

Art and Culture Center of Hollywood

Distance Learning

Integrated Art Lesson Title:	The Art of Manga
Description and Overall Focus:	The Art of Manga will give students the basics of how to create Astro Boy (the cartoon character created by Osamu Tezuka) They will also see other examples of this Japanese cartooning style.
Length of Lesson	45 minutes – 1 hour
Grade Range	ESE
Sunshine State Standards & National Standards	(see below)
Objective(s)	Students will learn how simple shapes are used to create oriental cartoons characters and learn about the Japanese culture and this art form.
Materials: PLEASE NOTE: Some materials must be acquired prior to this lesson	Several sheets of drawing paper Drawing pencil with eraser Colored pencils, crayons or felt pens (include a black)
Introductory activity	Students will begin by learning about this art form and the many different types of characters that make up the Anime/Manga art form.
Core activity	Students will begin by drawing simple shapes to create the head view of Astro Boy. They will learn about the eyes of these characters and how important they are to the finished facial expressions. If time permits, students will learn to draw the entire Astro Boy.
Closure activity	Students will share with each other their drawings.
Assessment	Students will have learned how to use simple math shapes to create this wonderful Japanese art form. They will also know about the history of the artist and how these cartoons help to describe the cultural history of Japan.
Teacher follow-up idea	The teacher can have students draw additional manga cartoon characters or prepare the recipe below.
Student follow-up idea	Students can practice using their own facial features to create an Anime character that looks like them.
Cooking Recipe:	Japanese Rice Balls

Book/Web references

Draw Manga Astro Boy by Tezuka Productions: Junji Kobayashi

How To Draw Manga by Katy Coope

<http://www.tapanime.com/General-Info/historymanga.php>

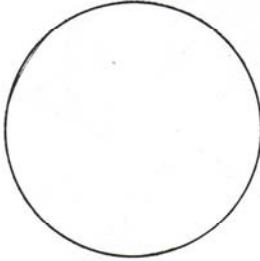
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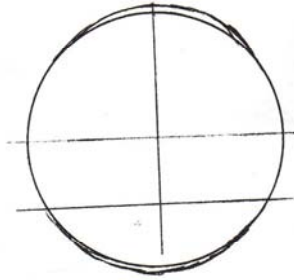
Lesson plan prepared by Sherie Tengbergen, artist and educator

From the front

Drawing Astro Boy's face from the front is no easy task. If the scene does not require a frontal shot, then it's best to draw the face from a slight angle. You can draw the two locks pointing either to the right or left, as Tezuka did.



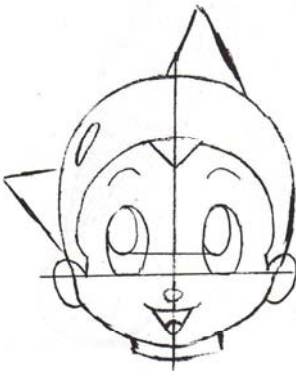
Not just Astro Boy, but all of Osamu Tezuka's adorable characters begin life as a circle.



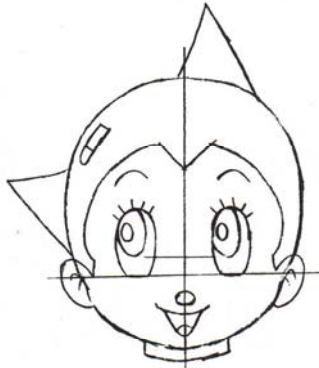
Astro Boy's face is not a perfect circle; so the top and bottom need to be slightly elongated. Draw a line to position the eyes.



The eyes are positioned slightly below the center. A child's eyes are drawn below the center line.



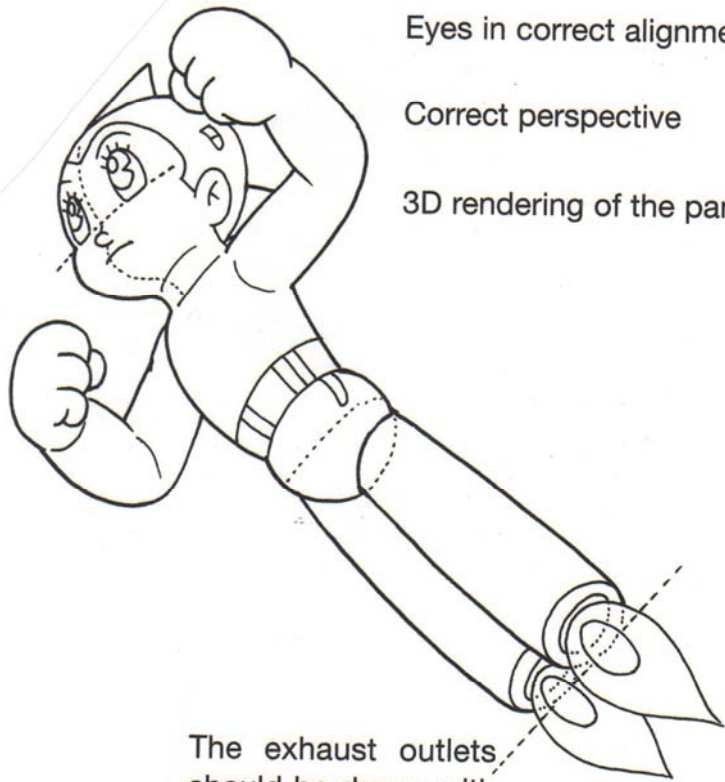
Using the cross drawn on the face as a guide, give Astro Boy a facial expression by drawing the eyes, nose, mouth and hair.



Give the eyes five lashes, add the highlight to the head and details to the ears, and complete the other facial elements. This completes the rough outline.



With a pen, draw over and hide the rough outline. Complete by applying black ink to the head.



Eyes in correct alignment

Correct perspective

3D rendering of the pants

The exhaust outlets should be drawn with a 3D touch.



SUNSHINE STATE STANDARDS - The Art Of Drawing Manga - ESE	ES Pre K -2	ES 3-5	MS 6-8	HS 9-12
Arts: Dance				
*Skills and Techniques (DA.A.1) and (DA.A.2)				
*Creation and Communication (DA.B.1)				
*Cultural and Historical Connections (DA.C.1)				
*Aesthetic and Critical Analysis (DA.D.1)				
*Applications to Life (DA.E.1)				
Arts: Music				
*Skills and Techniques (MUA.1), (MUA.2) and (MUA.3)				
*Creation and Communication (MUB.1) and (MUB.2)	x	x		
*Cultural and Historical Connections (MUC.1)	x	x		
*Aesthetic and Critical Analysis (MUD.1) and (MUD.2)				
*Applications to Life (MUE.1) and (MUE.2)				
Arts: Theatre				
*Skills and Techniques (TH.A.1), (TH.A.2) and (TH.A.3)				
*Creation and Communication (TH.B.1)				
*Cultural and Historical Connections (TH.C.1)				
*Aesthetic and Critical Analysis (TH.D.1)				
*Applications to Life (TH.E.1)				
Arts: Visual Arts				
*Skills and Techniques (VA.A.1)	x	x		
*Creation and Communication (VA.B.1)	x	x		
*Cultural and Historical Connections (VA.C.1)	x	x		
*Aesthetic and Critical Analysis (VA.D.1)				
*Application to Life (VA.E.1)				
Language Arts				
*Reading Process (LA.1.1), (LA.1.2), (LA.1.3), (LA.1.4), (LA.1.6) and (LA.1.7)	x	x		
*Literary Analysis (LA.2.1) and (LA.2.2)	x	x		
*Writing Process (LA.3.1), (LA.3.2), (LA.3.3), (LA.3.4) and (LA.3.5)				
*Writing Applications (LA.4.1), (LA.4.2) and (LA.4.3)				
*Communication (LA.5.1) and (LA.5.2)				
*Information and Media Literacy (LA.6.1), (LA.6.2), (LA.6.3) and (LA.6.4)				
Mathematics				
*Number Sense, Concepts, & Operations (MA.A.1), (MA.A.2), (MA.A.3), (MA.A.4) and (MA.A.5.)				
*Measurement (MA.B.1), (MA.B.2), (MA.B.3) and (MA.B.4)				
*Geometry and Spatial Sense (MA.C.1), (MA.C.2) and (MA.C.3)	x	x		
*Algebraic Thinking (MA.D.1) and (MA.D.2)				
*Data Analysis and Probability (MA.E.1), (MA.E.2) and (MA.E.3)				
Science				
*The Nature of Matter (SC.A.1) and (SC.A.2)				
*Energy (SC.B.1) and (SC.B.2)				
*Force and Motion (SC.C.1) and (SC.C.2)				
*Processes that Shape the Earth (SC.D.1) and (SC.D.2)				
*Earth and Science (SC.E.1) and (SC.E.2)				
*Processes of Life (SC.F.1) and (SC.F.2)				
*How Living Things Interact With Their Environment (SC.G.1) and (SC.G.2)				
*The Nature of Science (SC.H.1), (SC.H.2) and (SC.H.3)				
Social Studies				
*Time, Continuity and Change (History) (SS.A.1), (SS.A.2), (SS.A.3), (SS.A.4) and (SS.A.5)	x			
*People, Places and Environments (Geography) (SS.B.1) and (SS.B.2)				
*Government and the Citizen (Civics and Government) (SS.C.1) and (SS.C.2)				
*Economics (SS.D.1) and (SS.D.2)				
Foreign Language				
*Communication (FL.A.1) and (FL.A.2)	x	x		
*Culture (FL.B.1)	x	x		
*Connections (FL.C.1) and (FL.C.2)				
*Comparisons (FL.D.1) and (FL.D.2)	x	x		
*Experiences (FL.E.1)				

Health (No standards adopted)				
Physical Education				
*Physical Education Literacy (PE.A.1), (PE.A.2), (PE.A.3)				
*Responsible Physical Activity Behaviors (PE.B.1) and (PE.B.2)				
*Advocate and Promote Physically Active Lifestyles (PE.C.1) and (PE.C.2)				

NATIONAL ART STANDARDS MET:

x	NA-VA.K-4.1 UNDERSTANDING AND APPLYING MEDIA, TECHNIQUES, AND PROCESSES.
x	NA-VA.K-4.2 USING KNOWLEDGE OF STRUCTURES AND FUNCTIONS.
x	NA-VA.K-4.3 CHOOSING AND EVALUATING A RANGE OF SUBJECT MATTER, SYMBOLS, AND IDEAS.
x	NA-VA.K-4.4 UNDERSTANDING THE VISUAL ARTS IN RELATION TO HISTORY AND CULTURES.
x	NA-VA.K-4.5 REFLECTING UPON AND ASSESSING THE CHARACTERISTICS AND MERITS OF THEIR WORK AND THE WORK OF OTHERS
x	NA-VA.K-4.6 MAKING CONNECTIONS BETWEEN VISUAL ARTS AND OTHER DISCIPLINES.

RICE BALLS:

Rice balls are called onigiri in Japanese. Rice balls are usually shaped into rounds or triangles by hands. Onigiri are often put in Japanese bento lunch boxes.

Ingredients:

- 4 cups steamed Japanese rice
- 8 strips of dried nori (seaweed)
- Salt to taste
- *For fillings: ume (pickled plum) / grilled salted salmon

Preparation:

Grill salted salmon slices. After the salmon cools, tear it into small chunks and set aside. Cook steamed rice. Put about a half cup of steamed rice in a rice bowl. Make a dent in the center of the rice and place fillings, such as ume (pickled plum) and grilled salmon. Wet your hands in water so that the rice won't stick. Rub some salt on your hands. Place the rice in the rice bowl on your hands. Form the rice into around or a triangle, by pressing lightly with your both palms. Wrap the rice ball with a strip of nori.

Serving: 8 rice balls.

