Digital Visual Narrative Project

You will create a visual narrative (4 pages that juxtaposes images and text) from a song lyric or piece of poetry using Adobe Photoshop and/or Corel Draw.

A visual narrative is a story supported by images of some kind. You will not be allowed to produce cartoons for this project.

**STEP ONE:** CHOOSE a piece of poetry or lyric on which to base your visual narrative on. Whatever your choice - ensure that the words conjure up images which are exciting to you - and that the overall piece is not lengthy. All images for your narrative must be generated by yourself - either through a photograph that you have taken or a digital work that you have produced.

**STEP TWO:** STORYBOARD out your narrative (including words with conceptual sketches) before taking photos for creating your images and/or manipulating them digitally in Adobe Photoshop. **NOTE:** All images must be self generated or self taken.

The four images should flow together accordingly to your chosen lyric/poetry.

**STEP THREE:** ADD your photographic manipulated images to the K Drive: Mr.Arnett/AVI4M/your name_1.jpg, your name_2.jpg, your name_3.jpg, your name_4.jpg

**STEP FOUR:** Answer the following questions using the elements and principles of design and hand them in with your completed project for evaluation.

1. What part of your finished project did you find most successful and why?
2. What part of your finished project did you find least successful and why?
3. If you had to do this project, what part would you change or improve on and why?
<table>
<thead>
<tr>
<th>Achievement/ Criteria</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thinking/ Inquiry</strong></td>
<td>Work does not meet assignments expectations for this category. Incomplete.</td>
<td>Student depicts digital narrative with connections between imagery and chosen text with limited effectiveness. 0.25</td>
<td>Student depicts digital narrative with connections between imagery and chosen text with some effectiveness. 0.50</td>
<td>Student depicts digital narrative with connections between imagery and chosen text with considerable effectiveness. 0.75</td>
<td>Student depicts digital narrative with connections between imagery and chosen text with a high degree of effectiveness.</td>
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<tr>
<td><strong>Knowledge/ Understanding</strong></td>
<td>Work does not meet assignments expectations for this category. Incomplete.</td>
<td>Limited demonstration of understanding the design process. 0.25</td>
<td>Some demonstration of understanding the design process. 0.50</td>
<td>Considerable demonstration of understanding the design process. 0.75</td>
<td>Superior demonstration of understanding the design process. 1</td>
</tr>
<tr>
<td><strong>Application/ Creation</strong></td>
<td>Work does not meet assignments expectations for this category of assessment. Incomplete.</td>
<td>Limited demonstration of the design and creation processes and following procedures; Transfers concepts, skills, and procedures to image(s) with limited effectiveness. 0.5</td>
<td>Some demonstration of the design and creation processes and following procedures; Transfers concepts, skills, and procedures to image(s) with moderate effectiveness. 6-6.5</td>
<td>Considerable demonstration of the design and creation processes and following procedures; Transfers concepts, skills, and procedures to image(s) with considerable effectiveness. 7-7.5</td>
<td>Superior demonstration of the design and creation processes and following procedures; Transfers concepts, skills, and procedures to image(s) with a high degree of effectiveness. 8-10</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Work does not meet assignments expectations for this category of assessment. Incomplete.</td>
<td>Work demonstrates a nonexistent flow between visual narrative and use of text. Poor degree of clarity in flow of visual narrative. 0.25-0.50</td>
<td>Work demonstrates a typical flow between visual narrative and use of text. Some degree of clarity in flow of visual narrative. 0.50-1.0</td>
<td>Work demonstrates a schematic flow between visual narrative and use of text. Considerable degree of clarity in flow of visual narrative. 1.0-1.75</td>
<td>Work demonstrates an exceptional flow between visual narrative and use of text. High degree of clarity in flow of visual narrative. 2</td>
</tr>
</tbody>
</table>

A1. The Creative Process: apply the creative process to create a variety of artworks, individually and/or collaboratively;

A1.1 use various strategies, individually and/or collaboratively, with increasing skill to generate, explore, and elaborate on original ideas and to develop, reflect on, and revise detailed plans for the creation of art works that address a variety of creative challenges (e.g., extend their skills in using brainstorming, concept webs, mind maps, and/or groups discussions to formulate original and innovative ideas for an art work on a social or personal theme; use critical research skills to explore and elaborate on ideas; demonstrate fluency in formulating clear and detailed plans; demonstrate flexibility in revising their plans on the basis of reflection)

A1.2 apply, with increasing fluency and flexibility, the appropriate stages of the creative process to produce two- and three-dimensional art works using a variety of traditional and contemporary media (e.g., extend their skills in working with a range of media; demonstrate flexibility in revising plans in response to problems encountered during other stages of the creative process; reflect on the effectiveness of preliminary versions of their work, and revise the work on the basis of reflection and self-assessment)

A1.3 document their use of each stage of the creative process, and provide evidence of critical inquiry, in a portfolio that includes a range of art works created for a variety of purposes (e.g., ensure that their portfolio includes the following: evidence of critical inquiry associated with idea generation and elaboration; evidence of research on how different artists approach specific themes and/or use particular techniques that can be adapted in their own work; preliminary and final works to show evidence of thoughtful revision), and review and reflect on the contents of their portfolio to determine how effectively they have used the creative process

A2. The Elements and Principles of Design: apply the elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;

A2.1 apply the elements and principles of design with increasing skill and creativity to produce two- and three-dimensional art works that express personal feelings and communicate specific emotions (e.g., extend their skills in combining various elements and principles to convey a sense of fear, happiness, hopefulness, despair)

A2.2 apply the elements and principles of design as well as a wide range of art-making conventions with increasing skill and creativity to produce art works that comment and/or communicate a clear point of view on a variety of issues (e.g., extend their skills by manipulating elements and principles and using conventions in creative ways to produce an art work that conveys the point of view of a teenager living on the street or that comments on a current event or social issue)

A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.

A3.1 use with increasing skill a wide variety of media, including alternative media, and current technologies to create two- and three-dimensional art works for a variety of purposes (e.g., extend their skills in the manipulation of a variety of media and technologies to create a sculpture for an outdoor space, a mixed-media work for display on the Internet, an installation
evoking their cultural heritage)

A3.2 use with increasing skill a wide variety of traditional and current materials, technologies, techniques, and tools to create original art works for a variety of purposes and audiences

B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;

B1.4 describe in detail and reflect on with increasing insight the qualities of their art works and the works of others, and evaluate the effectiveness of these works using a wide variety of criteria (e.g., provide an informed explanation of why a work of art is, or is not, successful with respect to its ability to communicate a message or emotion, its technical and aesthetic conventions, its form and stylistic qualities, its originality)

C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;

C1.1 extend their understanding of the elements and principles of design, and use terminology related to these elements and principles correctly and appropriately when creating or analysing a variety of art works (e.g., when analysing how artists’ manipulation of space, movement, form, and proportion affects meaning in an installation or an environmental work)

C1.2 explain in detail terminology related to a wide variety of techniques, materials, and tools (e.g., techniques and materials associated with installation art; additive and subtractive techniques, digital manipulation, impasto, optical colour mixing, pointillism), and use this terminology correctly and appropriately when creating, analysing, and/or presenting art works

C1.3 explain in detail the stages of the creative process and the critical analysis process, and explain, using appropriate terminology, how these processes contribute to the successful creation and analysis of art works

C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;

C2.1 extend their understanding of a wide variety of techniques that artists use to achieve a range of specific effects (e.g., techniques used to create a range of textures in an art work, to develop the connection and relationship between forms in a composition, to draw attention to specific parts of a work)

C2.2 extend their understanding of the variety of conventions used in visual art (e.g., allegory, appropriation, juxtaposition, synectics; conventions associated with formalism, objective and non-objective abstraction, propaganda, realism, social commentary), and explain in detail how they are used in a variety of art works

C3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts.

C3.2 demonstrate appropriate health and safety procedures and conscientious practices in the selection and use of various materials, techniques, tools, and technologies when producing or presenting art works (e.g., demonstrate safe practices when creating installations, assemblages, earthworks, constructions, multimedia projects; demonstrate appropriate protocols, deportment, and respect for others when working in a studio or visiting a presentation space)
<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Complete</th>
<th>Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step One: Copy Digital Narrative Template Folder</td>
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<tr>
<td>Step Two: Scan Artwork &amp; Name files accordingly</td>
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<tr>
<td>Step Three: Resize and Resample Scans</td>
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<tr>
<td>Step Four: Design Arrows</td>
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Digital Narrative Template

STEP ONE: COPY DIGITAL NARRATIVE TEMPLATE FOLDER: Log-on to the school network and find the following folder: (Start on the Desktop by clicking on My Computer icon: Then select: S:\\students\\Mr.Anette\\AVI4M\\Digital Narrative Template

STEP TWO: Right-mouse click on the Digital Narrative Template folder and select copy.

STEP THREE: Next locate your U: drive and in your U: drive space select paste.
You should now have a copy of the Digital Narrative Template on your U: drive to work with.

STEP FOUR: SCAN ARTWORK AND FILES ACCORDINGLY:
Locate the HP Precision Scan Icon on the Desktop of the computer.
Next double click on the Precision Scan Icon to launch the program.
If there is no icon the desktop try clicking on the green button of the scanner.

STEP FIVE: Before you scan TURN OFF the Auto-trace option on the scanner by selecting Settings - Preferences and UNCHECK the Auto-trace option and press ok.
STEP SIX: Also **before** you scan, select: **Settings - Page Settings** and change the **Resolution** to **Set Custom Resolution** to **72 DPI** and click **ok**.

STEP SEVEN: Next begin scanning each image one at a time.

STEP EIGHT: Make sure each image you scan and save to your **U: drive** follows the **exact** format below:

```
section1_1.jpg
section1_2.jpg
section1_3.jpg
section1_4.jpg
```

STEP NINE: Save your scanned image files as **.JPG format** and save them each individually to your **U: drive Portfolio Template** folder on the school network.
Digital Narrative Template

STEP TEN: RESIZE AND RESAMPLE SCANS: Next you must Resize your scanned work. Open the program Adobe Photoshop and then select **File** and **Open** and select your scanned images from your **U:drive Portfolio Template** folder.

STEP ELEVEN: Next select from the **top menu** select **Image** and then select **Image Size:**

*Change* the width of the graphic to approximately 400 pixels. The height should adjust itself.

*Also make sure the Resolution number is 72. If it is not change this number first.*

STEP TWELVE: Save the file again with the changes made.

STEP THIRTEEN: In Adobe Photoshop create the following buttons and **name** and **save** them accordingly, in your Portfolio Template folder.

Like your section buttons, your forward and back arrow graphics will be made of two graphics: an up graphic and down graphic when the person rolls over the button.