

## **Beginner's Group**

*Winter Semester*

### **FIRST PROJECT – Accordion Book**

The first project challenges students to create a narrative in an accordion format with no supporting text. That is, only visual aspects can provide the natural and organic transitions through the images themselves providing the resulting sequence.

This kind of assignment forces students to think about not only the nature of individual components of the whole narration but also the connection and progression between them, acknowledging comics work as a collection of a fragmented multi-layered whole. It concerns aspects regarding composition, construction, narrative pulse and rhythm, plasticity, and the understanding of the format and usage of space. All, always, alongside the expressive portrayal of a story without the use of something so recurring and dominating in regular speech as words. The restricted aspect, apart from the usage of texts, is the size and length; having pages to be squared with a minimum of 15x15cm.

### **SECOND PROJECT – Diegetic Spaces**

The second project provides students the possibility of understanding composition, narrative and sequence in bigger formats. The main idea is to choose a silhouette or a shape matching the storyline proposal or plotline while working inside of the outlines of the chosen shell. This project propels students to discover different framing and sequential systems in comics, particularly those understood within the diegetic space, as well as the importance of composition and narrative passages. It also gives students the possibility to investigate in non-traditional forms of comic expressions where the resulting image resembles more an illustration, due to its graphic integrity, than the normative framed comic, while still creating sequence and narrative lines guiding the reader's eye throughout the picture.

*Summer Semester*

### **THIRD PROJECT – Joined Stories**

This project requires students to be paired, as the assessment is meant to be worked out in couples. The task tests the written abilities of students in order to create broad guidelines and scripts to their stories, a quite important step in the programming of a comic to reach its most impactful effectivity.

And so, without knowing it, the student starts to write a story meant to be drawn by someone else resulting in each project having two co-authors, one in charge of the storyline and another with the task of translating it into a sequential graphic system.

The project allows students to develop their partnership skills and their intuitiveness with the restrictions of an ordinary professional project where not everything is always under one's control. Furthermore, they are asked to interpret a colleague's idea and understand their own unique approach to storytelling, regardless of working on their own idea or someone else's.

## **Advanced Group:**

FIRST PROJECT:

The first and only project was proposed as a single continuous task of a more extensive scale or two separate smaller assignments where the student could explore different interests and ideas. The open conception of the project allows the students to have full control, with no given restrictions, of what they want to create, being also asked to be aware of each and every single step they take in order to portray their stories, which eventually leads in having to control all aspects of the storytelling process and comic narrative tools. That is, students are expected to properly understand their creative process and the meaning of their execution as they need to acknowledge time, space, and the reader's perception of both.

## **Both Groups**

### FOURTH PROJECT – Narration at its quickest

The fourth and final assignment of the year is a collective project for all students to be part of. On one hand, it allows for a compilation of all their different points of view in one sole outcome and, on the other, as their awareness of the comic system is then broadened, it enables the exploration of storytelling in a limited format, having to be able to control not only the sequences created but the precious space provided.

Based on the short narrations from the Sunday supplements appearing during the comic early relationship with the printed press in the XIX and XX Centuries, the main task is to develop a one-page (or two-page) story to fit the fanzine ideals.

Space limitation here gives the possibility to students to comprehend the value of the representation space and create something impactful and effective in a summarized manner.

*The Storyteller* is a fanzine created by the laboratory to gather this last semester's project of which the first issue finds its way this academic year. This original volume's topic is *Home* and so all the different stories collected in it are gravitating around the same idea.

This project not only plays out to be a task for students to keep on exploring comics' values but also helps them to be aware of production and post-production processes applied to professional finished publications.