

## **Brendan Egan Short Course**

### **Title of short course**

#### **The Art of Story Telling**

A short course that focuses on the importance of storytelling through live and recorded performances and dynamic illustrative drawing techniques and the value in an international narrative exchange. Students will engage in a creative process of composing descriptive stories & narratives with the aim of recording audio/video podcasts and performing live, using storytelling skills and original, creative visual aids with the aim to captivate audiences. Students will engage with visual literacy skills by developing their drawing styles as they visualise and illustrate their stories. The process of this course will include students learning about the cultural importance of storytelling in this country and others. Students will take part in an international story/ narrative exchange. Students will upload & share their recorded story podcasts and art work along with information on our Irish storytelling heritage on an interactive google map, where we will invite students in other schools around the world to share any stories, tales, art work or cultural information they may have to offer. In an attempt to see how very different people can share the same life experiences and how human nature can transcend culture

### **1. Introduction to junior cycle**

Junior cycle education places students at the centre of the educational experience, enabling them to actively participate in their communities and in society and to be resourceful and confident learners in all aspects and stages of their lives. Junior cycle is inclusive of all students and contributes to equality of opportunity, participation and outcome for all.

The junior cycle allows students make a greater connection with learning by focusing on the quality of learning that takes place and by offering experiences that are engaging and enjoyable for them, and relevant to their lives. These experiences are of a high quality, contribute directly to the physical, mental and social wellbeing of learners, and where possible, provide opportunities for them to develop their abilities and talents in the areas of creativity, innovation and enterprise. The learner's junior cycle programme builds on their learning to date and actively supports their progress in learning and in addition, supports them in developing the learning skills that will assist them in meeting the challenges of life beyond school.

## 2. Rationale

The areas of learning in this short course are important for several different reasons;

- Creative writing and Visual Literacy

Writing creatively and structuring narratives will encourage students to exercise their creative minds and practice using their imagination. It improves their ability to come up with alternatives and different possibilities. This broadens their thought processes, which can lead to success in many areas, including problem solving and analysis. Students can often have difficulty understanding and expressing how they feel. Through creative writing, students have a safe place to explore, and this can be a highly beneficial tool for expressing their feelings. Writing can also give students more opportunity to assert themselves and their opinions and develop their “voice.” These developments can really strengthen their self-confidence.

Visual Literacy is a skill and practice that students will need to apply to many areas of art and design and can be beneficial for other subjects too. In our image saturated culture, it is important for students to be able to visualise for themselves, and in turn be able to make sense of and read further into the images that surround them. Developing their drawing style, creating original visuals and illustrating for their creative writing is going to be a challenging task. Though practicing and developing these important skills will benefit students as they go on further into their art studies, while being an enjoyable, personal investigation.

- Story Telling and Public Speaking

The ability to speak to a public audience is incredibly important for the future of students and how they will develop and succeed in school and beyond. A self-assured child who can effectively address their classmates or an audience is likely to be seen in a more positive light by their peers and develop a stronger sense of self. A good command of public speaking will not only help them in school, but also empower them in any situation they encounter in life. Using story telling as a method of performance will be a great way to introduce students to public speaking in an enjoyable and non-threatening manner.

Furthermore to being able to just speak in public, the ability to perform an effective and captivating story is an incredibly powerful tool of communication. Want to understand why the likes of Ronald Reagan, Margaret Thatcher, Bill Clinton, Barack Obama and

even Donald Trump became national leaders? The secret lies in their ability to perform and tell effective stories. Story telling is also being sought after as a valuable skill in the world of business and commerce, managers and marketers are beginning to understand more about how to effectively connect and communicate with others. Power point slides can bore listeners, handouts can remain unread and providing basic reasons and information won't change anyone's behaviour. When it comes to inspiring people to embrace some strange new change in behaviour, storytelling is much more effective than other tools. Stories are the best way of communicating; it's the way all humans' brains are wired. The ability to captivate an audience and the power to persuade is something that will prove invaluable to these students in the future.

- Storytelling and Intercultural Understanding

Storytelling is an ancient art that extends around the globe, as long as there have been people there have been stories. It is said that even if a story is the same, each culture will tell it differently, because each has its own traditions, styles and cultural rules. There are a number of ways that story telling can enhance students learning and understanding of cultural diversity. Stories can allow students to explore their own cultural roots, and storytelling is an intrinsic part of Irish identity. It will also allow students to experience diverse cultures, offering insights into different traditions and values. It will also offer insights into universal life experiences, helping students understand how wisdom is common to all people in all different cultures. Through stories students can see how very different people share the same life experiences. This process will help enable students to empathise with unfamiliar people/places/situations.

### 3. Aim

The short course in The Art of Storytelling aims to impact students learning by;

- Insisting students exercise their imaginations and creativity when writing and creating visual art work for their stories and performances
- Allowing students a safe space to develop their self-confidence and performance skills in order to perform live to an audience
- Exposing students to the potential creative use of digital media through using photography for their visual work, recording & developing their podcasts and interacting

with the online google maps software

- Opening students minds to other cultures and developing their ability to tolerate and empathise with others by connecting with students in other countries and sharing their experiences through storytelling.

## 4. Links

The way in which the short course links to the statements of learning and a range of key skills is highlighted and explained here.

### a) Statements of learning

Statement	Examples of relevant learning in the course
#4.) Creates and presents artistic works and appreciates the process and skills involved	Students will consider and experience the process of using their imaginations to compose an original short story and exercise their artistic abilities in order to produce some creative illustrations to accompany the stories
#6.) Appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives	Students will receive personal stories by students from other cultures. Students will consider how the stories told by people from other cultures reflect how diverse their lives, values and traditions are. Students may reflect on how they share experiences with others from other cultures
#24.) Uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner	Experimenting with photography for material to use in Illustrations. Using audio equipment to record and create story podcasts Using google maps account to search for shared stories from other students Uploading podcasts and art work images on the google maps account

## b) Literacy and numeracy skills

Literacy and Numeracy skills are embedded across each of the strands of this short course and integrated into the learning outcomes.

### Literacy

Students will develop their **writing skills** through the composition of their stories. The content will be fed by students personal experiences, values, beliefs and stories that they have heard from others.

Students will develop their **oral literacy** skills as they are given frequent opportunities to practice telling their stories in front of the class. This short course also provides opportunities for the teacher to actively coach students in the skills of public speaking, such as use of intonation, voice projection and diction. Listening skills are developed as students listen and respond to each other.

### Numeracy

Estimating, predicting and calculating when involved in the design process, students develop the skills of measurement, scale and squaring up for a stage set, exhibition space, wall hanging, mural, sculpture or modelmaking. They need to calculate the amount of material—fabric, wood, metal, clay—required.

## c) Other key skills

Each key skill has a number of elements which clarify the knowledge, skills and attitudes appropriate to that key skill. The elements and their learning outcomes are set out in detail in [\*Key Skills of Junior Cycle\*](#). While it is desirable that each of these key skills have a presence in the course, some will be more prominent than others. Identify these by providing examples of where key skills elements, from *Key Skills of Junior Cycle*, appear in the learning activities in which a student might expect to participate.

Key Skill	Key skill element	Student learning activity
Being Creative	<u>Imagining</u> <ul style="list-style-type: none"><li>Using different ways of learning to help develop my imagination</li><li>Imagining ways that can make a positive difference in the world</li><li>Taking inspiration from the courage and imagination of others</li></ul>	<ul style="list-style-type: none"><li>Students learn to respond to their experience of storytelling imaginatively</li><li>Students learn to challenge their creativity from the beginning of</li></ul>

	<ul style="list-style-type: none"> <li>Expressing feelings, thoughts and ideas through movement, writing, music, art, storytelling, drama and imaginative modes of expression</li> </ul>	the project right until the end
Communicating	<p><b><u>Performing and presenting</u></b></p> <ul style="list-style-type: none"> <li>Expressing ideas and emotions through performance and presentation such as visual art, music, drama, design and graphics</li> <li>Making choices about how best to present ideas to others, taking account of the audience</li> <li>Communicating using a variety of styles, including roleplay, drama, posters, and storytelling</li> </ul> <p><b><u>Using digital technology to communicate</u></b></p> <ul style="list-style-type: none"> <li>Using digital technology creatively to present, interact with and share ideas for different audiences</li> <li>Making decisions about how best to communicate for particular purposes</li> <li>Be respectful and responsible in digital and online communications</li> </ul>	<ul style="list-style-type: none"> <li>Students learn to express their ideas and experiences through their performance and visual art</li> <li>Students learn how best to perform and present their work to the audiences</li> <li>Students learn how to record audio and edit</li> <li>Students learn how to use google maps and interact with others on the platform</li> </ul>
Managing information and thinking	<p><b><u>Thinking creatively and critically</u></b></p> <ul style="list-style-type: none"> <li>Questioning ideas and assumptions, both my own and other peoples'</li> <li>Making estimations and predictions and compare them with others</li> <li>Making connections between what I already know and new information</li> <li>Adjusting my thinking in light of new information</li> </ul>	<ul style="list-style-type: none"> <li>Students learn to assess their values through writing stories</li> <li>Students work collaboratively in brainstorming each other's stories</li> </ul>
Managing myself	<p><b><u>Knowing myself</u></b></p> <ul style="list-style-type: none"> <li>Recognising personal strengths and weaknesses</li> <li>Identifying influences that make me who I am</li> <li>Expressing my opinions and feelings appropriately</li> <li>Finding ways of dealing with setbacks and difficulties</li> </ul>	<ul style="list-style-type: none"> <li>Students learn to reflect on experiences in their lives</li> <li>Students learn to consider their cultural identity</li> </ul>
Staying well	<p><b><u>Being confident</u></b></p> <ul style="list-style-type: none"> <li>Feel positive about myself</li> <li>Express and manage different emotions • communicate my opinions and beliefs with</li> </ul>	<ul style="list-style-type: none"> <li>Students learn to communicate and express themselves through storytelling performance</li> </ul>

	<p>confidence in a variety of ways</p> <ul style="list-style-type: none"> <li>• Contribute to decision-making within the class and group</li> <li>• Stand apart from the crowd when needed</li> </ul> <p><u>Being social</u></p> <ul style="list-style-type: none"> <li>• Participate in actions that make a positive contribution to my school, community and the wider world</li> <li>• Recognise my rights and responsibilities as a local and global citizen</li> <li>• Developing positive relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Students learn to develop their projects with an audience in mind</li> </ul>
Working with others	<p><u>Co-operating</u></p> <ul style="list-style-type: none"> <li>• Taking on different roles within groups</li> <li>• Agreeing collective goals and work with others towards achieving shared goals</li> <li>• Being flexible and willing to make compromises to achieve a common goal</li> <li>• Showing appreciation for the contribution of other team members</li> <li>• Contributing to decisions as part of a group</li> </ul> <p><u>Respecting difference</u></p> <ul style="list-style-type: none"> <li>• Appreciating others' similarities and differences as a valuable part of life</li> <li>• Showing respect for people of different cultures, backgrounds, beliefs and sexual orientation</li> <li>• Showing openness to learning from different people</li> </ul> <p><u>Working with others through digital technology</u></p> <ul style="list-style-type: none"> <li>• demonstrate collaborative learning using digital technology</li> <li>• use digital technology to participate in collaborative learning and communication spaces</li> <li>• respect the rights and feelings of others when using digital media</li> </ul>	<ul style="list-style-type: none"> <li>• Students learn to collaborate by sharing ideas on different elements of the project, from the visual work to the performance aspect</li> <li>• Students learn to work as part of a group by taking part in meaningful group discussions</li> <li>• Students learn to respect other members of the class by listening to each other's stories with non-judgmental attitudes and open minds</li> <li>• Students learn to collaborate using technology by working together to record each other podcasts, sharing ideas on how to create different sound effects</li> <li>• Students experiment with the google maps platform as a mode of sharing and communicating with others</li> </ul>

## 5. Course overview

The strands in this short course are:

### **Strand 1 – Introduction - Experiencing**

This strand of the course is designed to introduce students to the art of storytelling and illustration. This will be done by exposing students to the elements of a successful story, the skills of an accomplished storyteller and by exploring different artists and their approach to illustration. Storytelling is a central characteristic of being human, and students will consider the fact that they may not be aware of how much they already tell stories in their day to day life. To attempt to compose a compelling story though from start to finish, students will be introduced to Aristotle's simple 3 part equation essential for any successful story: Pity, Fear & Catharsis. Whereas an audience will accept and relate to a character that suffers, then struggles but overcomes in the end. Students will consider how these elements are used to compose different types of stories such as fables, parables, anecdotes, folklore and tall tales. To introduce students to the performative act of storytelling, students will analyse video and audio recording of storytellers. To enhance students understanding of the performative act of storytelling further, I will invite a local professional storyteller (Seanchaithe - Eddie Lennihan) to visit students in the classroom. Not only could the Seanchaithe demonstrate captivating performative techniques, but he will also give students great insight into the importance of storytelling to our Irish heritage and culture.

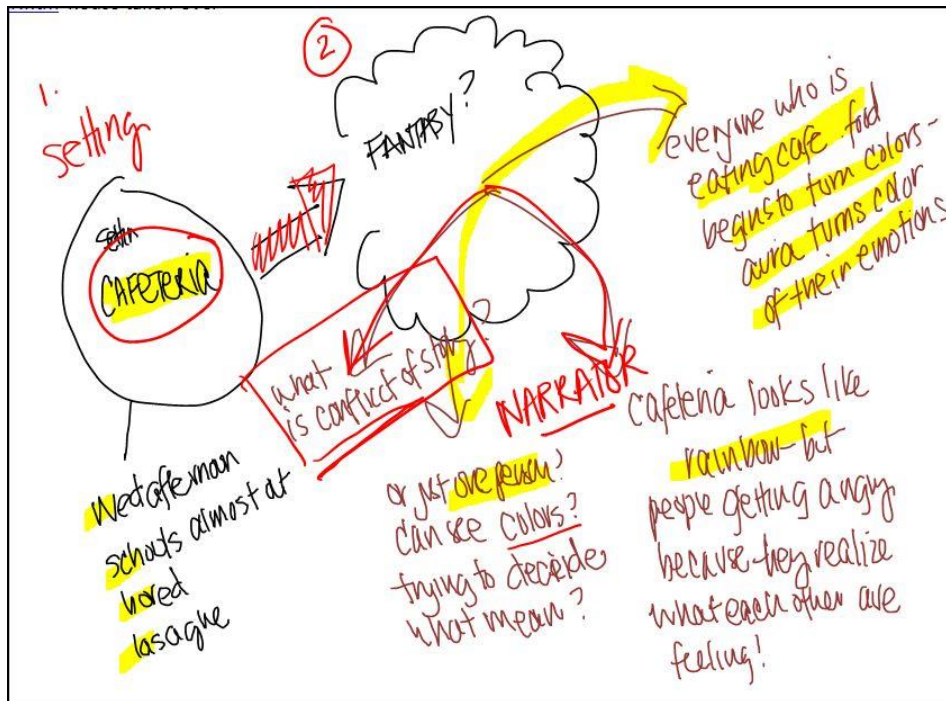


\*Eddie Lennihan – Local Seanchaithe



## **Strand 2 – Composing, Practicing and Creating**

In this strand, students will compose their stories and begin practicing their storytelling techniques. Students will not be assessed on their writing, spelling or grammar. Instead students will focus on composing a story that is imaginative, creative and compelling. Students can draw from their own life experiences as primary source material and will be encouraged to experiment with exaggeration and creative alternatives. Students will be encouraged to gather stories from family members or members of their community to use also. Rather than writing in essay style format, students will challenge themselves to compose their stories in a more visual brainstorming format.



### **\*Visual Brainstorming of Story Composition Example**

Students will take part in a number of activities that aim to develop student's public speaking and storytelling skills, recalling their stories in front of the class in a comfortable environment. Students will be encouraged to improvise and experiment with using prop, objects and instruments for visuals and sounds effects.

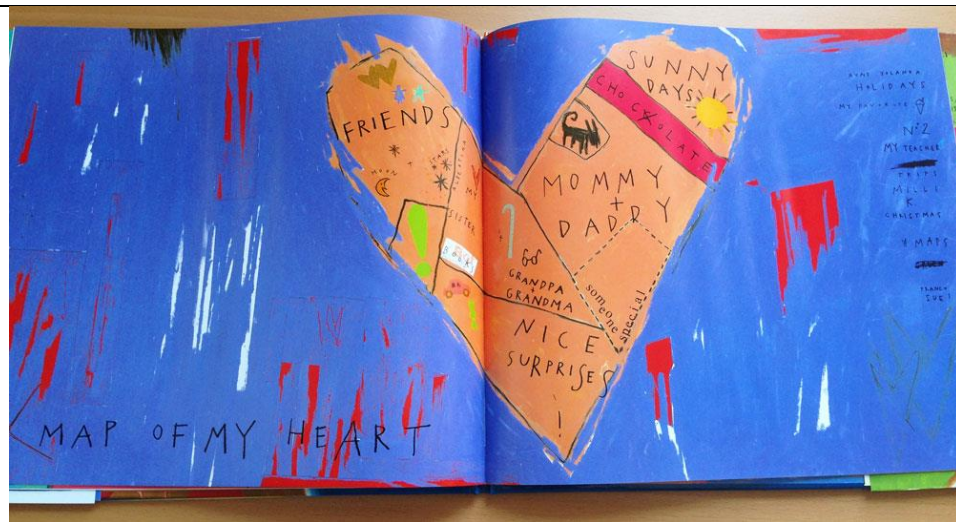
Also in this strand students will begin to consider how they can create visual artworks to depict and accompany their stories. Students will be given the task to visualize and illustrate their stories in a map format (A2). This will challenge students to envisage what they have described in their stories, whether it's their back yard, their bed room, their home town or their inner psyche and emotions, and to create a map to illustrate it.



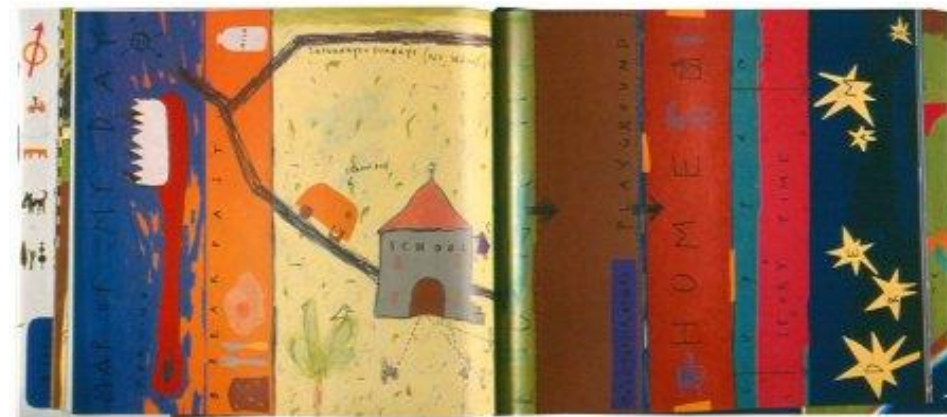
To inspire students and inform their process, they will focus on studying and appreciating the work of two illustration artists; Sara Fanelli and Jacob Stack.

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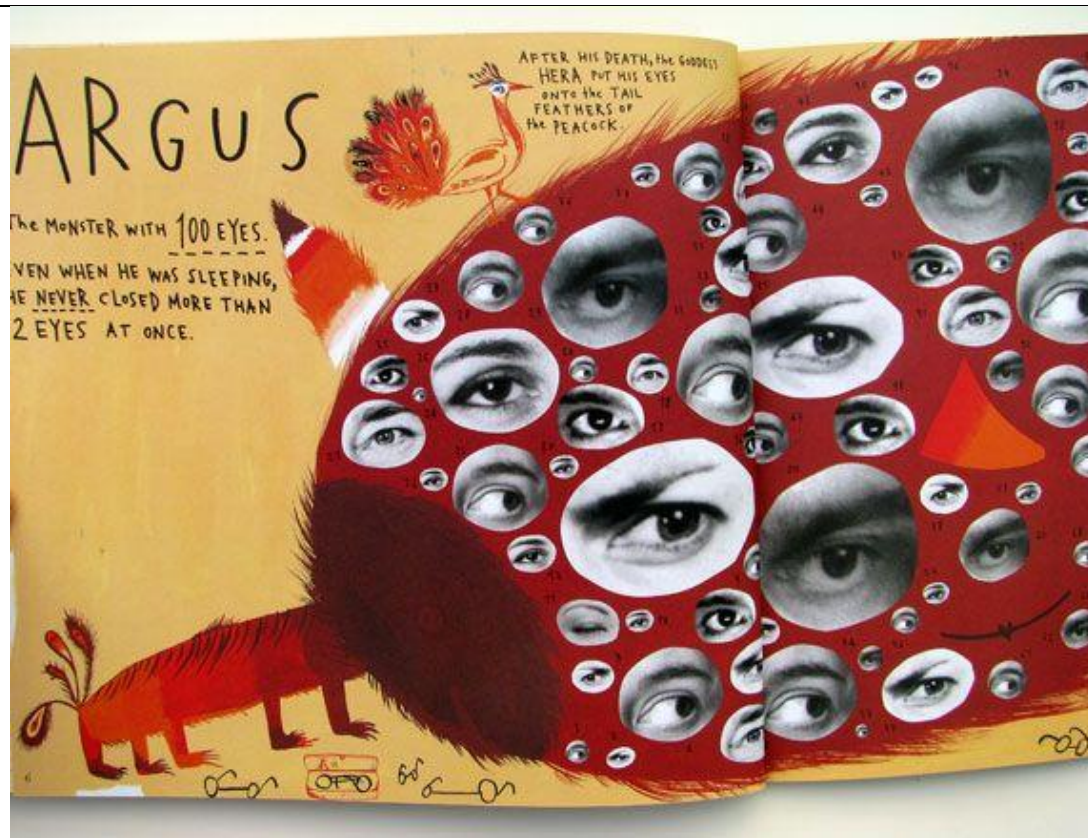


Sara Fanelli – “Map of my Heart” Mixed Media collage & Drawing



Sara Fanelli – “Map of my Day” – Mixed Media collage & Drawing





Jacob Stack is an accomplished Irish illustrator whose work has gained considerable momentum and today his distinctive drawings are in great demand. Dreamscapes populated with doleful giants, bears, whales and robots are a signature of his work. Illustrative and layered, Jacob's artwork feels like a page from a storybook and his characters are drawn with careful observation. Jacob also uses a combination of drawing, painting, mixed media collage, 3D objects and photography.

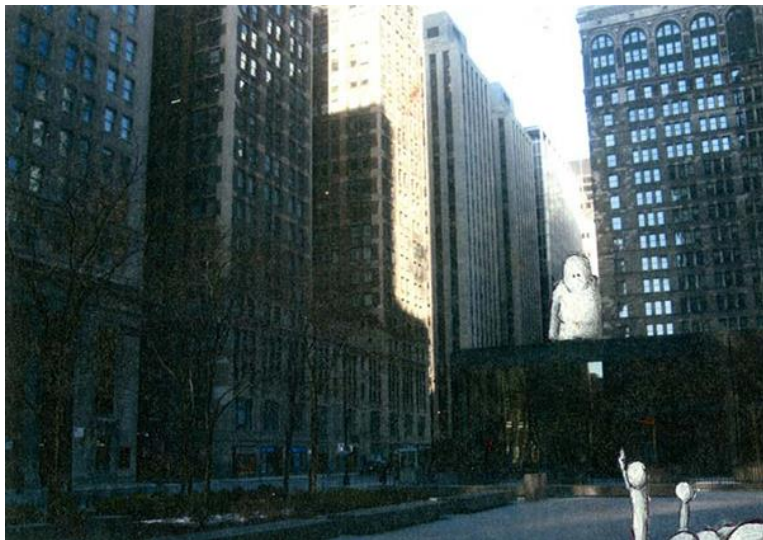
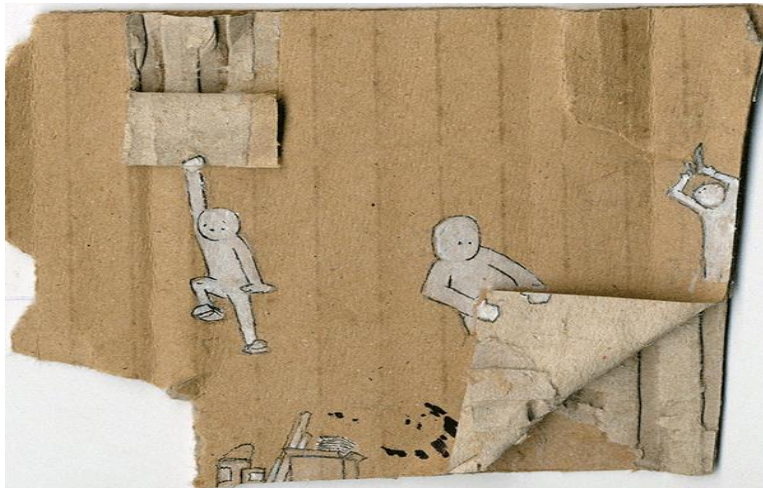


Jacob Stack – Pen on Paper

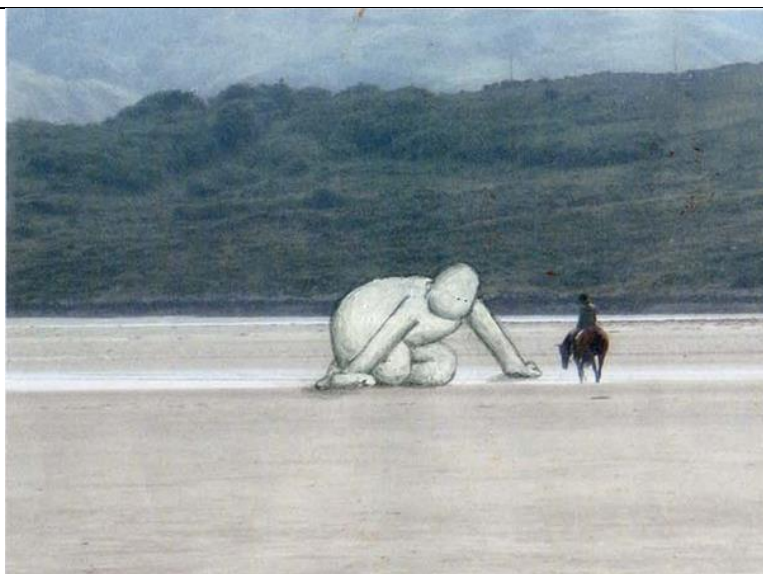




Jacob Stack – Pen & Ink on cardboard



Jacob Stack – Pen & Paint on Photographs



Jacob Stack – Pencil & Organic Objects Photograph



In an attempt to enhance student's appreciation of these artists further, I will contact the artists to enquire if they would be willing to take part in an interview with the students via email or video messaging. Giving the students the opportunity to ask the artists directly questions relating to their creative processes, materials, subject matter, their approach to storytelling etc.

### **Strand 3 – Recording / Uploading and Performance**

In this strand students will carry out two assignments for the course. Record audio podcasts of their stories and perform their stories live in front of an audience.

At the beginning of the course, I will set up a google map account for the class project. I will be in contact with teachers and principals in schools around the world inviting them to take part in a similar project with their students and to share their stories with my students using the google map story account and provide some feedback for my students. Students will use audio recording equipment to record their stories, using the telling techniques they have learnt combined with creating sound effects they have adapted for their pieces. Students will pick locations on the map to upload their podcasts and images to. Like a proverbial message in a bottle, students will upload their stories onto the map for teachers and students around the world I have invited to be able to access and enjoy and provide feedback on.



#### **\*"Map of Memories" interactive map – Google Maps**

The second task in this strand for students is to perform their stories live to an audience.

Depending on what can be organised taking time and schedules into account, students will aim towards performing their stories to children in the primary school next door and/or to other students & teachers in the school. For their performance, students will present the audience



with the visual illustrations they have created, and tell the story using props and sound effects.

#### **Strand 4 – Feedback, Reflection and Exhibition**

Once students have uploaded their stories onto the google map, the hope is that students from other schools in different countries will respond by also uploading stories or art work or any information they like in regards to storytelling at their locations on the world map. Depending on the amount of response, students may have the opportunity to read or listen to the stories uploaded by other students and consider how they compare with their own in terms of content, and style with their own. As well as stories, students will hopefully also receive some feedback on their work from counterparts abroad. This will be a great opportunity for students to reflect on their experience of the project and what they have learnt and how they can use what they have acquired in the future.

There are a number of other ways that students can exhibit their final work. Contact could be made with the local radio station (Clare fm) to see if they would be willing to create a slot to play students podcasts and display the art work on the website, similarly a local newspaper may be willing to print the stories and the art work. An exhibition could be held that could combine the podcasts, the finished illustrations and live performance elements in the school or in a community/gallery space.

<b>STRAND</b> <i>Students learn.....</i>	<b>LEARNING OUTCOMES</b> <i>Students should be able to.....</i>
<b><u>Strand 1</u></b>  <b><u>Introduction –</u></b> <b><u>Experiencing</u></b> <b><u>Performance</u></b>	<ul style="list-style-type: none"> <li>• Appreciate the significance of the act of storytelling in the way we communicate in day to day life</li> <li>• Recognise the elements that combine to compose an effective narrative – 3 act structure</li> <li>• Understand the different type of stories and their different features</li> <li>• Observe and appreciate the attributes and skills of an accomplished performer &amp; storyteller (Seanchai)</li> <li>• Analyse the performance and evaluate what qualities are needed to tell a compelling story</li> <li>• Develop a deeper understanding of the cultural importance of storytelling</li> </ul>



## **Strand 2**

### **Composing**

- Keep a sketch book where they write and sketch out any ideas that come to them that they could use for their stories
- Gather stories from family members / members of their community
- Draw out mind maps for brainstorming and composing the stories they will tell
- Practice performing by calling out their stories in front of classmates
- Experiment with using different props & objects to help tell the story and consider using music, instruments or sounds effects to enhance the audiences experience

### **Creating**

- Use their sketch books to draw out ideas for their illustrations and to collect different pictures, papers, materials, photographs, objects that students might use in their illustrations.
- Illustrate their story in the form of a Map. Mapping either the inner mind of a character, the journey of a character or the location in which the story is set.
- Observing and appreciating the work by Illustration artist's Sara Fanelli & Jacob stack. Examining their processes and use of multimedia materials
- Experiment with a combination of mixed media; paper collage, drawing, painting, printmaking, use of 3D objects and photography

## **Strand 3**

### **Recording**

- Use audio recording equipment to record their stories, using the telling techniques they have

## **Performing**

## **Strand 4**

## **Reflection**

learnt combined with creating sound effects they have adapted for their pieces

- Upload their podcasts and illustration images onto their desired locations on the story google map account
  - Perform their stories in front of class mates and another audience taking into using the skills and techniques they have learnt
  - Improvise when performing, recalling a story rather than memorising a script.
  - Experimenting with using props, objects, lights and sound effects
- 
- Listening to others in their class and stories shared attentively
  - Discuss how they interpret others work and their own
  - Recognise the elements of an effective story
  - Reflect on their experience throughout the project and consider how it has affected their points of view if so

## **6. Expectations for learners**

Examples of student work will be used to illustrate the expectations for learners in the short course. These examples will be related directly to a learning outcome or groups of learning outcomes. They will be annotated, indicating whether the work is in line with, ahead of, or behind expectations for learners using the features of quality to make these judgements.

## 7. Assessment and certification

### **Formative Assessment**

- **Sketchbook**

Students will be expected to keep a sketchbook throughout the project where they will write and sketch ideas for their stories, collect materials for their illustrations, record visual & artist research and drawings for their final illustrations. Students will carry out some of this work in class and some at home. The work will be reviewed regularly with feedback given as to how students can improve and move forward

- **Performative Practice**

Students will regularly have the chance to practice performing their story in front of the other students where they will receive feedback from class discussion

- **Visual Review**

Throughout the process of creating their final visual illustrations, students will display the work as it happens and receive feedback from the class from discussions on how the visual aspect is developing and how it's creativity can be pushed further

### **Summative Assessment**

- **Final Illustrations**

Students will be assessed on the final visual illustrations they present to accompany their performances and podcasts. The criteria for this assessment will take into account student's ability to interpret the theme of their story into a mapped format, the evidence of artist research and their creative use of a variety of materials.

- **Live Performance**

Students will be assessed on the live performances they give of their stories to an audience outside of the class. The criteria for this assessment will take into account students ability to tell their story in a manner where they pace themselves properly, communicate clearly, use their body to act out, utilise their visual illustrations, experiment with sound effects and improvise when needed.

- **Podcast**

Students will be assessed on the digital podcasts they record of their stories. The criteria for this assessment will be based on the sound quality of the recording, students ability to tell a story in a captivating manner in an audio form and willingness to experiment with sound effects.

## 8. Resources

This part of the specification will identify resources that will support teaching and learning in the short course.

<https://www.youtube.com/watch?v=Nj-hdQMa3uA> - The Magical Science of storytelling TED

<https://vimeo.com/4882376> - Sara Fanelli discusses her art work process

<http://ideas.ted.com/how-stories-are-told-around-the-world/> - How Stories are told around the world

<https://www.khanacademy.org/partner-content/pixar/storytelling/we-are-all-storytellers/v/video1-final> - Pixar Story Telling workshop