

Storyboarding

(Workshop)

1950-1975 was a time of intense social change in the United States. Martin Luther King Jr.'s Million Man March galvanized the Civil Rights movement, creating a lasting legacy and American won the race to moon. In this workshop, students choose one of many topics from this time period to re-tell using storyboarding, an important part of the animation pipeline. The animation story artist determines what the camera sees and how each scene is acted out. Students learn storyboard vocabulary and shorthand, labeling and screen design.

Objective: To learn how to translate events into a compelling visual story.

Number of students: 20

Grades: 5 (This example is for 5th grade but can be adapted to any grade.)

Primary Art Form: Animation

Duration: 3 hours a day for 3 days

Visual Arts Standards:

Creating:

VA5.CR.1

Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.

- a. Utilize multiple approaches to plan works of art, incorporating imaginative ideas, universal themes, and symbolic images.
- b. Apply available resources, tools, and technologies to investigate personal ideas through the process of making works of art.

VA5.CR.2

Create works of art based on selected themes.

- a. Create original works of art that communicate values, opinions, and feelings
- b. Create works of art emphasizing multiple elements of art and/or principles of design
- d. Create works of art inspired by historical, contemporary, and/or social events

Social Studies Standard:

SS5H6 Describe the importance of key people, events, and developments between 1950-1970.

- b. Explain the key events and people of the Civil Rights movement: Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr.
- d. Discuss the significance of the technologies of television and space exploration

Materials:

- pencils
- Erasers
- Storyboard templates
- Index cards
- Or digital equivalents such as iPads with iPad pencils

Procedures:

1. Students will watch a collection of news clips showcasing major events that the students have learned about as well as select animation clips, highlighting the differences in presentation. If you were to imagine this event as animation, what would that look like? How would it be different?
2. Students are shown example of storyboards. Have the students discuss the difference between how the news is made vs. how we construct stories for animation. The news reporter has to curate and edit events to convey the story as accurately as possible. As a storyboard artist, you can select parts of a story to tell or focus on an aspect of an event. Prompt the students by asking them: how has news reporting changed since these events? Is it faster? What advances in technology changed how we get the news? How does that affect reporting? If you were telling one of these stories how would you do it and where would you want it to be seen? Encourage the students to focus on a specific section of their chosen topic—the equivalent of few seconds, instead of the whole story.
3. Students make a list of key points of their chosen event.
4. Students are given index cards to begin. Index cards allow the story artist to rearrange the shot order quickly.

Opening

- Icebreaker: name, favorite animation, what is storyboarding?
- News clips and animation clips
- Students choose their topic if they have not already done so. (The topic could also be pre-assigned.)

Class 1:

Showing vs. Telling: Visual Storytelling

News clips and examples of storyboards are presented to students. Teacher uses the example storyboards to demonstrate how stories are turned into storyboards, storyboards vocabulary, labeling, and camera terms.

After discussing the difference between reporting vs. creating, students are prompted with the following questions and begin making their key frame list.

- How do you imagine this event looking?
- How are storyboards different from comics?
- How were these events presented at the time?
- Were they storyboarded? (No) How do you want to draw them to engage your audience?

Review of storyboard symbols and labeling, students begin working.

Class 2: Workday

Students continue working on their boards. Instructor and assistant assist as necessary.

At the end of class, students should have a draft to present for critique. At critique each student presents their boards to the class. Is the story readable? Do the shots make sense and have visual continuity? Can the audience see what's happening or do they need words?

Class 3: Final draft and Presentation

Students complete their boards and present them at the end of class. Each student is expected to walk the class through their boards and answer questions.

Student Success:

The storyboard is readable as the event it portrays.

Student uses storyboard symbols and vocabulary when discussing their visual choices.