

BA (Hons) Illustration (Year 1 only)

Summer Project

BRIEF SHEET
Project Title: Aspects of story telling <i>'In the beginning....'</i>
A puppet project set around the idea of introductions and story telling.

Part 1: Below is a list of first lines from famous/infamous novels. In this summer project you are asked to choose one of these lines as a starting point for your own narrative. You are asked to develop this narrative into a series of six to twelve scenes which will be performed as a *finger puppet* show for critique in the 1st week of term. You can make up to six characters to narrate your story, or perhaps one character who ages or transforms through the narrative.

Think about:

1. Atmosphere
2. Setting
3. Surprise
4. Humour
5. Pathos
6. Consequence

Other things:

1. You may want to create a sound track or record voices for your characters.
2. You may want to make collages, projections as scenery.
3. Remember let the first line of the text set the scene.

The scenery 45cm high 65 cm Wide

Finger puppets to fit your fingers

** As I walked through the wilderness of this world, I lighted on a certain place where was a Den, and I laid me down in that place to sleep: and, as I slept, I dreamed a dream.*

** Once on a dark winter's day, when the yellow fog hung so thick and heavy in the streets of London that the lamps were lighted and the shop windows blazed with gas as they do at night, an odd-looking little girl sat in a cab with her father and was driven rather slowly through the big thoroughfares.*

** We were in the study-hall when the headmaster entered, followed by a new boy not yet in school uniform and by the handyman carrying a large desk.*

** It's freezing - an extraordinary 0° fahrenheit - and it's snowing, and in the language that is no longer mine the snow is qanik - big almost weightless crystals falling in clumps and covering the ground with a layer of pulverized white frost.*

** A throng of bearded men, in sad-coloured garments and gray, steeple-crowned hats, intermixed with women, some wearing hoods, and others bareheaded, was assembled in front of a wooden edifice, the door of which was heavily timbered with oak, and studded with iron spikes.*

** Garp's mother, Jenny Fields, was arrested in Boston in 1942 for wounding a man in a movie theatre.*

** The story had held us, round the fire, sufficiently breathless, but except the obvious remark that it was gruesome, as, on Christmas Eve in an old house, a strange tale should essentially be, I remember no comment uttered till somebody happen to say that it was the only case he had met in which such a visitation had fallen on a child.*

** The idea of eternal return is a mysterious one, and Nietzsche has often perplexed other philosophers with it: to think that everything recurs as we once experienced it, and that the recurrence itself recurs ad infinitum! What does this mad myth signify?*

Part 2: In the first week you will be put into pairs and you will work with each other to produce you performance so all scenery and characters must

Assessment requirements:

1. A body of work, i.e. drawings, ideas, sketchbook exploring ways of working and content for your project
2. Puppets and scenery
3. Performance

1. Demonstrate a range of observational and imaginative skills

2. Demonstrate a clear understanding of visual language.

3. Engagement; including project management, planning and execution of ideas, studentship.

Aims: This module aims to:

1. Introduce and consolidate prior knowledge of techniques and skills.
2. Provide the student with opportunities to explore a range of different methods and processes for communicating ideas.
3. Introduce 'drawing' as a research methodology.
4. Expand students understanding and perceptions.
5. Provide students with opportunities to explore, identify, analyze, and apply a personal visual language in order to challenge the parameters of their subject specialism.

Learning Outcomes: On completion of this module, students will be able to:

1. Demonstrate an understanding and ability to use a range of skills across a range of formats and scenarios
2. Demonstrate an ability to use drawing as a research methodology
3. Demonstrate an understanding of key aspects of visual language
4. Use visual language to communicate appropriately and effectively across a range of situations