

[SOUND
WORDS]



Disclaimer: This project has been funded with support from the European Commission within the Lifelong Learning Programme. This publication reflects the views only of the author, the Commission and the National Agency cannot be held responsible for any use which may be made of the information contained therein.

EUROPEAN GRAPHIC NOVELS



WHAT'S YOUR
STORY?

THAT SHARE STUDENTS'
EXPERIENCES, VIEWS AND DREAMS



[SOUND
WORDS]



INTRODUCTION

The aims of the ERASMUS+ project “Soundwords: Graphic Story Telling” are to develop an artistic approach via the use of graphic novel, to promote social inclusion and to provide useful tools for teachers.

In the early stage of the project, the character of “Mica” was created. She/he is the common element who connects the artworks of all the six countries involved.

The richness of these graphic stories is a creative realisation of different age groups, learning abilities and artistic exposures within the same European context.

This book presents examples of some of the graphic novels produced by students from all the schools involved. Its purpose is to motivate teachers to use innovative tools to help young learners to develop their analytical and creative skills. This should encourage them to express themselves through their individual stories in a safe environment.

„Every child is an artist. The problem is how to remain an artist once he grows up.“

Picasso

[SOUND
WORDS]



Erasmus+

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MALTA

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Misraħ l-Ghonoq Mosta 1735
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UNITED KINGDOM

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Aldridge Road, Birmingham, West Midlands
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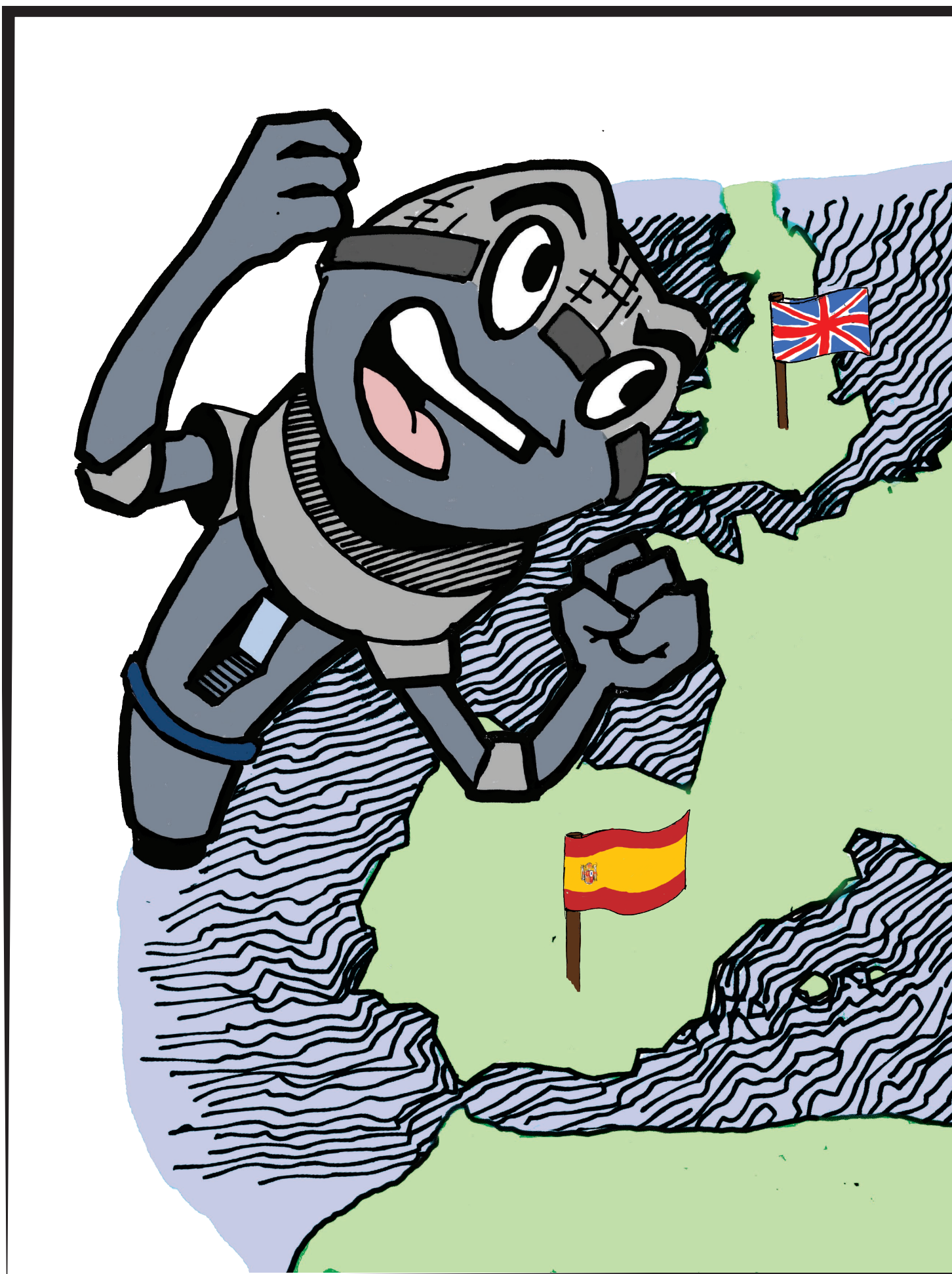


LOOK!

I am special.
I have no ears.
But I am a good listener!

MY JOB IS TO:

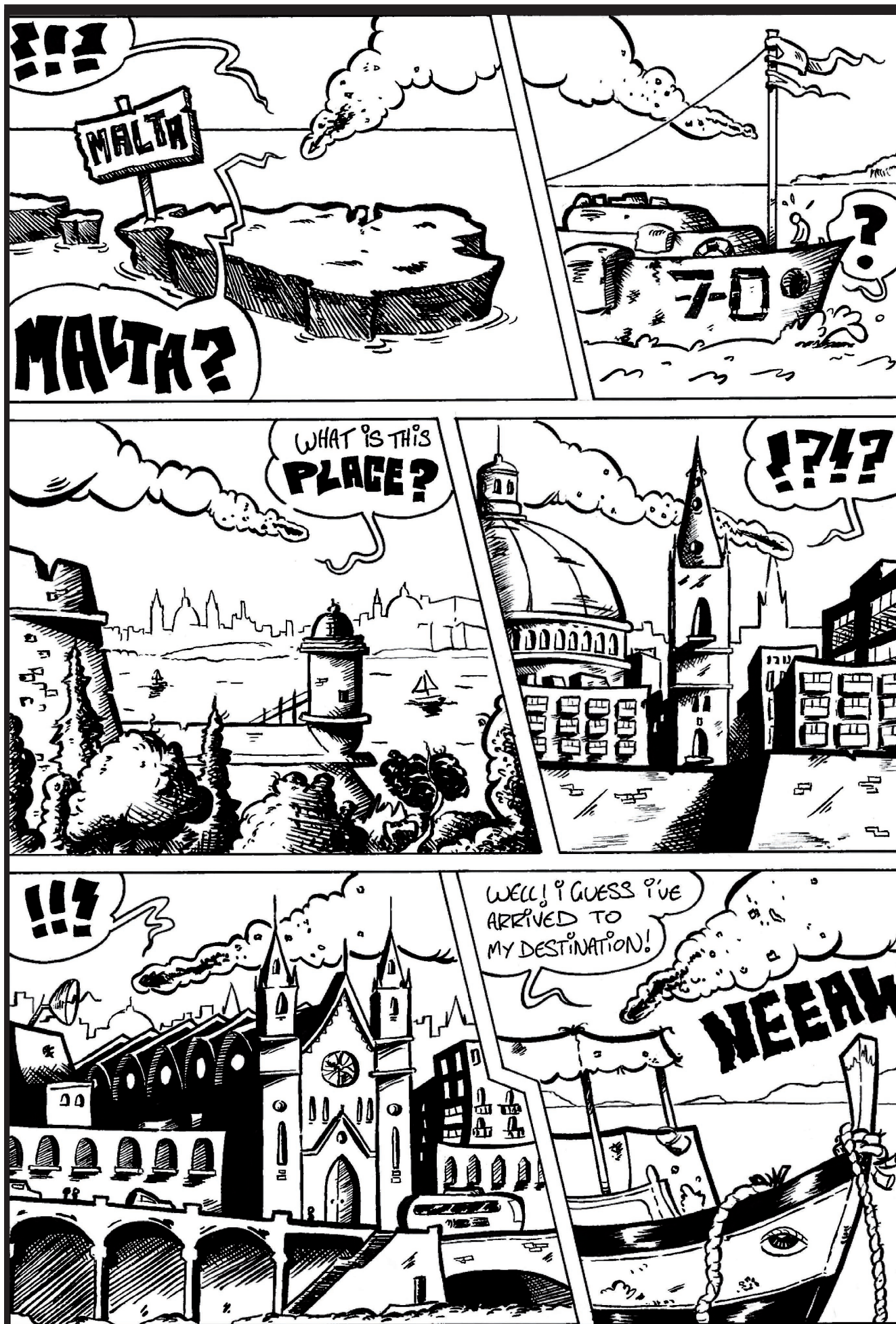
Meet people living in the European Union and
give voice to their life experiences.
I believe in and practice the European Values.
I promote social inclusion and I would like
to be by your side.



LET THE
EUROPEAN
JOURNEY BEGIN...



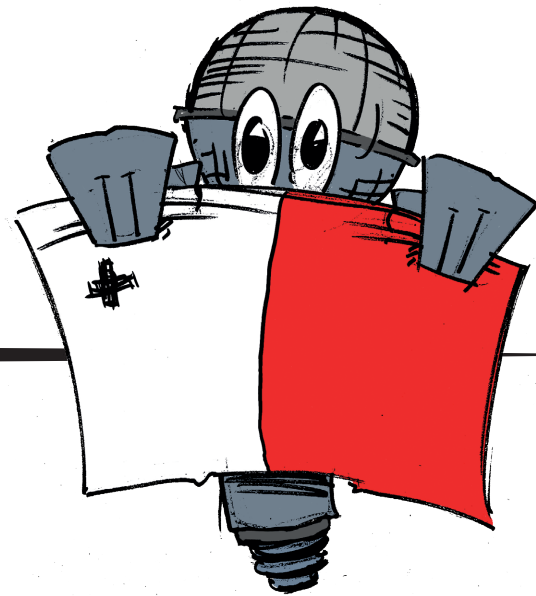








MALTA



Malta, this little dot in the Mediterranean Sea, has more than originally meets the eye. It has got its own rich history, cuisine, traditions and language which sometimes feels Italian and other times Arabic. The country's landscape is also full of beautiful cathedrals and churches with some being very well-known landmarks around the island. Food in Malta is a mixture of Mediterranean cuisine including the famous pastries known as "pastizzi". As an independent little island, Malta has a lot that completes its identity including the national anthem, flag, village feasts and artisan skills found all over the island.

Malta's environment has a balance of rural and urban places and enjoys a sunny climate most of the time. At the moment, Malta is going through a lot of developments in construction as well as in the fast growing IT industry. Additionally, the Maltese language itself keeps evolving as this little island keeps becoming ever more colorful through multicultural diversity. Malta is now home to people from all over the world enriching each resident's life with new cultural experiences.



BACKGROUND INFORMATION

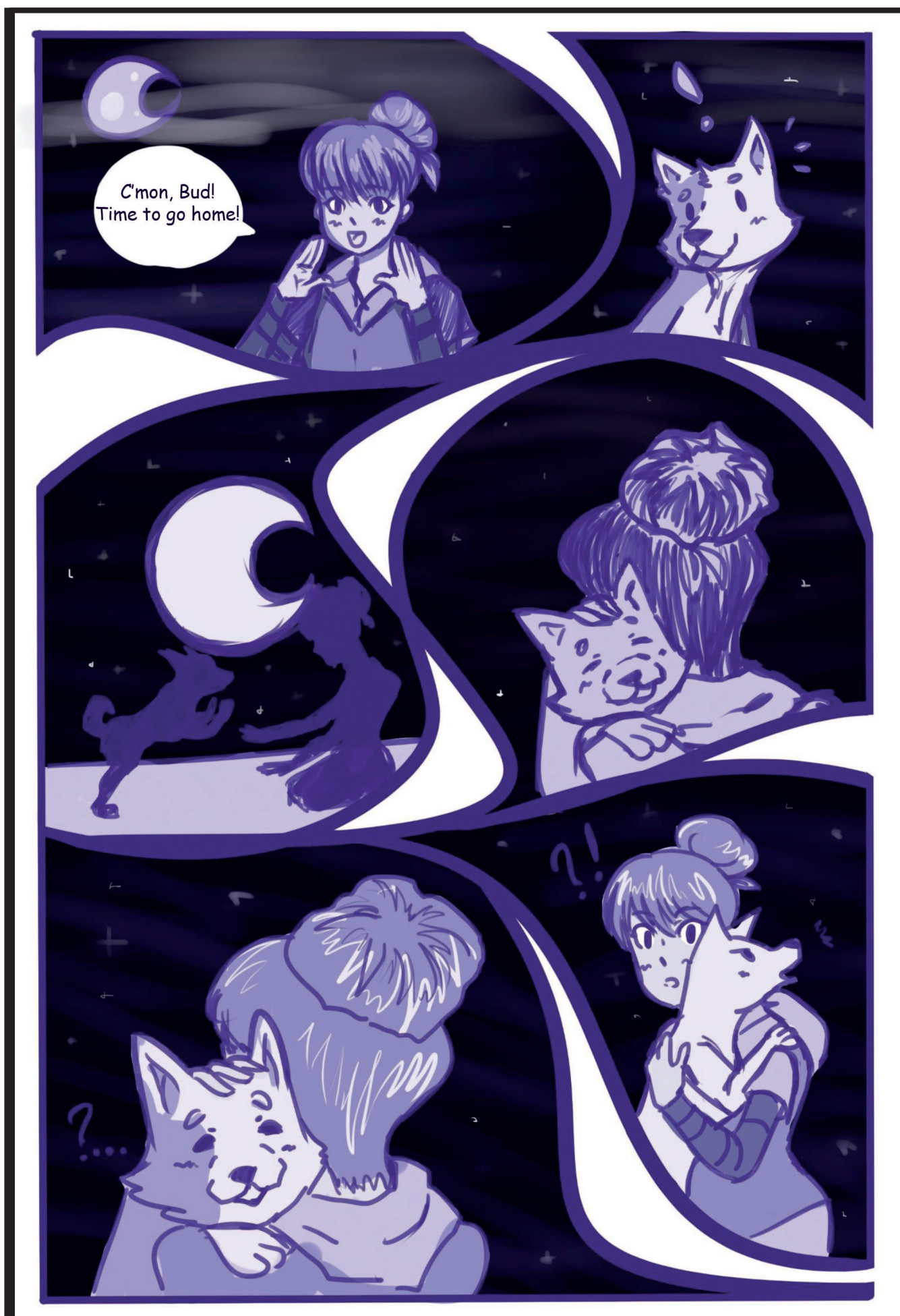
| | |
|--------------------|---|
| SCHOOL: | MCAST, Institute for the Creative Arts |
| STUDENT: | Lymbomir, 19 years |
| STORY: | <p>The story is about how Rose and Bud become instant friends with Mica when they meet on one particular night. The story develops showing a journey they embarked on together where Mica learns about different genres of music while also learning about Malta. In the end we see Mica departing from his new friends, however the aspects of kind gestures and friendship is felt throughout. As a graphic novel, the story unravels with the use of different shades of purple indicating light and dark tones. Mica as a figure is also consistently kept gradually transforming from magenta to blue so he can stand out as a focal point of this visual story.</p> |
| PROCESS: | <p>Through the use of primary and secondary sources, the student followed five basic steps to develop his graphic novel. These were exploring and developing a number of studies to create environmental drawings, character designs, experimenting with media and techniques and developing a storyboard. Once the student was happy with the layout of the story, he then proceeded to create the final graphic story through digital media.</p> <p>16 sessions (56 hours)</p> |
| TECHNIQUES: | Free hand drawing for brainstorming ideas, digital drawing for final work. |

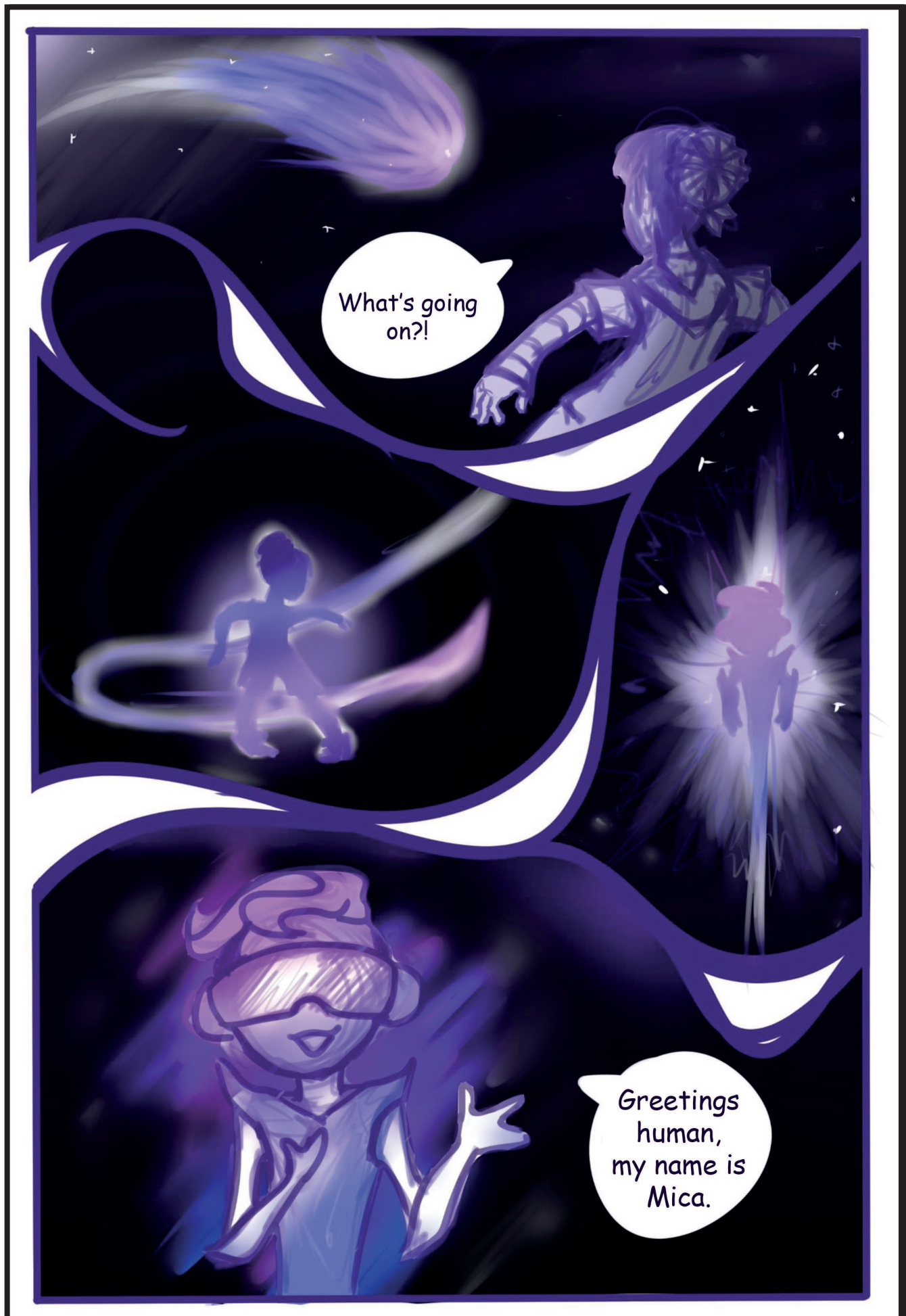


MALTA_LYUBOMIR, 19 YEARS



PAGE 11



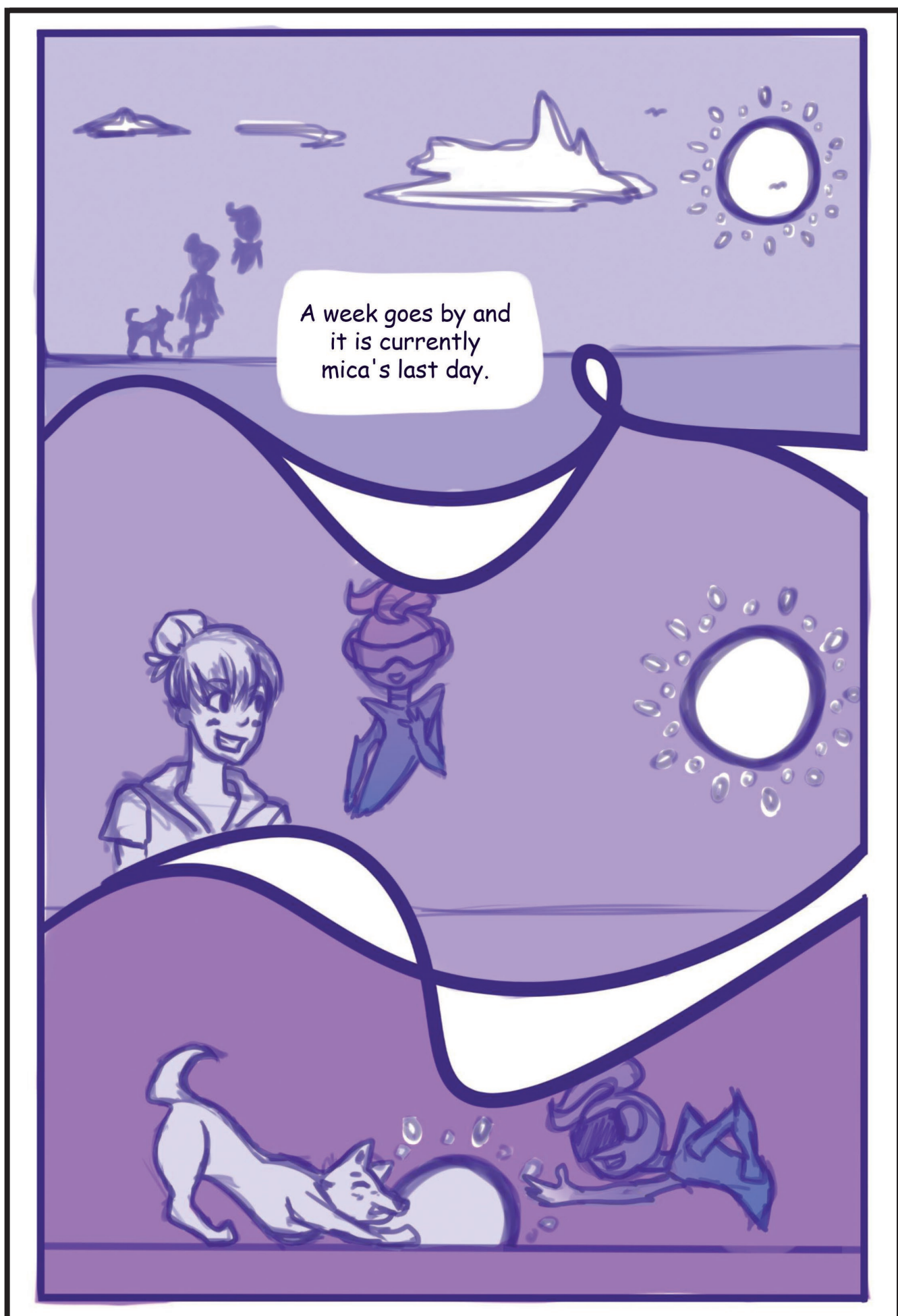






Days go by as Rose introduces Mica to different genres of music as they explore around Malta.



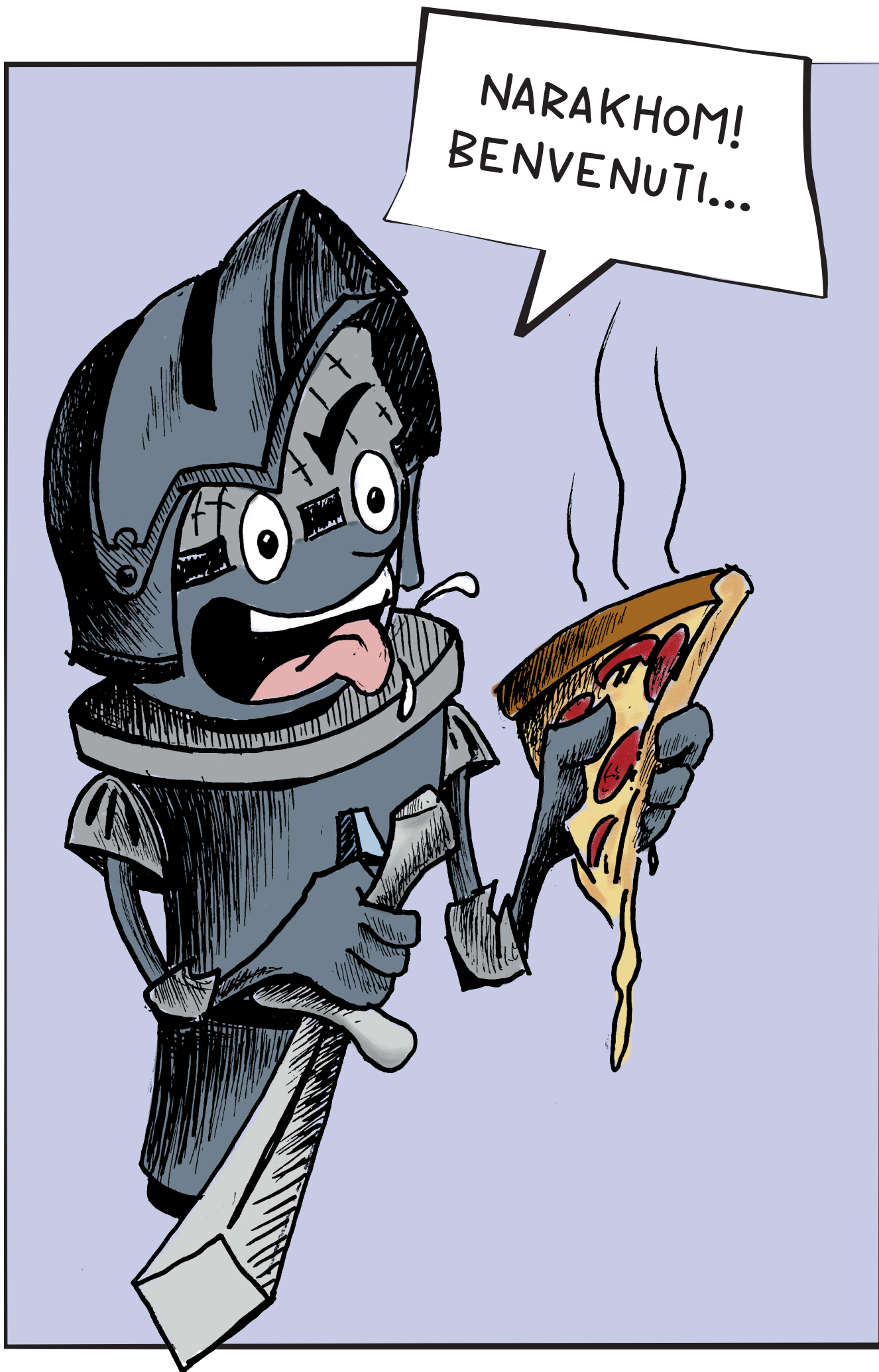






MALTA_LYUBOMIR, 19 YEARS







ITALY

BOLOGNA



Bologna is the capital city of Emilia Romagna located in the Northeast area of the country. The town is known by three nicknames: “La Dotta, La Grassa and La Rossa” meaning the educated, the fat and the red.

“La Dotta”, refers to its great university, founded in 1088, whose thousands of students have been giving a cosmopolitan character to the town.

“La Grassa” is a tribute to Bologna’s world-famous cuisine, which has led to the reputation as the nation’s food capital. Tortellini is the city’s signature pasta.

Lastly the third nickname is “La Rossa” referring to the color of the buildings as red Terracotta has been the main building material in Bologna.

Bologna is famous for its endless porticos with marble floors and painted ceilings.

On hot summer days, you can take a pleasant stroll through almost the whole city staying in the cool shades of porticos. In fact, Bologna is the city with the longest arcades in the world!

The city is also known for its medieval towers, all made of red brick. The most famous ones are the central “Due Torri” – Asinelli and Garisenda – which are among Bologna’s best-known landmarks. Since medieval times Bologna has always been one of the wealthiest cities in Italy.



BACKGROUND INFORMATION

SCHOOL:

IsArt Liceo Artistico Francesco Arcangeli
Art High School

STUDENTS:

16 - 18 years

STORY:

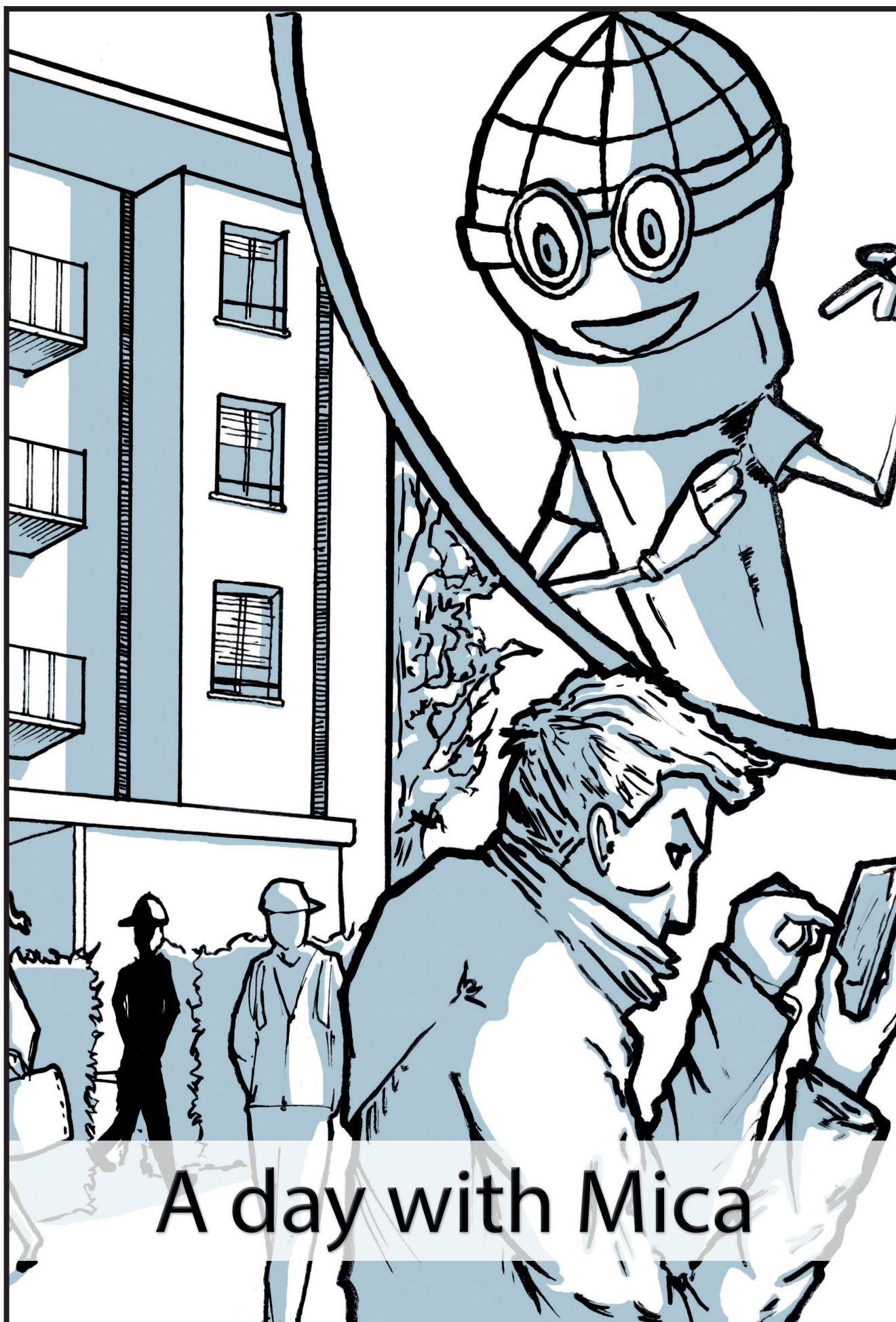
It's 8am in Bologna, Italy. Mica is at Francesco Arcangeli Art High School. Students are rushing through the doors as teachers are waiting for them in their classrooms and the janitor is telling them to hurry up. Learning is important at school however sometimes it is difficult to manage problems such as anxiety, self-confidence and self-esteem. However, relationships in the community seem to be strong enough to support everyone. Mica is strolling around and sees how students care for one another. Good friendships relieve stress, provide comfort and joy and prevent loneliness and isolation. Today is a special day; it's School Open House when future students' questions and expectations are answered. Throughout the day our hero, Mica, talks to students about their problems and encourages them to have fun while studying and the importance of feeling good and confident about themselves. It's 2:10pm and the bell rings to tell everyone that school is over. Mica has enjoyed the school day making new friends and learning lots of things.

PROCESS:

Students built the Graphic Novel in both photographic and storyboard sessions. They then translated speech bubbles into English before finally scanning and digitally painting their images using Photoshop software.

TECHNIQUES:

Storyboard drawing (pencil, transparent paper for reproduction of the image), digital painting using Photoshop.



A day with Mica



TODAY IS A WONDERFUL DAY IN BOLOGNA. THE SUN IS SHINING BRIGHT...

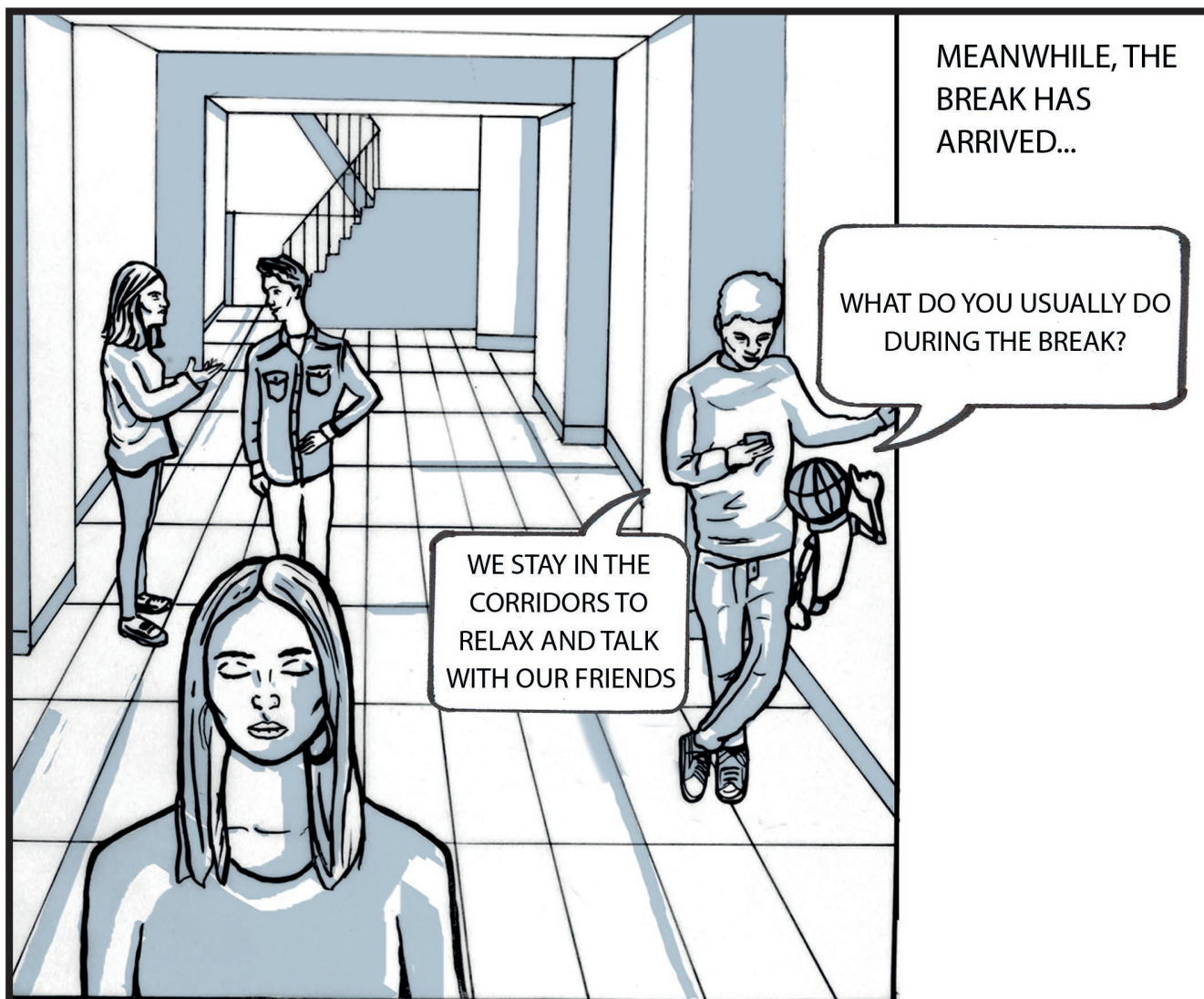
THIS IS BORCHI-MAMO STREET, FROM HERE THE STUDENTS CAN REACH THE SCHOOL OVERTHERE OVERTHERE AND THE SEPARATE BRANCH IN THE NEAR VARTHEMA STREET

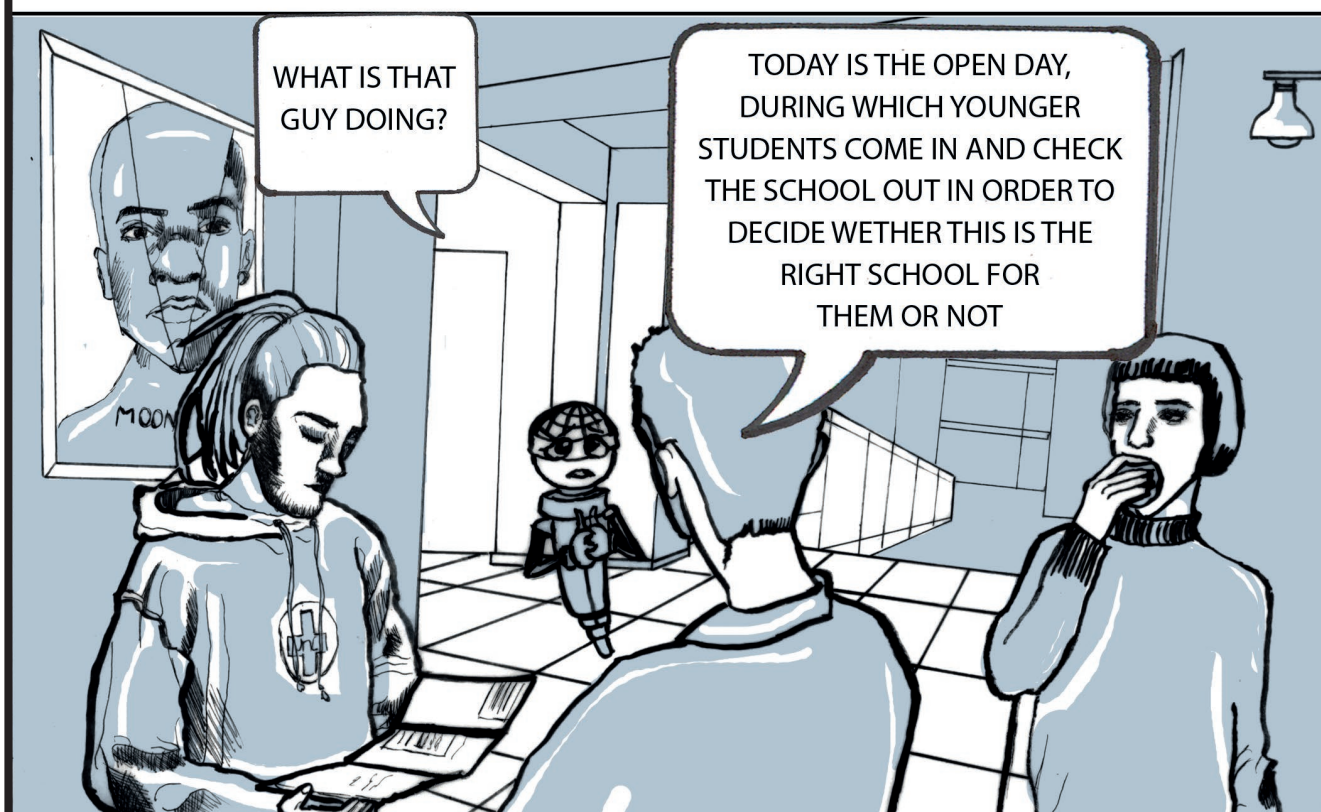
...AND ANOTHER EXCITING SCHOOL DAY IS ABOUT TO START!



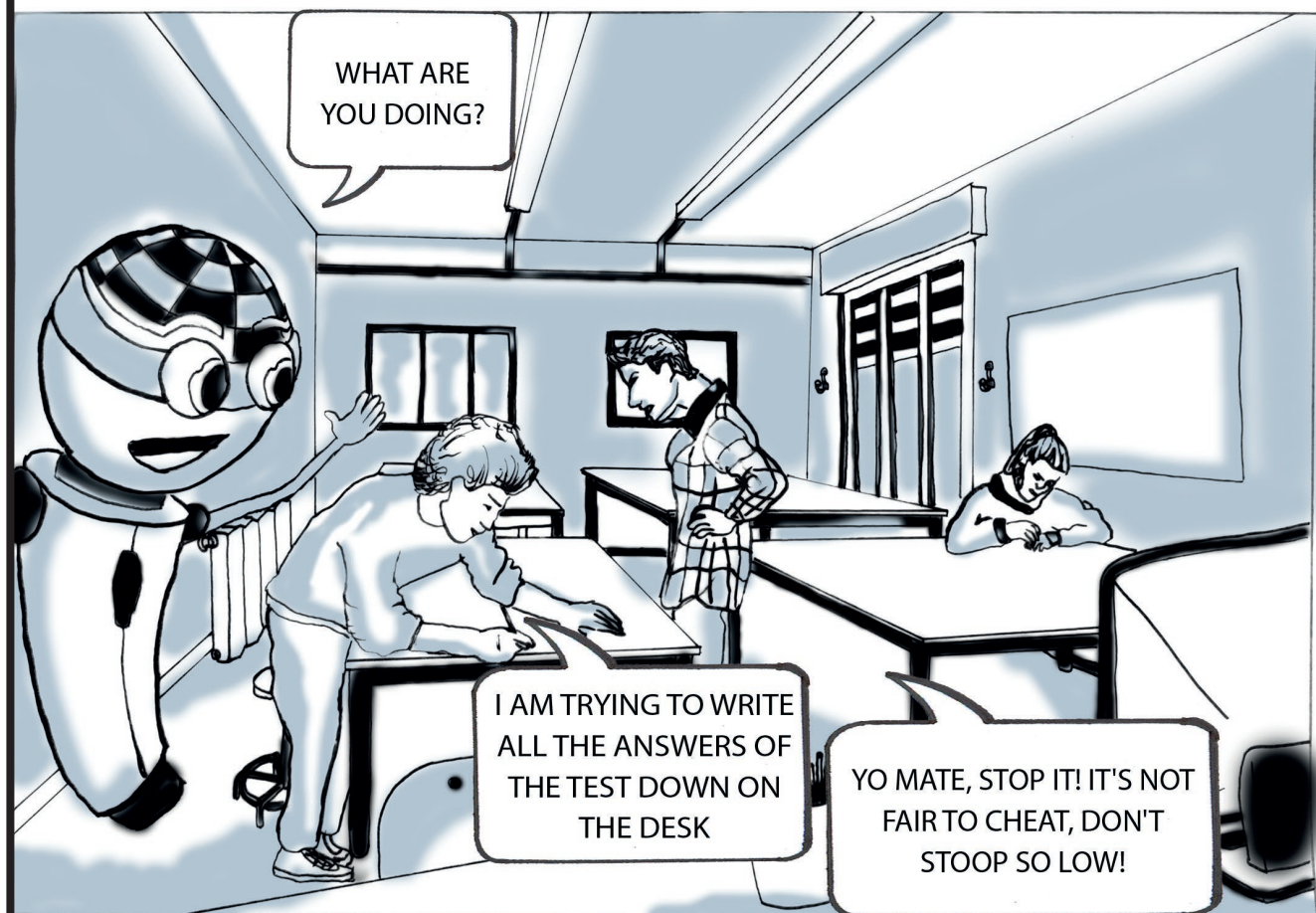


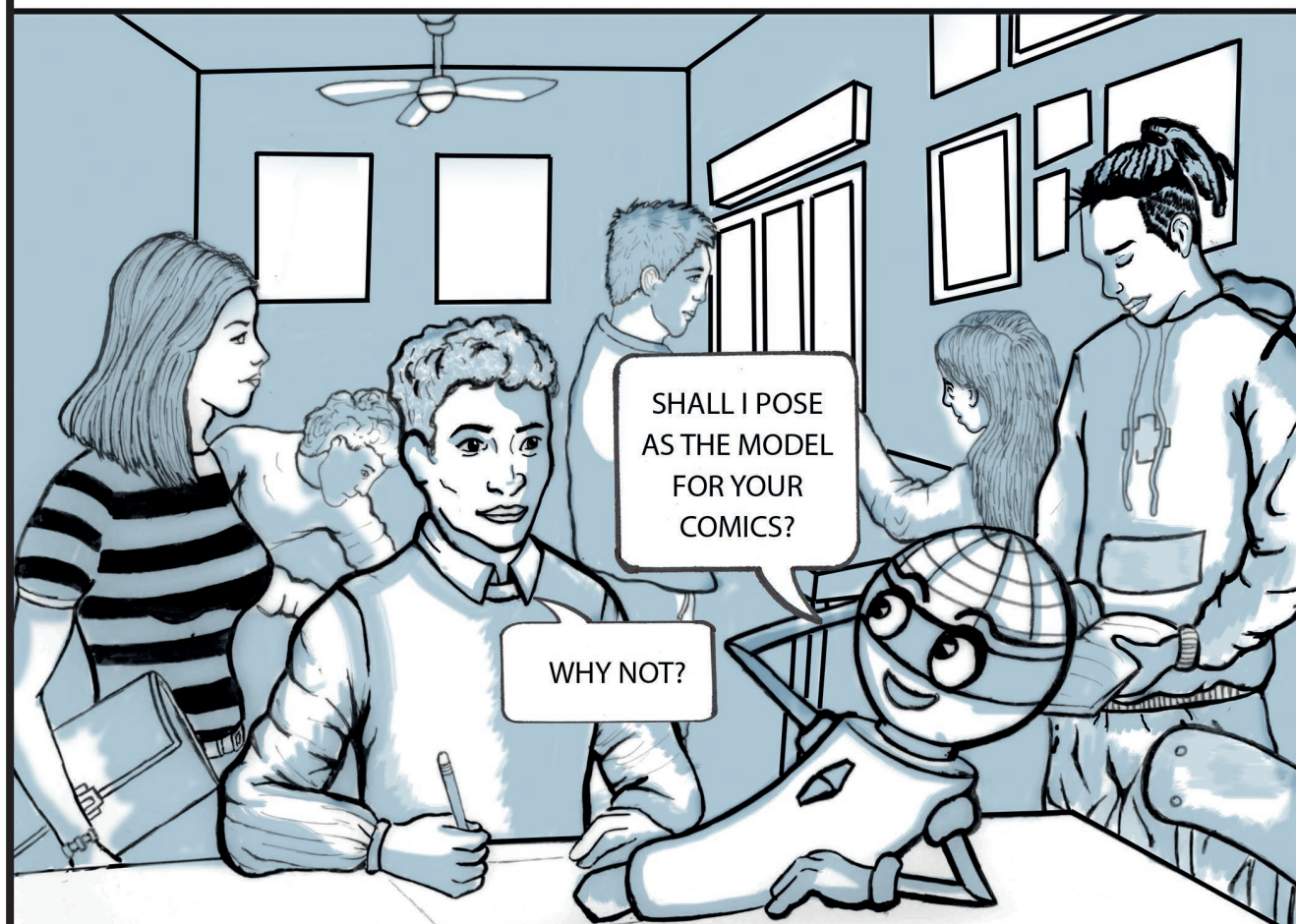
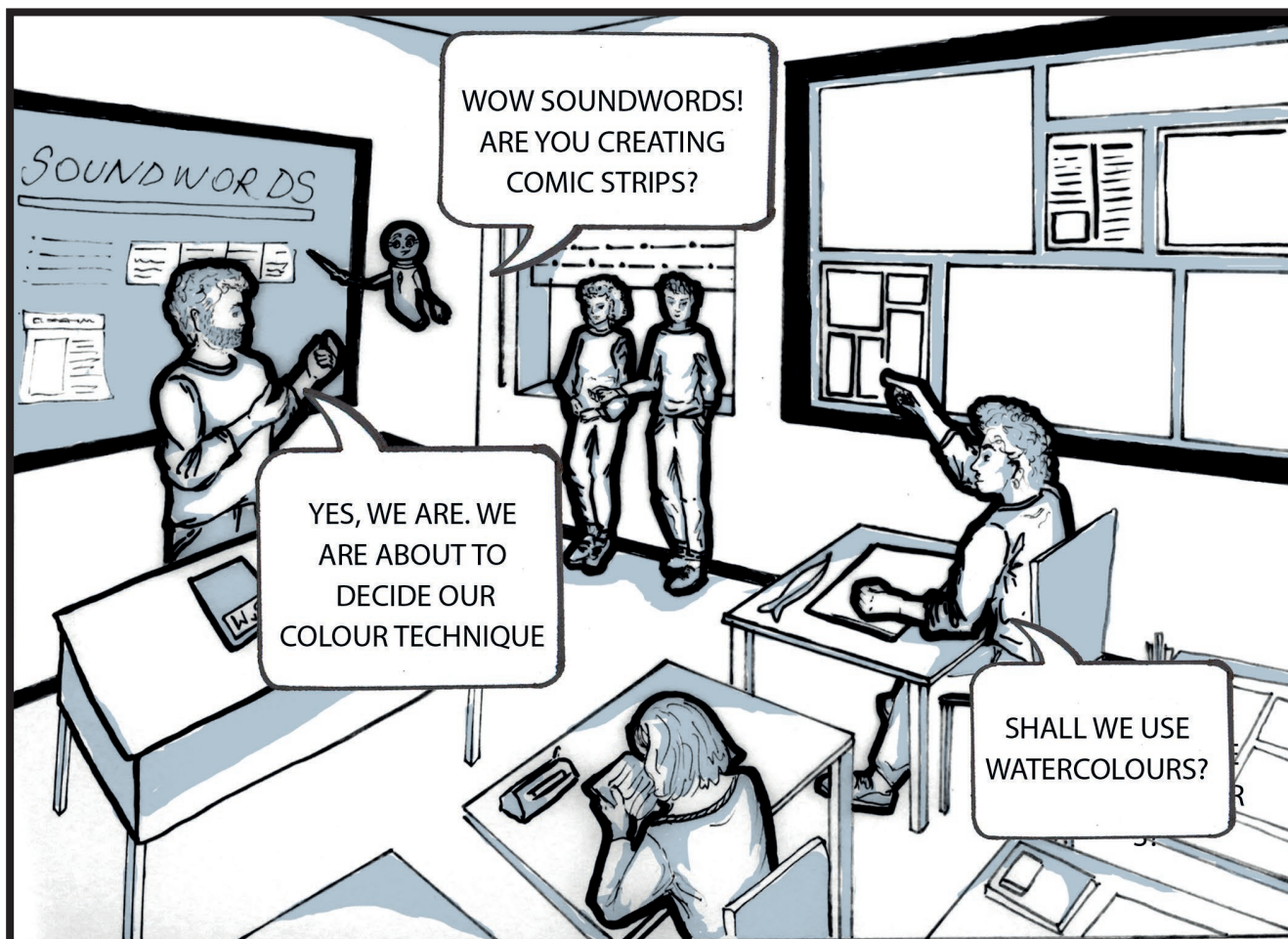


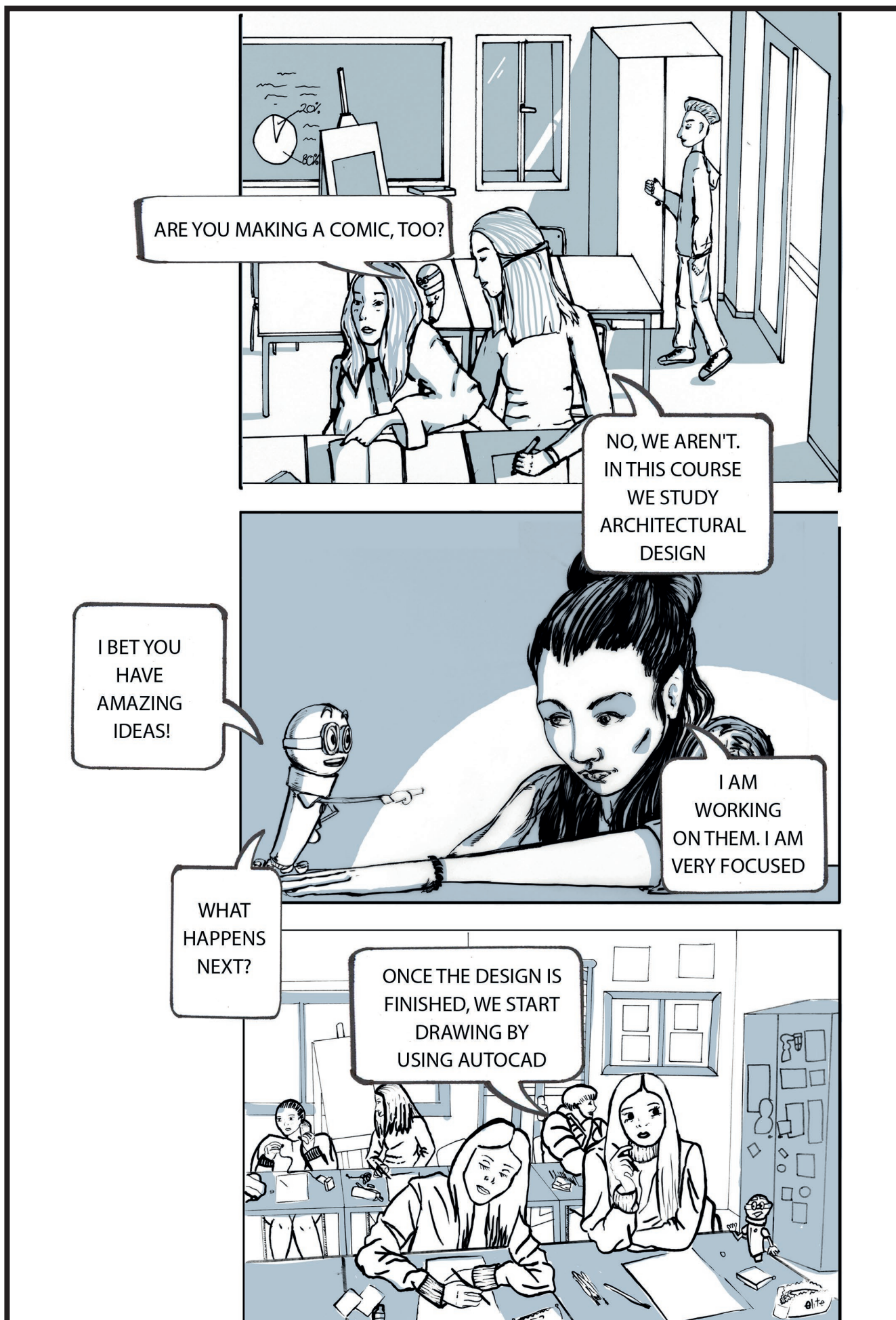














THE BELL RINGS, STUDENTS
CAN RELAX THEMSELVES FOR
A LITTLE... AT LAST!

WHAT IS THIS
SOUND?!

LET'S SEE
WHAT'S
HAPPENING
IN THE
CORRIDORS!

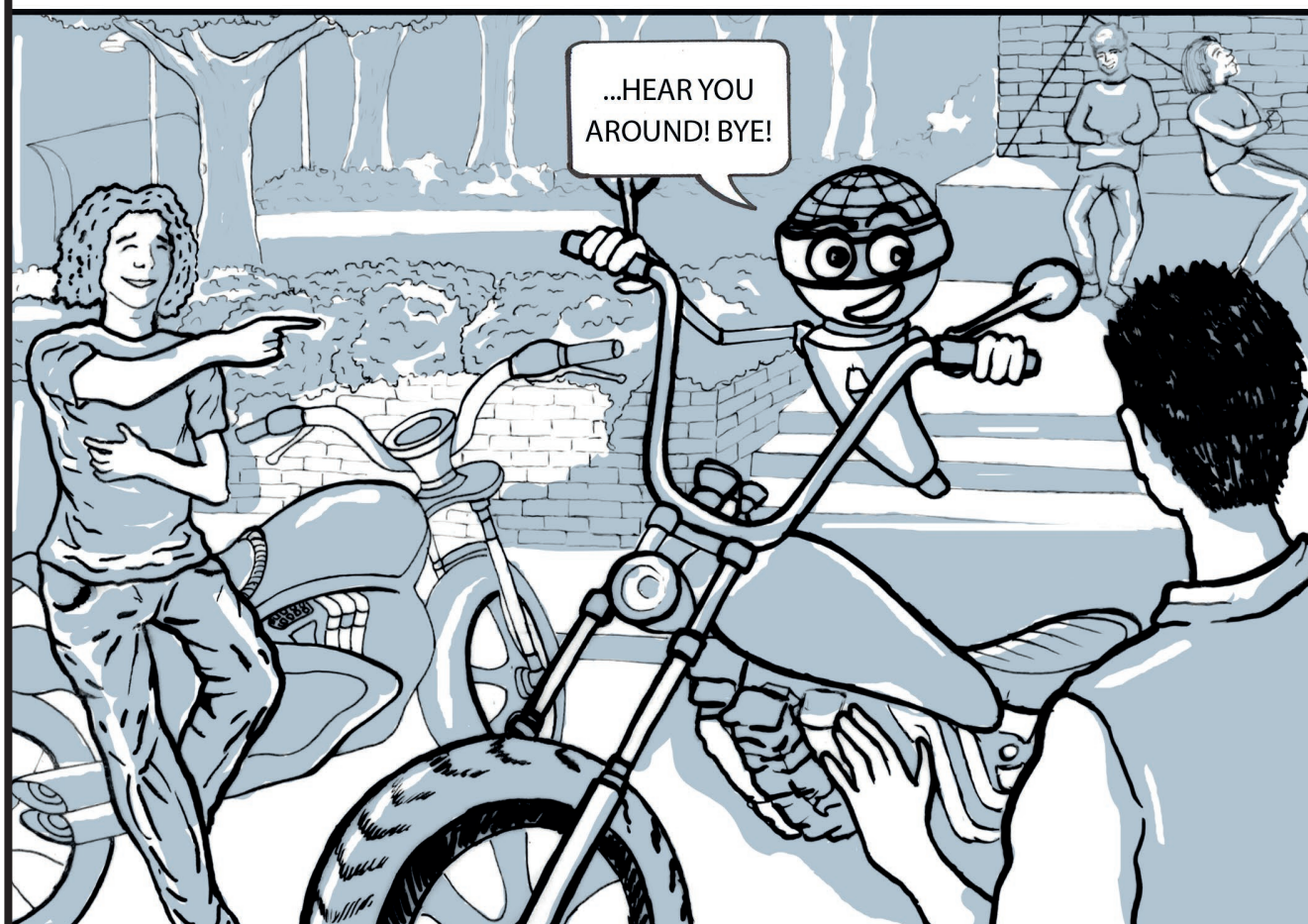


IT'S THE BELL,
OUR SCHOOL
DAY IS OVER



CAN'T YOU SEE THERE IS
A GIRL TALKING TO YOU?
BE A GENTLEMAN, DON'T
BE A PHUBBER, PUT THE
PHONE AWAY!







AUSTRIA

VIENNA

Vienna is the capital city of Austria and is the second most populous city in the German-speaking metropolitan area and the sixth largest city in the European Union.

For centuries, Vienna has been a cultural and culinary melting pot, including classical concerts and heart-warming dishes such as “Knödel, Schnitzel and Sachertorte”. A place of encounter and connection, of tradition and modernity. Its artistic and intellectual heritage has been influenced by residents such as Mozart, Beethoven and Sigmund Freud.

Vienna, geographically in the middle of Europe, is working as a bridge between East and West. Keeping balance is a strength of this city and its people. Austria, and especially Vienna, always had to face great changes and challenges through history. Up to the present there is a “mélange”, in all facets and areas of life that lead to a multicultural and colourful city.

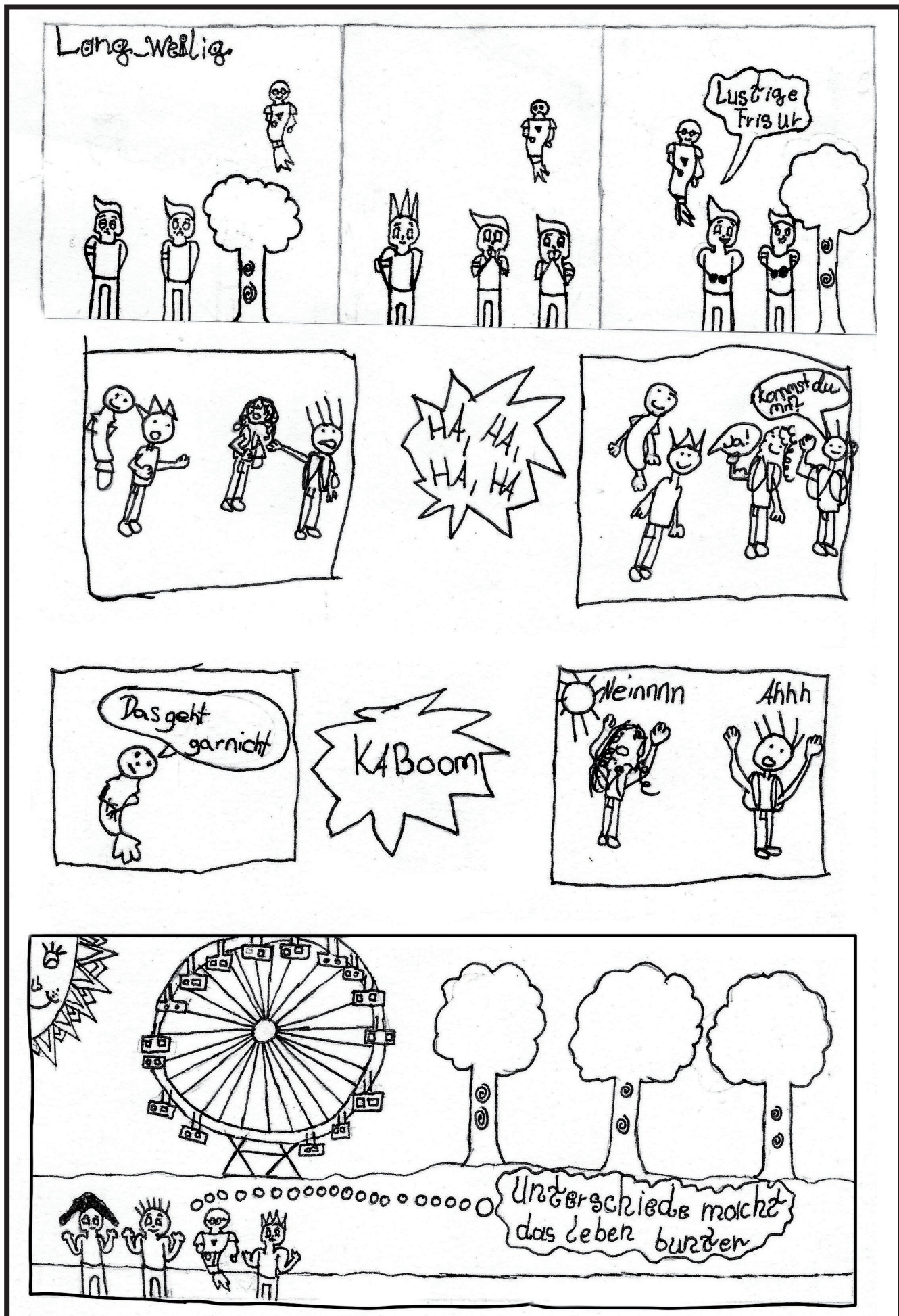
Sometimes life in Vienna seems a little bit slower than in other cities but when having a closer look it turns out to be not slow at all but well balanced.

Vienna offers well-organized public structures, free access to education, affordable housing and a successful mix of green and urban spaces which have made Vienna the winner in recent years as the “most liveable city” worldwide.



BACKGROUND INFORMATION

| | |
|--------------------|---|
| SCHOOL: | Schulzentrum Quellenstraße School for special educational needs |
| STUDENTS: | 10 - 11 years |
| STORY: | Seven students were involved in the first steps (introduction, brain storming and storyboard). They developed their own ideas and ordered them to create a storyboard. In the end two students wanted to draw the comic. They split it up into two parts and started to draw without help. The comic was completely drawn on their own. |
| PROCESS: | 2 units of introduction, 2 units of brain storming, 1 unit storyboard, 8 units sketching, drawing with pencil and pen. |
| TECHNIQUES: | Pencil and fineliner on cartridge paper. |





BACKGROUND INFORMATION

| | |
|--------------------|--|
| SCHOOL: | Schulzentrum Holzhausergasse Inclusive School |
| STUDENTS: | 12 - 16 years |
| STORY: | The pupils are dealing with the topics of vulnerability and European values, which are particularly important for their current life. Their artistic realization - a Graphic Novel 3D - turns into six showcases presented in public space. Three or four create a story together and work with screen prints in an artist's workshop. They deal with images, texts and elements of graphic novel. They arrange their ideas in drawings and collages with textiles, wood, wire and physical objects. The showcases become panels of their stories. The students present their work at a preview. |
| PROCESS: | 24 Units |
| TECHNIQUES: | Mixed media: screen prints, collage, painting, drawings, found objects; 6 installations in 6 showcases. |



I never talked so much German before. It is called Vernissage ...



Graphic Novel 3D in Vienna

6 stories , 6 showcases
in the 2.district of Vienna,
June 2018

More Information:

<https://holzhausergasse.schule.wien.at/projektdokumentationen>





BACKGROUND INFORMATION

| | |
|--------------------|--|
| SCHOOL: | VS-Karl-Löwe-Gasse Primary School |
| STUDENTS: | 9 - 10 years |
| STORY: | A child is confronted with a problem. With the help of their powers they become a superhero and overcome adversity. |
| PROCESS: | For their own superhero the students invented costumes and special superpowers. Then they found their individual story and drew it into three panels. A few months later the pupils presented their comics in a huge project including role play, shadow theatre, rap songs, dances and improvisational theatre scenes. The whole project needed about 9 hours creating the stories and about 6 hours preparing the presentations. |
| TECHNIQUES: | Pupils were free to choose their own preferred materials, which included hand drawing and colouring. |

Flori rettet das Kind





BACKGROUND INFORMATION

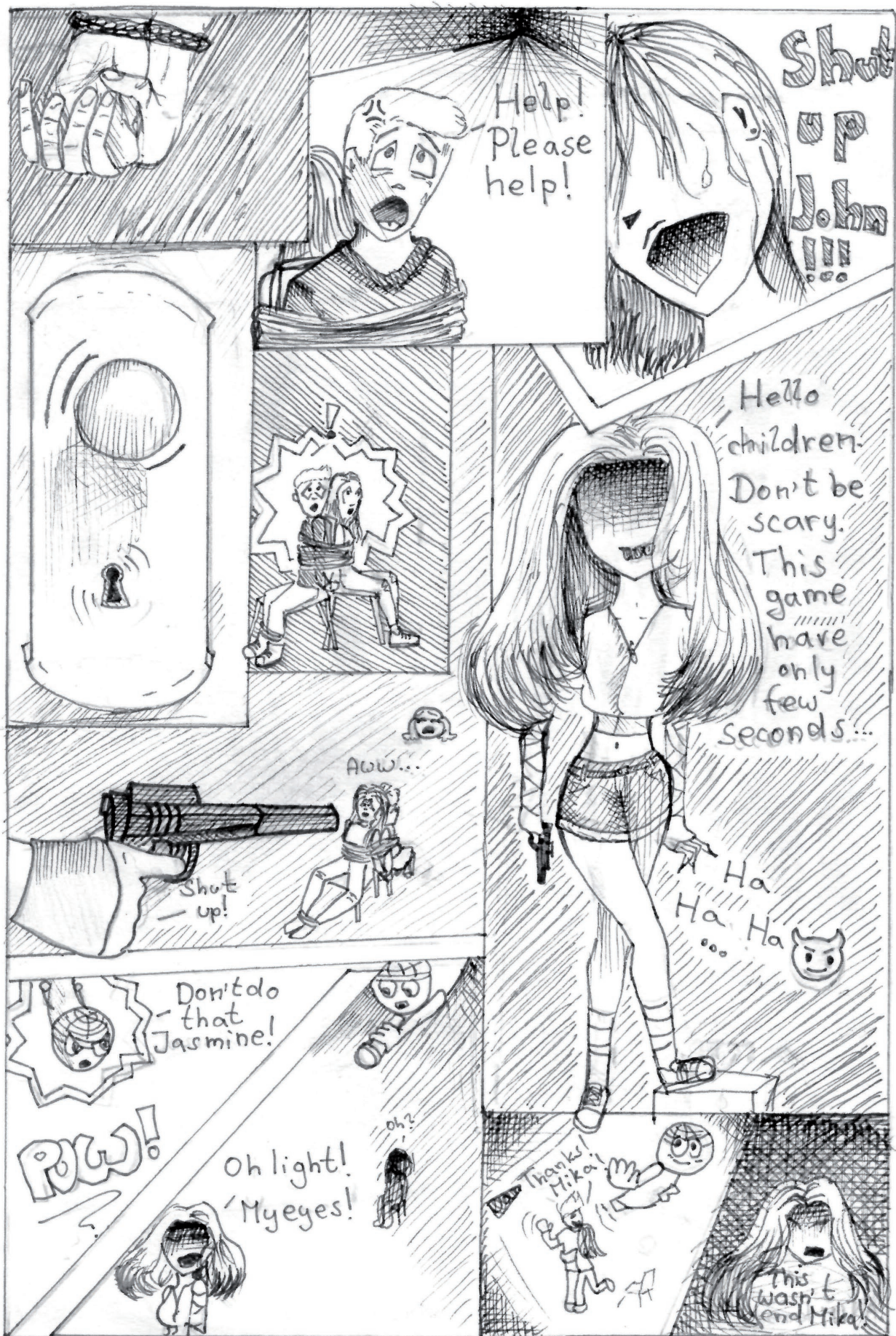
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|-------------|--|
| SCHOOL: | Evangelische Wiener Mittelschule Middle School |
| STUDENTS: | 13 - 14 years |
| STORY: | Prompted by something on the radio, a mother and her daughter discuss their thoughts and views about the European Union. The mother has a lot to learn from her daughter! |
| PROCESS: | A group of students worked for 2 days (10 hours) on this project. In the beginning we discussed the meaning of the European Union, the advantages and disadvantages as well as those who hold different or opposing views about the benefits of the Union. The students then developed their storyboards and individually realised their graphic story in their chosen medium. |
| TECHNIQUES: | Pupils were free to choose their own preferred materials and methods, which included hand drawing on a tablet. |





BACKGROUND INFORMATION

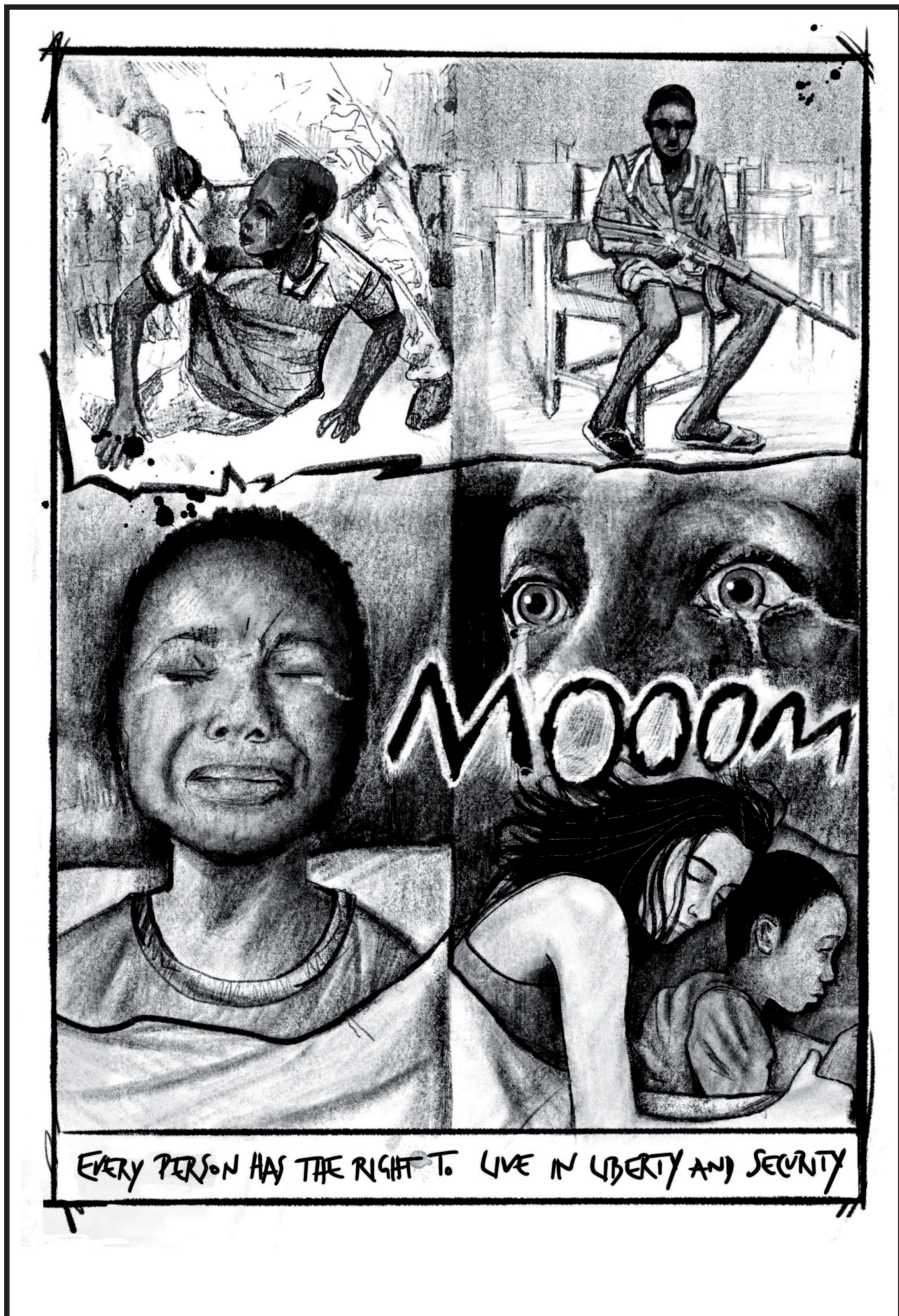
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|--------------------|---|
| SCHOOL: | NMS Max Winter Platz Middle School |
| STUDENT: | Sarah, 12 years |
| STORY: | A young couple is tied together and locked in a dark room by an evil being. The scared and frightened couple are calling for help. Mica appears like a hero from the darkness and shines very brightly into their eyes. The couple is freed and they happily embrace. |
| PROCESS: | Students worked on and researched the general aspects of graphic novels. Afterwards the students developed and drew their own stories in one session (90 min). |
| TECHNIQUES: | pencil, fineliner, paper |





BACKGROUND INFORMATION

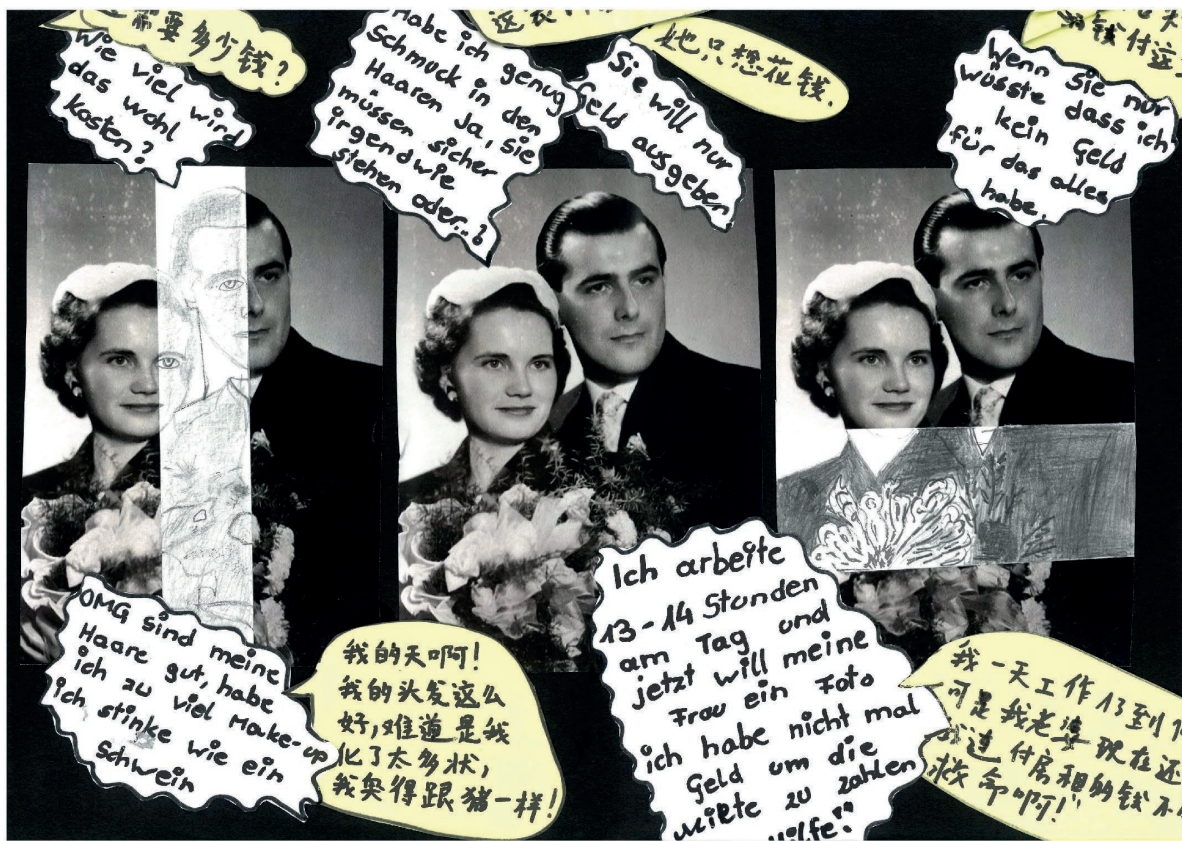
| | |
|-------------|--|
| SCHOOL: | Evangelische Wiener Mittelschule Middle School |
| STUDENT/S: | 13 - 14 years. |
| STORY: | This story was influenced by the plight of child soldiers. Students were moved by young people who did not enjoy the same human rights as themselves. |
| PROCESS: | A group of students worked for 2 days (10 hours) on this project. In the beginning we discussed the meaning of the European Union, the advantages and disadvantages as well as those who hold different or opposing views about the benefits of the Union. The students then developed their storyboards and individually realised their graphic story in their chosen medium. |
| TECHNIQUES: | Pupils were free to choose their own preferred materials and methods, which in this case included posing for photographs which then formed the basis for hand drawing on a lightbox. |



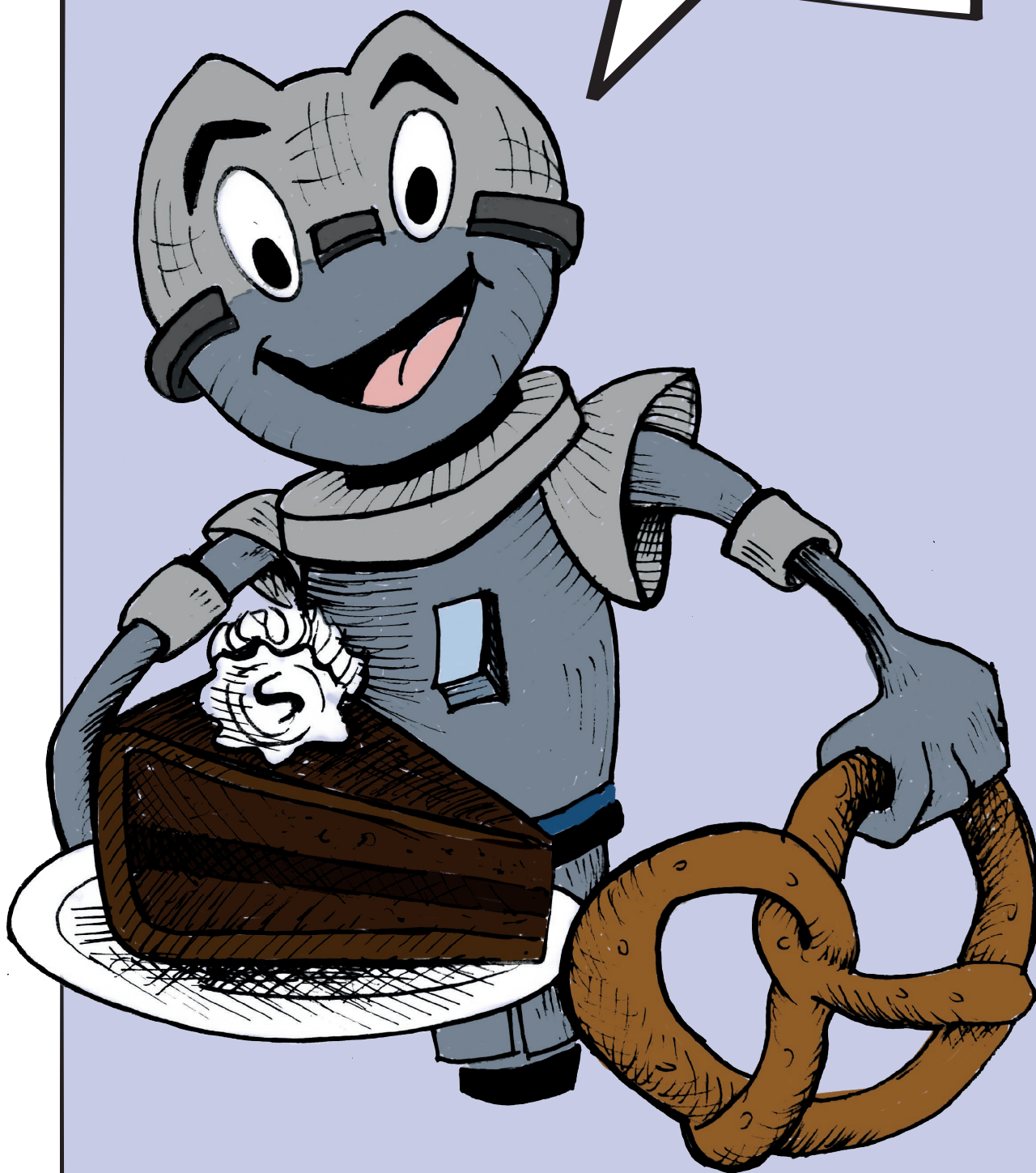


BACKGROUND INFORMATION

| | |
|-------------|---|
| SCHOOL: | Schulzentrum Franklinstraße School for special educational needs |
| STUDENTS: | Rita, 15 years; Burak, 15 years; Caney, 15 years, Marvin, 14 years |
| STORY: | Despair and poverty, what happens in the thoughts of the people in this storyboard |
| PROCESS: | 2 units for drawing with pencil and 2 units for creating storyboard |
| TECHNIQUES: | old photographs, pencil and a thick black marke |



PFIAT DI!
TACH ...





GERMANY

RECKLINGHAUSEN

The Ruhr area is a part of Germany. Its name refers to a river, the Ruhr, which flows in the south of the Ruhr area to the Rhine.

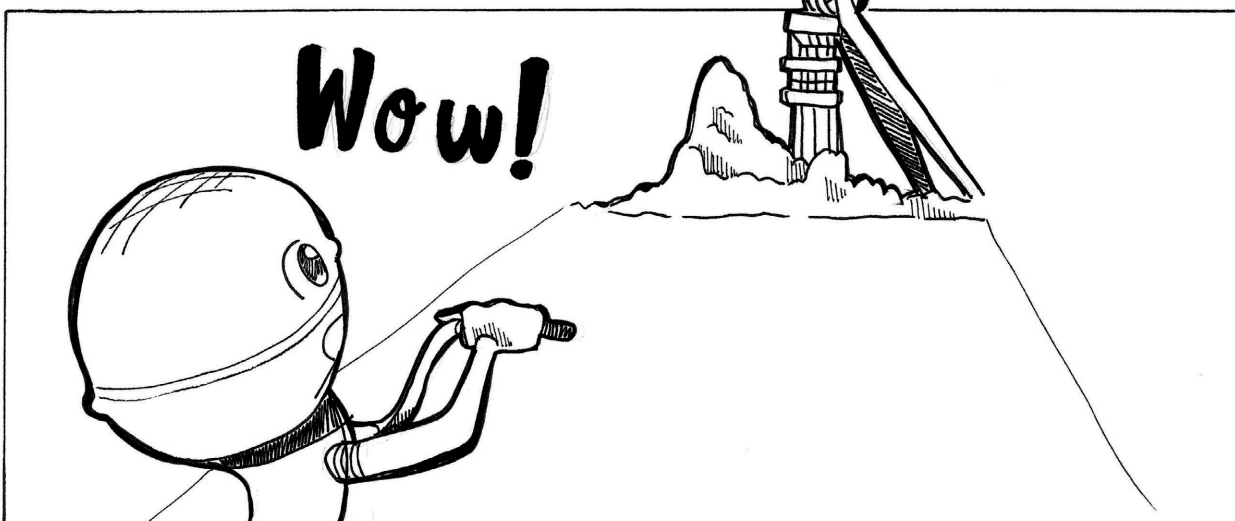
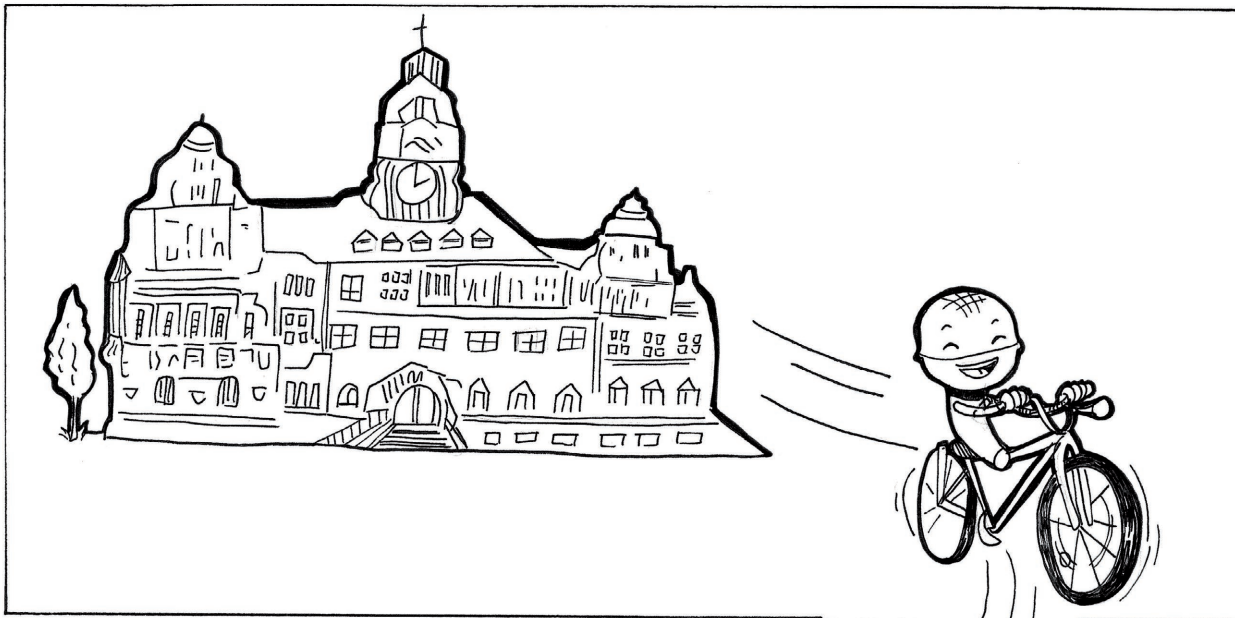
For a long time the region was rather rural, where only a few people lived. This changed in the years after 1800, when coal was found and people started to make their living out of mining. Because coal was so important, it got the nickname “Kohlenpott” (coal pot). The workers in this area were called “Malocher” or “Kumpel”. Little by little more people from all over Europe came to work here. It became known as the Ruhrmetropolis. About five million people live in the area today. That is more than in Berlin, the German capital. Life and its people in the “Kohlenpott” are multi-cultural. Typical food in this area is curry sausage!

Today there is no coal mining. The Ruhr area is now known for its cultural life and was European Capital of Culture in 2010, called RUHR.2010 because of the broad offer of theatres, museums, music halls etc.

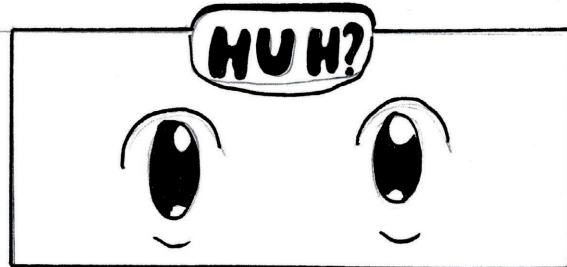


BACKGROUND INFORMATION

| | |
|-------------|--|
| SCHOOL: | Max-Born-Berufskolleg Vocational College |
| STUDENT: | Annika, 20 years |
| STORY: | Mica arrives in the Ruhrmetropolis and wonders about the strange architecture. He falls off a shaft tower and lands in a tipper. There he meets a miner. |
| PROCESS: | Getting to know Mica in connection with analysing and visualizing European values (3 units), with the help of Mica the Ruhrmetropolis is presented by way of storytelling (3 units). |
| TECHNIQUES: | pencil, fineliner; scribbles; different perspectives in graphic novels |





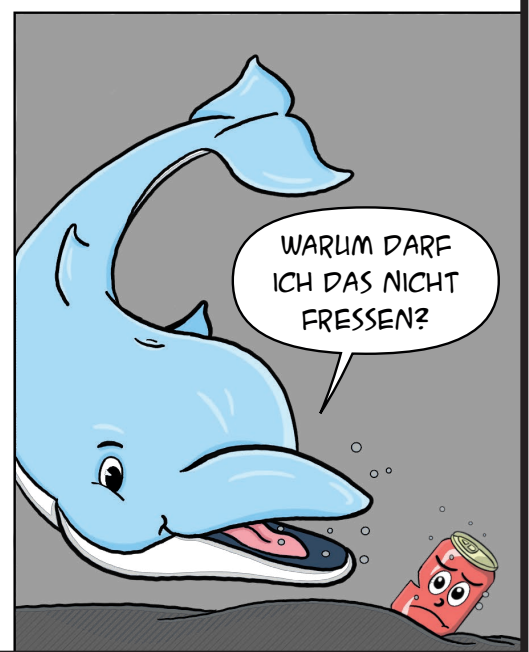
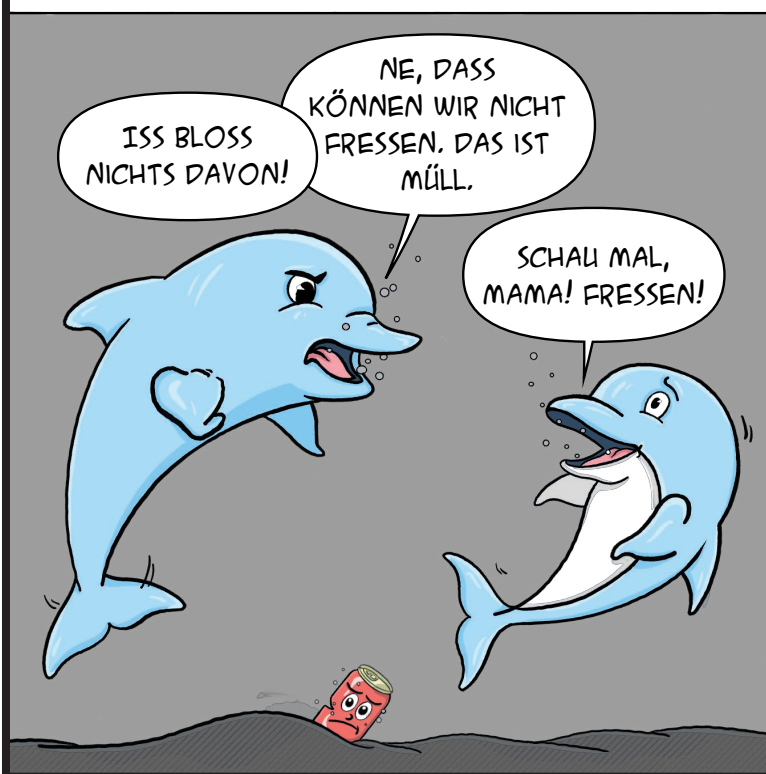
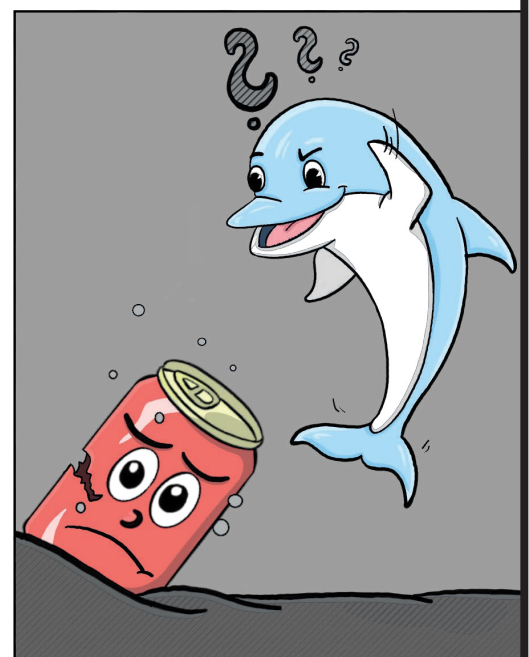
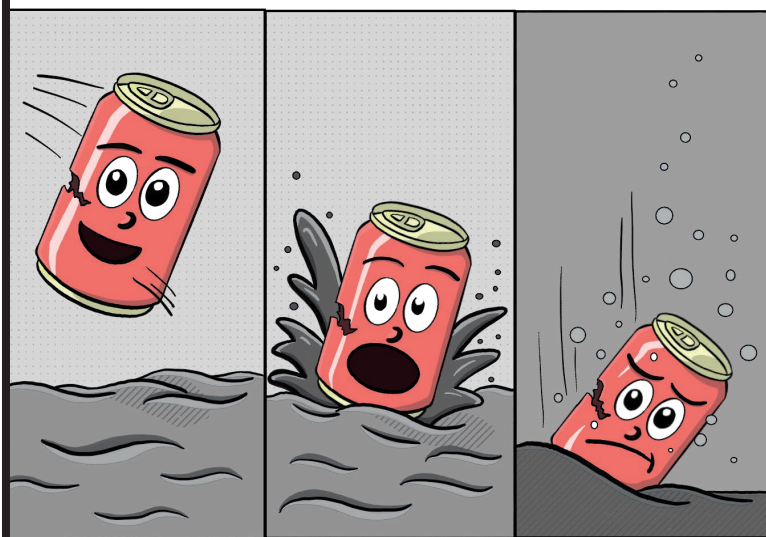


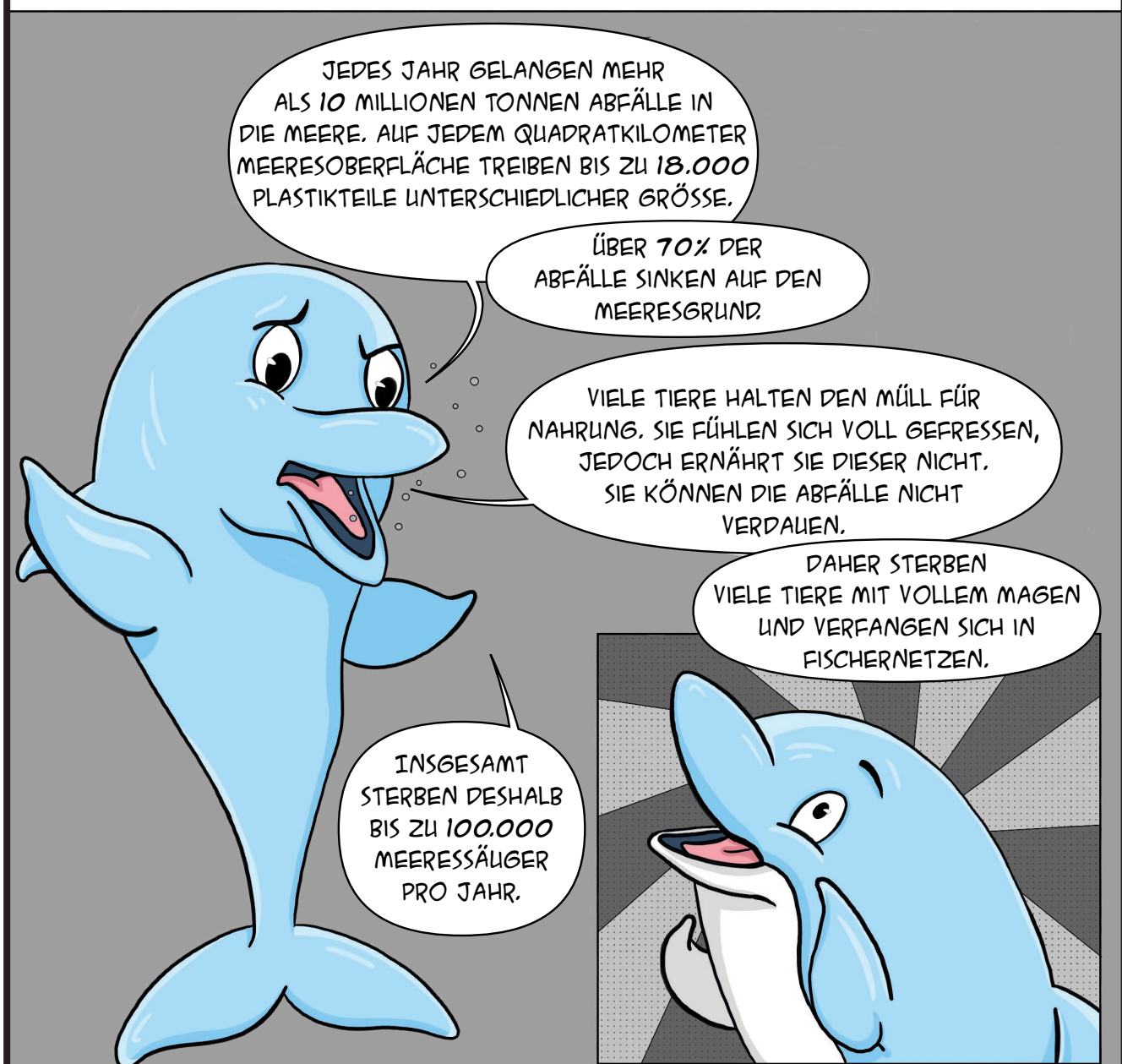
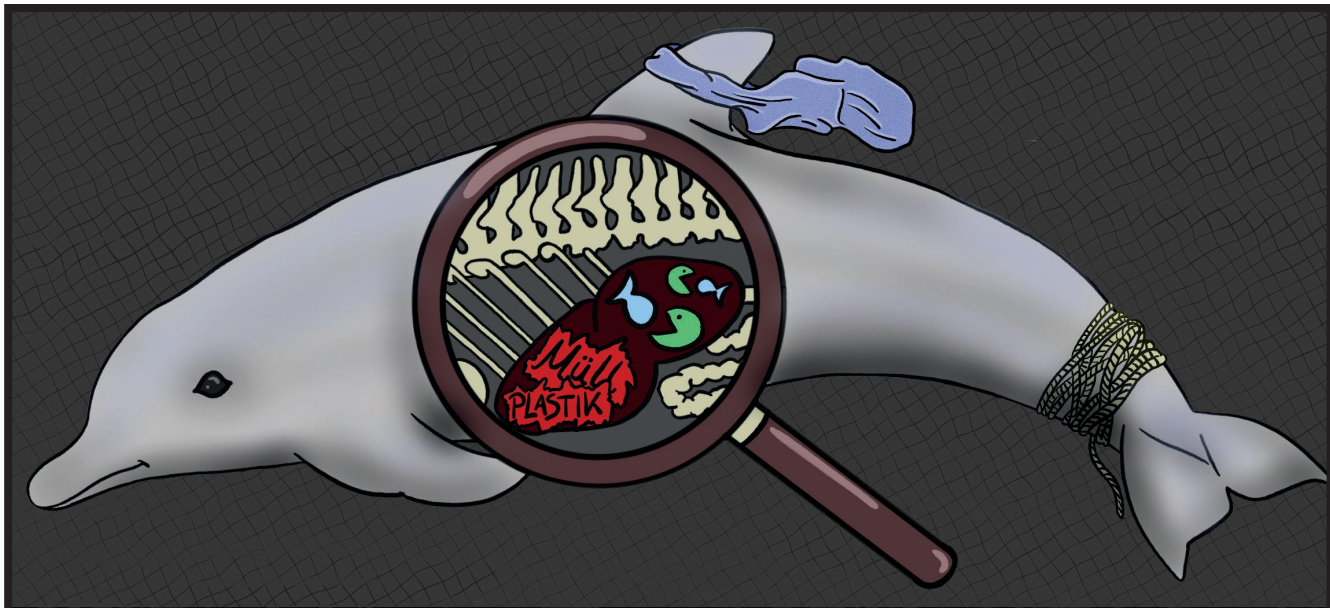


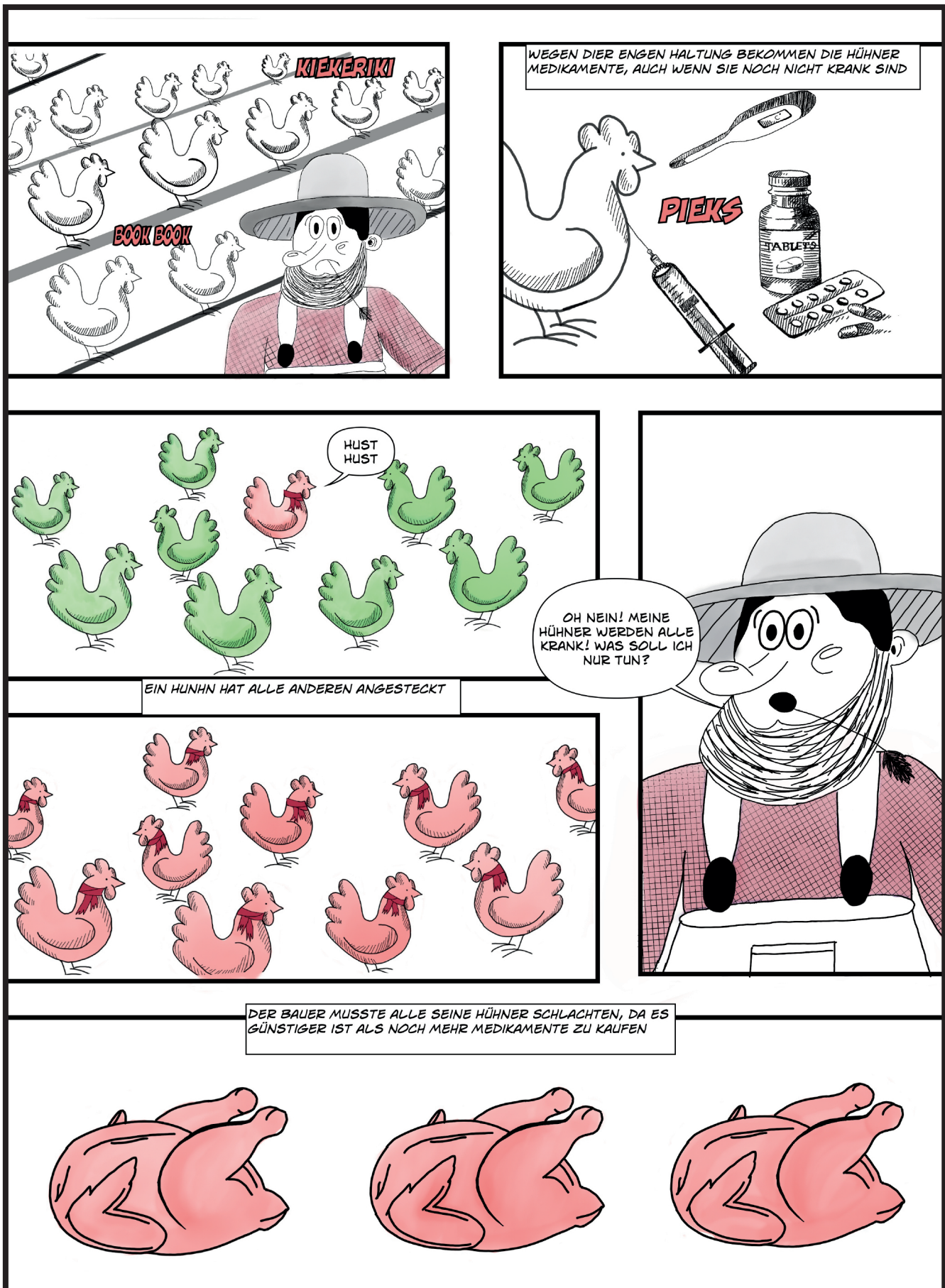
BACKGROUND INFORMATION

| | |
|--------------------|---|
| SCHOOL: | Max-Born-Berufskolleg Vocational College |
| STUDENTS: | Davina, 17 years; Luisa, 18 years; Kira, 18 years |
| STORY: | The topic of the graphic novel is sustainability and prevention of climate change. Therefore the stories deal with livestock, farming and pollution of the oceans. |
| PROCESS: | Before starting the actual creative process students did thorough research with regards to the topics. They developed a main character and based their story on this main character. They drafted a storyboard on paper and with the help of the iPad app Comic Draw the analogue results were digitalized. |
| TECHNIQUES: | sketching; digitalization by app comic draw”+ apple pencil Kumpel” |





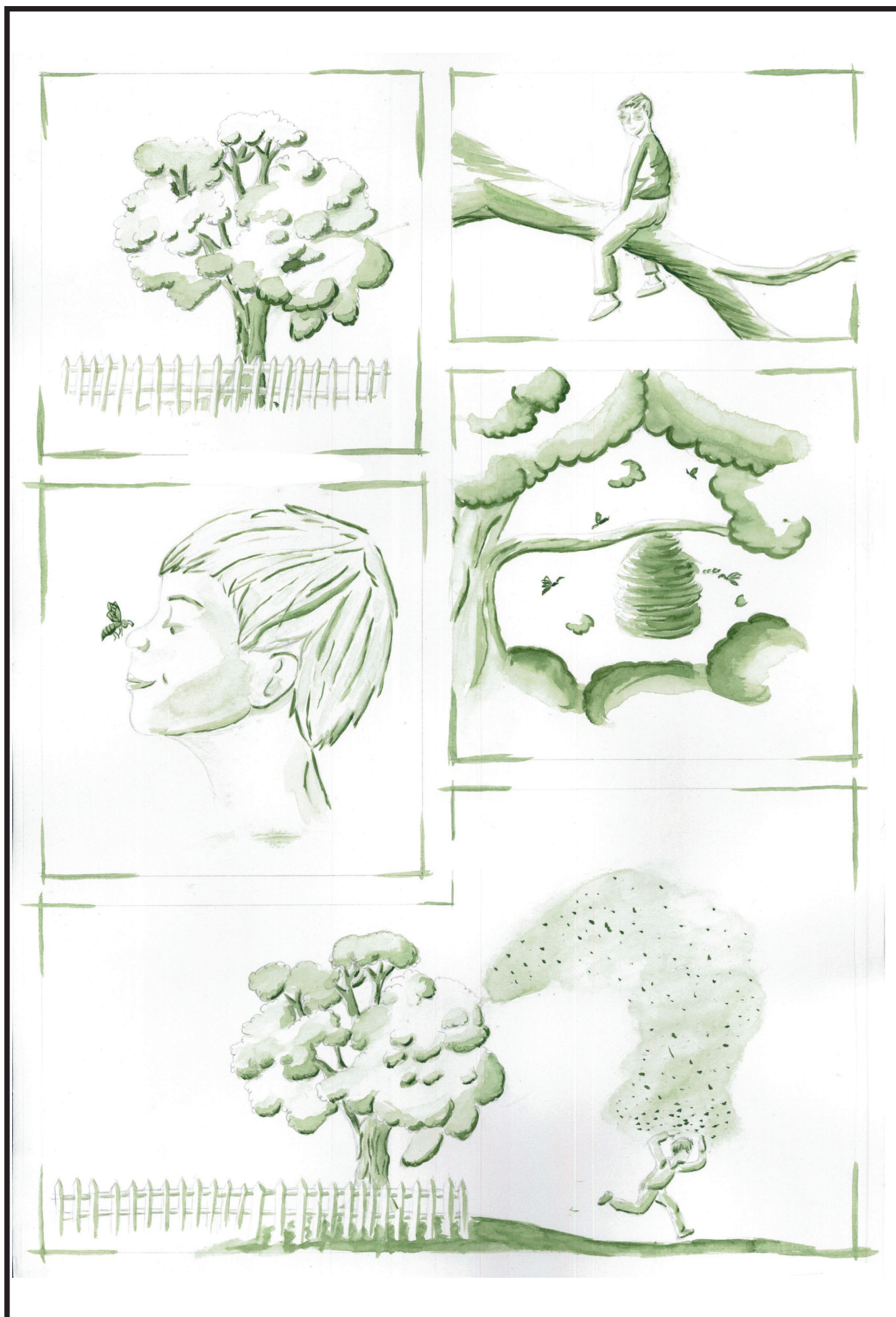


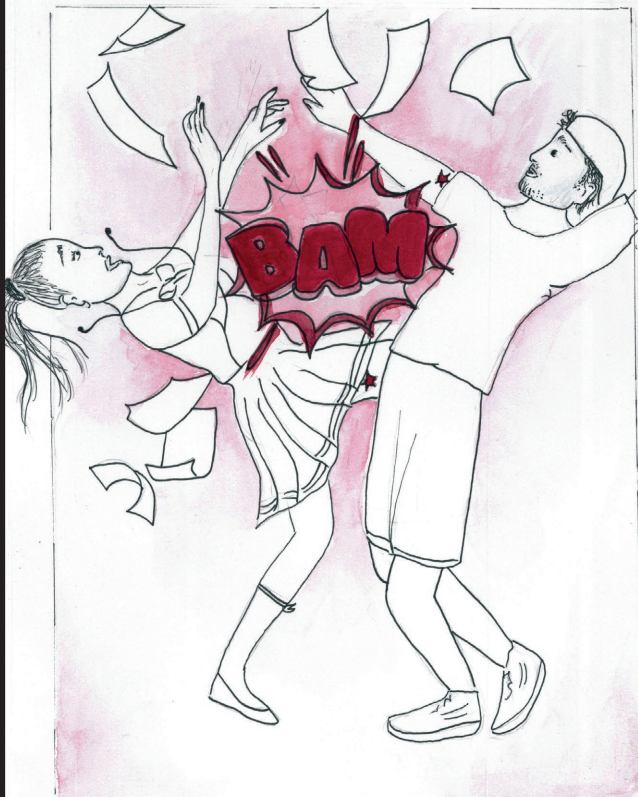
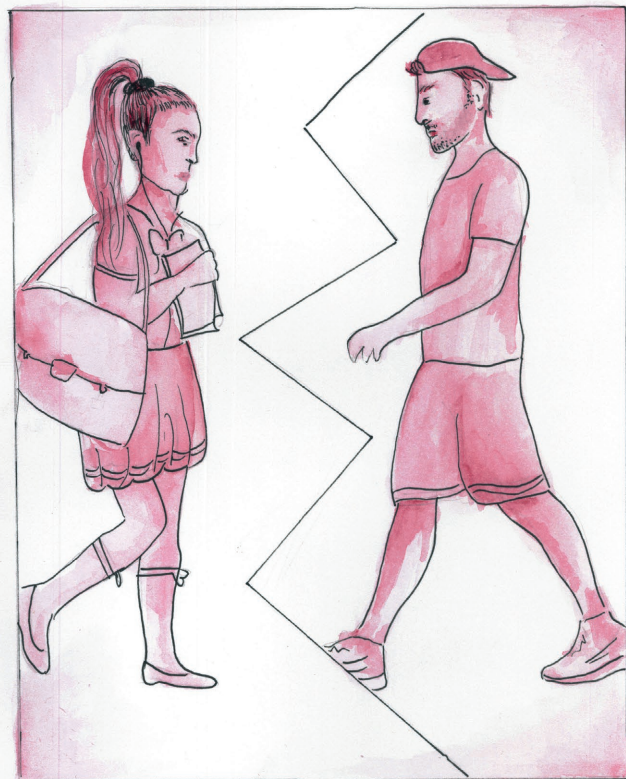
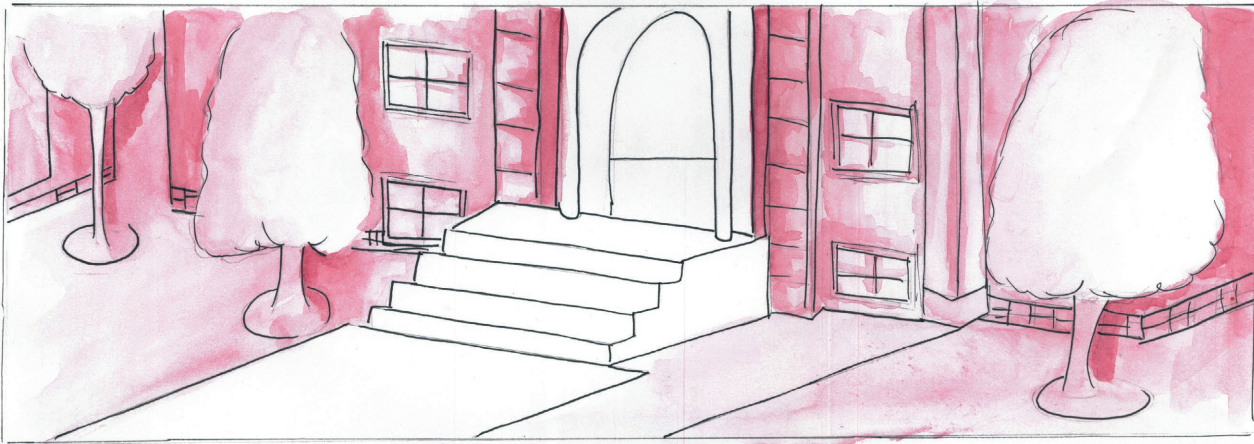


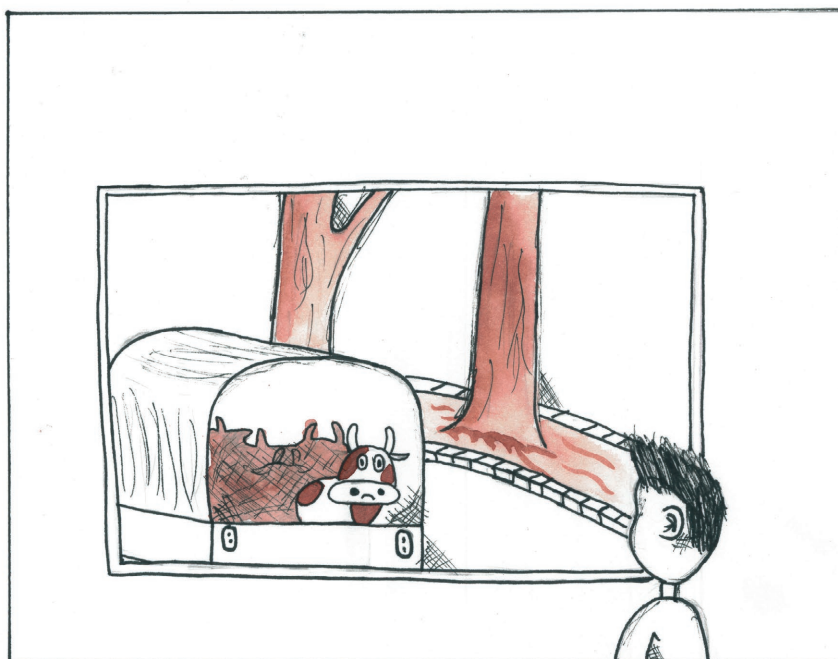
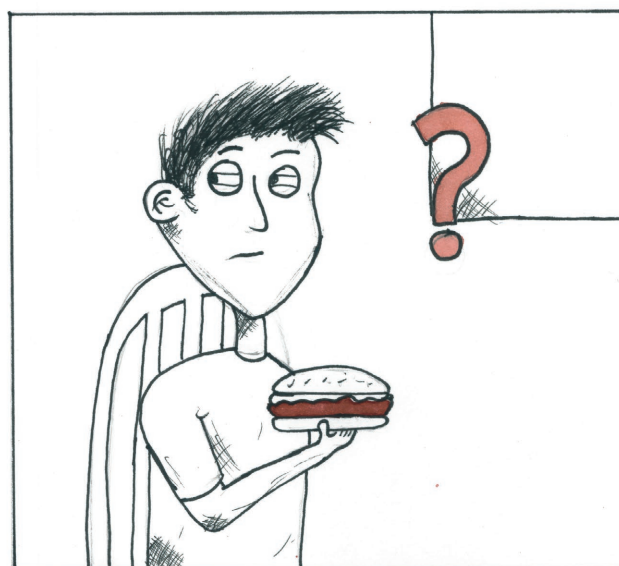


BACKGROUND INFORMATION

| | |
|-------------|--|
| SCHOOL: | Max-Born-Berufskolleg Vocational College |
| STUDENTS: | Sophia, 20 years; Celine, 18 years; Edwin, 17 years |
| STORY: | <p>Completely relaxed I am sitting on a branch in a tree and suddenly ...</p> <p>Lost in thought a girl walks along the hallways of her school and suddenly ...</p> <p>Ravenous, a boy orders a burger and suddenly ...</p> <p>... and suddenly ... something happens that you would not expect, - a change that has an impact on your life.</p> |
| PROCESS: | The students invented stories regarding the above mentioned situations which were visualized in 5 to 8 pictures. Brainstorming; assessing different perspectives of storytelling in the form of graphic novels; development of characters; study of how to draw objects and different environments (different camera angles); development of storyboards; coloration |
| TECHNIQUES: | Experimenting and sketching with pencils; coloration with monochrome watercolors. |



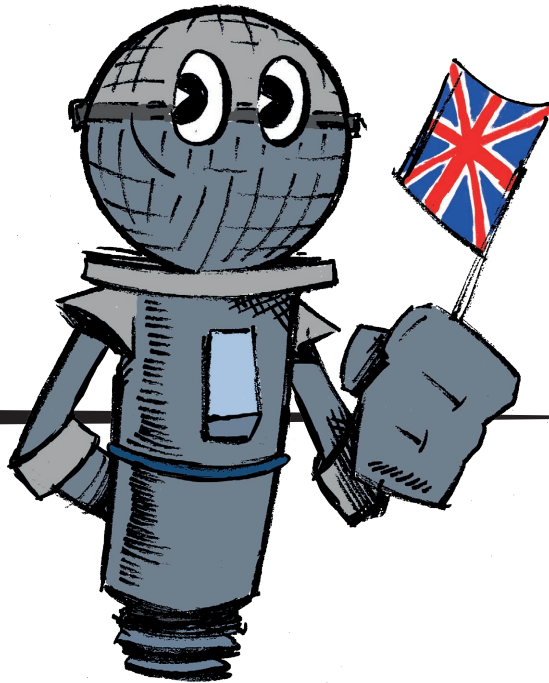








UK



BIRMINGHAM

Birmingham is the beating heart of England. It is known as ‘the city of a thousand trades’, the birthplace of the industrial revolution which built trains, bikes and cars, guns and polished jewels that fuelled the wealth of Britain.

It is a green city with six million trees, numerous public parks as well as more waterways than Venice. It is a city of Faith and is full of churches, temples, mosques and gurdwaras. Birmingham is home to people from all over the world and the city enjoys a dynamic mix of English, European, Asian, African and Caribbean cuisine. These influences are found in food, art, culture and traditions, such as jazz, Typhoo tea and custard. Furthermore, Birmingham is a city that has produced many comedians ...it doesn't take itself too seriously!



BACKGROUND INFORMATION

SCHOOL: Barr View Primary Academy

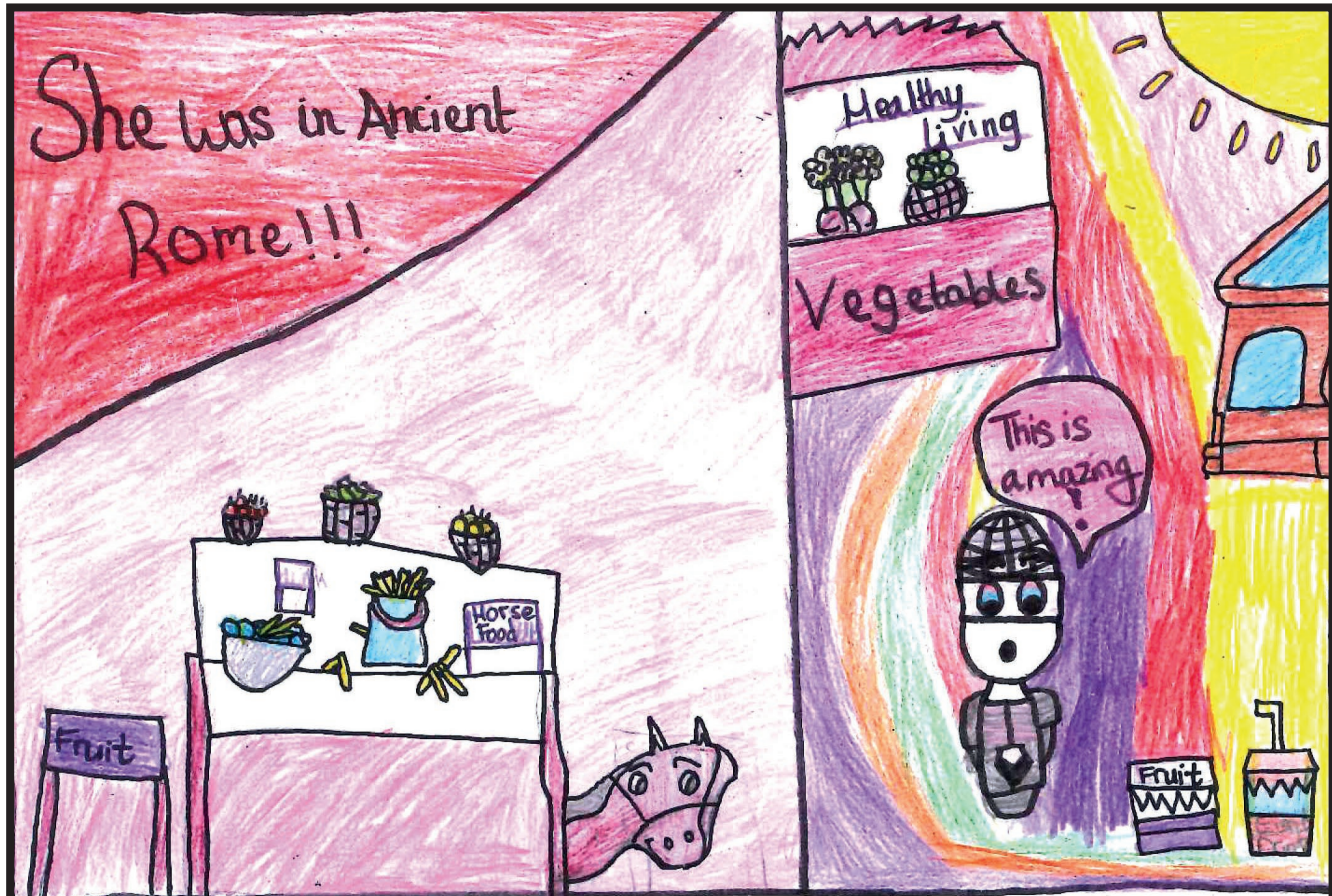
STUDENTS: 8 - 9 years

STORY: Mica is learning about ancient Rome at school. She is fascinated by the topic and goes to the school library to find out more. There she discovers a magical book that transports her back to ancient Rome! She meets two ancient Roman children who explain to Mica about the different aspirations of boys and girls as they grow up. However, Mica thinks this is unfair and has to decide whether or not she wants to stay and help solve inequality.

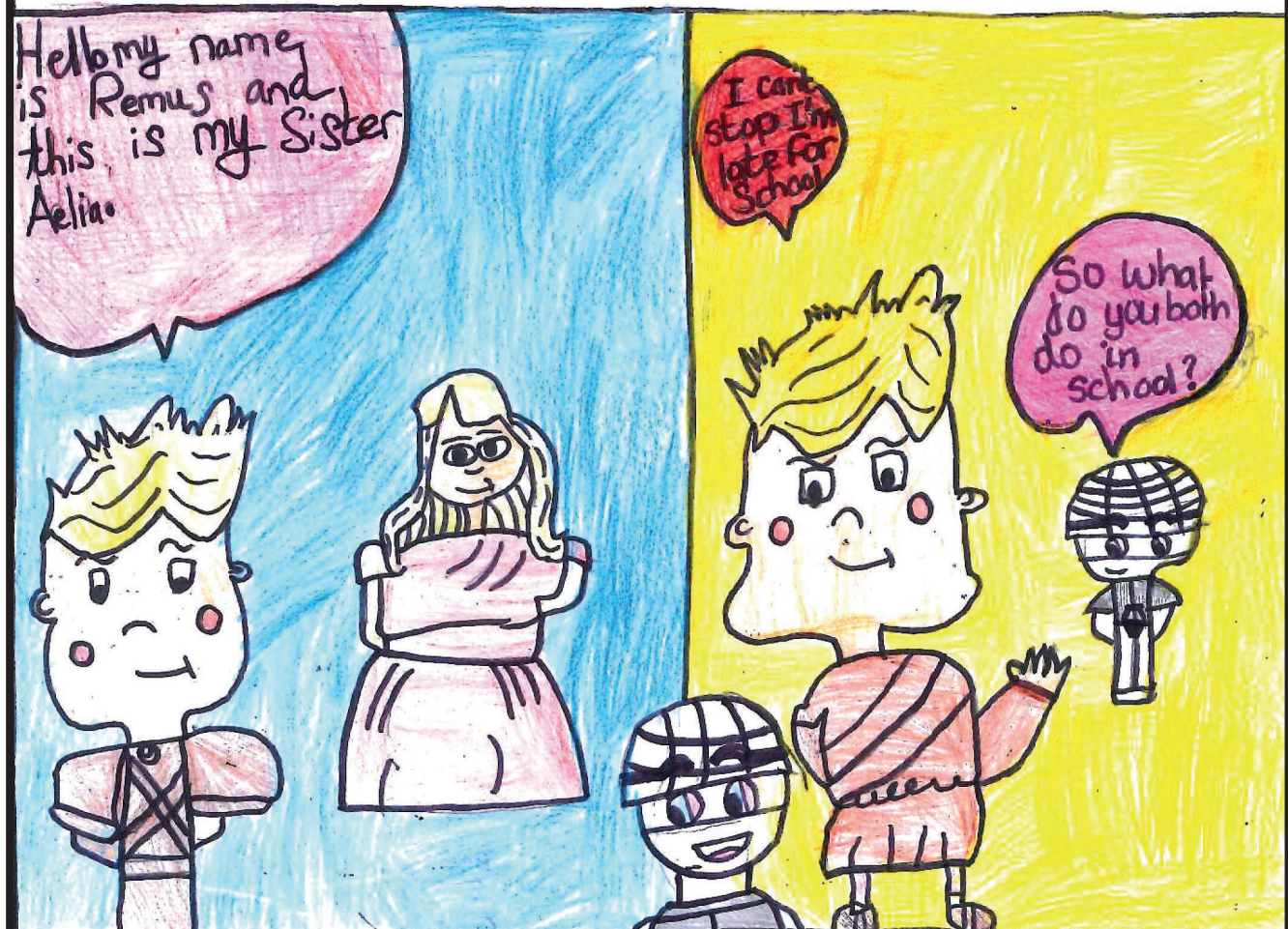
PROCESS: The final graphic Mica story was developed over twelve sessions totalling approximately 22 hours. Students explored emotion and facial expressions before developing the character of Mica and were also encouraged to consider age, gender and cultural identity. Opportunities to then place Mica in a landscape helped students to develop storyboarding and they also explored comic bubble means of conveying action. The final story was developed through English sessions and then students worked in pairs to complete the stories through hand drawing and colouring.

TECHNIQUES: Hand drawing, pen work and colouring.

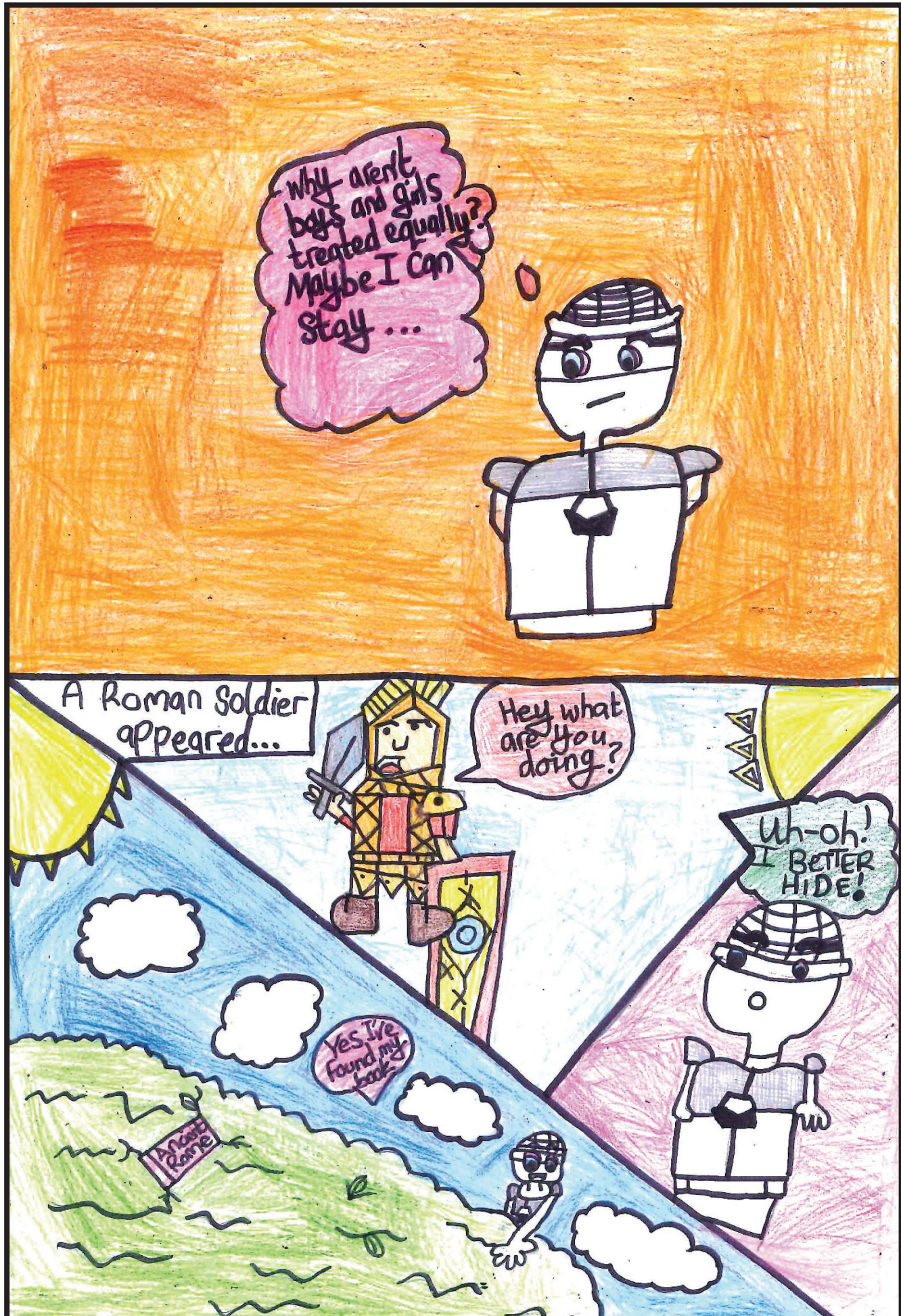




IN THE ROMAN MARKET



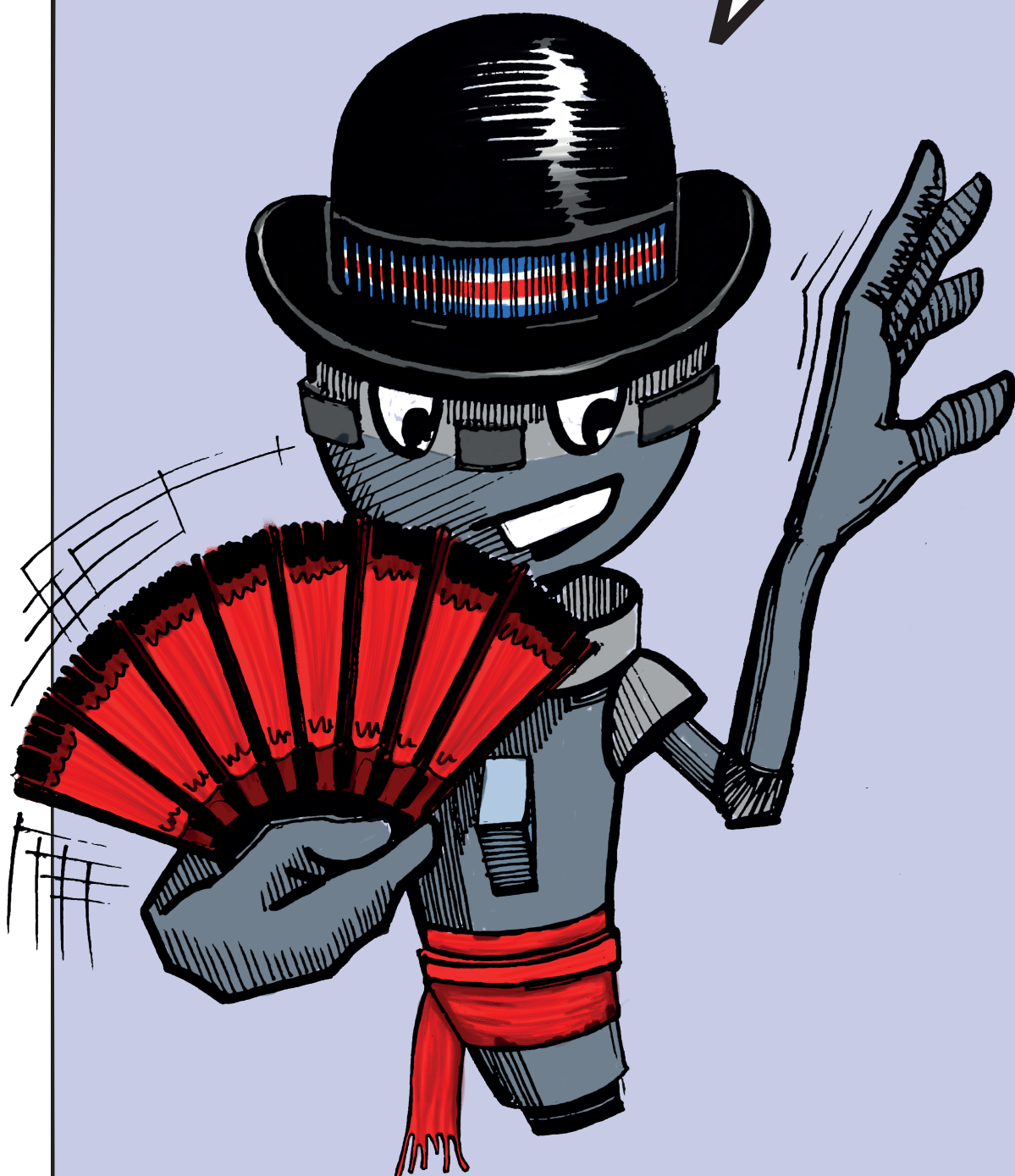








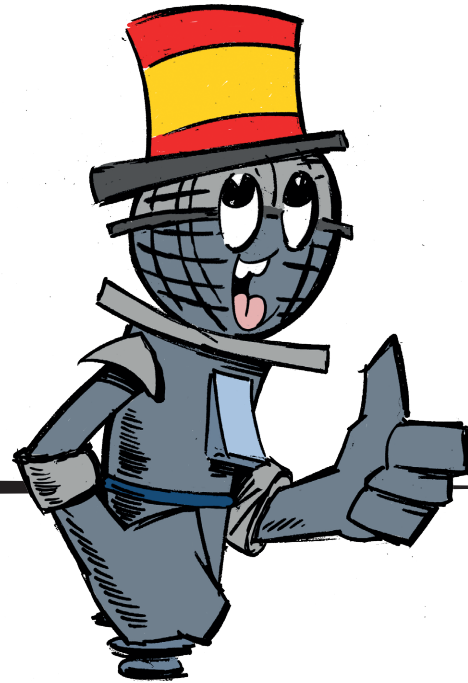
GOODBYE!
HOLA ...





SPAIN

BARCELONA



Barcelona is a city of the arts, we can see it in its architecture, paintings and monuments. If you walk the streets you can easily discover important buildings and landmarks made by the famous architect Gaudi. Turn to the left, turn to the right and you will find monuments everywhere. Some of them are historical and others are more contemporary such as the work of Botero. Most people practice and follow different sports including soccer, running and basketball. In Barcelona we have Camp Nou, one of the largest stadiums in the country. Here you can enjoy significant leagues, like Champions league attracting many tourists to the city.

There are Catalan traditions like Castellers, huge human towers seen in festivities as well as the typical popular dance and music. It's typical that people share time and celebrate these traditional customs on the streets.

The city is located on the coast of the Mediterranean sea, offering a fantastic maritime skyline. This great cosmopolitan city hosts many different cultures and there is always constant movement with activity on the streets, festivities and amazing food.



BACKGROUND INFORMATION

| | |
|--------------------|--|
| SCHOOL: | Escola Vida Montserrat-Acidh School for special educational need |
| STUDENT: | Patricio, 17 years |
| STORY: | „Bajo el mismo so“l (Under the same sun). Sandra really enjoys going to school; she plays football very well and that makes her very popular among her schoolmates. One day, a new schoolmate, Jose, appears at school. He also plays football very well, so Sandra becomes jealous of him: she starts to talk badly about him, trying to take Jose out of the group. Family reasons will make her realize how important it is to empathize with others. |
| PROCESS: | To create the story students needed about 6 hours, 6 sessions. For the graphic execution they needed 18 hours, 18 sessions. Furthermore, students had external help from a professional illustrator. |
| TECHNIQUES: | Freehand drawing, markers and Photoshop program. |









AL ATERRIZAR SANDRA SE DIO CUENTA QUE ESE LUGAR NO ERA COMO ELLA HABÍA IMAGINADO. TODO EL MUNDO LA MIRABA PORQUE ERA DIFERENTE.



AL DÍA SIGIENTE FUE A SU NUEVO COLEGIO Y A LA HORA DEL PATIO DEMOSTRÓ SUS GRANDES HABILIDADES CON EL BALÓN.

CUANDO EL PARTIDO TERMINÓ...





PENSÓ EN SU ANTIGUO COLEGIO. ENTENDIÓ COMO SE HABÍA SENTIDO JOSE.

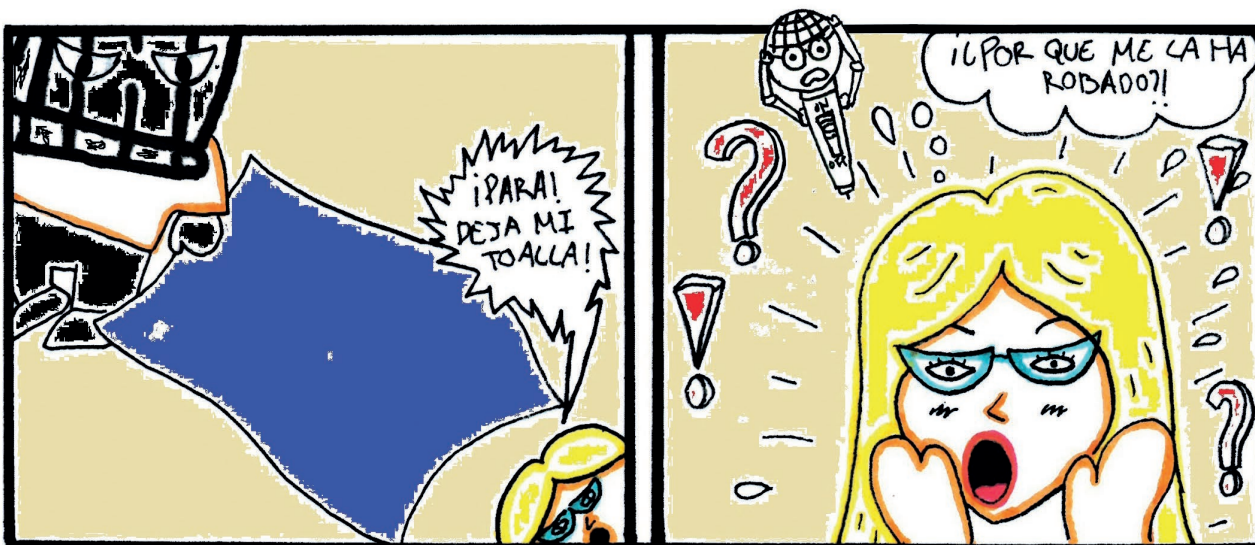


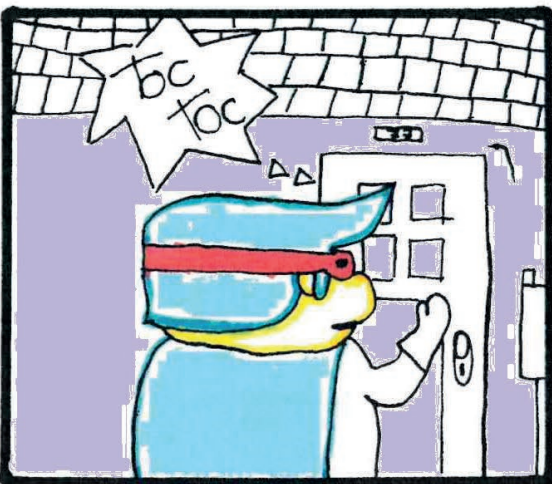
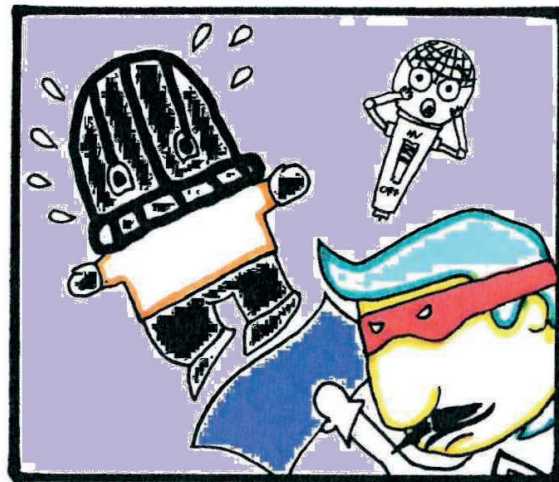
SANDRA EXPLICÓ SU EXPERIENCIA EN EL OTRO PAÍS Y PIDIÓ DISCULPAS A JOSE.



BACKGROUND INFORMATION

| | |
|-------------|--|
| SCHOOL: | Escola Vida Montserrat-Acidh School for special educational need |
| STUDENT: | Max, 16 years |
| STORY: | „La toalla misteriosa“ (the mysterious towel). A thief steals the towel of a girl. After, the girl sees on TV how a hero removes the towel from the thief. The hero appears in his house, so she thinks he will return the towel back to her. But, that's not the case. He just gives her a pack of cookies. Afterwards, she sees the thief doing something to her mailbox, so she calls the police and decides to forcefully enter the house of the thief to find out what was happening. There she will discover a mystery about her towel. And she will learn that we should not pay much attention to external appearances. Not everything is what it seems. |
| PROCESS: | To create the story students needed about 6 hours, 6 sessions. For the graphic execution they needed 18 hours, 18 sessions. Furthermore, students had external help from a professional illustrator. |
| TECHNIQUES: | Freehand drawing, markers and Paint program. |

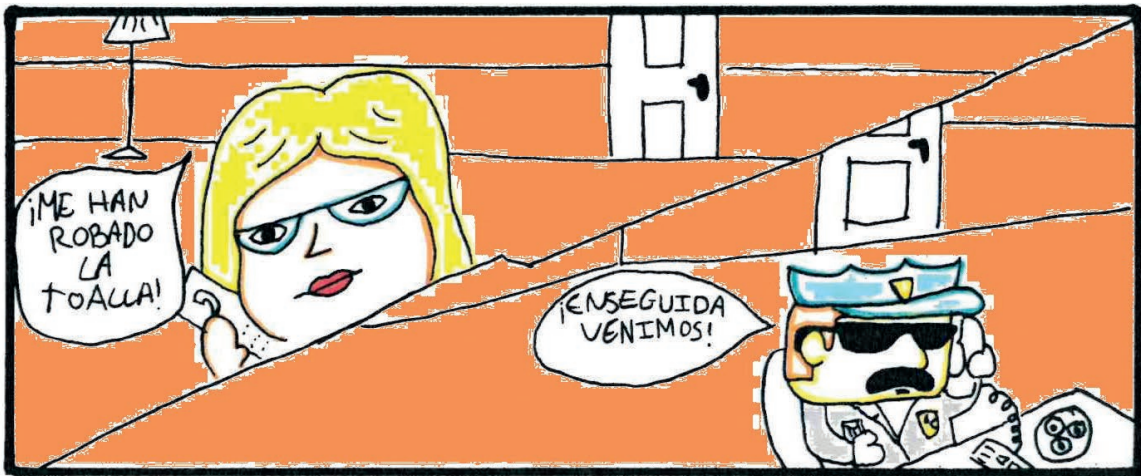




EL HEROE VA A CASA DE LA CHICA Y LE REGALA UN PAQUETE DE GALLETAS - PERO DE LA TOALLA, NI RASTRO.



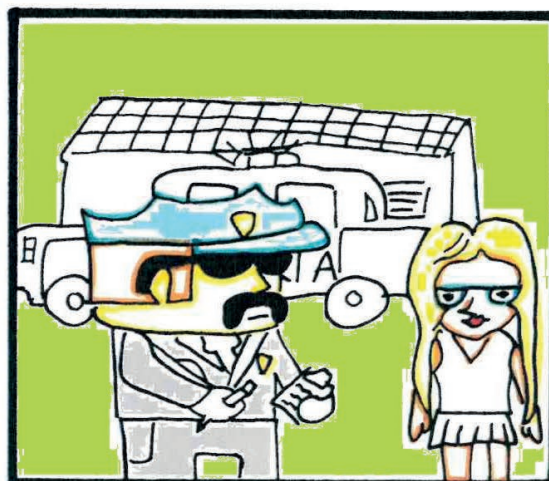
LA CHICA VE AL LADRON HACIENDO ALGO EN EL BAZON.



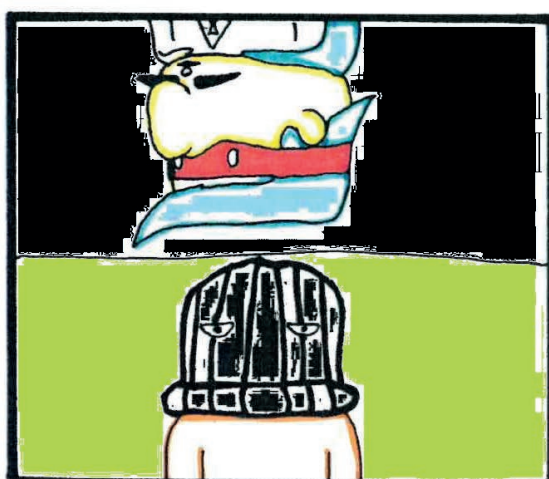
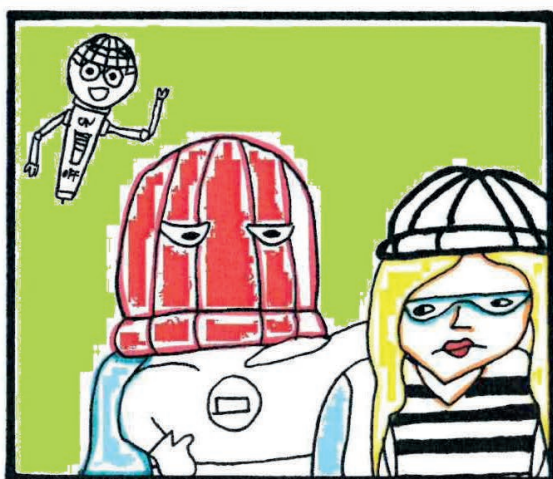
EL LADRON HA CAMBIADO LA TOALLA POR OTRA QUE ESTÁ SUCIA.



LA CHICA DECIDE ENTRAR SIN PERMISO EN LA CASA DEL LADRON. SE DA CUENTA QUE EL LADRON HA QUITADO EL VENENO DE LA TOALLA.

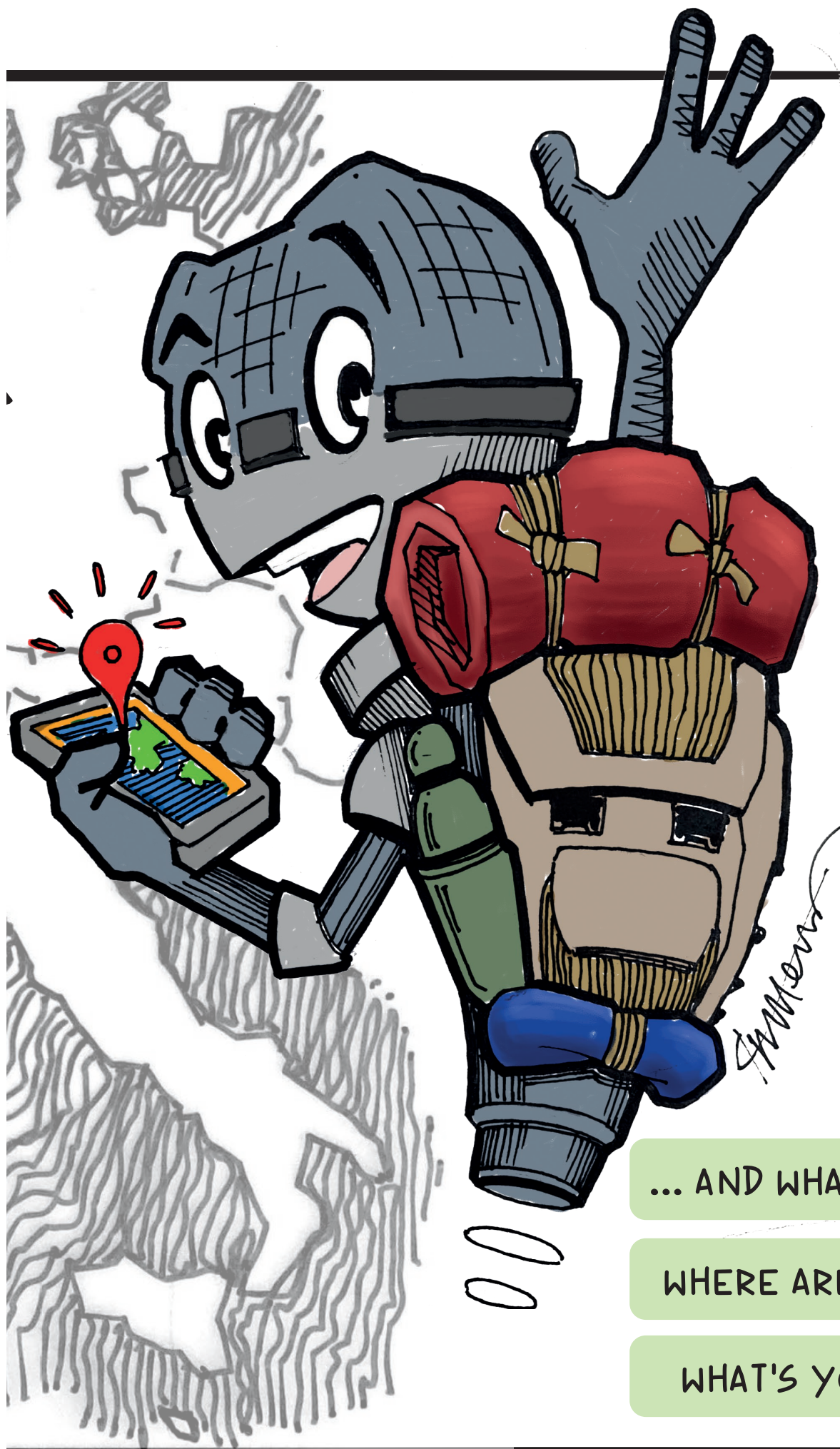


LA POLICIA MULTA A LA CHICA POR ENTRAR SIN PERMISO EN LA CASA.



AL FINAL EL LADRÓN ERA UN HEROE.





... AND WHAT ABOUT YOU?

WHERE ARE YOU FROM?

WHAT'S YOUR STORY?



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