

THE PHOTO-STORY

(ROMEO AND JULIET AS AN EXAMPLE)



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Project Overview

Objective:

To create and use the cast of characters from the play (in this case Romeo and Juliet) to tell either the whole story or a part of it as a narrative in the form of a classic 'photo-story'. To create backgrounds to represent different settings in the play and then use the characters and the backgrounds to create scenes and to photograph these to form the basis of the photo story. To add stage directions, narration, speech and thoughts using a computer program and eventually print these out to form a book or display. All of this would ideally deepen the students' understanding of the play as well as the text.

Goals

Starting with an exemplar - I would recommend Lauren Child's 'The Princess and The Pea' - students will be shown a finished outcome - what they could achieve. The students will then need to agree on the details of their story - this would probably best be done with a scene by scene synopsis. In this outline I assume that the whole play will be retold.

Students will need to identify all the characters they will be using, all the settings they will be using and any props they might wish to use. Characters will need to be created (possibly multiple versions of each character to use in different scenes). Settings will need to be either created (using art and DT) or identified (if using indoor or outdoor spaces). A props list will need to be made which might involve building them or using traditional dolls house furniture.

Once the cast, settings and props are created, students will photograph individual scenes. These photographs will be used in the creation of a photo-story or comic - either using standard programs like Word or Powerpoint, or more specialist 'Apps' like Comic Life or such like. (This would depend on the hardware and software available to students). Using the chosen program, students would add text in the form of speech or thought bubbles, narration or stage directions, aiming to complete each scene. In this way the whole play would be turned into a photo-story / comic.

On completion of the narrative, each page could be printed out and bound in a book or used as an extensive display.



Cut-outs photographed on backdrop



Cut-outs photographed in natural setting



Cut-outs photographed in dolls house

Time Frame and Outcomes

The project could be as long as you wanted, but should be a minimum of 5 sessions (of at least 90 minutes). The longer the time given, the more extensive, detailed and high quality the outcome could be, but there should still be 'milestones' where the students must finish one aspect of the project and move onto the next stage. The project breaks down into three distinct sections:

- 1: Creating the characters, settings and props.
- 2: Photographing the scenes.
- 3: Adding text to create the 'photo-story'.

Detailed Project Timings

The following should be used as a guide - some elements might be left out or adapted, while others might be extended and deepened, depending on the time available, the ability and motivation of the classes and individual students.

SESSION	OBJECTIVE	SKILLS	RESOURCES	OUTCOMES
1	<p>Create a synopsis of the play that will become a working document that will determine the settings created in session 2.</p> <p>Create a cast of characters at 1/12 scale.</p>	<p>Sequencing and summarising of the play to create a scene by scene synopsis and listing the settings.</p> <p>Measuring and drawing people to scale and in proportion. Using a 'colour code' to identify the different characters (I used blue for Monagues and red for Capulets). Deciding on costume. Fixing the wire stands to each character.</p>	<p>Copies of the text (original or children's version).</p> <p>Large piece of sugar paper that will be a working document, used to determine scenes and settings.</p> <p>Thick (180-220gsm) white card. Drawing pencils, scissors, thin wire (1-2mm), wire cutters, masking tape.</p>	<p>A list of each scene, which includes the setting and a list of characters.</p> <p>At least one cut-out of each character. Ideally multiple versions of characters if they appear in multiple scenes.</p>

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2 Between session 1 and 2 it is an opportunity for students to think about the different settings, bring anything from home that they think might help for settings and especially props. Dolls house furniture is perfect for this.	Create the individual settings (at least 10) to be used in the photographs and make props to go with them. Possibly to decide upon lighting and 'mood' of the setting.	Students will need to work creatively to either create a backdrop and floor surface (at least A3). Alternatively they could use images from the internet to create this. They can also choose an existing location inside or outside. Props must be chosen and created and painted.	Access to the internet. Large sheets of paper - ideally A2, but no smaller than A3. Pencils, paint etc. Small selection of dolls house furniture to use to get appropriate scale. Balsa wood, cardboard, square section, corks, clay and other assorted craft material to make furniture and props.	Individual settings created or identified. Furniture and props created for each setting. Lighting and 'mood' established for each setting.
3	To storyboard each scene and create a 'shot list'. To photograph the characters in the setting from the 'shot list' in such a way that the photographs can be used to tell the story of that scene when text is added to them.	To identify individual scenes within the play and understand what happens in them. An understanding of the dialogue in each scene will be very helpful too. The ability to sequence the 'action' in the scene and take photographs accordingly. The ability to take close-ups, middle distance and long shots.	Cameras and lighting (if it is being used). A place in a shared folder where each scene's photographs can be saved.	Each scene should be saved to somewhere on a shared drive in an appropriately named folder. Photographs could be renamed according to the 'shot list'.

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4	To start creating the 'photo story'.	Using a program such as Word or Powerpoint to add speech bubbles, thought bubbles, narration and stage directions to each photograph. Or use a bespoke comic program such as 'Comic Life' on a tablet or computer.	Computers or tablets with appropriate programs on them.	Each scene is completed as a sequence of photographs that tell the story in terms of what is said, what is thought and what is happening.
5	To continue with the 'photo story' until each scene is completed.			The completed scenes are put together as a book or as a display.
Extension	<p>Depending on the number of photographs taken the project could have its own extension which is to make it more comprehensive.</p> <p>Some possible ideas to extend the project:</p> <p>Make multiple versions of each characters head and face so as to be able to display different emotions.</p> <p>Make multiple copies of each character to show them in different outfits and stances.</p> <p>Use lighting to create different moods when photographing each scene.</p> <p>Once the photographs are sequenced, set the target of only using dialogue that appears in the original text.</p>			