

ONLINE ART TEACHERS

A newsletter for teaching with & without access to home technology

Joining the Journey of Students, Parents, & Guardians: Storyboards and choice boards



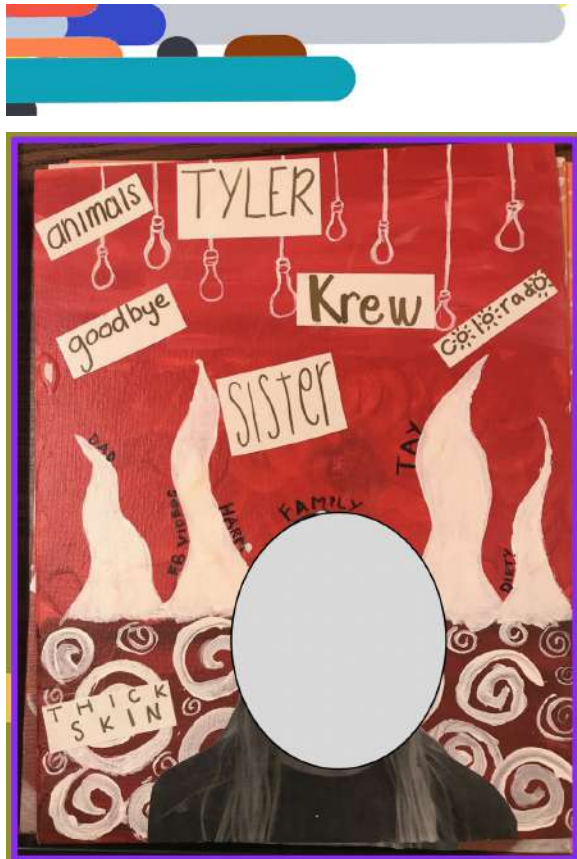
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#OATK12

Storyboards



We all have a story! And now, our stories are changing in ways we could have never imagined. We need to tell those stories. Storyboards have been the subject of my research for the last six years and I've led storyboard workshops all over the world to summer youth programs, K-12 students, university students, professional development for teachers, and at various conferences. Storyboards were also the topic of my dissertation and a book I am currently writing.

Storyboards give the maker an opportunity to process their thoughts, document these thoughts and life experiments both visually and verbally, and express their many emotions. It is a biopsychosocial exercise, a perfect tool for biography-driven instruction, and also a social emotional artistic learning activity. My research supports Dr. Elliot Eisner's (2002) point #8 in Ten Lessons the Arts Teach that "The arts help children learn to say what cannot be said. When children are invited to disclose what a work of art helps them feel, they must reach into their poetic capacities to find the words that will do the job." Makers of storyboards report liking that, due to the use of symbolism in visual and verbal representation, their story is really only known to them . . . unless they choose to share it, no one may ever know the whole story. Of course, some representation and symbolism is obvious, but most is not, and through written artists' statements we can learn more about the stories the makers tell.

The storyboard has five steps, which have been field-tested and are evidence-based. There is also a written artist statement worksheet for each phase, but I'm saving those for the book (thanks for understanding):

- **Color Choice & Artist Statement:** Use a canvas covered board if possible, but cardboard, journal pages, and

paper will also work, as well as other surfaces. Choose a color of acrylic paint and use a monochromatic color scheme to paint the foreground a shade (bottom third), the midground the pure color (mid third), and the background a tint (top third). A monochromatic color works best with students, as students of many ages tend to overpaint the acrylic paint on the canvas-covered boards, turning their painting to brown.

- **Geometric Design & Artist**

Statement: Design simple geometric or curvilinear designs, one each that represents the past, present, and future – think of repeating patterns like wrapping paper or patterned fabric. Using white acrylic paint, paint the past symbol on the bottom third, the present symbol in the middle, and the future symbol on the top third. It is a good idea to thin the white paint slightly so it spreads more fluidly. (My research indicated that all trauma-reflecting responses on the story board happened during the geometric design phase.)

- **Digital Photo & Artist**

Statement: Take a digital photo of the maker, in any pose of their choice. It works well to take a

photo of the maker's head and only the top portion of their shoulders, standing as closely as possible when the photo is taken so less cropping needs to be done (saves time when doing many storyboards). Print on inkjet printer using black and white ink only. Cut out the face and shoulders and Mod Podge™ to the canvas. Do not Mod Podge the top of the photo yet.

Homemade Mod Podge™ can be made by mixing half white school glue and half water.

- **Characteristic Words & Artist**

Statement: Choose five words that represent life, five words that represent life, and five words that represent laughter (Herrera, 2016). Using varying sizes and kinds of hand-lettering, write these 15 words with a permanent marker on white paper. It is best if the paper is not copy paper as it is generally too light-weight but will work if that is all that is available. Permanent markers must be used as otherwise the markers will run when brushed with Mod Podge™. Cut the words apart and position around the storyboard. Adhere with glue or use the Mod Podge™ to adhere. It tends to be too difficult and time consuming to attribute words to past, present, and future sections

of the storyboard in general workshops I lead, but for this COVID19 time period, it might be a good idea to do so.

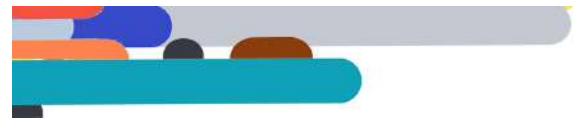
- **Student Art Show & Artist Statement:** Once the story boards are complete, host a student art show. Use various apps to record students telling about their story boards if they would like to. Host face-to-face or digital art shows.

During this time of COVID19, I welcome you and your students to make Storyboards. This will be a powerful way in which to document the experiences that we as art teachers have, and also those that our students have. Also, please share your images of COVID19 storyboards at the Facebook Group - The COVID19 Storyboard Project. We have also asked members of this group to make art journals to document this time period. Perhaps you can put a Storyboard in your art journal. Please share them with me. You can always reach me [VIA EMAIL](#).

Tell the story! Tell your story!

Tell the COVID19 Story!

Choice Boards



On March 11, 2020 I wrote an article regarding giving students choices – choices that were no tech, low tech, and high tech – during the COVID19 period of social distancing, with schools closing their brick and mortar buildings to teach students now in wherever their new “place” was – we might call this Place-Based Instruction or Place-Based Learning. The article mentioned what a stressful situation this would be for teachers, students, and their families, and that not all students have a comfortable home situation in which to learn. Loneliness and isolation would also be a factor, as well as the fluidity of what is going on in students’ homes. The article mentioned other factors associated with this learning that would now happen in students homes or places. The article reminds us that art can be a great source of solace during this time if structured right. Choice Boards began appearing organically, made and posted by teachers after I posted this article all over social media in many, many groups and on many pages. I did not think of the “Choice Board” title. You did. And, it will forever be a part of my practice. As educators, we often give students choices, but now the Choice Board will be a part of my

