

Introduction to Storyboarding

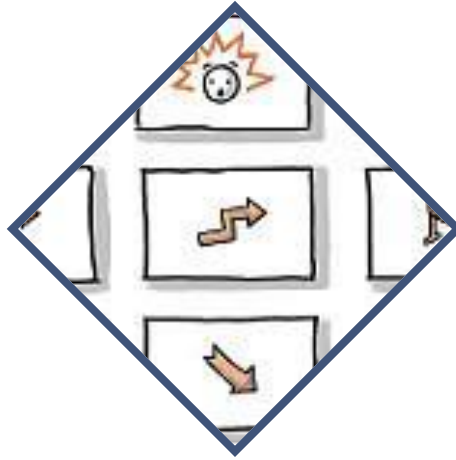


“ If students aren't taught the language of sound and images, shouldn't they be considered as illiterate as if they left college without being able to read and write?”

-George Lucas



Show, don't tell!



Why Storyboarding?

With storyboarding, students will have the opportunity to organize their audio and/or video project by mapping out all of the key elements—including images, narration, and sound effects—for their project before attempting to assemble it.



Different Uses of Storyboarding

Comic Books

Comic illustrators and writers often use storyboards in early drafts to sketch out characters and dialogue.

Interactive Media

Storyboarding has been incorporated in a variety of ways in instructional design and web development.

Business

Also known as presentation boards, businesses use storyboards from everything to planning pitches to creating advertising schemes.

Software

Storyboarding is used in software development for identifying the ways in which the program may represent specific details of user experience.

Novels

Authors use storyboards to plot their stories in series of scenes that they can then rearrange to help formulate their novels rather than working chapter by chapter.

Scientific Research

Linguists often use storyboarding in studies to spark instances of spoken language in research studies.



Creating a Storyboard

Select and
organize your
images

Develop a script
for narration and
onscreen text

Identify music
and visual effects

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Select and organize your images

- Students will begin to shift their thinking to focus on the visuals of their stories
- Can draw images, use photographs, or develop them in different softwares
- Organize the images they've collected into a cohesive sequence
- This step may even include clips of recorded interviews or other video
- How is this sequence of images persuasive, or how do they make an argument?

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Develop a script for narration and onscreen text

- Determine when you will need narration--usually when introducing a scene, subject, or theme
- Not every image will necessarily need its own segment of narration
- Try to use active voice, simple sentences, consider the tone of the project, and consider how you'll want to narrate and make notes

Identify music and visual effects

- Consider how sounds and music will enhance certain portions of their digital story while making sure it doesn't overwhelm the project
- Utilize sound effects sparingly for more impact
- Explore how changing music can change the effect of the story
- Be sure that all sources of music and sound effects are noted

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Introducing Storyboarding to Your Students

- Create a storyboard of your favorite nursery rhyme (ie. “Little Miss Muffet”; “Baa, Baa Black Sheep”; “Humpty Dumpty”; etc.).
- Take 15 minutes to create your storyboard, and then we’ll share.



Introducing Storyboarding to Your Students

- Why did you choose to break up the text in this way?
- Why did you choose to include these details?
- Whose perspective did you use to show the story and why?
- What images did you add beyond those specifically named in the nursery rhyme?
- What did you omit and why?



Storyboard Templates

Make your own!

1. Launch PowerPoint and create at least two blank or empty slides
2. Use the Print dialog box to locate the Handout feature of PowerPoint
3. In the Print dialog box, look for the “Print what” drop-down section and choose Handouts. In the Handouts section, look for the “Slides per page” drop-down section and choose the number of boxes you’d like to print out.
4. Check the “frame slides” box to create a boundary line around the empty boxes, then print.

Ready-to-Print and Online Resources

- <https://boords.com/storyboard-template>
- <https://www.printablepaper.net/category/storyboard>
- <https://www.studiobinder.com/blog/downloads/storyboard-template/>
- <https://www.canva.com/create/storyboards/>
- There are many options available to you out there with a quick Google search!

Assessment

Figure 7.3. Storyboard Evaluation Rubric

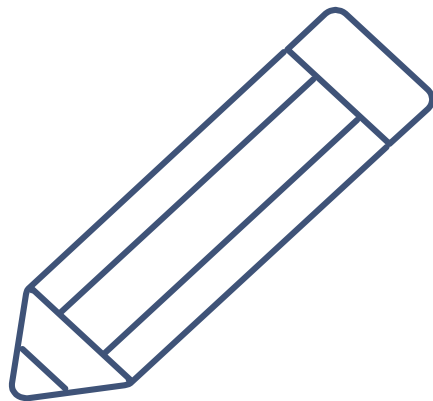
Required Elements	Criteria Met	Criteria Partially Met	Criteria Not Met
Key parts of the plot are captured in the storyboard.			
A variety of shot angles and distances are used to show character relationships and the relative importance of different details and perspectives.			
Scenes are labeled with chapter number and a brief title that provides additional meaning.			
Drawings have details that show a careful reading and/or symbolic interpretation of the text.			
Explanation of "director's craft" accounts for choices made in storyboards.			

Additional comments or suggestions:

Table A1.3. Storyboard Phase

	<i>Developing Basic Skills</i>	<i>Approaching Standard</i>	<i>At Standard</i>	<i>Exceeds Standard</i>
Selecting imagery	Images selected are not high quality, not relevant, or varied.	Images selected are of high quality (i.e., not grainy or too much text), mostly relevant and are somewhat varied (e.g., people, places, objects).	Images selected are of high quality (i.e., not grainy or too much text), mostly relevant and are somewhat varied (e.g., people, places, objects).	Images selected are of high quality (i.e., not grainy or too much text), relevant and varied (e.g., people, places, objects).
Connecting imagery	Use of images and visual effects are not well connected with the narrative of the script.	Use of images and visual effects are mostly connected with the narrative of the script.	Use of images and visual effects connect with the narrative of the script.	Use of images and visual effects connect with the narrative and enrich the script.
Developing the script	Script is structured and organized according to the treatment but not developed.	Script is structured and organized according to the treatment and partially developed.	Script is structured and organized according to the treatment and adequately developed.	Script is structured and organized according to the treatment and fully developed with appropriate detail, evidence, and transitions.
Enhancing the narrative	Narrative does not use techniques (dialogue, description, use of first person) effectively.	Narrative uses techniques (dialogue, description, use of first person) ineffectively.	Script effectively uses at least one technique (dialogue, description, use of first person) to develop experiences, events, and/or characters.	Script effectively uses a variety of techniques (dialogue, description, use of first person) to develop experiences, events, and/or characters.

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Try it yourself!