

Cadw Creators: Comic Art

Activity Resource for Sound in Comics

#cadwcreators



Brief: Create a comic strip that shows sounds inspired by a local heritage site.

This resource uses built heritage to inspire the use of onomatopoeia (sound words) through comic art. The activity supports learners to understand what onomatopoeia is, while developing oracy skills and exploring different materials.

Comic art is an incredibly accessible and versatile way of engaging learners, and works with a range of different learning styles. As an artform, it crosses many disciplines, using both visual imagery and language to tell stories and explore a wide range of subjects. This makes it ideal for cross-curricular work. For example, in this context, local history and geography can be explored through a combination of storytelling, story writing, visual arts and digital design.

The new Welsh Curriculum advocates the use of local resources for learning purposes, and the activities in this resource suggest ways of using the local built environment to inspire new creative work. This resource is designed to facilitate the Welsh Curriculum and Arts Awards.

How to use this resource

This resource is designed to be used as part of a project that explores the local built environment around your school, community or learning space. The activities are most productive for learning when used within our whole project framework, Cadw Creators: Comics Core Learning Resource, which provides best practice methods for engaging with and learning from the local built environment.

Other comic art resources are also available on the Cadw website. These are designed to be used alongside the sound in comics activities to enhance or extend the learning experience.

Prepare and Plan

- a. Use the *Cadw Creators: Comics Core Learning Resource* to familiarise yourself with the framework for exploring built heritage as a source of inspiration.
- b. Lead a session with your learners to select a site of interest.
- c. Present this brief on using sound in comics to your learners.

Understand the Brief

Introduce the idea of a sound word or **onomatopoeia** as a word that is describing sound and mimics a sound that is spoken.

As a group activity, think of as many onomatopoeias as possible. Learners could also look at onomatopoeias in comic art on the internet. Are there lots of different styles?

Now ask learners to draw lots of the different sound words they have gathered, using a range of different graphic styles.

The Creative Discipline

Introduce the concept of comic art to the learners. This is described in more detail in our framework: *Cadw Creators: Comics Core Learning Resource*.

Use the Cadw Comics (available to download from our website) to explore the comic art discipline and the work of contemporary artists from Wales. Many of these comics are in black and white, so can be coloured in by learners. These comics demonstrate some of the different ways that comic artists use heritage and the built environment to inspire their work.

Discuss these comics and their stories with the learners. Consider what sounds might be experienced in different frames.

Here are some suggested discussion questions:

- ⇒ What do you like about the comic?
- ⇒ Choose a few frames, imagine what sounds we might hear if we were there?
- ⇒ What sound words / onomatopoeia could be used to represent the sounds?
- ⇒ Could more parts of the story be told with sounds?

Now draw, colour in, and cut out some comic style sounds, for example **pow**, **whoosh**, **argh**, **shhhhh**, **grrrrr**, **whizz**, **ting**, **hiss**, **purr**, **yelp**, **yowl**, **eek**, **slurp**, **sob**, **fizzle**, **swoosh**, **snip**, **zoom**. Place these on the comic where the sounds might be heard.



Visit a site

Visit a local site of interest (this could be independent learning as part of a blended learning activity).

Explore or research the stories of the site or building using the activities suggested in our *Cadw Creators: Comics Core Learning Resource* to explore sound.

Think particularly about the sound the building might make, or what the building might have heard through history, but also encourage learners to collect visual material. Learners can keep a research file or sketch book of their activities, images, sketches, and so on – this is the learner’s **source material**.

The *Cadw Creators: Arts Award Explore* and *CADW Creators: Arts Award Discover* sketchbooks are a helpful resource to help collect source material on a visit to a heritage site.

Referring to the source material collected, invite learners to choose a short story that they would like to explore for themselves. It’s not necessary for all of the group to focus on the same story or idea. Inviting learners to follow their own personal interest supports self-led learning, and by sharing ideas with peers, widens everyone’s learning experience.



Create and make

Once you've returned from your visit, invite learners to draw a simple three or four frame comic of things that have happened at the site, that will illustrate the sounds of the site. Discuss the wide range of sounds with the group and think of suitable onomatopoeias to represent them.

Learners could consider:

- ⇒ The sound of materials being prepared for building.
- ⇒ The natural environment around the site (trees, birds, rivers).
- ⇒ Animals linked to the building.
- ⇒ Animals or beings that are represented in the building's architecture (at a church for example).
- ⇒ A conflict or battle associated with the building.
- ⇒ The sound of doors opening or windows smashing.
- ⇒ The sound of music, singing or a celebration.
- ⇒ The sound of an archaeological dig.
- ⇒ The sounds of a protest or riot.
- ⇒ Sounds associated with happiness and tranquillity.

Now add the onomatopoeias in a comic art style to the drawn comic strip.

Digital Competency

Here are some suggestions to help embed digital competency into the project.

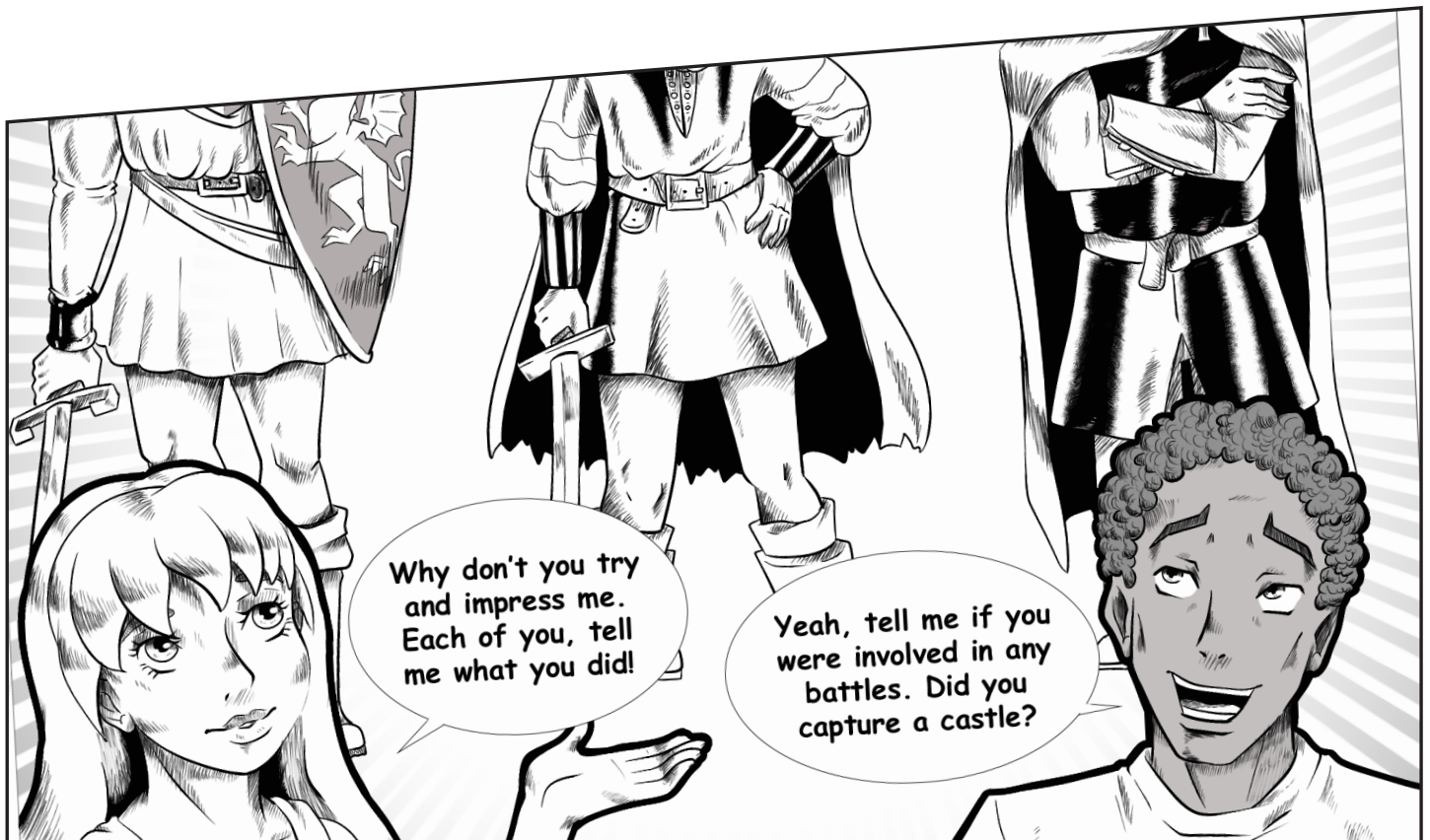
- ⇒ Use reliable digital sources for research into the place of investigation.
- ⇒ Use digital tools to type out the sound words, and graphic tools to design them.
- ⇒ Create a mini website to chart the research process of the whole project, and to showcase the completed comic art. Share this with friends, family and the community.
- ⇒ Use social media to share the process of the project at the end of each lesson, as well as any completed work. Remember to tag local heritage organisations, comic artists or illustrators to seek comments on the creative work.
- ⇒ Use a tablet to make sound recordings, which can then be shared and explored through literacy back at school.



Reflect and Refine

Reflection is an important part of learning, and artists and creative practitioners often reflect on and refine their work many times before they feel it is complete. Reflecting on work also reinforces the learning.

- ⇒ Here are some ideas to help with this part of the artistic process:
- ⇒ Invite learners to comment on their own work, explaining what they like about it, what they are proud of, what they might do differently next time.
- ⇒ Play games to revisit the learning:
 - ☁ **Sound, or not sound?** Provide a list of words made up of some that are onomatopoeic and some that are not. Ask the learners to call out the words that are not representing sound.
 - ☁ **Find the sound word.** Play recorded sounds to the group, ask them to identify which sound word could be used to describe what is heard?



Share and Celebrate

Both the Welsh Curriculum and Arts Awards advocate community involvement in learning. Part of this is sharing and celebrating creativity with the community.

The creative work that the learners have developed is their, very valued, interpretation of the building or place that they have visited. Sharing work publicly adds an element of authentic purpose to its creation and can improve the quality of what learners produce.

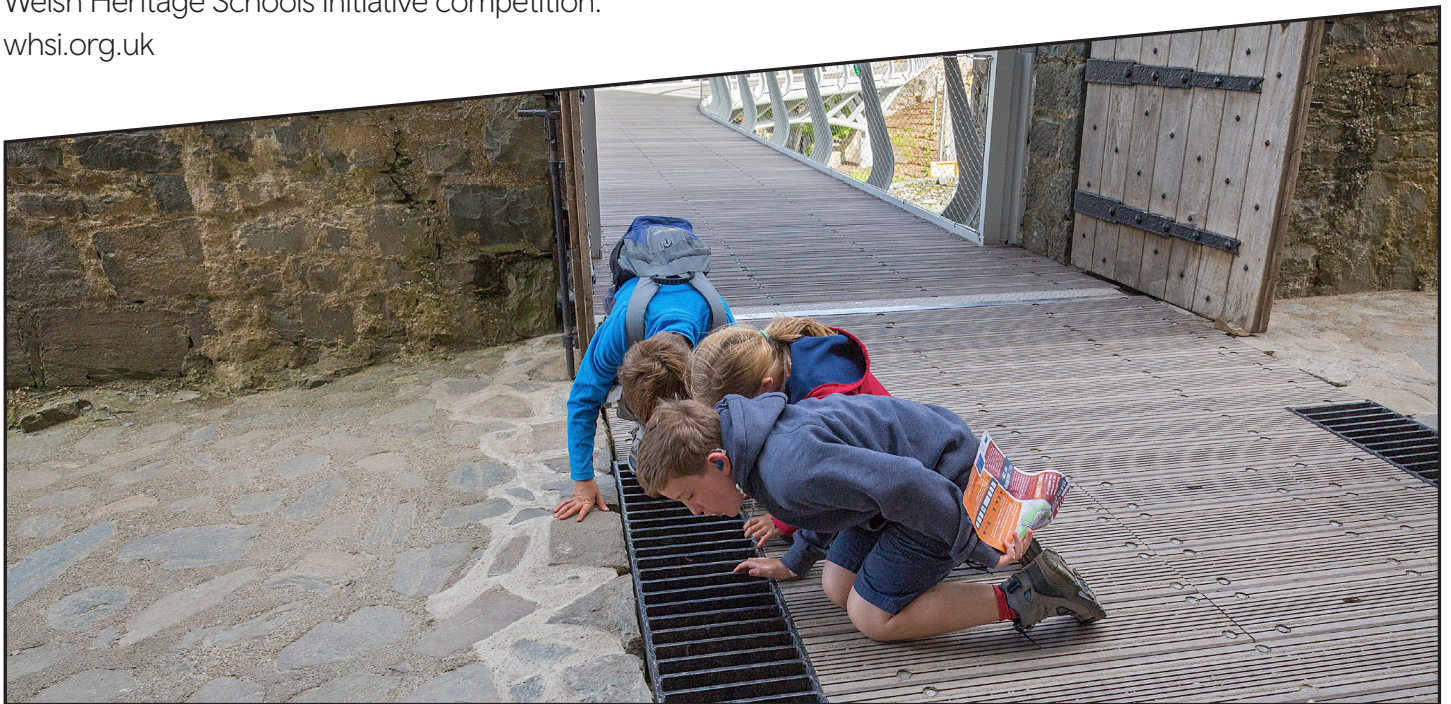
Cadw welcomes the opportunity for all members of our community to share their interpretations and artworks that are created in response to built heritage. Share work with us on social media using the tag @cadwwales and hashtag #cadwcreators.

Some Cadw sites may be keen to display work by young people as part of their exhibition programme. Contact your local sites to ask.

You could also approach local museums, galleries, libraries or even shops to see if they would consider displaying your learners' artwork to the wider community.

Welsh Heritage Schools Initiative competition.

whsi.org.uk



Further learning for everyone

Further educational resources, digital tours, 15 minute heritage films and ideas for learning projects, including a whole host of comics and comic art activities, are available on our website:
Cadw.gov.wales/learn

Find a place to visit

Cadw.gov.wales/visit

Cof Cymru

National Historic Assets of Wales.

cadw.gov.wales/advice-support/cof-cymru

Royal Commission on the Ancient and Historical
Monuments of Wales

List of historic place names in Wales

rcahmw.gov.uk/discover/list-of-historic-place-names

Coflein - The online catalogue of archaeology, buildings,
industrial and maritime heritage in Wales

Coflein.gov.uk

Archwilio

The Historic Environment Records of Wales

Archwilio.org.uk

Find learning resources from Cadw and many other arts,
heritage and cultural organisations on Hwb

Hwb.cymru

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