Teachers’ toolkit

Lesson 2: Character design

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| Objectives | * Plan characters and comics. |
| Link to specification | * This lesson provides students with an introduction into characters, different types and their features. * Students will begin to make an interpretation of a character that will meet the client brief. The initial ideas will be displayed as part of a mind map and elaborated through a write-up, both contributing to Task 1a. * Specification strand 1.1 Character features and conventions |

Slide deck

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| Slide 1 | Students identify the different characters and notice that this is what they all have in common. |
| Slide 4 | This introduces students to different character types and are given examples that they match up |
| Slides 6-8 | These provide worked examples for each character type and their associated characteristics using the example characters provided. |
| Slide 9 | Students are expected to apply the underpinning knowledge taught from the previous slides by identifying the type of character the hulk is and describing some of his characteristics.  You may want to print the example slides out and provide these to the students to reduce their cognitive load. |
| Slide 10 | Building on the Hulk example, character features are identified and applied. |
| Slide 13 | This provides some guidance on the write-up section of the interpretation; however, a separate guidance document has been provided for this. |
| NEA Scrapbook | Mind map   * Students are given a mind map template that they can populate throughout the first few lessons. * For this lesson only, students focus on the green section as it ties in with the content of the lesson. * The ideas will be brief and will be extended in the write-up section. * The mind map will help students to present their own visual ideas and move towards providing an adequate interpretation. However, this alone would not achieve MB2.   Write-up of the interpretation   * The second part will be a write-up which is a justification of the ideas outlined in the initial mind map. * An explanation into how and why and how it’s suitable for the brief and target audience will help students to move towards MB2/MB3. * However, this alone would not achieve MB2/MB3 * How and why is likely to achieve MB2. * Explanation into its suitability to the brief and audience is what is required to move into MB3. |
| Other notes | A guidance doc has been provided separately to support students in the teaching and learning phase.  The exemplar from the teacher scrapbook can be displayed in the teaching and learning phase. |

Link to assessment criteria (Mind Map)

A screenshot of a computer

Description automatically generated

Link to assessment criteria (Write-up)

A close-up of a paper

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