#9428
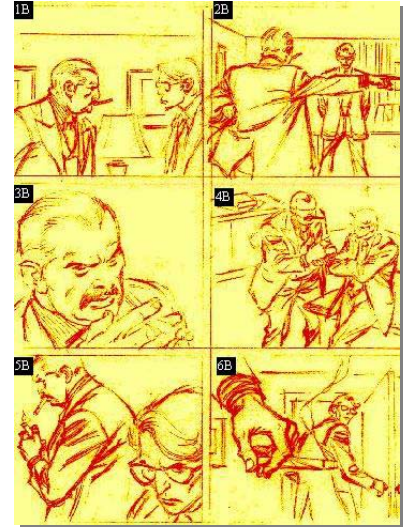# STORYBOARDING

NIMCO, INC.
1999
Grade Levels: 10-13+
30 minutes

DESCRIPTION

Artist Jon Knowles discusses the difference between storyboarding and sequential art while he shows how he made a television commercial. He combines traditional art with the latest 3-D computer software as he explains his creative process

ACADEMIC STANDARDS

Subject Area: Art Connections

- Standard: Understands connections among the various art forms and other disciplines

  - Benchmark: Understands how elements, materials, technologies, artistic processes (e.g., imagination, craftsmanship), and organizational
    principles (e.g., unity and variety, repetition and contrast) are used in similar and distinctive ways in the various art forms

INSTRUCTIONAL GOALS

1. To define the purpose of storyboarding.
2. To define what skills are necessary to storyboard.
3. To clarify the difference between *storyboarding* and *sequential art*.
4. To illustrate how to use a storyboard to complete an animation project.

VOCABULARY

1. art direction
2. breakdown
3. dialogue
4. direction
5. sequential art
6. storyboards
7. 3-D-generated
8. timing

BEFORE SHOWING

1. Explain that storyboarding is like sequential art: the end result looks like a comic book of your production (without the speech bubbles).
2. *Storyboarding* is an expression of everything that will be contained in your production. Skeptics question the value of this time-consuming task. Have students make notes during viewing as to reasons while Jon Knowles felt time for planning was important in the creative process.

AFTER SHOWING

Discussion Items and Questions

1. What is the purpose of storyboards?

2. What skills are required when preparing a storyboard?
3. What information is included in a storyboard?
4. What are the differences between storyboarding and sequential art?
5. What computer programs can be utilized to produce storyboards?

Applications and Activities

1. As a class project, have the students write and produce a simple public service announcement (PSA) on the topic of their choice. Assign students in the following roles:
   a. Concept and Storyboarding Team
   b. Director
   c. Cameraman
   d. Actors
   Once the project is complete, share the PSA with the school and community.
2. Discuss how multimedia-authoring tools such as "Hypercard" and "Macromedia Director" have already made an impact in storyboarding for more traditional media such as film and commercial production. Show these tools to the class.
3. Discuss the history of sequential art from cave painting to comic books. Assign students to research visual storytelling, including comic book art form.

RELATED RESOURCES

Captioned Media Program

- 3D Animation and Computer Graphics #8592
- Animation in the Classroom #3435

World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **STORYBOARDING: JUST THE BASICS**
http://www.storycenter.org/memvoice/pages/tutorial_3.html

Includes a "recipe" for making a storyboard. Also includes a storyboard template.

- **STORYBOARDING/ANIMATION**
http://pblmm.k12.ca.us/TechHelp/Storyboarding.html

Great resource with a step-by-step guide for developing a storyboard.

- **KODAK**
http://www.kodak.com

Contains many learning resources, including preparation and development of multimedia presentations and storyboarding multimedia projects.