STUDIO FIELDNOTES / MODERN & CONTEMPORARY BLACK ARTISTS / K–2

# Drawing a Fictional Society | Toyin Ojih Odutola

Teacher guide · K–2 · 45–55 minutes × 2–4 sessions

## Essential question

What makes a fictional character's world believable?

## Why this investigation matters

Avoid treating invented narratives as documentary biography

## The finished work

Illustrated portrait with a world-building field note

## Methods and material suggestions

layered marks, narrative portrait, invented world; choose materials suitable for your space: drawing and collage materials, paper, water-based media, or clean reclaimed objects as appropriate.

## Learning targets

Students will: analyze a relevant visual or disciplinary source; experiment with layered marks, narrative portrait, invented world; create an original response; give and use evidence-based feedback; and explain one artistic choice.

## Teaching progression

### 01 / Engage

Show the inquiry question: What makes a fictional character's world believable? Invite a noticing, a wonder, and an initial interpretation.

### 02 / Investigate

Study at least two credited examples associated with Toyin Ojih Odutola. Avoid treating invented narratives as documentary biography Students annotate the evidence that supports their thinking.

### 03 / Skill Studio

Demonstrate layered marks, narrative portrait with a short material experiment. Students test the technique and record what changes.

### 04 / Generate

Produce at least two distinct visual approaches to the challenge. Compare how each communicates the idea.

### 05 / Plan

Choose an approach, identify materials and sketch a sequence of actions. Name one foreseeable difficulty.

### 06 / Produce

Create the original artwork or design: Illustrated portrait with a world-building field note. Photograph or annotate work in progress.

**07 / Critique**

Use evidence-based peer feedback: one element that communicates, one question, one suggested next move.

**08 / Revise**

Make one visible revision in response to critique or new evidence. Record before-and-after choices.

**09 / Present**

Display or share the result with a student-authored explanation and credits for research sources.

**10 / Reflect**

Return to the inquiry question and explain what the work now communicates, what changed and what could improve next time.

## Standards and adaptation

NCAS Visual Arts Creating, Responding and Connecting (anchor-level alignment); match grade-specific performance standards before instruction.

Students study the artist as a source of artistic inquiry and make an original response rather than a copy.

## Differentiation and access

Offer visual exemplars, tactile or large-print materials, verbal/audio explanations, partner brainstorming, alternate motor tools, and choice in subject matter. Model a single technique, then invite students to make two choices and describe one with words, drawing, or speech.

## Teacher checks

Before: Ask students to answer: What makes a fictional character's world believable? Record a drawing, annotation or discussion response.

During: Look for purposeful use of layered marks and a clear link between research evidence and design choices. Ask students to explain an alternative.

After: Compare first plan and revised result; collect a student statement naming one choice, one change, and the evidence that motivated it.

## Source and representation care

Research original works using the cited museum or artist resources. Do not imply the supplied editorial cover graphic depicts the artist or their copyrighted artwork. Credit creators and seek permissions for reproductions. No student should have to disclose private identity or family history.