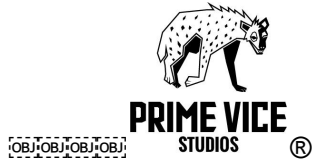
4. **Sharing Time:** Use the remainder of the class for students to volunteer and share their drafts. Urge students to support each other in this sharing space by clapping to affirm each other's work, all while sharing ideas and concepts, and strengthening drawing and presentation skills.

#### Skills:

- Character Design
- Drawing/ Design
- Visual Storytelling
- Imagination
- Mythmaking
- Prepare/deliver a presentation
- Read aloud fluently
- Public Speaking
- Brainstorming/Drawing
- Research
- Rough Draft
- Artistic Elements Addressed: Shape language, proportion, gesture, body language, facial expressions
- Visual Development/ Illustration
- Detail orientation
- Compare/Contrast characters in different forms.







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#### Media literacy skills developed:

- Develop critical thinking skills.
- Understand how visual details/ contextual clues tell story on characters
- Identify how original character design can be applied to content creation.
- Recognize what details make fictional characters believable.
- Discover the parts of the story that are not being told.
- Evaluate media messages based on our own experiences, skills, beliefs, and values.
- Create and distribute original media messages.
- Advocate for intellectual property rights and development.





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### Day 3 Lesson Plans:

#### Lesson: **Comic Book Scripting (The Rule of 3s)**

#### **Objective:**

To introduce creative imagining and writing for comic book/ sequential art/ graphic narrative stories. Students will gain knowledge and skills on how to formulate an effective narrative for content media creation. Developing a storyline for comic book production will be emphasized.

#### **Materials/Resources Needed:**

- PVS Fresh Voices Workbook: Comic Book Script Format “The Rule of 3s” worksheet
- Paper: Writing paper, scratch paper
- Writing materials: pencils/ pens

**Anticipated Time:** 45-60 minutes

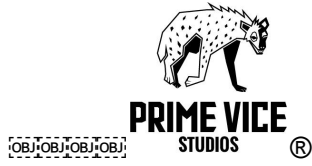
**Applicable Age/Grade Level:** Middle Grades (6th - 8th)

#### **Curriculum Standards:**

**ELAGSE6W2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**ELAGSE6W3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.





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**ELAGSE6W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**ELAGSE6W5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

**ELAGSE7RL4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds.

**ELAGSE7RL6:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**ELAGSE7RI5:** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. **ELAGSE7RL6:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**ELAGSE7RI6:** Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**VA6.CR.1** Visualize and generate ideas for creating works of art.

**VA6.CR.3** Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.

**VA6.CR.4** Incorporate formal and informal components to create works of art.

**VA6.CR.5** Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.

**VA6.CR.6** Keep an ongoing visual and verbal record to explore and develop works of art.





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**VA6.PR.1** Plan, prepare, and present completed works of art.

**VA6.RE.1** Reflect on the context of personal works of art in relation to community, culture, and the world.

**VA6.CN.1** Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.

**VA6.CN.2** Develop life skills through the study and production of art.

**VA6.CN.3** Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.

### Activities:

#### 1. **Warm Up:** *Setup-Hit-Aftermath game*

The students will learn and practice the rule of 3s in storytelling. We will demonstrate how to “setup” a story, how to create a “hit” in the story, and how to end the story with the “aftermath.” We will go around the classroom. One student will create a setup (one sentence) by saying it out loud. The next student will follow up the first student’s story with a “hit” (one sentence). The next student will follow up the previous student’s “hit” with the “aftermath” (one sentence). The next student will continue the story with a new “setup.” The students will attempt to keep the story going for as long as possible. If a student is unable to keep the story going, they have to start a new story with a “setup” sentence.

Good for:

- challenging students to think in sequential narrative.
- concentration.
- critical thinking.
- teamwork.





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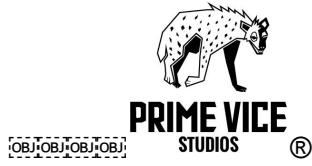
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- coordination.
2. **Discussion Time:** Mini lecture on how to apply the rule of 3s to storytelling for comic production as well as fill out the worksheet effectively.
  3. **Writing Time:** Fill out **Comic Book Script Format** worksheet. Teaching artists will assist students as needed.
  4. **Sharing Time:** Use the remainder of the class for students to volunteer and share their drafts. Urge students to support each other in this sharing space by clapping to affirm each other's work, all while sharing ideas and concepts, and strengthening writing skills.

## Skills:

- Creative writing for visual production
- Storytelling
- Mythmaking
- Prepare/deliver a presentation
- Read aloud fluently
- Public Speaking
- Brainstorming/Writing
- Rough Draft/ Page Layout
- Literary Elements Addressed: Story arc, theme, visual literacy,
- World Building
- Team Building
- Imagination
- Critical Thinking





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### Day 4 Lesson Plans:

#### Lesson: **Making a Comic**

#### **Objective:**

Students will create comic/ sequential art/ graphic narrative pages. Fundamental cartooning skills will be emphasized. Students will learn the foundational method of drawing out visual narratives for print, digital and/ or other content creation purposes.

#### **Materials/Resources Needed:**

- PVS Fresh Voices Workbook: Comic Book Script Format “The Rule of 3s” worksheet and comic drawing templates
- Paper: computer paper/ scratch paper, comic drawing paper
- Writing/ Drawing materials: graphite pencils, inking, coloring supplies
- Internet accessible device: laptops, tablets, phone (depending on availability)

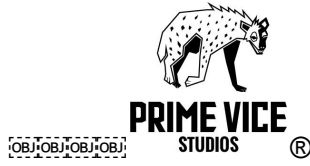
**Anticipated Time:** 45-60 minutes

**Applicable Age/Grade Level:** Middle Grades (6th - 8th)

#### **Curriculum Standards:**

**ELA-LITERACY.SL.6.4:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.





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**ELAGSE7RL2:** Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**ELAGSE7RI2:** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

**ELAGSE7RL3:** Analyze how particular elements of a story or drama interact.

**ELAGSE7RI3:** Analyze the interactions between individuals, events, and ideas in a text.

**ELAGSE7RL4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds.

**ELAGSE7RL6:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**ELAGSE7RI5:** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

**ELAGSE7RL6:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**ELAGSE7RI6:** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**VA6.CR.1** Visualize and generate ideas for creating works of art.

**VA6.CR.3** Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.

**VA6.CR.3.a** Demonstrate a variety of skills and techniques for two-dimensional and three-dimensional works of art.

**VA6.CR.4** Incorporate formal and informal components to create works of art.

**VA6.CR.4.b** Create works of art reflecting a range of concepts, ideas, and subject matter by incorporating specific elements and/or principles.





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**VA6.CR.6** Keep an ongoing visual and verbal record to explore and develop works of art.

**VA6.CR.6.a** Collect and explore inspirational images, words, thoughts, and ideas.

**VA6.CR.6.b** Maintain instructional information, consult resources, and create notes.

**VA6.RE2** Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.

### Activities:

1. **Warm Up:** *Setup-Hit-Aftermath game*

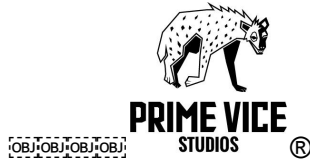
The students will learn and practice the rule of 3s in storytelling. We will demonstrate how to “setup” a story, how to create a “hit” in the story, and how to end the story with the “aftermath.” We will go around the classroom. One student will create a setup (one sentence) by saying it out loud. The next student will follow up the first student’s story with a “hit” (one sentence). The next student will follow up the previous student’s “hit” with the “aftermath” (one sentence). The next student will continue the story with a new “setup.” The students will attempt to keep the story going for as long as possible. If a student is unable to keep the story going, they have to start a new story with a “setup” sentence.

Good for:

- challenging students to think in sequential narrative.
  - concentration.
  - critical thinking.
  - teamwork.
  - coordination.
5. **Discussion Time:** Mini lecture introducing how to do a page layout and begin drawing a comic based o







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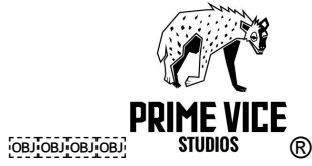
Topics covered includes:

- a. Thumbnailing/ rough drafts on scratch paper
  - b. Pencilling refined drafts on comic paper
  - c. Lettering
  - d. Inking/ Colors
6. **Drawing Time:** Students begin drawing their own comics based off their completed **Comic Book Script Format** worksheet or assigned text. Teaching artists will assist students as needed.
7. **Sharing Time:** Use the remainder of the class for students to volunteer and share their drafts. Urge students to support each other in this sharing space by clapping to affirm each other's work, all while sharing responses, ideas and concepts, and strengthening visual storytelling skills.

### Skills:

- Cartooning/Drawing
- Visual communication
- Media production/ content creation
- Creative writing for visual production
- Storytelling/ Mythmaking
- Prepare/deliver a presentation
- Read aloud fluently
- Public Speaking
- Brainstorming/Writing
- Rough Draft/ Page Layout
- Literary Elements Addressed: Story arc, theme, visual literacy,
- World Building
- Team Building
- Imagination
- Critical Thinking
- Trace and evaluate effective storytelling from a text.
- Persuasive Drawing and Writing





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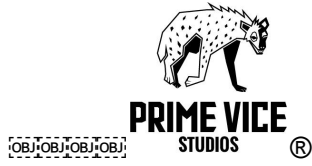
- Listening
- Questioning
- Respecting

### Literary Devices Addressed:

- Allusion
- Diction
- Foreshadowing
- Imagery
- Metaphor/Simile
- Personification
- Pop and Youth Culture

**Literary Elements Addressed:** tone, voice, theme, genre





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#### Day 5 Lesson Plans:

#### Lesson: **Production: The Comic Art Gallery**

#### **Objectives:**

Students will curate their comic for public display or production purposes. Students will finalize their literary artworks applying the skills, techniques and methods learned from previous lessons. Students will synthesize creative writing and cartooning/ illustration in addition to utilizing editing, visual perception, and literacy skills in the service of storytelling.

#### **Materials/Resources Needed:**

- PVS Fresh Voices Workbook: Comic Book Script Format “The Rule of 3s” worksheet and comic drawing templates
- Paper: computer paper/ scratch paper, comic drawing paper
- Writing/ Drawing materials: graphite pencils, inking, coloring supplies
- Internet accessible device: laptops, tablets, phone (depending on availability)

**Anticipated Time:** 45-60 minutes

**Applicable Age/Grade Level:** Middle Grades (6th - 8th)

#### **Curriculum Standards:**

**ELA-LITERACY.SL.6.4:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**VA6.CN.2** Develop life skills through the study and production of art.





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**VA6.CR.1** Visualize and generate ideas for creating works of art.

**VA6.CR.3** Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.

**VA6.CR.3.a** Demonstrate a variety of skills and techniques for two-dimensional and three-dimensional works of art.

**VA6.CR.4** Incorporate formal and informal components to create works of art.

**VA6.CR.4.b** Create works of art reflecting a range of concepts, ideas, and subject matter by incorporating specific elements and/or principles.

**VA6.CR.6** Keep an ongoing visual and verbal record to explore and develop works of art.

**VA6.CR.6.a** Collect and explore inspirational images, words, thoughts, and ideas.

**VA6.CR.6.b** Maintain instructional information, consult resources, and create notes.

**VA6.PR.1.a** Participate in art exhibits in the school, local community, and/or online.

**VA6.RE.1.b** Interpret works or art considering themes, ideas, moods, and/or intentions.

**VA6.RE.3** Engage in the process of art criticism to make meaning and increase visual literacy.

### Activities:

1. **Warm Up:** *Setup-Hit-Aftermath game*

The students will learn and practice the rule of 3s in storytelling. We will demonstrate how to “setup” a story, how to create a “hit” in the story, and how to end the story with the “aftermath.” We will go around the classroom. One student will create a setup (one





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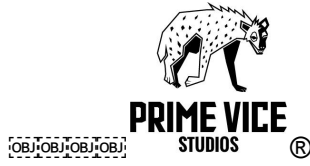
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sentence) by saying it out loud. The next student will follow up the first student's story with a "hit" (one sentence). The next student will follow up the previous student's "hit" with the "aftermath" (one sentence). The next student will continue the story with a new "setup." The students will attempt to keep the story going for as long as possible. If a student is unable to keep the story going, they have to start a new story with a "setup" sentence.

Good for:

- challenging students to think in sequential narrative.
  - concentration.
  - critical thinking.
  - teamwork.
  - coordination
2. **Discussion Time:** Discuss fundamentals of a complete comic.
    - Does the comic have a beginning, middle & end?
    - Does the art look consistent across the panels and page layout?
    - Ask students what they would like help with to finalize their work.
  3. **Introduce the A.R.R.R.** approach to editing comics. Ask students:
    - **Add:** Have you given your reader all the information they need to make sense of your comic? If not, review the script and make sure all details are clear in the artwork for the audience to understand.
    - **Rearrange:** Consider the flow, pacing and sequencing of your comic. Would the story be better served if some of the events occur in a different order?
    - **Remove:** After making additions to your story, how is your page flow now? If your readers are experiencing information overload you may need to eliminate panels, lines, words that don't quite fit or serve the story well.
    - **Replace:** Do you need more vivid details to help clarify your work? Is one panel contradicting another? Ask classmates to take a look and give feedback, and if something isn't working, re-draw it.
  4. **Break the class into pairs.** In their groups, they are charged with sharing their drafts with their partner. The partner is charged with offering constructive feedback





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along the lines of the A.R.R.R. approach to editing comics. Give them 20 minutes for this exchange. Instructors shall assist as necessary.

5. **Final Touches:** With the feedback they've received from their partner, give them 15 minutes of the class to edit their work individually in preparation for the comic art gallery. Instructors shall assist as necessary.
6. **Sharing Time:** Display or pin up comics in a designated area to allow the students to share their artwork. Urge students to support each other in this sharing space by clapping to affirm each other's work, all while sharing ideas and concepts, feedback and strengthening their speaking, writing and drawing skills.
7. **Debrief:** Ask students how they feel about their stories, tell them what worked well, Give students shout outs--as individuals and/or as a group, praising their hard work and their mastery of particular skills. Build their confidence to be visual storytellers. Remind them to keep practicing at home!

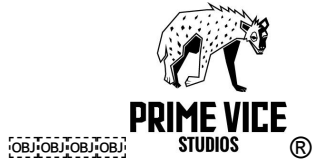
### Skills:

- Prepare/deliver a presentation
- Read aloud fluently
- Imagination
- Critical Thinking
- Persuasive Writing
- Literary Elements Addressed: tone, voice, rhyme, theme
- Public Speaking

### Listening:

- Persuading
- Questioning
- Respecting
- Helping
- Sharing
- Volume, pace, rhythm, intonation, and proper pronunciation
- Powerful internalization





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- Participation
- Evidence of understanding

