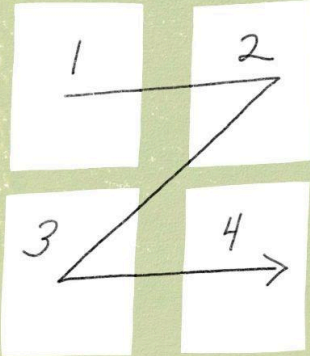


ACT TWO: COMICS

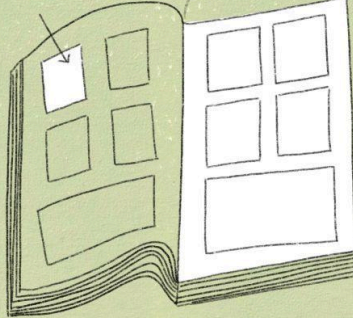
We taught students key elements of comics.



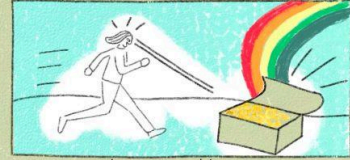
How do you read a (Western) comic?

Panel

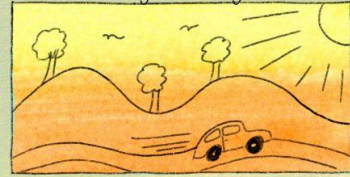
Page



Panels represent moments in a story. You might draw a bigger panel to show an important moment...

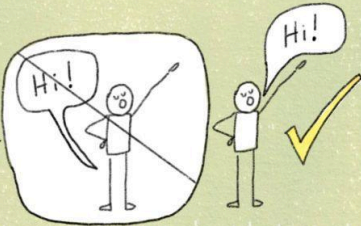


...or a large setting.



Speech bubble/
Word balloon

Points to the
mouth of the
speaker



Thought bubble



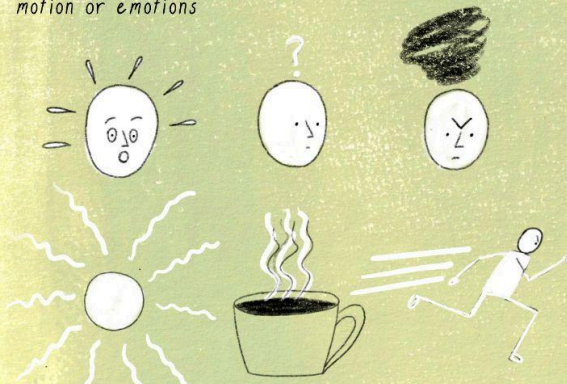
Bubbles point to the
head of the thinker

Sound effects



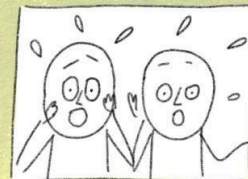
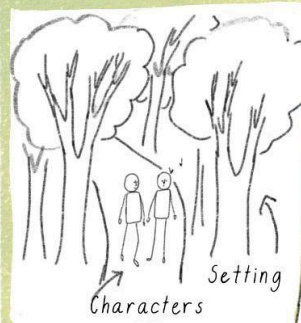
Emanata

Unrealistic pictorial elements emanating from an object or character to represent something like motion or emotions



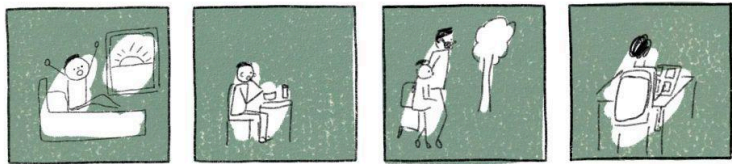
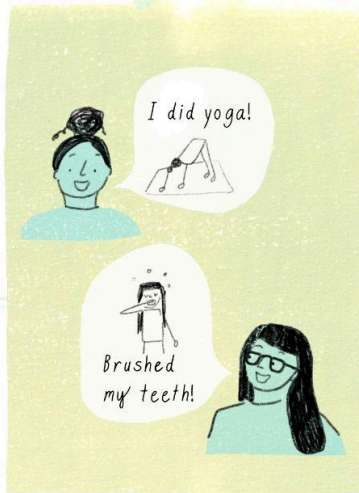
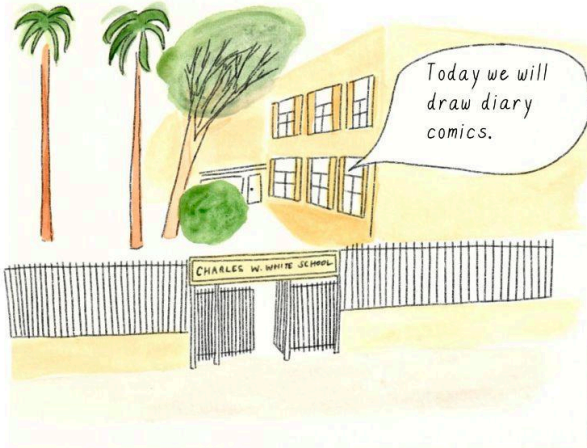
Perspective

You might choose a wider, zoomed-out perspective to show the setting or to include a lot of information in an important moment.



You might draw a closeup to show an important detail or to represent how a character is feeling or reacting to something.

Once students were ready to make comics, we gave them an easy prompt to get the ball rolling.



First, I stretched. Then, I ate breakfast. Next, I went to school. Finally, I made this comic!

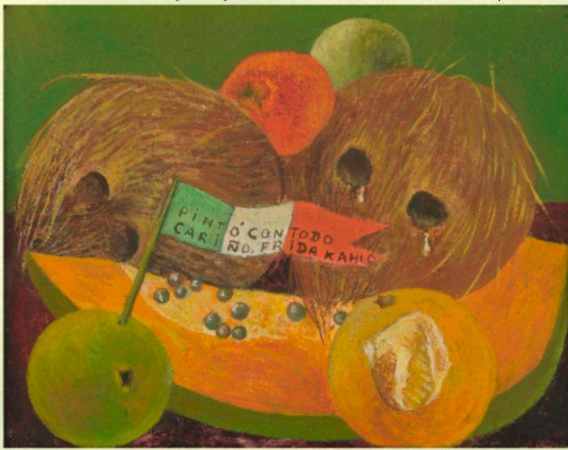
This simple prompt gives students the opportunity to practice drawing figures in different positions, establish characters and setting, and tell a sequential story. The resulting comic met ELA standards and prepared students for more complex stories.

Next, the second-graders made comics inspired by iconic artworks in LACMA's collection.



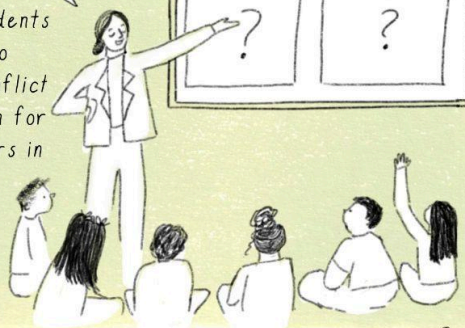
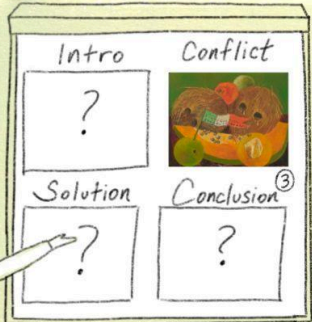
After discussing the artwork in depth and brainstorming story ideas about the moment represented in the painting, students were asked to draw a comic.

We started the next project the same way, by discussing the artwork and imagining it as a moment in a story.



Can you create a new character who will come in and help the coconuts?

This time students were asked to imagine a conflict and a solution for the characters in the painting.

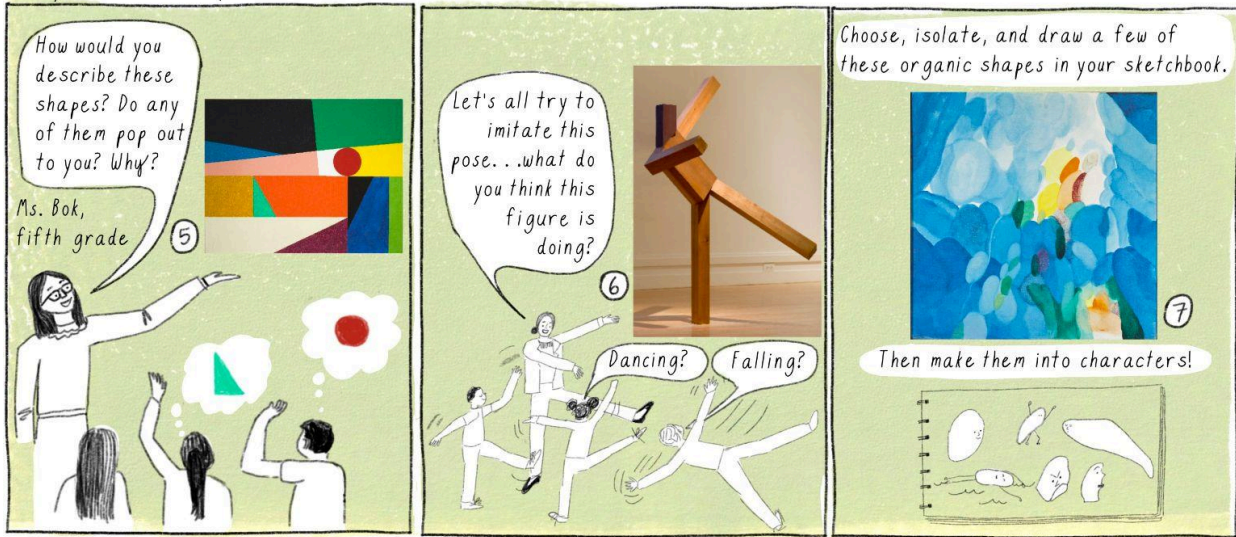


Watercolor and Sharpies

oil pastels and colored pencils

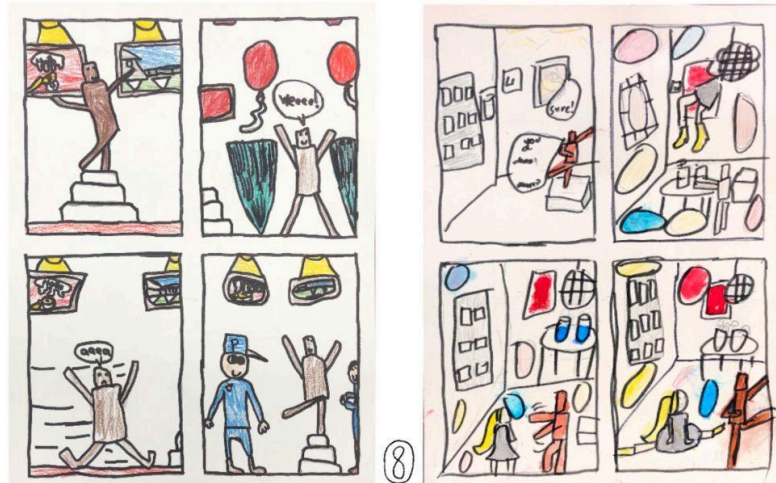
Students used the materials listed above. However, you can meet the same lesson goals using just pencils and paper!

Ms. Cervancia's second-graders and Ms. Bok's fifth-graders made comics inspired by abstract artworks too. They started with open-ended activities and discussions. . .



..while learning art vocabulary, like geometric and organic shapes, line, color, value, contrast, and positive and negative space.

The students used the elements of art to tell their stories.



The above activities were facilitated without teaching the context of the artworks beforehand. Sometimes, we didn't even share the titles! It was important to us that students tell their stories without feeling limited by the artists' biographies and intentions. In most cases, we taught students about the artworks after their comics were done.

Ms. Cervancia's class also made superhero comics after studying heroic people in a social studies unit. The essential question was: what makes someone heroic?





Artworks in this Section

1. Roy Lichtenstein, *Cold Shoulder*, 1963, Los Angeles County Museum of Art, gift of Robert H. Halff through the Modern and Contemporary Art Council, © Estate of Roy Lichtenstein, photo © Museum Associates/LACMA
2. and 3. Frida Kahlo, *Weeping Coconuts*, Los Angeles County Museum of Art, The Bernard and Edith Lewin Collection of Mexican Art, © 2023 Banco de México Diego Rivera Frida Kahlo Museums Trust, Mexico, D.F. / Artists Rights Society (ARS), New York, photo © Museum Associates / LACMA
4. Student artwork in Cecille Cervancia's second grade class at Charles White Elementary School
5. Frederick Hammersley, *Around a round*, 1959, Los Angeles County Museum of Art, bequest of Fannie and Alan Leslie (M.2006.73.16), © Museum Associates/LACMA, photo © Museum Associates/LACMA
6. Joel Shapiro, *Untitled (Dancing Man)*, 1981, Los Angeles County Museum of Art, gift of Robert H. Halff through the Modern and Contemporary Art Council in honor of the

museum's twenty-fifth anniversary, © 2023 Joel Shapiro / Artists Rights Society (ARS), New York, photo © Museum Associates/LACMA

7. Alice Baber, *Journeying Blue*, 1966, Los Angeles County Museum of Art, gift of Craig Hendrix, © Alice Baber Estate, photo © Museum Associates/LACMA

8. Student artwork in Cecille Cervancia's second grade class at Charles White Elementary School