

Title

Applying What You've Learned about Ramón Esono Ebalé: Creating Cartoons and Comics

Concept/Main Idea of Lesson

The purpose of this lesson is to allow students the opportunity to create a cartoon or comic that reflects techniques and approaches featured in the art show *SubRosa*, with special emphasis on the work of Equatorial Guinean artist Ramón Esono Ebalé.

Intended Grade Levels

Grades 9-12

Infusion/Subject Areas

Visual Art

Social Studies

Curriculum Standards

Visual Art:

VA.68.S.2.3: Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.

VA.68.S.2.1: Organize the structural elements of art to achieve artistic goals when producing personal works of art.

VA.68.O.1.3: Combine creative and technical knowledge to produce visually strong works of art.

VA.68.O.1.4: Create artworks that demonstrate skilled use of media to convey personal vision.

VA.912.S.2.6: Incorporate skills, concepts, and media to create images from ideation to resolution.

Social Studies:

S.912.H.1.2: Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.

SS.912.H.1.5: Examine artistic response to social issues and new ideas in various cultures.

SS.912.H.2.1: Identify specific characteristics of works within various art forms (architecture, dance, film, literature, music, theatre, and visual arts).

SS.912.H.2.3: Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.

SS.912.H.2.4: Examine the effects that works in the arts have on groups, individuals, and cultures.

SS.912.H.2.5: Describe how historical, social, cultural, and physical settings influence an audience's aesthetic response.

Instructional Objective

Students will:

- compare and contrast political cartoons and comic strips;
- conceptualize a cartoon or comic;
- apply techniques and approaches used in the art show *SubRosa* (with special emphasis on the work of Equatorial Guinean artist Ramón Esono Ebalé) to design and create an original piece of art;
- share their work with others;
- provide feedback to peers on their creations.

Learning Activities Sequence

Set Induction/Hook: Bring in multiple copies of today's newspaper. Put students into small groups and give each group a newspaper. Ask them to locate political cartoons as well as comic strips. Have them answer the following questions:

- In what section of the newspaper are political cartoons found?
- What issues or problems were highlighted in the political cartoon(s) you found?
- In what section of the newspaper are comic strips found?
- What is the central purpose of comic strips?
- Are there any comic strips that cross the line into the political realm?
- How are political cartoons and comics similar and different?

Class Discussion: Ask students to recall the work of Ramón Esono Ebalé. What kinds of issues or problems were highlighted in the artwork that you viewed? How are the social and political conditions of his home country of Equatorial Guinea manifested in his art?

Say: *Today you will have the opportunity to design your own cartoon or comic to highlight a contemporary social issue.*

Project Design: Allow students to select the medium of either a political cartoon or a comic strip. Working individually or in pairs, they are to create a cartoon or comic that highlights a social issue of their choosing.

Distribute *Art Project Evaluation Rubric* and explain each of the four components that will be assessed.

Evaluation

Handout: *Art Project Evaluation Rubric*

Optional Extension Activities

Allow students to share their work with their classmates by either displaying in the classroom or projecting via a document camera. Allow opportunities for questions and answers.

Materials and Resources

Newspapers

Drawing/Sketching Materials

Art Project Evaluation Rubric