

# LESSON 1

Part Dog, Part Man. All Hero

During this Bark-takular lesson you will learn how to draw Dog Man and start thinking about comics.



DREAMWORKS

# DOG MAN

IN CINEMAS FEBRUARY 7

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# STORYTELLING HEROES! #1



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This lesson will introduce the concept of comics and explain to the children that the scheme of work will turn ordinary children like them into Storytelling Heroes. Over the next 5 lessons, they will become Storytelling Heroes and will create a comic strip that they can showcase at a special National Storytelling Week Assembly. The children will also be informed that the best comic strip will be showcased on class boards/as display. This scheme of work aims to teach comics ahead of National Storytelling Week but the completed comics can then be extended into films, plays, ICT presentations.

👉 WATCH THE DOG MAN TRAILER! 👈



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5 min starter - introduce the children to Dog Man, children can watch the trailer and then watch a video about how to draw Dog Man.

# LET'S DRAW DOG MAN

Now you've watched  
the trailer, let's draw  
Dog Man together.



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If time permits, Watch the Dog Man trailer again and discuss what happens. Pay attention to the character Dog Man and ask children to think of adjectives for Dog, Man and Dog Man. Children draw their body and an animal head and asked to talk to your partner to share their new creation and use adjectives to describe. They must also tell their partner about their new creation. What skills does your new creation have? What hobbies do they have? What are they good at? What are they not good at? (example to be given on Dog Man getting distracted by squirrel)

DOG MAN,  
WHAT MAN?  
LET'S CREATE

Let's watch the trailer again and think of adjectives for Dogs, Man and Dog Man.

We have met Dog Man who is half dog, half man, all hero. What will you create?



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# EXPLORING A COMIC

- 👉 What is a comic?
- 👉 Look at the features of a comic.
- 👉 What is different about a comic and a book?



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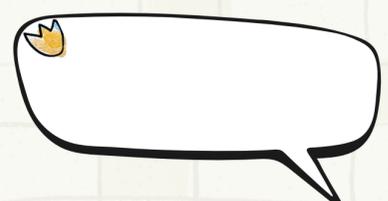
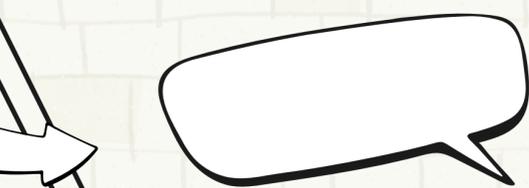
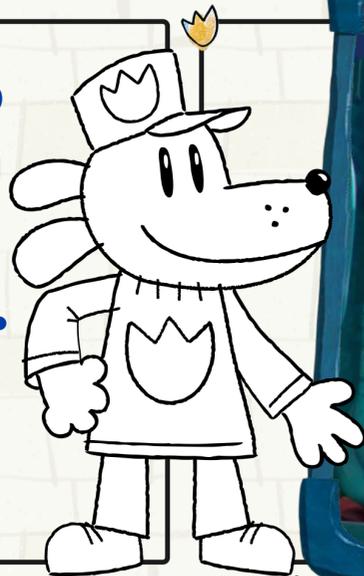
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# LET'S CREATE A COMIC



?  
**You are going to create your own comic strip.**  
**Watch this video.**



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Explain that children will now use their new creation in a comic. Ask children who knows what a comic is?

# YOUR TASK

## Group 1:

Open up the Dog Man file on the computer and start to play around with the images to create your own comic strip with the assets.

## Group 2:

Watch the [trailer](#) again and pick four scenes you like and make it into a comic using pen/pencil.



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Split class into two groups.

- One group works on computers and opens a file with assets (images, dialogue and mini comic) to create comics on computers in pairs. Trailer to be watched again.
- One group to watch the trailer again and pick 4 consecutive scenes and create their own comic from the trailer. Option here for teacher to print some dialogue word that are in downloadable content. Children switch over if time permits.



# DOG MAN? PUPPY BOY? POOCH LAD?



BIRD GIRL

WILLIAM THE WOLF

CAT KID

HAMSTER HENRY

FISH BOY



RABBIT CHILD



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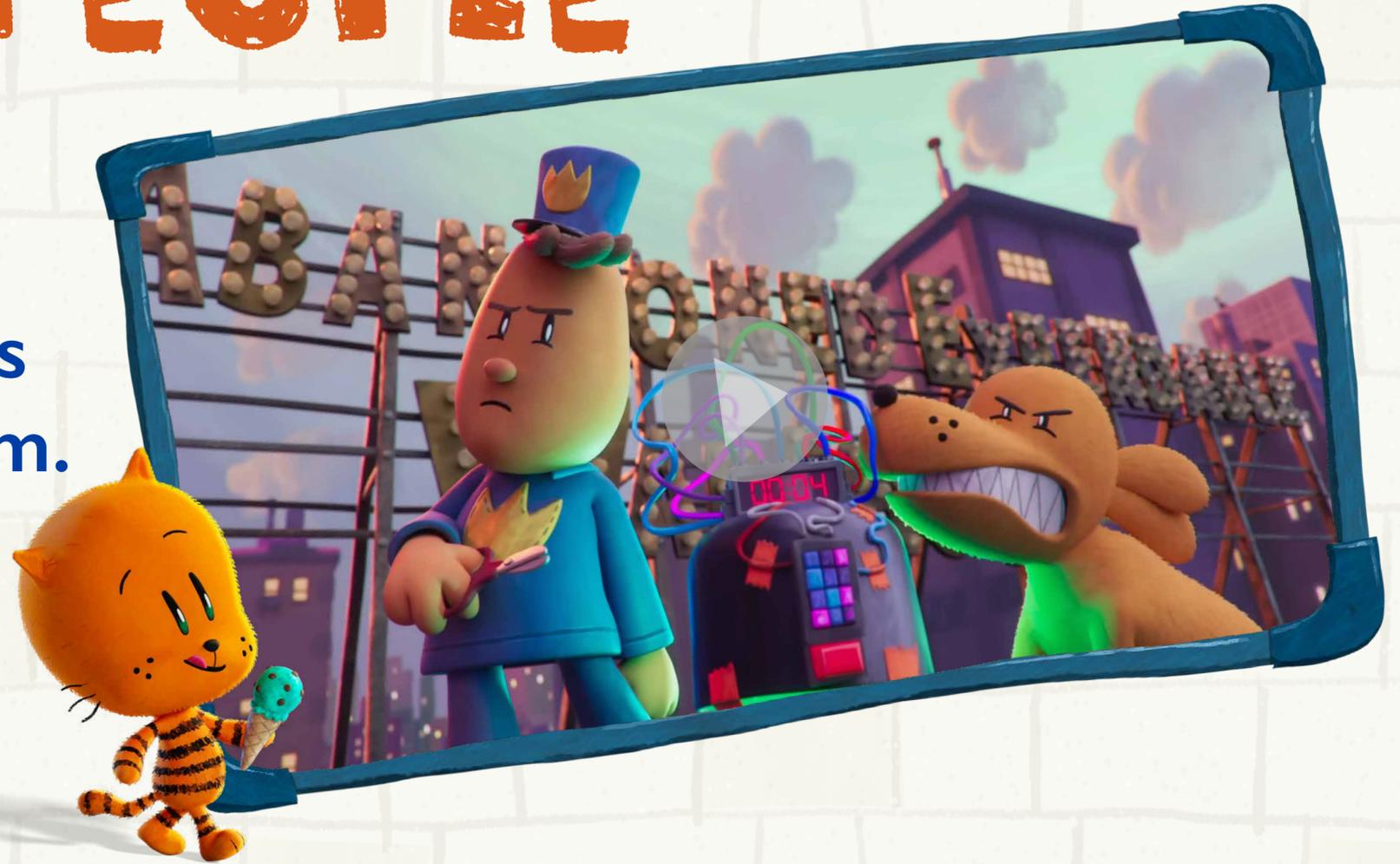
Remind children about their own creations and explain that in the next lesson they will use their new character to plan and create their own comic strip. Ask them to think of some names for their new characters. Encourage children to come up with exciting names.



# LET'S GET CREATIVE PUURFECT PEOPLE



-  Watch the trailer and pick a scene.
-  Choose one or two characters and use the clay to sculpt them.



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**THIS IS AN EXTENSION ART LESSON:**

Children to take one scene from this lesson and build their own Dog Man models using clay. Two art lessons can be developed from this lesson. One to create the model and another to draw/paint the scene background e.g. Doctor Surgery. You can also use dry materials to add to the models.

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IN CINEMAS FEBRUARY 7

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# LESSON 2

THE ADVENTURE BEGINS NOODLE BRAIN.

During this Bark-takular lesson you will learn how to how to plan your comic to become a Storytelling Hero.



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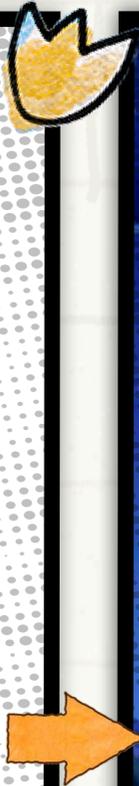
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# THREE BUCKETS, LET'S GET THIS SHOW ON THE ROAD



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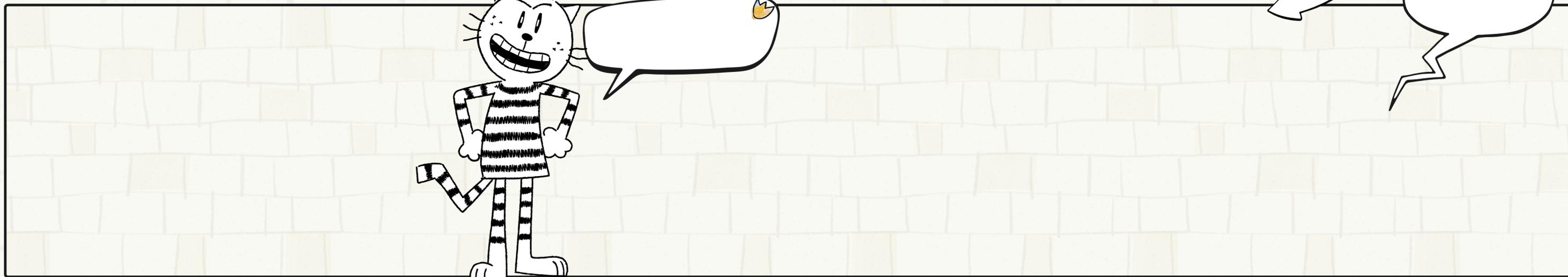
Three buckets placed at the front of the class:

- Character (e.g. Frog Doctor)
- Location (e.g. Icy Desert)
- Invention (e.g. Robot Squirrel) (NB: It would be good to show clip of Petey using this here)

Each child must take two words from each bucket. Now each child has 3 x unexpected combinations. Children must use one unexpected combination now in their comic. This can be from the combinations they have chosen, from one their friend chose, or they can make up their own using inspiration from the words. The aim here is for them to integrate unexpected combination into their comic.



# LET'S HAVE A GO TOGETHER



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Scaffold a plan of a comic on the whiteboard.

Children split into pairs to discuss their plan (e.g. What characters will they use, what happens in it? Where is the comic set? What dialogue will you use if any?)

Key point here is to make sure that children understand they only have limited boxes on their comic so they need to be able to fit their story into 8 boxes. Can they tell their partner what will go in each box/scene? Storytelling Heroes have a skill which allows them to tell the story within the time/space they are given.

# HOW TO MAKE SURE OUR STORY IS PAW-SOME

**Success looks like:**

- 🐾 Beginning, middle and end
- 🐾 Able to fit into the eight scenes
- 🐾 Use of certain features e.g.(dialogue/ adjectives/onomatopoeia/adverbs)

**What SPaG are we going to focus on?**



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After this slide, children to work on their plan



# DRAWING IS A PART OF STORYTELLING

- 🍷 What drawing would you like to work on?
- 🍷 Can any of your friends help you with your drawings?
- 🍷 Take some time to practice the drawings you will use in your comic.





# NOODLE BRAIN



# INVENTION STATION

**Design:** #🌟

Generating ideas, developing design criteria, and exploring materials.

**Make:**

Selecting, assembling, and evaluating tools, techniques, and components.

**Evaluate:** 

Reflecting on the design process and suggesting improvements.



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**THIS IS AN EXTENSION DT LESSON:**

There are a number of links that this English scheme of work could link to cross-curricular lessons.

Depending on your current schemes of work you could also incorporate the following easily:

- Robotic movement inspired by Robot Squirrel

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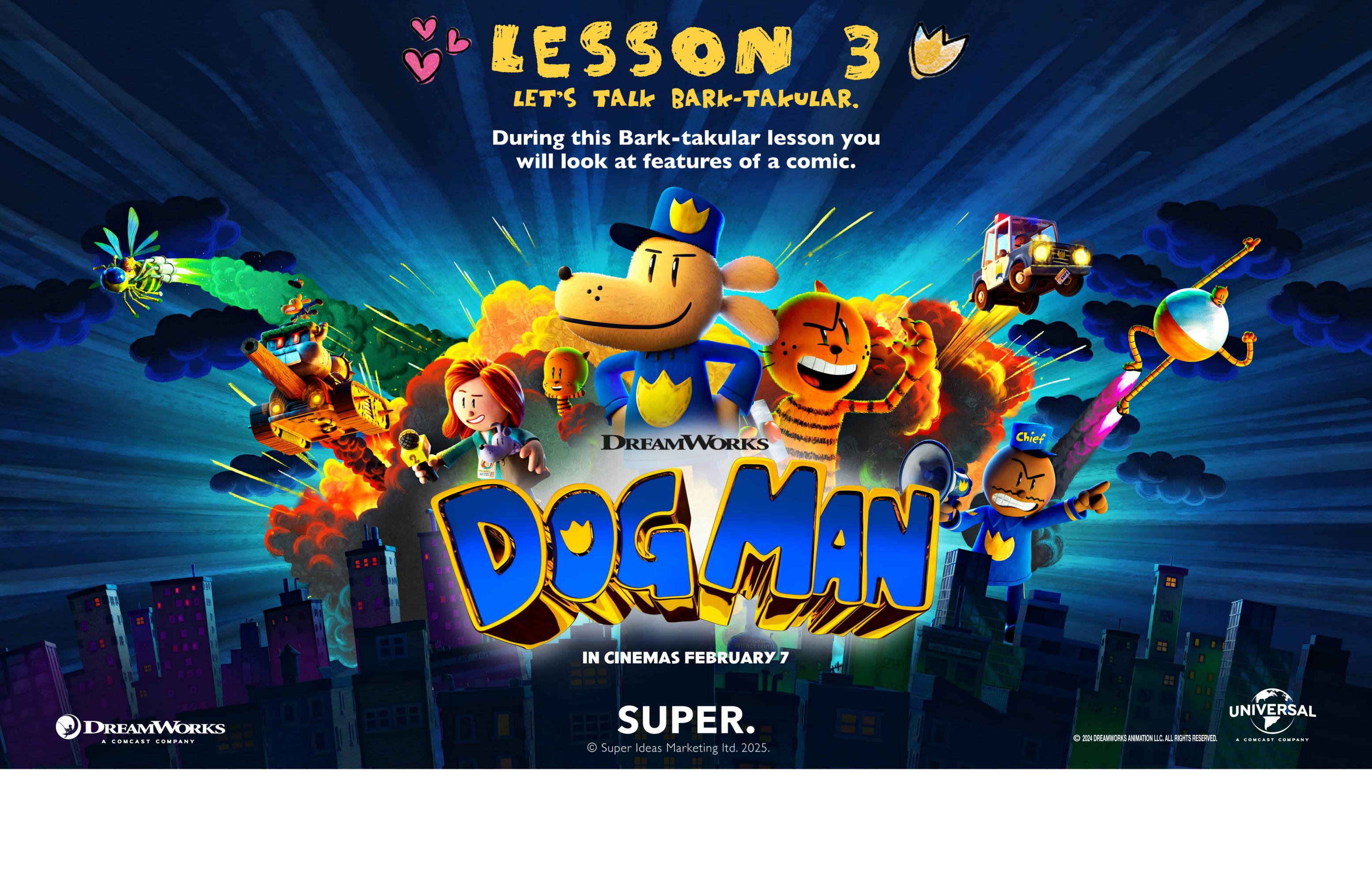


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♥♥♥ **LESSON 3** 🍌

**LET'S TALK BARK-TAKULAR.**

**During this Bark-takular lesson you will look at features of a comic.**



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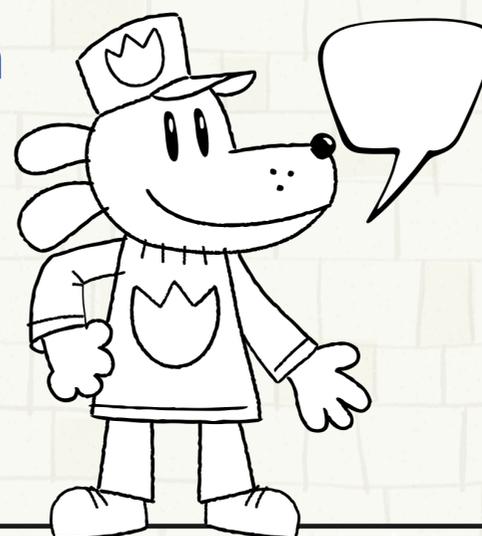


# FEATURES OF A COMIC



Can you talk to your partner and tell them what the following words mean: dialogue, images, speech bubbles, flow, structure, onomatopoeia, exclamation marks.

Watch the trailer and take notes of the dialogue used. How would this be used in the comic?



THIN LINES



COLOURS



ONOMATOPOEIA

THICK LINES

PUNCTUATION



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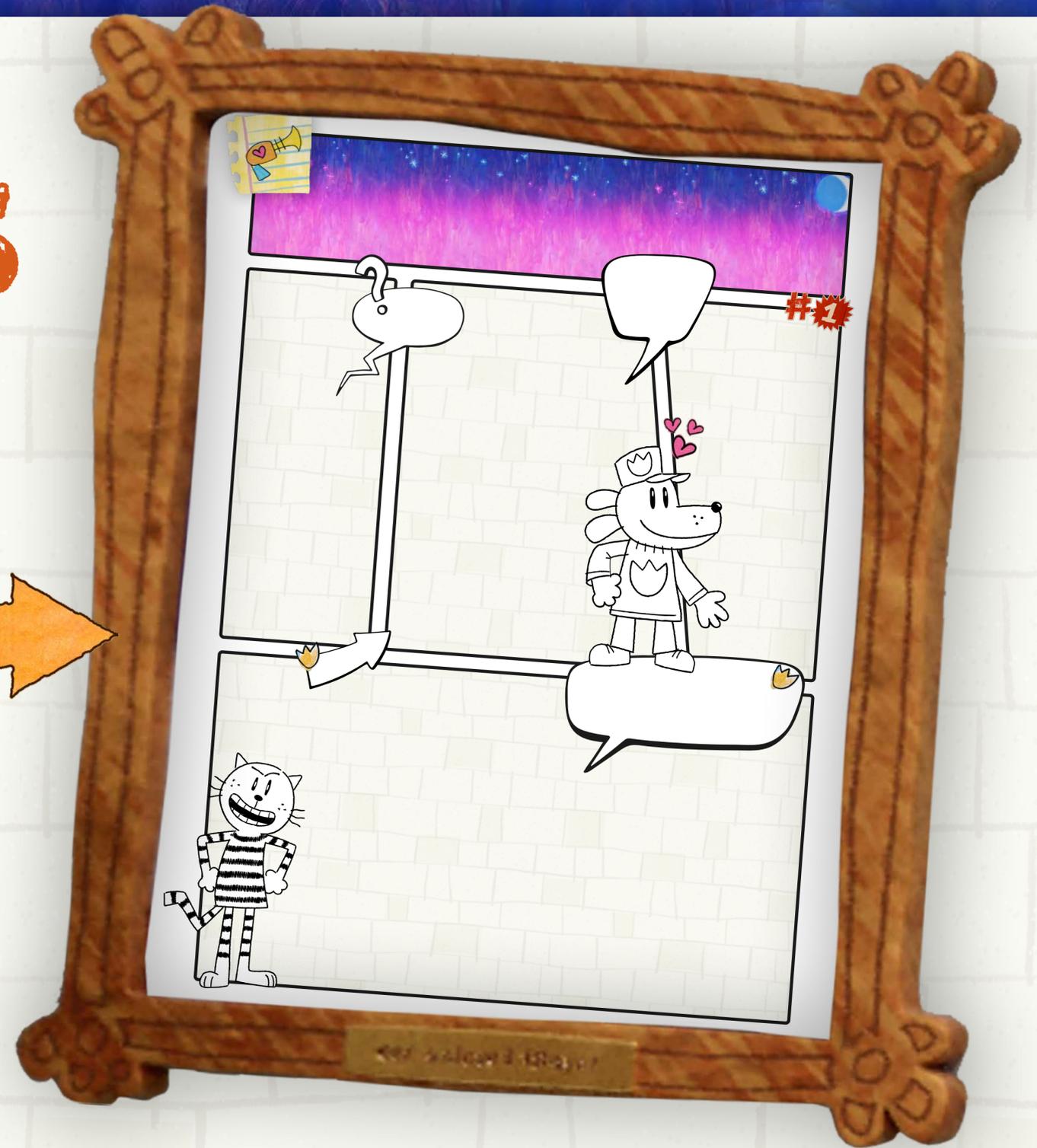
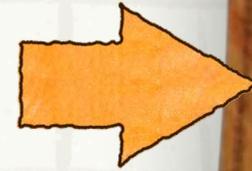
This lesson will focus on the features needed for a comic. Looking at dialogue (types of dialogue), images, speech bubbles, flow, structure, onomatopoeia. As a class try to fill in the blanks to highlight how the dialogue is used in cartoons/on comics. Watch the trailer and take note of the dialogue used – how would this look on a comic? Pay attention to how the words are written. Are any words different colors? Written with thicker or thinner lines? How would that sound? How about the silence when no one is speaking? Is there any narration or description (words in boxes, but not spoken)? How is that important to how the story unfolds? Use the word bank to identify what features of the comic.



# STORYTELLINGS HEROES

**What can you do to make  
this GRRReat?**

- 👉 Check over your plans and see if there's any dialogue you'd like to add.
- 👉 Today you will start work on your Storytelling Hero comic strip.



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Do you want to add any extra dialogue into your plan? Are there any bits of your plan you want to change? Storytelling Heroes always work hard to make sure their comics have all the features. Children provided with comic sheets to start the draft of their comic with the aim they will have it populated (no colouring in yet) this lesson. They should only sketch on the comic during this lesson as this is still a plan and not their final version.



**RUFF RUFF, YOU'RE THE BEST.  
BUT COULD YOU BE BETTER?**



**Tell your partner what you will change or edit in the next lesson when you start on your final comic.**

**Some questions to think about:**

-  Will you add more colour?
-  Will you add more speech?
-  Do you have enough punctuation?
-  Is your SPaG all correct?



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Tell your partner what you will change/edit in the next lesson when you start work on your FINAL comic? Will you add colour? Will you add more dialogue? Will you change any of the text? Will you change any of the dialogue?

# DOG-ALOGUE

- 🐾 Watch the video.
- 🐾 Can you recreate the dialogue like you see in the film? What materials would you need.
- 🐾 Think about what purpose the different materials have e.g. using charcoal could create dark/spooky.



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**THIS IS AN EXTENSION ART LESSON:**

Children to choose one of the dialogues from the film and choose how to create it as a piece of art. This will focus on materials and children having the choice of which art material to use to create the desired effect. As an example, the dialogue below would most likely use marker pens. Presentation to demonstrate different dialogues from the film that could lend themselves to different materials e.g charcoal.

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# PERFECTING YOUR COMIC

Talk to your partner about what dialogue is and how does it make the comic better?

- Can you think of examples you've seen in comic books you've read?
- How can dialogue improve your comic strip and make you into a Storytelling Hero?

RUFF, RUFF

ZAP!

OOH!  
LOLLIPOPS

GRRRR!

WOW

BAM!



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This lesson will look at the features needed for a comic. If you did the previous art lesson attached to lesson 3 then you can build on this. Looking particularly at dialogue (types of dialogue, images, speech bubbles) and ensure children have these in their final versions. It will provide a checklist for the children before they start their final comic.

# LET'S INVESTIGATE RUFF RUFF

👉 Do a learning walk around the classroom and look at your two legged friend's work.

👉 What have they done well, what do you like?

👉 Take a sticker/post-it to identify and celebrate hero work!



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All drafts to be displayed around the classroom and children to stick stickers/post-it notes onto the books they like and must have explanations as to why they like them e.g. good use of unexpected characters, good use of dialogue, clever story.

♥ RUFF RUFF, LET'S GET ON WITH THIS PAW-SOME JOB ♡



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Children given time to work on their final comic. They should be given pens (if school policy allows) and colouring in to enable the comic to look like a professional one. Two stars a wish (or similar assessment tool could be given to each child).



# DO YOU WANT TO BE A STORYTELLING HERO?



Look at your partner's work and talk about what you both need to finish before the end of the next lesson. #1



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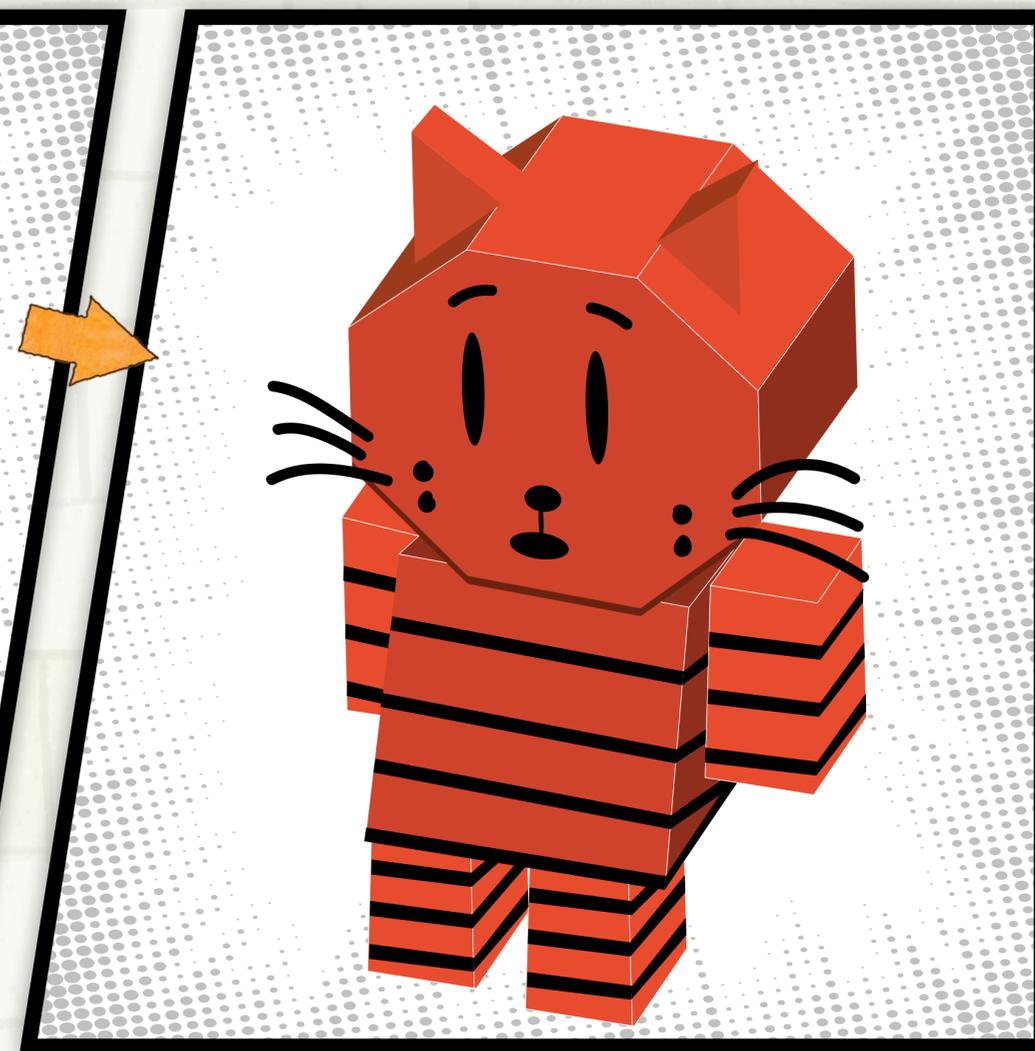
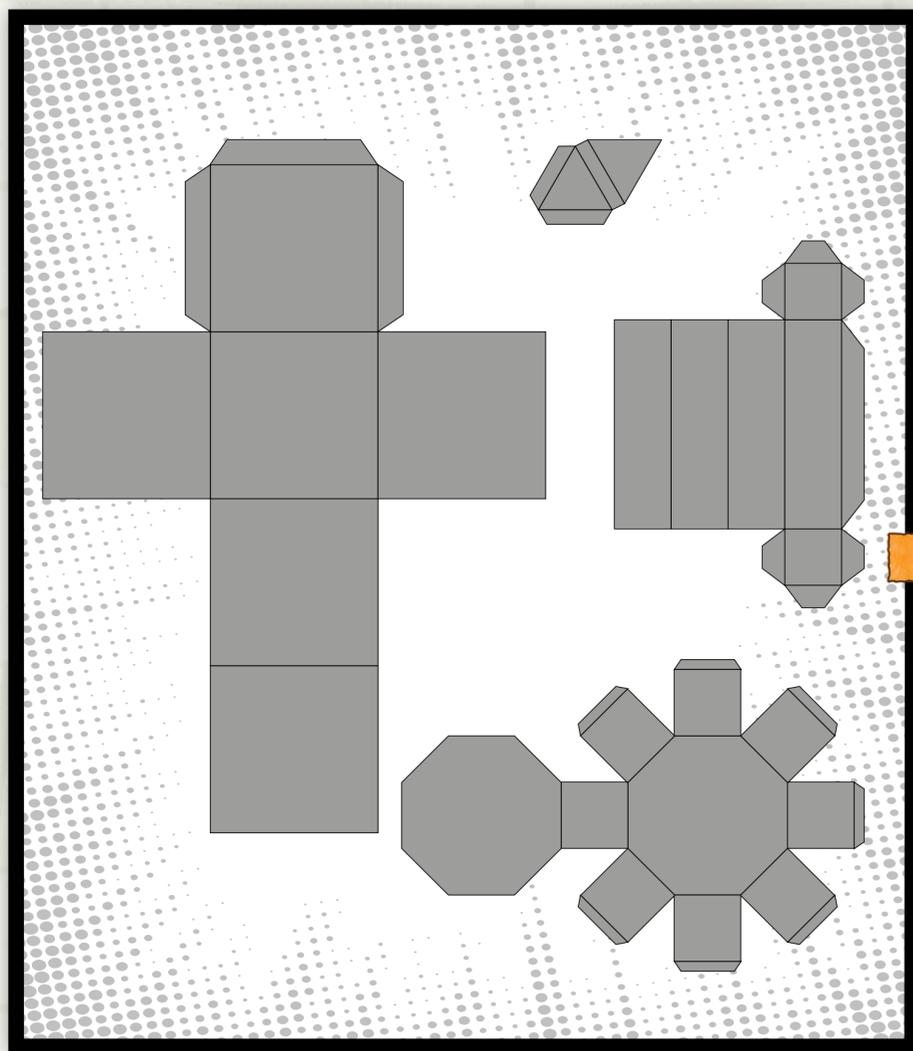


Children to talk to their partner about what they need to do in next lesson to finish. Can you suggest something to your partner that might help them in their final lesson and make sure they become a Storytelling Hero?



# PAW-SOME PETS

Let's use nets to make our own Dog Man characters. 



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**THIS IS AN EXTENSION DT/Maths/Art lesson:**

Children to create Dog Man figures using provided downloadable card and nets.

Children to cut out and create their own 3D models.

This work could be used and extended in a number of different ways – art, DT and maths. Depending on what your current scheme of work is - you could incorporate measurements/ratios.

If nets aren't suitable for your class, this could also work with junk modelling.

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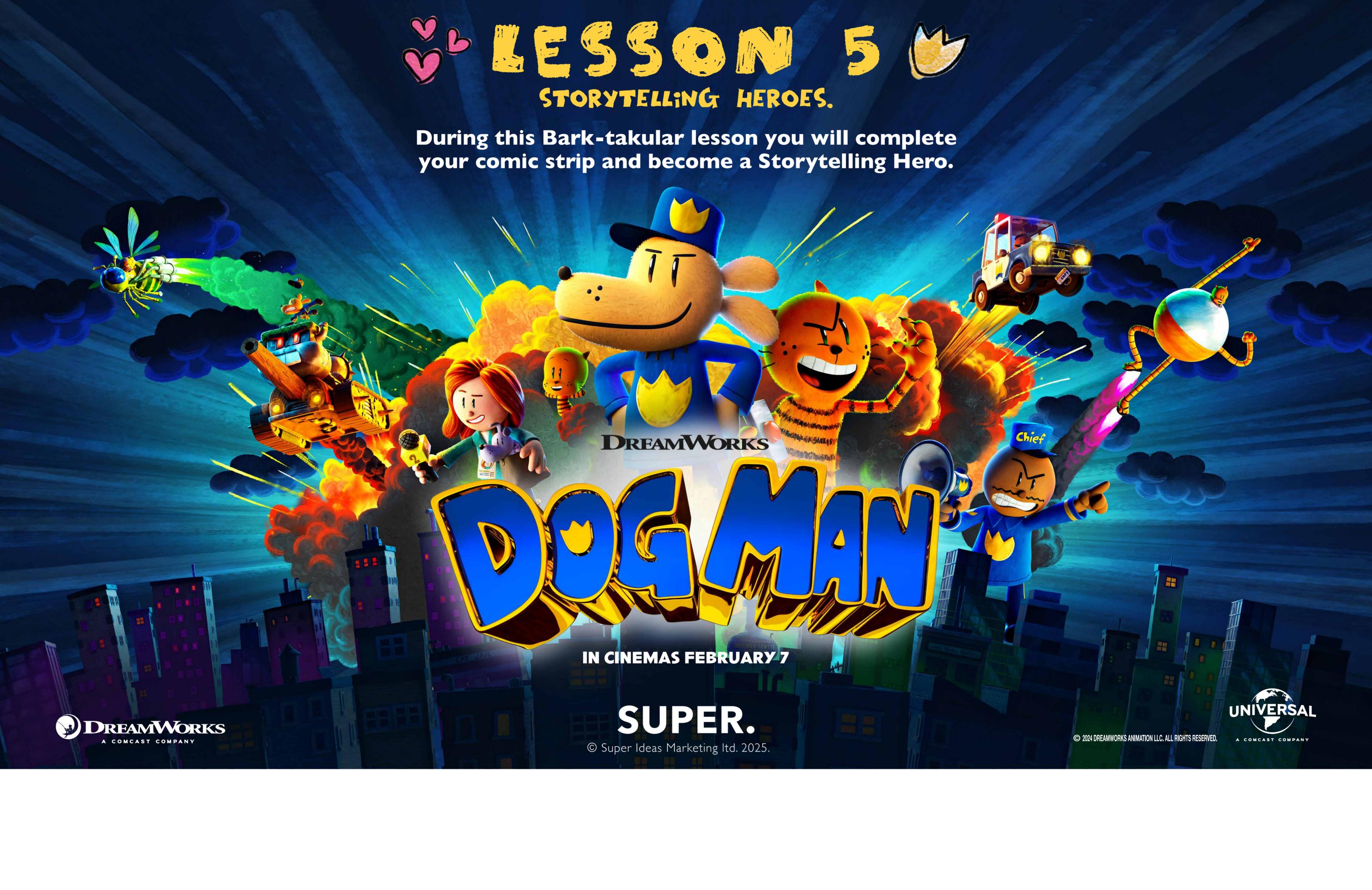
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♥♥♥ **LESSON 5** 🍌  
**STORYTELLING HEROES.**

During this Bark-takular lesson you will complete your comic strip and become a Storytelling Hero.



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# DOWNWARD DOG MAN

Let's do some yoga to start the lesson to allow us to focus.

Breathing throughout our yoga will aid our concentration and calm us – ready to become a storytelling hero. #1



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This lesson will give the children some time to finish off their comics and become a Storytelling Hero. They will be given their sticker after they have successfully completed their comic. As the lesson today requires a lot of focus, children to do a Dog Man yoga session to start. Teacher to lead Downward Dog Man, Petey the Cat Corba, Awesomeness Twist, Dog Man Warrior, and Dog Man Tree

# DOWNWARD DOG MAN!



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# IT'S TIME TO GET SERIOUS FOLKS

🌟 Take your time and finish off your comics.



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Children given time to finish off their comic.  
As children will finish at different times, the following extension can be done:

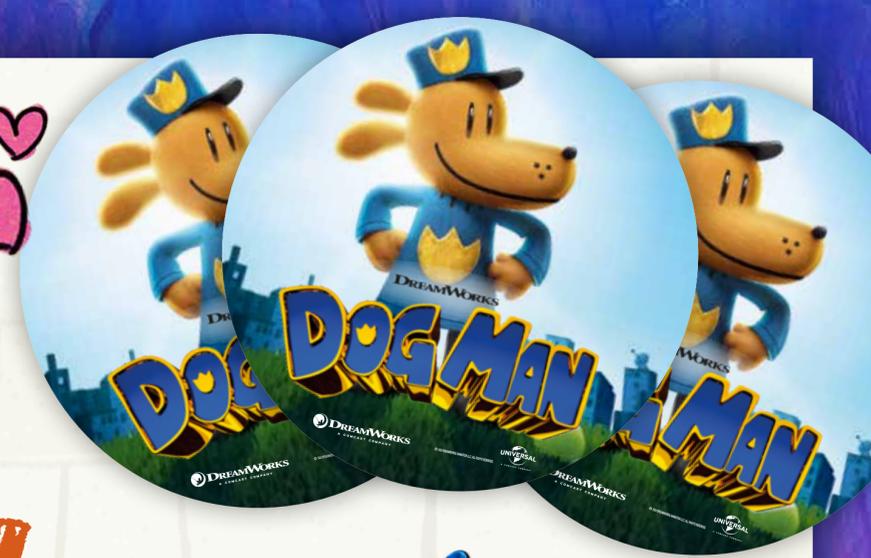
- Mark each other's work (but not on the final version!)
- Start to practise presenting it for assembly
- Film each other with their comics and share with other classes
- Act out some of the comics
- Use plasticine to create scenes from the comic
- Children to help create posters to accompany the classroom display

# YOU ARE A STORYTELLING HERO!

🐾 Congratulations, you are now a Storytelling Hero.

What are you proud of?  
What would you do differently next time?

Let's look at Dog Man's two stars and a wish for our comic strips...two dog bones and a pizza box!



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Children to receive I'm a Storytelling Hero sticker and reflect on their work. What are they proud of and what would they do differently next time? They can do their own two stars and a wish which will be branded as two dog bones and a pizza box.

# MOVE LIKE A DOG MAN

Let's listen to the song used in the Dog Man trailer (Harder, Better, Faster, Stronger) and create a dance that mirrors the kind of movement that Petey or Dog Man might do.



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Building on the yoga poses used within this lesson, PE lesson will look at using a range of movements within dance to create a dance performance. Link this into your current PE/scheme of work as this could be used in gymnastics, balance, dance or indeed you could use this as an opportunity to create a performance.

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