

# Analysing Character Through Art: A Quick Guide for Teachers

This assessment invites students to explore character and identity through creative visual representation and literary analysis. Selecting one character from any long-form text (eg. a novel, play, or film), students will create two metaphorical artworks to portray the character's development. They will then support their ideas through written analysis and commentary. Finally, they will conclude with an individual oral conference to reflect on their learning.

## Resources in this Assessment

- 1. Task Sheet & Rubric:** Overview of expectations, assessment details, and grading criteria
- 2 & 3. Artistic Character Representation- Planning Sheet:** Planning sheet to help students plan the details of their art and identify key points for analysis; available in both digital and print formats
- 4. Oral Reflection Q&A (for teachers):** A list of reflection questions for teachers to use during individual conferences
- 5. Model Character Representation & Response:** A completed example of the assessment based on Simba from *The Lion King*, including sample artworks and written responses

## Recommended Teaching Process

### ➡ Step 1: Introduce the Task

- Review the task sheet and rubric (**Resource 1**) together to clarify expectations.
- Introduce key vocabulary related to color, symbolism and character traits.
- Explore common symbols and colors (reference lists are linked in the planning sheet)
- Facilitate prior discussions and/or close reading activities to ensure students are familiar with the text's main characters and their development.

### ➡ Step 2: Planning

- Students select their character and begin planning their two artworks.
- They brainstorm and write down what materials they might need to find/create.
- Students may research color symbolism, animal imagery, and relevant design elements to support the planning of their artworks.
- It is strongly recommended to review the model artworks on *The Lion King*, and closely read the written responses and analysis (**Resource 5**). This will help students get a better sense of how to approach the task.

### ➡ Step 3: Creating the Artworks

- Students should ideally be given class time to work on their artworks.
- As they work, teachers should encourage them to reflect on the choices they are making, by asking questions about the materials, symbols, and colors they are using.
- Once both artworks have been created, students will write their analytical responses to the questions in **Resource 1**.

### ➡ Step 4: Individual Oral Reflection (Q&A)

- Students will participate in a short individual conference with their teacher, responding to 3–4 questions selected from the “Oral Reflection Q&A” list (**Resource 4**).
- This conference serves as the speaking component of this assessment and is used to evaluate students' verbal and non-verbal communication skills.
- Alternatively, students may choose four questions from the list and respond to them in a recorded video or audio reflection.