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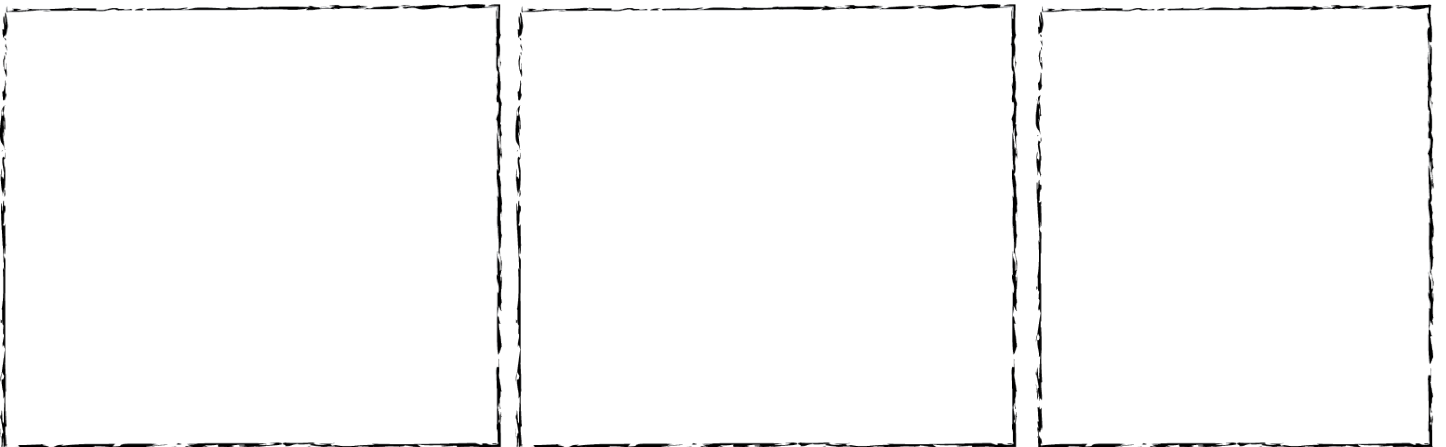
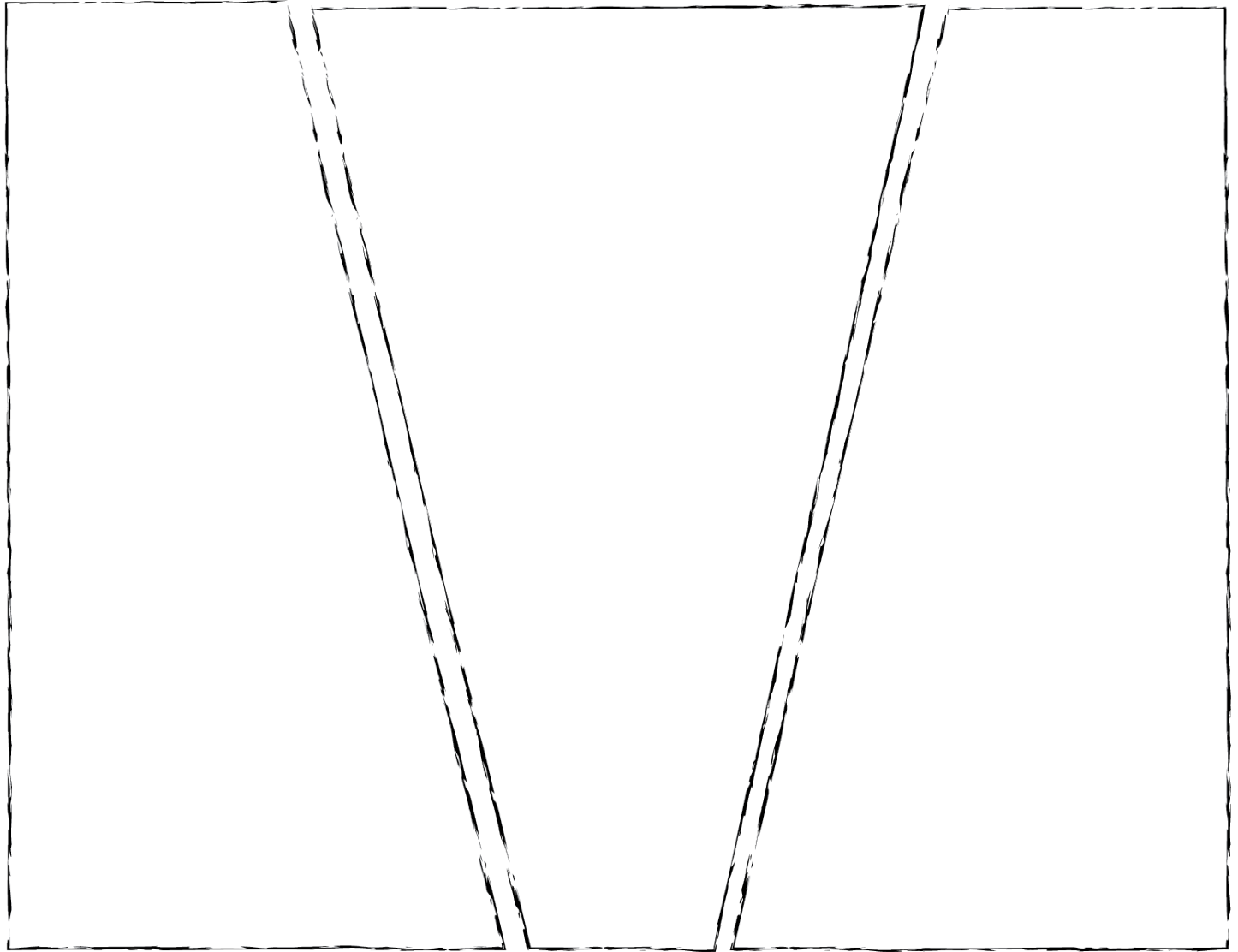
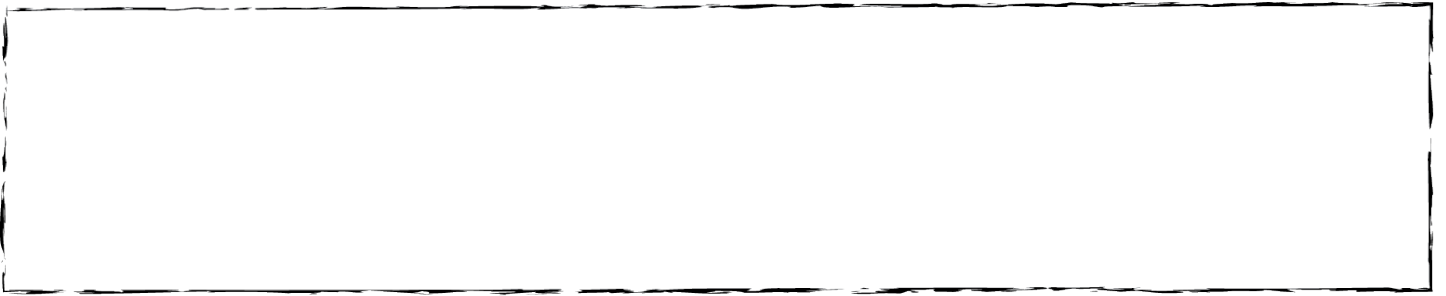


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# The Fictionarium

## Draw a graphic novel Teachers' Notes

You will need:

- Pencils
- Colour pencils
- Fine liner pens
- Marker pens
- An assortment of comic book panel worksheets

Ask students whether they have ever read a comic book or a graphic novel. Discuss what makes them different from prose stories: How do you find out what the characters are like? How can you tell how a character is feeling? How do you show things like sounds, smells or sensations?

Explain that in story writing, it's very important that you don't just **tell** the reader what is happening, but that you **show** them how it's happening. Graphic novels are very good ways to practice this, because you can't always tell the reader everything the character is thinking or feeling... you have to show it in pictures.

Supply a selection of comic book panel worksheets. The number you provide each student will vary depending on their age group and how big you want them to make their stories. Let the students choose their own panel layouts as they go.

Give the students time to create their graphic stories. You might want to break this activity up over several sessions, as it may take time for them to develop their ideas and create all the pages.

Once all of the story pages are finished, have each student create a front cover and bind the pages with staples so they can read it like a comic book. You could create a class library of their work, so they can read each other's stories.

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### Curriculum Links

[English] Language variation and change, text Structure and organisation, expressing and developing ideas and texts in context.

[The Arts] Exploring artworks and images to create their own ideas and stories, writing about and discussing with others the meaning of their own artworks and explore ideas, characters and setting in the community through stories in images, sounds and texts.

[Technology] Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representations, sequence steps for making designed solutions and working collaboratively and use materials, components, tools, equipment and techniques to safely make designed solutions

[Humanities and Social Sciences] Evaluating and reflecting, communicating/ both verbally and through text or images etc., questioning, evaluating and Researching and reflect on learning.