

EAST ASIAN LESSON PLANS
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3/7/04
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JAPAN
DRAWING ANIME STYLE
A 10-DAY LESSON PLAN UNIT (BASED ON A 55 MIN CLASS PERIOD)

Purpose: To expose High School Drawing Students (10 –12), to Japanese Culture through Anime style drawing

1. How cultural differences affect cartoon style?
2. What tools and techniques?
3. How is an anime cartoon planned and created?

Rationale: Teach Japanese culture through the exploration of the pop cultural phenomenon, anime.

Materials:

1. Animagess. “*Part 1: Style.*” *How To Draw Anime Style Art by Animagess.* Updated 12/25 2003. <http://animeworld.com/howtodraw/animagess/1-style.html>
2. Animagess. “*Part 2a: Faces - Styles and Design Examples.*” *How To Draw Anime Style Art by Animagess.* Updated 12/25 2003. <http://animeworld.com/howtodraw/animagess/2a-faces.html>
3. Animagess. “*Lesson 1: Faces.*” *How To Draw Anime Style Art by Animagess.* Updated 12/25 2003. <http://animeworld.com/howtodraw/faces.html>
4. Animagess. “*Part 2b: Faces - The Structure.*” *How To Draw Anime Style Art by Animagess.* Updated 12/25 2003. <http://animeworld.com/howtodraw/animagess/2b-faces.html>
5. Animagess. “*Lesson 2: Body Proportion.*” *How To Draw Anime Style Art by Animagess.* Updated 12/25 2003. <http://animeworld.com/howtodraw/bodies1.html>
6. Pattern, Fred. *A Capsule History Of Anime.* Updated December 22, 2001. <http://www.awn.com/mag/issue1.5/articles/patten1.5.html>
7. Image of Superman, DC Comics®, <http://www.tribuneindia.com/2001/20010826/spectrum/2tv.jpg>
Compared to an Anime image of Goku™, <http://www.talsorian.com/images/dbzcover.jpg>
8. Hendry, Joy. “*Community and Neighborhood.*” *Understanding Japanese Society.* London , England & New York, New York. 2003. Third Edition. Page 85.
9. Hendry, Joy. “*The Education System.*” *Understanding Japanese Society.* London , England & New York, New York. 2003. Third Edition. Page 67 & 68.
10. “*KWL*” *Worksheet-*
K -representing what students already know about Japan and Anime
W- representing what they would like to learn
L- representing what they learned (note taking)
11. Worksheet with a blank “Venn Diagram”

12. Large sheets of drawing paper
13. Small sheets of drawing paper or sketchbook
14. Drawing pencils and erasers
15. Markers or colored pencils (The higher the quality the better)
16. Large flat surface to work on
17. Handouts created from the Animageess web pages (Material list 1-5)
18. Lecture notes to go with Power Point. (Slide show) Printed out from *A capsule History of Anime*. (Materials list number 6)
19. Power Point touching on the high points of anime history from *A Capsule History Of Anime*. Updated December 22, 2001. <http://www.awn.com/mag/issue1.5/articles/patten1.5.html>
20. At end of power point compare a popular Anime Character
21. Grading Rubric for Drawings

Activities:

1. K and W of KWL Find out How much they already know about Japan and Anime and what would they like to learn.
2. Presentation of Power Point introducing Chinese Paintings' origins, changes, meanings and significances. Continue to fill L on KWL.
3. Venn Diagram on American and Japanese cartoons styles at the end of power point. (Individual vs. Group, Flat vs. Form, More realistic depiction of facial and body vs. more exaggerated.) Start individually then share with assigned partners and then whole class discussion. (Major concepts-
4. Go over How-to Drawing Anime Handout start practicing painting faces, expressions, body, and figures in different positions in sketchbook or on small drawing paper.
5. Instructor demonstrates creating a character in front view, profile, $\frac{3}{4}$ view, and foreshortened pose.
6. Student practice building anime figures using the packet and the multiple view techniques demonstrated.
7. Go over Rubric to inform students how they will be assessed and what they need to accomplish.
8. Students will complete a minimum of three characters in profile, foreword, $\frac{3}{4}$ view, and in a foreshortened pose in sketchbook or small paper.
9. Students will complete a minimum six step story board (strip) using the three characters in the four poses strip on large paper complete with color inking (marker).
10. Quiz over Anime unit.
11. Displaying artworks with a brief description to educate others.

Assessments:

1. Discussion
2. Instructor observations
3. Quiz over lectures and major drawing concepts
4. Completing a Anime character in full color as one of the weekly drawing sketches (completed at home) using the anime styles learned in class
5. KWL
6. Venn Diagram
7. Completed Artworks
8. Student Self Assessment on rubric and self critique sheet

Grade Adaptation:

Lower- Middle school could focus on fewer aspects of the Anime drawing. For example creating one character in several view points.

Fourth and fifth grades could focus on creating a single character in a single view.

Third and fourth grades could focus on creating the face of a single character

Higher adaptations- At the college level:

- Students could be required to complete a research paper on the History and Aesthetics of Anime in a Modern or Asian Art History course.
- In a studio course students could be required to complete Anime cartoon on a computer program.
- Students could create a comic using Modern comic Anime style.
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Standards:

- Exploring cartooning techniques
- Proportions of the human form
- Integration of modern culture and cultural history
- Incorporating Art history (DBAE -Discipline Based Art Education)
- Cross curriculum- writing notes and Quizing
- Incorporating Art Criticism while comparing and contrasting (DBAE)
- Incorporating Art Criticism and personal Aesthetics in self grading and critiquing (DBAE)

KWL NAME _____

What you know (About this subject- list)

What you learned (Notes)

Continue notes on back

What you would like to learn (Write 3 questions – during lecture/presentation write answers to question down.)

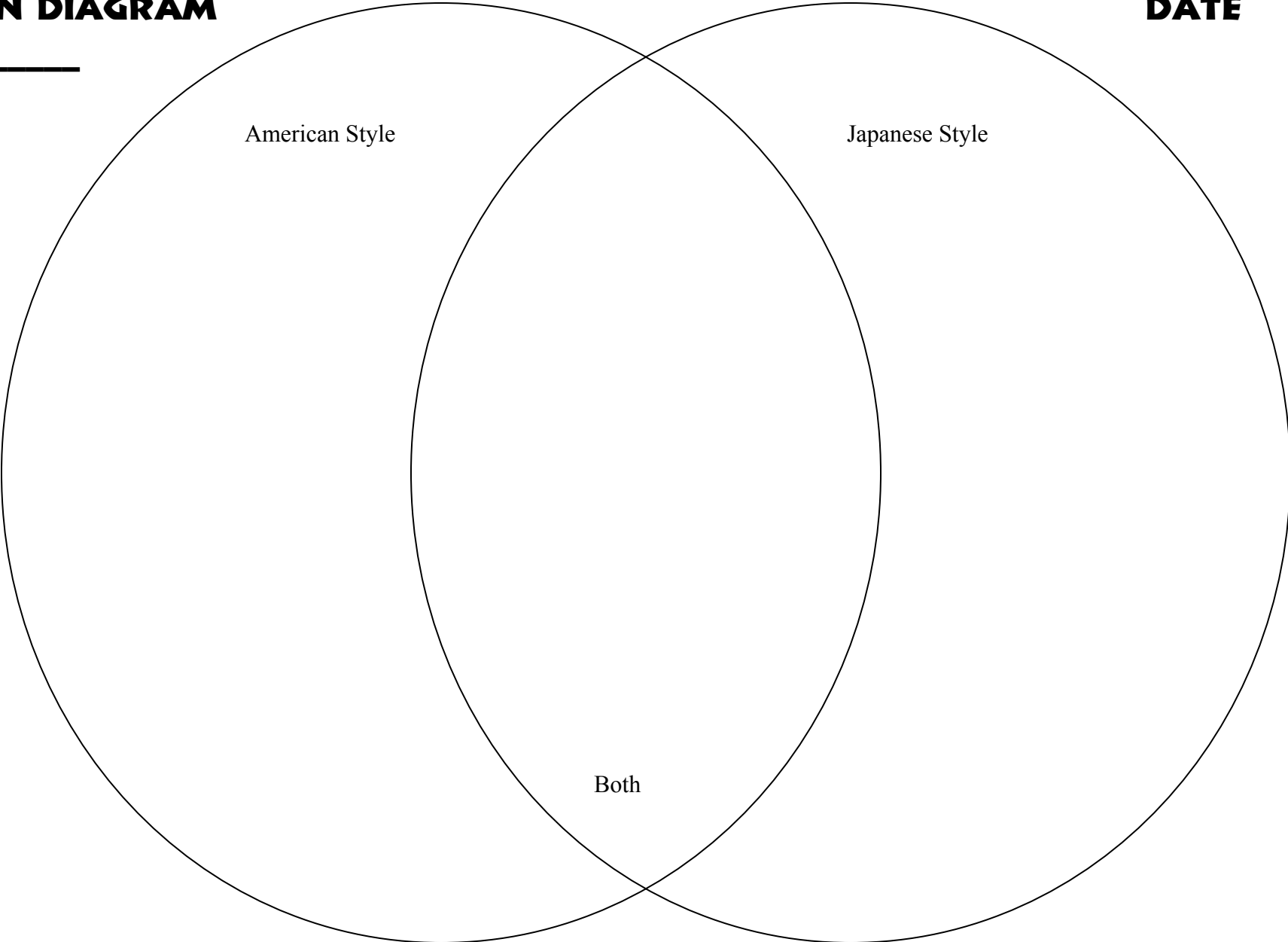
1.

2.

3.

VENN DIAGRAM

DATE



NAME _____

PARTNER _____