



*Fingle Sin
Comic Art*

Teacher Resources
2022

The 2022 Arts & Education Program is
Proudly Supported by:



Education
and Training



TABLE OF CONTENTS

ABOUT THIS RESOURCE.....	3
ABOUT REGIONAL ARTS VICTORIA	3
PROGRAMMING TEAM.....	3
INTRODUCTION TO THE PROGRAM.....	5
BIOGRAPHIES	6
SUGGESTED PRE-VISIT ACTIVITIES	7
SUGGESTED POST-VISIT ACTIVITIES:	13

ABOUT THIS RESOURCE

This resource has been created to provide teachers with curriculum links to the Victorian Curriculum and includes some preliminary and post show ideas and activities as to how to extend their experience of *Comic Art with Fingle Sin*. The activities are designed to be open-ended and multi-ability. They may need differentiation for your specific cohort.

The performances and workshops included in the Arts & Education program are designed to offer students engaging arts experiences with strong links to the Victorian Curriculum and VCE subjects where appropriate. Each Arts & Education program varies in its purpose and content and as a result the scope for integration across the curriculum varies.

If you have any questions about this resource, its content or its implementation within your classroom please do not hesitate to contact the Arts & Education team at education@rav.net.au

ABOUT REGIONAL ARTS VICTORIA

Regional Arts Victoria inspires art across the state. Through creative facilitation, touring, education, specialised resources, artistic projects and advocacy, we develop and sustain creative communities and artistic practice all over Victoria.

Regional Arts Victoria is an independent, not-for-profit, membership-based organisation working in long-term partnerships with every level of government, fostering contemporary and innovative regional cultural practice across five decades. We advise and impact on decision-making across multiple portfolios and levels of government.

Regional Arts Victoria is the peak body for regional artists and arts organisations, and the leading organisation for regional creative practice in Victoria.

PARTNERSHIPS

Regional Arts Victoria facilitates the partnerships, the organisations and the practices that create new work.

- Regional Cultural Partnerships
- Creative Arts Facilitators
- Membership program
- Devolved grants programs
- Resources, workshops and events
- Sector advocacy and leadership development

PROGRAMMING

Regional Arts Victoria nurtures the experts who foster local artistic experiences and stimulate young minds.

- Arts & Education Program
- Connecting Places
- Touring programs
- Education resources
- Industry development resources and events
- Sector advocacy and leadership development

PROJECTS

Regional Arts Victoria presents major artistic projects that build local artistic leadership and legacy.

- State-wide projects including Creative Workers in Schools, *Small Town Transformations and Artlands Victoria*
- Internal Creative Professional Development programs
- Sector advocacy and leadership development

ARTS & EDUCATION

For over 50 years, Regional Arts Victoria has been the leader in providing educational arts experiences for children and young people across Victoria. Each year we offer a range of performances and workshop programs to schools throughout regional and metropolitan Victoria, with COVID-Safe planning in place across our entire 2022 program.

The Arts & Education program aims to encourage young people to develop their creativity and enhance awareness and participation in the arts through accessible arts learning opportunities. Our program is designed to engage, educate, challenge and delight students from foundation through to VCE using a range of creative approaches. With a selection of high quality, immersive arts experiences, we pride ourselves on providing relevant and exciting activities for children and young people that are complementary to the Victorian Curriculum. To support educator learning we offer professional development opportunities to complement our programs.

For general enquiries please contact: education@rav.net.au



Pippin Davies
Arts & Education Manager

Mobile: 0427 211 123
Office: (03) 9644 1808
Email: pdavies@rav.net.au



Amelia Kingston
Positive Start Manager

Mobile: 0428 141 802
Email: akingston@rav.net.au

INTRODUCTION TO THE PROGRAM

Make your own comic and explore storytelling through art! In this 2-4 session program, students are introduced to inspirational comics throughout history and the wonderful world of zines and memes. Explore developing themes, characters and storyboarding, then collaborate or work individually to create an original comic artwork. Drawing techniques are facilitated through engaging exercises, from basic human forms to exaggerated features used in character creation. Artworks can be professionally printed for participants to keep.



Young people can immediately identify with comics. It's a medium open to any art style and striking results can be achieved with any level of artistic experience.

Online memes draw from traditional cartoons and connections can be made with young people about how we use art to communicate in a powerful way. During these workshops students learn that everybody can benefit from practicing art even if they never consider themselves an artist. By breaking the process into straightforward and engaging exercises, students realise their artistic ability is there and ready to use.

This program explores comics through history and uncovers amazing artists, some who use stick figures to deliver their message, and some who spend countless hours rendering a single panel and everything in-between. **Fingle Sin** uses their own experience as a visual artist to teach young people to create the best they can within their ability and to celebrate the result.

Students are guided to see art as a communication tool and look at instances where people were not being heard and discovered a way to overcome that using visual art.

Drawing lessons vary from class to class, typically covering how to draw the basic human form, human faces and how to identify and exaggerate features to create a character. The highlight of these workshops is discovering how art can facilitate self-expression. The feedback session is funny and engaging and is always the point where we go from an art class to a team.

Comic workshops can help connect disjointed classes such as mixed year classes in smaller schools that have trouble integrating. Workshops can be geared toward a theme or issue as requested. The workshop can meet curriculum requirements with themed comics.

With 20 years of extensive digital editing experience a quality final product is guaranteed, and students will have the opportunity to experience their work in a polished and professional format that they can be proud of.

All materials required to create the artwork is provided, including art materials, light boxes, and a library of comic books, including – for VCE students – access to a licensed Adobe suite if they wish to learn that process.



Online version available

Contact education@rav.net.au to find out more about Online options.

BIOGRAPHY

Reuben Whyte (Fingle Sin)

Fingle Sin has been a practising artist for over 20 years and has engaged in a number of public art displays, most recently in Apollo Bay through the Winter Wild Festival and a range of exhibitions both solo and in partnership. Most notably Reuben has exhibited with Jeff Raglus at the Apollo Bay Art Gallery. Fingle Sin has completed many large scale, collaborative and public space sculptures and delights in directly engaging his audience during the creative process, he has been instrumental in the successful delivery of projects in partnership with Colac Otway Shire, Bendigo Shire, Surf Coast Shire, Marrar Worn Apollo Bay, Apollo Bay Chamber of commerce and associated festivals. Finglesin created an 18ft wrought iron tree sculpture that was displayed in the foyer of the Melbourne Botanical Gardens. This work was directly commissioned and remained on display for 6 years. Later this piece was displayed and sold at the Toyota Gallery in Melbourne. After relocating to Apollo Bay, Fingle Sin has been engaged as a sculptor and Art Director with the Winter Wild Festival completing the Wild Wood tree, a 15ft tall wrought iron tree featuring 1000 hand crafted wooden leaves each with a message hand written by a ticket holder, from messages to those past to dreams and wishes. This tree was later commissioned by Colac Otway Shire to serve as the towns Christmas tree. Fingle Sin hand made hundreds of decorations and distributed them through the community for people to paint, the decorations were gathered up and the tree was decorated with the artwork of hundreds of people over the weeks leading up to Christmas. Finglesin designed and built, in a community education project, a 15ft kinetic sculpture that was the star of the Winter Wild opening event.



CROSS CURRICULAR CONNECTIONS

The workshop (especially for year7 and up) can connect to themes within a class specific curriculum. For example Apollo Bay P12 has overarching themes for each semester of their year 7 and 8 classes. In 2020 the first semester's theme was "Identity" and most of their subjects were orientated towards that theme culminating in a creative response. The second semester was "Aboriginal Culture" This workshop can be tailored to be a part of that creative response or enrich other themes or subjects that is relevant to a classes current work.

I welcome discussion with a school prior to the workshop to explore how to maximize the value of the workshop for their students. The workshop can also be geared toward wellbeing and be subject specific to themes such as respect or mental health. It can be a wonderful opportunity for students to play with concepts and ideas in a new and more approachable way.

In this case I would seek communication with the schools Wellbeing officer and ensure that I had the appropriate support staff present for the workshop.

In the case of Aboriginal Culture, I would communicate carefully with the school and seek advice from the Koorie Heritage Trust.

The GANAG instructional model.

GANAG stands for

Goals

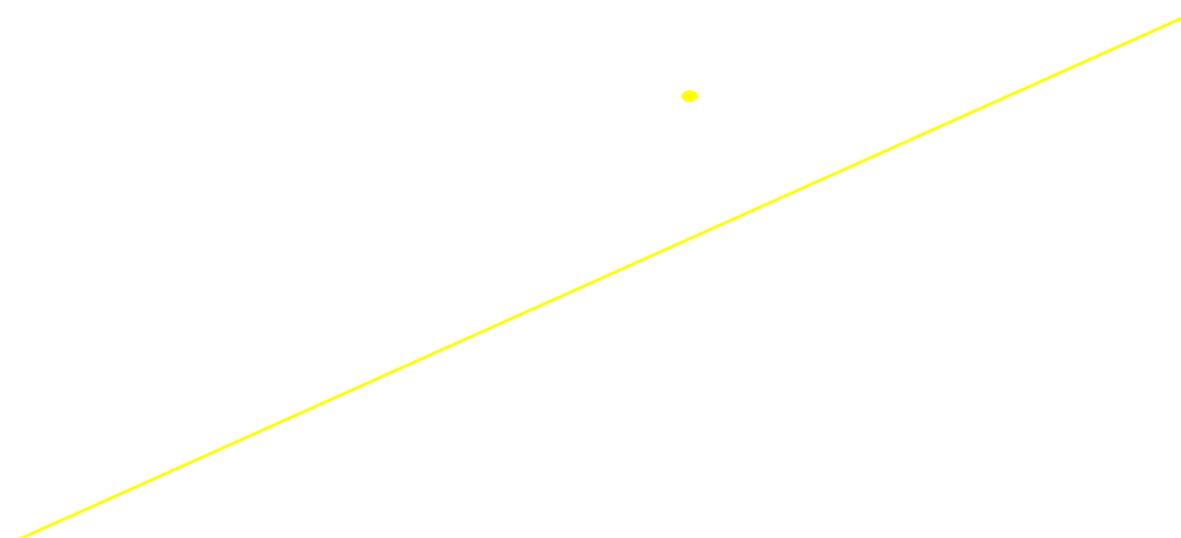
Access

New Info

Apply

Goal review.

The GANAG instructional model for lesson design was created by Jane Pollock and presented in the text *Classroom Instruction that Works* (Marzano, Pickering & Pollock, 2001). It grew from the work of Madeline Hunter who created a schema in the 1970s for lessons that is still useful today (Hunter, 2004). Hunter's schema has seven stages whilst Pollock's has five (see image below).



GANAG	9 High Yield Strategies	Unit : Comic Art		
Goal Set the learning goal/benchmark or objective	<ul style="list-style-type: none"> - Setting Objectives & Providing Feedback - Reinforcing Effort And Providing Recognition 	Standards applying to that lesson	The Arts – Visual art, Visual communication, Media Critical and Creative thinking	
		Learning Intention	Focus 1 Pre Telling a story with pictures I can tell a story, using pictures	Focus 2 Post I can understand
Access Access students' prior knowledge building engagement through establishing immediate relevancy; a "hook" that is a short introduction to the lesson	<ul style="list-style-type: none"> - Question, Cues And Advanced Organisers - Nonlinguistic Representations - Identifying Similarities And Differences - Cooperative Learning 	Possible Instructional Strategies to Try: <ul style="list-style-type: none"> - Review of previous lesson - Pair and Share - Turn and Talk - Brainstorming - Quick Write - Verbal check-in of prior knowledge - Visual to access prior knowledge 	Have a conversation about what appeals to you about these artworks, is it the colour, the style, is it how it makes you feel or what it reminds you of?	How did feel to collaborate? both secretly in the first activity and openly in the second.

<p>New Information Acquire new information – declarative and/or procedural</p>	<ul style="list-style-type: none"> - Summarising and Note Taking - Homework and Practise 	<p>Possible <u>Instructional Strategies</u> to Try:</p> <ul style="list-style-type: none"> - Modeling and direct instruction - Student discussions - Academic feedback to students - Non-fiction writing, vocabulary and reading strategies to develop understanding of new information - Inquiry based questions and activities 	<p>Have a look at this meme, <u>OK.webp(600x80)(wixstatic.com)</u></p> <p>What memes do you like? What makes them effective?</p>	<p>How did people feel their confidence changed as we progressed? will anybody use art to communicate to others in the future?</p>
-------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------

<p>Apply Apply a thinking skill or use knowledge in a new situation. Opportunity for feedback provided</p>	<ul style="list-style-type: none"> - Identify Similarities And Differences - Cues, Questions And Advanced Organisers - Generate And Test Hypotheses 	<p>Possible <u>Instructional Strategies</u> to Try:</p> <ul style="list-style-type: none"> - Guided Practice - Independent and group work - Student demonstration of learning objective - Student-to-student discussions using accountable talk - Ongoing checks for understanding - Continuous academic feedback to the students 	<p>Find some memes you think are effective... write 3 sentences about why that is</p>	<p>Discuss together, - Was anybody super nervous about drawing? How do they feel now?</p>
<p>Goal Review Review what has been taught. How will the teacher know if students met the measurable objective?</p>	<ul style="list-style-type: none"> - Setting Objectives And Providing Feedback - Reinforcing Effort And Providing Recognition - Homework And Practise 	<p>Possible <u>Means of Assessments</u> to Try:</p> <ul style="list-style-type: none"> - Oral or written summary of lesson - Exit slip or quick write - Pair and share - Peer and individual review of work - Class discussion of topic - Cornell notes check 	<p>Share your meme with the class and talk about why they are effective</p>	<p>Turn and talk - Was it fun to be a small part of something awesome? What other things in life might be like this as you grow up?</p>

SUGGESTED PRE-VISIT ACTIVITIES

Activity Title

Telling a story with pictures

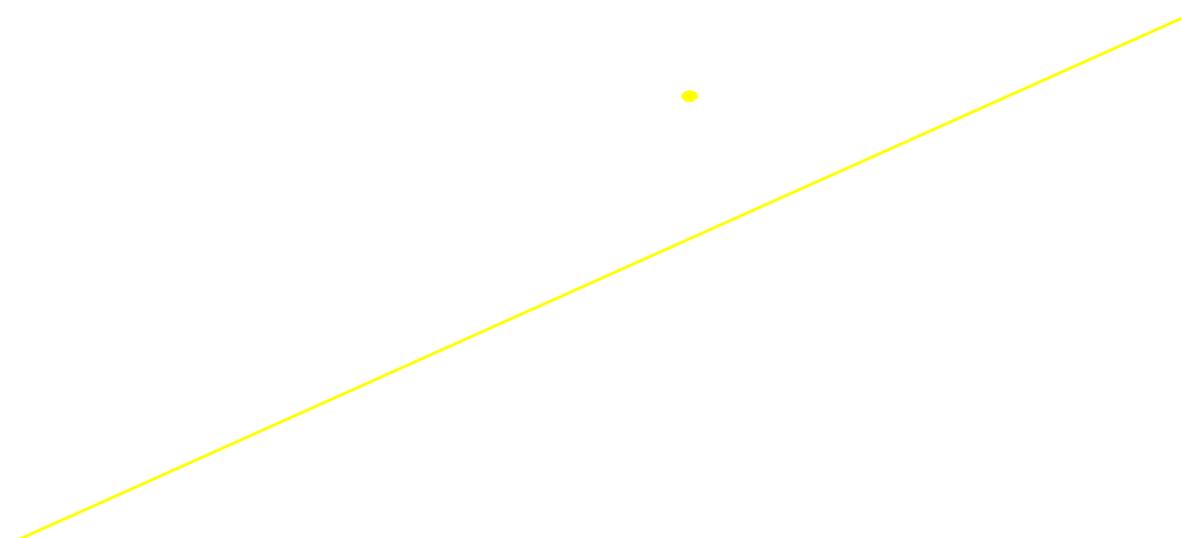
Resources

Students are given a range of graphic novels, comics and cartoons to look at and think about how artists tell us things without the use of words. This exercise highlights to students that not all artwork is complicated, its accessible to everyone.

SUGGESTED POST-VISIT ACTIVITIES:

Publishing

To be taken in consultation with Reuben post in person/online workshops have been conducted.



CURRICULUM LINKS – Victorian F-10 Curriculum

Learning Areas	Capabilities
<p>Visual Arts</p> <p>Strand: Explore and Express Ideas</p> <p>Visual Arts Practices</p> <p>Achievement Standard - F-10</p> <p>The workshops include guided drawing, inking and colouring to produce a page or multi-page comic depending on the scale of the workshop required. Comic Art with Fingle Sin teaches students the basic skills required to tell a story by combining visual art and text. They have freedom of expression with the guidance needed to achieve a quality outcome. Fingle Sin will perform the final edit and prepare the work for printing.</p>	<p>Visual conventions</p> <p>Students explore traditional, contemporary and evolving visual conventions used in artworks of diverse styles and composition. These may include combinations of the:</p> <ul style="list-style-type: none"> conventions such as composition and style, the art elements of line, shape, colour, tone, texture, form, sound, light and time art principles of emphasis, movement, rhythm, unity, variety, space, repetition, balance, contrast and scale. <p>Materials</p> <p>In developing knowledge and skills in Visual Arts, students learn to manipulate and adapt a wide range of physical materials and technologies. These may include traditional materials such as paint, dyes, charcoal and ink, and contemporary or emerging materials, such as digital media, the body and sound.</p>
<p>Visual Communication</p> <p>Strand: Explore and Represent Ideas</p> <p>Visual Communication Design Practices</p> <p>Present and Perform</p> <p>Achievement Standard - 7-10</p> <p>The workshop teaches students that visual art is a powerful communication tool and have the opportunity to deliver a message with their own drawings and explore examples of successful visual communication. Pre workshop discussion of the desired story or message of the artwork/s and post workshop discussion of how well those messages were communicated and if there were any benefits or short comings when compared to other methods.</p>	<p>Drawing Conventions</p> <p>Students develop an understanding of visualisation and communication by using drawing conventions. They communicate and present concepts and ideas using a range of materials, media, methods and technologies in two-dimensional (2D) and three-dimensional (3D) formats.</p> <p>Design Elements and Principles</p> <p>Students learn about and explore traditional and contemporary conventions involved in the making of visual communication designs. These include the use of design elements such as point, line, shape, colour, tone, texture, form and type, and principles such as balance, contrast, scale hierarchy, cropping, proportion, figure-ground and pattern.</p> <p>Visual Communication Design Process</p> <p>Students learn critical, creative and reflective</p>

	<p>thinking. The stages of a design process form a framework for the creation of visual communications. Students respond to/or write a brief and research, generate ideas, develop concepts and refine visual communications.</p>
<p>Media Arts Strand: Explore and Represent Ideas</p> <p>Media Arts Practices</p> <p>Achievement Standard F-10 The workshop includes examples of visual story telling in comics, newspapers, magazines and advertisements. We also explore the similarities between comic/cartoons and the memes that the students are familiar with on social media. Pre workshop session where students share and collect their favourite memes from the internet that we then discuss and use as examples and inspiration during the workshop.</p>	<p>Technical and symbolic elements The technical and symbolic elements of media arts, including composition, space, time, movement, sound, colour and lighting, work together to create meaning in different contexts and forms for different purposes.</p> <p>Story principles The elements of media arts are combined and shaped using story principles of structure, intent, characters, settings, points of view and genre conventions.</p>
<p>Critical and Creative Thinking</p> <p>Strand: Questions and Possibilities</p> <p>Achievement Standard - F-10 Every student has their own style and artistic capabilities. I like to empower each student showing them that amazing artwork and story telling can be done with any style and even now as a professional artist I am always working within the constraints of my own abilities but with Creative and Critical thinking I can find a way within those constraints to deliver something striking.</p>	<p>Questions and Possibilities Question and possibilities supports students to develop their imaginative and intuitive capacity as well as fostering a curious and speculative disposition. Students apply these to propose novel ideas, develop original artefacts and make new connections.</p>

Contact the Arts & Education team at education@rav.net.au with further questions or, even better, examples of your work!

This edition is copyright Regional Arts Victoria in consultation with Fingle Sin



© 2022

