Unit 48: Narrative Image Making

Unit code: J/502/5257

QCF Level 3: BTEC National

Credit value: 10

Guided learning hours: 60

Aim and purpose

The aim of this unit is to develop learner's skills and understanding of existing narrative image work and to enable them to build skills in creating narrative images of their own using a variety of media.

Unit introduction

Graphic designers need understand and use imagery in a wide variety of situations. Narrative graphic image making requires a particular understanding of how graphic images are used to communicate a message or tell a story. It may be one single image, such as a photograph sent back from a war zone, or a series of hundreds of images made to storyboard a film. Other examples are book and magazine illustrations, comics, street and TV advertisements, film and television titles, video and newspaper cartoons.

In this unit, learners will investigate a variety of narrative imagery from 19th century book illustrations and satirical cartoons, Second World War propagandist photomontage, silent films and Film Noir through to Manga animation and multi-media advertisements. Learners will explore some of the processes used in the making of narrative images using illustrative and digital media to create single and sequential narrative images. Learners will be given opportunities to develop a variety of narrative imagery in response to given themes and will generate ideas using brainstorming and group work.

Field trips and gallery and cinema visits are an essential element of this unit as learners need to be shown as many different types of narrative imagery, in as many situations as possible, in order to build up the necessary understanding of this type of visual communication. This will then feed into the development of their own ideas for narrative imagery.

Learners will also look at the way in which the work of artists and designers, in a historical and contemporary context, can influence their narrative image making work and provide further impetus for the generation and development of ideas.

Learners will present their narrative images in a variety of ways. This may include portfolio presentations of sequential photography, mounted illustrative work on exhibition display boards, on-screen and audio-visual presentations.

Learning outcomes

On completion of this unit a learner should:

1   Be able to investigate examples of narrative imagery

2   Understand the processes used in illustrating narrative

3   Be able to develop ideas for narrative imagery in response to given themes

4   Be able to present narrative imagery

Unit content

1 Be able to investigate examples of narrative imagery

Narrative imagery: eg book, magazine, illustration, newspaper cartoons, online cartoons, photojournalism, storyboards, film and television titles; contexts eg contemporary, historical, political, propaganda, satirical, children's books, Manga, photojournalism, silent films, Marvel comics, graphic novels

Investigate: research sources eg books, monographs, journals, email, blogs, websites; practical research eg techniques, processes, drawing, painting, test pieces, storyboarding, juxtaposition of text and image

2 Understand the processes used in illustrating narrative

Illustrating narrative: characteristics eg physical properties, effects, uses, limitations, creative potential; media eg drawing, painting, collage, printmaking, photography, mixed media, cameras, video equipment, scanners, computers, on-screen, printers, multi-media film, computer animation, image manipulation, audio-visual

3 Be able to develop ideas for narrative imagery in response to given themes

Ideas: eg mind mapping, group work; primary sources eg field trips, gallery visits, drawing, painting, photography, video; secondary sources eg internet, books, magazines, film, television; development eg mood boards, worksheets, thumbnail sketches, visuals, collage, cut and paste; organise information eg found imagery, photographs, lettering, text, illustrations

4 Be able to present narrative imagery

Present: eg portfolio presentation, exhibition, seminar presentation; format eg finished maquettes, models, mounted prints, mounted artefacts, on-screen, digital, audio-visual

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 investigate relevant examples of narrative imagery [IE]	**M1** apply detailed investigations to inform narrative image making responses	**D1** integrate in-depth investigations and evaluation with development of innovative narrative image making responses
P2 review the processes used in illustrating narratives [IE]	**M2** analyse the processes used in illustrating narratives	**D2** present diverse imaginative outcomes which demonstrate skilful narrative image making
P3 develop ideas for narrative imagery in response to given themes [CT]	**M3** develop coherent ideas for narrative imagery using effective visual language	
P4 present narrative imagery [CT]	**M4** concisely present resolved narrative imagery	

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key			
	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Learners need a preliminary grasp of a range of mark-making techniques.

Centres should provide resources that expose learners to a range of different products that may feature narrative images. Learners also need access to resources that will allow them to experiment with and develop narrative images of their own in diverse media.

Tutors delivering this unit should give learners opportunities to investigate a wide range of narrative image making. Most work should be carried out in a studio or workshop where learners can participate in highly directed sessions and they will benefit greatly from demonstrations and discussions. To contextualise this investigation and experimentation, and to reinforce learning, the teaching should include visits to galleries and, if possible, visits from professional practitioners. Learners should be directed towards examples of the work of others and encouraged to research these and their own examples using the internet, libraries and multi-media sources which will inform the learning by encouraging analytical skills.

Learning outcome 1 requires learners to investigate examples of narrative imagery and involves learners in active research. Learners should be shown where to find relevant examples of narrative imagery and how to extract pertinent information from books, the internet and art galleries. Learners should be directed towards a range of historical and contemporary examples of narrative image making across a variety of applications, for example book and magazine illustrations. Learners should be encouraged to test practical techniques to complement and reinforce their learning of others' work and to link to learning outcome 2.

Learning outcome 2 requires learners to understand and explore the processes used in illustrative narrative. This should be delivered to provide a very broad introduction to a wide range of traditional and new media. The equipment necessary to teach the techniques associated with these media should be available, for example printmaking tools, screens and presses, photographic studio and darkroom equipment, hand tools such as brushes and rollers, projectors, light boxes, photocopiers, computers and video cameras.

Health and safety issues must be stressed, particularly when learners are in workshops combining traditional media with digital and electrical technologies. Teaching of the correct use of relatively dangerous hand tools such as lino cutters, knives and guillotines should be part of the workshop activity. Learners should be made aware of the rules governing the use of VDUs, hazardous substances and general electrical safety.

Learning outcome 2 should be delivered using a variety of strategies to avoid learners becoming overwhelmed with the processes and to encourage experimentation across the disciplines. Learners need enough time on each narrative image-making technique in order to become comfortable with the use of traditional and digital media and to be able to recreate the processes when working more independently. It is suggested that some activities, particularly those which are more complex, be repeated in response to a variety of sources to vary outcomes and improve motivation. Tutors should encourage learners to analyse the way in which a variety of traditional and digital graphics media work separately and in combination using a range of narrative image-making processes. Learners should annotate this work to demonstrate their levels of understanding of these processes. Learners should discuss their activities with the tutor using the correct technical terminology.

Learning outcome 3 requires learners to develop ideas for narrative imagery in response to given themes. Tutors could consider integrating the delivery and assessment of this unit with any other relevant units the learner is taking as part of the programme of study, especially those requiring illustrative narrative graphics in the production of outcomes, such as advertising.

In planning delivery of the assignment briefs, tutors should be aware of the need to track the relevant learning outcomes of the units being covered. Learners need to be taught and encouraged to develop ideas using a variety of ideas generation methods such as brainstorming as an individual or as a group. Learners should use the source material generated during their research for learning outcome 1 and the experiments in their

workbooks or sketchbooks to develop ideas and extend them using thumbnail sketches, visuals, collage, photography and the computer to combine a variety of traditional and digital narrative image-making media and techniques to produce narrative graphic images.

For learning outcome 4, learners should be shown how to effectively present narrative imagery in a variety of ways including: the preparation of a suitable portfolio of work; the ways in which work can be mounted for an exhibition; how to video or photograph work and present it verbally in a short seminar presentation, to peers and tutors, using a projector and/or computer presentation software.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Unit introduction
Introductory illustrated lecture featuring examples of narrative image making within industry development and resolved articles, eg storyboarding, comics and cartoons, photojournalistic projects and illustrative work.
Assignment 1: Production Sketchbook
Learner initiated investigation into examples of narrative image making in a particular field to include analysis and deconstruction of chosen examples. Evidence presented in a report or verbal presentation to the group.
Visit to gallery/museum/exhibition to see examples of resolved work presented in a medium specific manner. Quiz or feedback activity designed to allow learners to evidence the understanding gained from this experience.
Skills workshop activities introducing a range of processes used in the creation of narrative images, eg storyboard creation, illustration exercise, digital image manipulation and computer animation. Sessions take the form of demonstrations, visiting practitioners or lectures followed by practical application and practice of skills.
Assignment 2: Concept Pitch
Introduction of a set brief within a particular medium to include group analysis and deconstruction of examples from the field, first as a whole group then as a paired activity.
Learner initiated ideas generation in response to the set brief – analysing client need, examining potential concepts and processes, determining the use and placement of resolved outcomes.
Formulation and presentation of a pitch based on ideas developed, detailing the decisions made and the reasoning behind then – possibly in the form of a multi-media presentation.
Assignment 3: Narrative Image Exhibition
Planning activities suitable for chosen medium and intended resolved outcome, eg resource preparation, location recce, health and safety considerations, legal and ethical issues.
Learner initiated practical implementation of plans with learners using appropriate resources and processes to complete activities.
Interim assessment and critique of work – tutor and peer opportunity for feedback and support to ensure work is on brief and on target.
Lecture on presentation methods, illustrated with industry practice examples and reference back to the work experienced on the visit.
Planning of potential presentation methods in a workshop scenario with regard to fitness for purpose, suitability for audience and fulfilment of the client brief.
Presentation or staging of resolved outcomes in a method suitable for selected medium and client brief.
Present for final assessment with short group critique on the resolved outcomes and the methods chosen for presentation.
Review of unit and assessment.

Assessment

For P1, learners need to show that they have investigated the ways in which narrative images are produced. This may be shown as sketchbook evidence, the learner's own practical explorations of techniques, downloaded images or photocopies from books, with basic annotations stating which media, techniques and technologies have been used to create the images, by whom and in what context.

P2 requires that learners be given opportunities to explore development processes themselves and review the results. Sketchbooks can be presented informally or assessed on a one-to-one basis with the learner being provided with verbal and written feedback.

P3 requires that learners generate ideas for narrative images. The work may explore the themes or brief in straightforward, literal ways.

For P4, learners must produce and present their own work using graphic media, materials and narrative techniques correctly and to a reasonable standard of presentation. Ideas and finished work can be presented informally to the tutor or formally to the group for peer assessment. If assessed directly, observation records may be completed by both the tutor and the learner. If assessed during a work placement or other external activity, witness statements may be provided by a suitable representative and verified by the tutor.

To achieve M1, learners must provide evidence to show that they have investigated a variety of examples of narrative image making and that they are able to link these to their own ideas. This can be presented in a sketchbook or on worksheets, and should indicate that they have an understanding of the ways in which graphic media, techniques and narrative technologies are used to create the images and the context in which they were produced and that they are applying this understanding in their own practical developments.

For M2, learners should effectively explore the processes themselves. They should competently evaluate the results as they progress and describe these experiments in ways that demonstrate an understanding of the purpose of practical investigations and an increasing independence in their approach to this type of work.

For M3, learners should generate and develop competent ideas in an effective way and this development work should show that the exploration of techniques has informed their work.

For M4, learners should produce a variety of examples of their own work and some should show a degree of independent and personal research. The work should be presented in a concise way and meet the requirements of the brief.

For D1, learners must use the results of an in-depth understanding of, and experimentation with, a wide variety of narrative image-making media, techniques and processes. Learners at this level are expected to be able to closely integrate their investigations with their own responses to the theme or brief.

For D2, learners must produce a wide variety of their own work demonstrating imagination with creatively resolved outcomes. Presentations could include animated websites, illustrations, posters, advertisements, photographs, display boards, installations, seminars and moving image with spoken commentary.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1 Towards D1	Preliminary Investigations	With a view to fulfilling a client brief later, a designer creates samples/a showreel as an illustrated report on a number of examples of narrative images. They include examples from different fields and preferably include both historical and contemporary examples.	Illustrated report (could be an audio commentary, movie written content or a verbal presentation).
P1, P2 M1, M2 Towards D1	**Assignment 1:** Production Sketchbook	Designer keeps ongoing records of ideas and sketches for future projects.	Completed sketchbook pages.
P1, P2, P3, P4 M1, M2, M3, M4 D1, D2	**Assignment 2:** Concept Pitch	Designer prepares pitch for exhibition design contract.	Video recording of pitch, on-screen presentation, research portfolio and tutor observation record.
P4 M4 D2	**Assignment 3:** Narrative Image Exhibition	Designer implements designs for exhibition on the narrative image.	Presented resolved work, sketchbook for conceptual work.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Art and Design sector suite. This unit has particular links with the following unit titles in the BTEC Art and Design suite:

Level 1	Level 2	Level 3
Introduction to Graphic Visual Language	2D Visual Communication	Image Manipulation Computer Applications
Introduction to Creative Drawing	3D Visual Communication	2D Animation Production
	Using Ideas to Explore, Develop and Produce Art and Design	Graphic Image Making
	Working with Graphic Design Briefs	Typographic and Layout Design
	Graphic Drawing Skills	Website Design

Essential resources

The computer software and hardware resources required will vary according to the specific pathway/specialism, but are likely to include:

- computers with appropriate software and hardware
- projectors
- monitors
- digital cameras
- printers
- scanners
- graphics tablets
- external storage devices
- internet access.

Learners also need access to a range of traditional media and associated tools and equipment together with adequate work and storage space. Library and learning facilities that enable learners to access examples of digital media should be available.

Employer engagement and vocational contexts

Centres should develop links with practising graphic designers to deliver assignments to learners or to provide work experience.

Links with employers are essential to the delivery of the programme for work experience and future employment.

Vocational learning support resources:

- Learning and Skills Network – www.vocationallearning.org.uk

Business and finance advice:

- local and regional Business Link – www.businesslink.gov.uk

Assignments should be vocationally relevant; centres should consider the delivery of 'live projects', for example, to support the vocational content of the unit and programme.

Creative and Cultural Skills (www.ccskills.org.uk), the Sector Skills Council for Arts, Crafts and Design have launched the web portal Creative Choices (www.creative-choices.co.uk). This portal has a range of information about careers in the arts, crafts and design sector, including job descriptions.

Skillset, the Sector Skills Council for Creative Media (www.skillset.org), provides details (www.skillset.org/careers) on careers and the industry and has plus a regularly updated news and events page.

Indicative reading for learners

Textbooks

Caplin S and Banks A – *The Complete Guide to Digital Illustration* (Ilex, 2003) ISBN 978-1904705000

Cullen K – *Layout Workbook: A Real-world Guide to Creating Powerful Pieces* (Rockport Publishers, 2005) ISBN 978-1592531585

Eisner W – *Comics and Sequential Art: Principles and Practices from the Legendary Cartoonist* (W W Norton, 2008) ISBN 978-0393331264

Fletcher A – *The Art of Looking Sideways* (Phaidon Press, 2001) ISBN 978-0714834498

Haslam A – *Book Design (Portfolio Series)* (Laurence King, 2006) ISBN 978-1856694735

Lupton E – *DIY: Design It Yourself* (Princeton Architectural Press, 2006) ISBN 978-1568985527

McAlhone B and Stuart D – *A Smile in the Mind* (Phaidon Press, 1998) ISBN 978-0714838120

Plazm et al – *100 Habits of Successful Graphic Designers: Insider Secrets from Top Designers on Working Smart and Staying Creative* (Rockport Publishers, 2005) ISBN978-1592531882

Sabin R – *Comics, Comix and Graphic Novels: A History of Comic Art* (Phaidon, 2001) ISBN 978-0714839936

Zappaterra Y – *Editorial Design* (Portfolio Series) (Laurence King, 2007) ISBN 978-1856694339

Zeegen L – *Digital Illustration: A Masterclass in Digital Image-Making* (RotoVision, 2005) ISBN 978-2880467975

Websites

www.graphis.com   Cutting edge graphic design showcase and awards body

www.grafikmagazine.co.uk   An online journal featuring relevant UK-based design information

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are …
Independent enquirers	investigating and researching into existing examples of narrative image making
Creative thinkers	developing ideas and producing them in response to a brief.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are …
Reflective learners	reflecting on and analysing their own work in a progress diary, work log or blog
Team workers	collaborating for the investigative stages of the project. allocating and media use
Self-managers	managing their time
Effective participators	doing research work with others being aware of diversity and inclusion issues.

● Functional Skills – Level 2

Skill	When learners are …
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	using the internet and other digital resources, eg CD ROM or DVD content in research activities
	utilising software and hardware necessary for electronic presentation/pitch
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	production planning and blogging of progress
Manage information storage to enable efficient retrieval	effectively storing electronic resources discovered and presenting materials generated in investigative stages
Follow and understand the need for safety and security practices	health and safety practices associated with different media
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	using the internet and other digital resources, eg CD ROM or DVD content in research activities
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	using the internet and other digital resources, eg CD ROM or DVD content in research activities
	evaluating strengths and weaknesses of information found within blogs or production diaries
ICT – Develop, present and communicate information	
Bring together information to suit content and purpose	using digital presentation methods to display work or initial ideas in development
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presenting research findings, ideas developed or resolved work
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	collating and presenting findings during presentation and pitching activities
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	preparing presentations of findings or annotating sketchbooks.