

Pathway: Storytelling Through Drawing

Pathway for Years 3 & 4

Disciplines:

Drawing, Sketchbooks

Key Concepts:

- That we can tell stories through drawing.
- That we can use text within our drawings to add meaning.
- That we can sequence drawings to help viewers respond to our story.
- That we can use line, shape, colour and composition to develop evocative and characterful imagery.

In this pathway children explore how we can create sequenced imagery to share and tell stories.

The pathway starts by introducing two artists: one an illustrator and the other a graphic novelist and author. Children use sketchbooks to gather ideas from the way the artists work.

There is then a choice of two projects: the first explores the creation of an accordion book – inspired by a piece of literature, exploring how we can use drawing in an illustrative or even fine art sense to tell stories.

In the other option children draw upon graphic novels and make a comic strip style telling of a piece of poetry.

Medium:

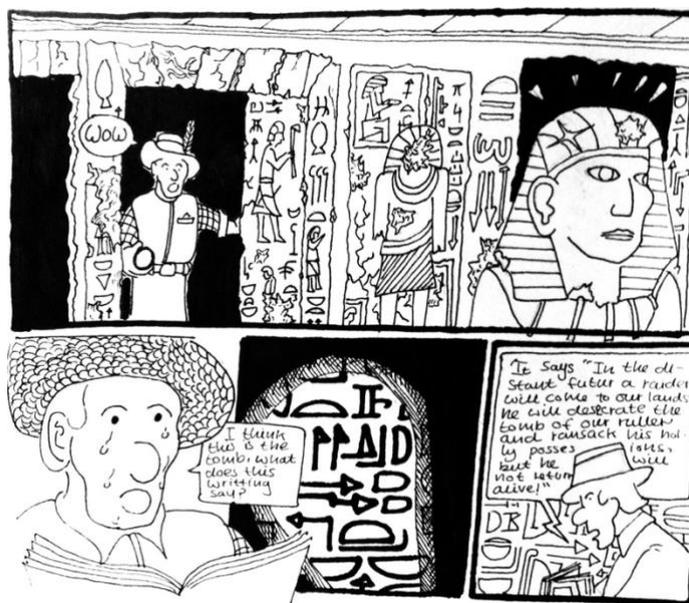
Drawing Materials, Paper

Artists: **Laura Carlin, Shaun Tan**

If you use this resource in your setting, please tag us on social media: #InspiredBy @accessart (facebook, twitter) @accessart.org.uk (instagram) and share the url. Thank you!



Based on 'A Day in Autumn' by RS Thomas (c) Ecolle Thomas. Art by Irma Richards.



AGES 5-8

AGES 9-11

Curriculum Links

English: Use *The Jabberwocky* by Lewis Carroll as inspiration for this pathway, or choose another story or graphic novel of your choice.

History: Create your own sequenced story inspired by an event in history ie from The Anglo Saxon, The Viking, Ancient Greeks, Ancient Egyptian or The Roman eras.

Science: Use language to support concepts around light and shadow, and how this can be explored on paper through drawing.

PSHE: Supports Collaboration, Peer Discussion.

I Can...

- I have explored the work of artists who tell stories through imagery.
- I can respond to the work of illustrators and/or graphic novelists, "reading" the visual images and sharing my thoughts.
- I can work in a sketchbook to record my ideas and thoughts generated by looking at other artists' work.
- I can use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose.
- I can use line, shape, and colour using a variety of materials to test my ideas.
- I can think about how I might use composition, sequencing, mark making and some text in my drawings.
- I can create a finished piece which contains sequenced images to describe a narrative.
- I can share my work with others and talk about my journey and outcome. I can listen to their

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Aims of the Pathway

This pathway aims to enable pupils to think about how they can create sequenced drawings to share or tell a story.

Week 1: Introduce

Laura Carlin & Shaun Tan



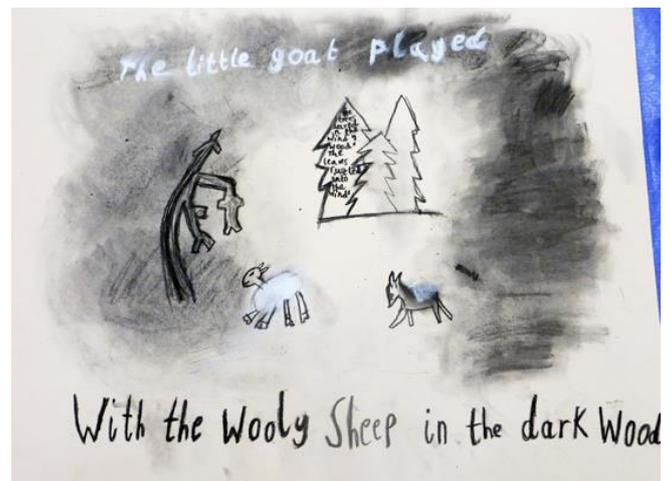
Use the "[Talking Points: Laura Carlin](#)" and "[Talking Points: Shaun Tan](#)" resources to introduce children to 2 artists that tell stories through imagery.

Laura uses writers' text to inspire her visuals, working as an illustrator, whilst Shaun Tan creates his illustrations for his own stories, in the genre of graphic novels.

Use the "[Making Visual Notes](#)" resource to students understand how they can use sketchbooks to gather ideas from the way other artists work, and store them for use later on.

Week 2: Warm Up

Drawing Stories



feedback and take it on board.

- I can appreciate the work of my classmates and think about similarities and differences between our work. I can share my feedback on their work.
- I can take a photograph of my work, thinking about lighting and focus.

Time

This pathway takes 6 weeks, with an hour per week. Shorten or lengthen the suggested pathway according to time and experience. Follow the stages in green for a shorter pathway or less complex journey.

Watch the "[How do Non-Specialist Teachers Teach Art](#)" video if you are a non-specialist teacher to understand how to model an open and exploratory approach.

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Materials

Soft B pencils, handwriting pen, coloured pencils, oil/chalk pastels, charcoal, graphite, ink, paints, A2 or A3 cartridge paper (cut & into folded accordion books).

Week 3, 4 & 5: Find your Focus

Option One: Concertina

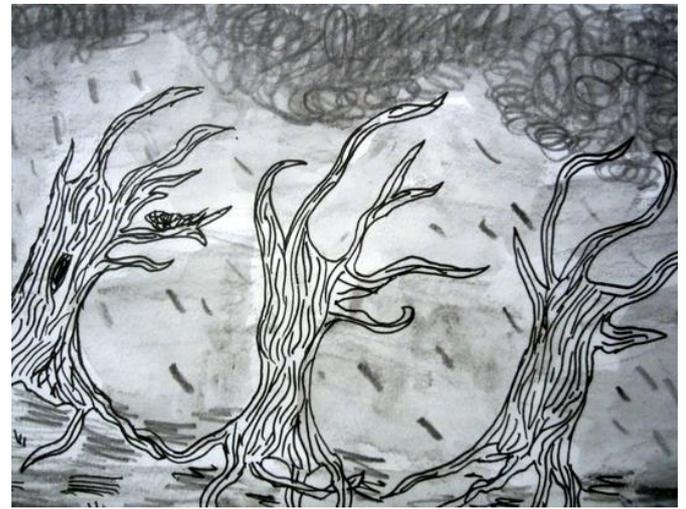
Set the scene for the half term by inviting children to "[Draw Stories](#)". Use toys, poetry and their own text to create richly illustrated narratives, contained within a single drawing.

Work in sketchbooks or on larger sheets of paper.

Choose your Project

Choose one of the following projects. Each one enables pupils to explore how they can build and share a story through a series of images.

Illustrating The Jabberwocky



Explore the "[Illustrating The Jabberwocky](#)" resource. You can adapt the teaching ideas in this resource to any text, book, or poetry you choose, but it works best with writing which is rich in evocative imagery.

The resource provides plenty of opportunity for children to explore different materials such as charcoal, graphite, ink or pastel.



Option
Two:
Poetry
Comic

Or...

Explore Manga



Use the "[Creating a Poetry Comic](#)" resource to enable children to explore how they might create a comic inspired by poetry.

Use sketchbooks to develop ideas. You may also like pupils to turn the comics into a [folded zine](#).

Week 6:
Share and
Reflect

Present, Talk, Celebrate



End the pathway by taking time to appreciate the developmental stages and the final outcomes in a clear space.

Pupils will display the work appropriately to fit with the chosen project including having open sketchbooks. Use the "[Crit in the Classroom](#)" resource to help you facilitate the session. Encourage children to reflect upon all stages of the journey, and reference the artists studied.

If available, children can use tablets or cameras to take photographs of the work.