



## AFK Artist-in-Residence Video Series: Tajliya Jamal

### Storytelling through Illustration: Drawing our Perspectives

#### Activity:

In this series of 4 videos, AFK Artist-in-Residence **Tajliya Jamal** provides a hands-on introduction to **drawing and bookmaking**, while sharing her own creative process. She shares techniques for illustrating stories through creating an accordion fold book, developing character drawings, and visual planning strategies. Taj emphasizes that telling our own stories and engaging with other's stories can help us to understand new perspectives and to process complex experiences.

#### Inquiry Questions:

- How can we represent stories from our own lives using a combination of drawing and text?
- What can we learn through telling stories from our own daily lives and through engaging with other's stories?

#### Pre-Class Preparation:

The teacher will need to prepare the following materials prior to the activities in each video:

##### Video 1: Making an Accordion Fold Book

- Computer and projector to display video in class
- 1 sheet of white paper per student (8.5" x 11" construction paper or water media paper)
- pencil
- Glue stick
- Scissors

##### Video 2: Character Development

- Computer and projector to display video in class
- Several sheets of white paper per student (8.5" x 11" printer paper or construction paper or pages in a sketchbook)
- Printed photo of each student and optionally another person that each student plans to include in their story
- Pencil
- Watercolour paint, brushes, and water cups
- Additional drawing materials (i.e. sharpie, pencil crayons, markers)

### Video 3: Planning Your Story

- Computer and projector to display video in class
- Computers or pencils/paper for students to type/write out stories
- Optional: post-it notes in multiple colours and sizes
- Sheet of 8.5" x 11" white printer paper (1 per student)
- Watercolour paint, brushes, and water cups
- Additional drawing materials (i.e. sharpie, pencil crayons, markers)
- Scissors
- Tape

### Video 4: Colour Theory and Final Drawing

- Computer and projector to display video in class
- Watercolour paint, brushes, and water cups
- Drawing materials such as pencil crayons, sharpies, and markers
- Colourful paper in multiple sizes (i.e. origami paper or construction paper)
- Optional: post-it notes in multiple colours and sizes
- Optional: metallic pens, opaque gel pens, or white out pens
- Glue stick
- Scissors

## First Peoples Principles of Learning

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- Learning is embedded in memory, history, and story.

## Curricular Competencies: What students will DO

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**Arts Education:** Students will be able to use the following creative process(es)...

- Express feelings, ideas, and experiences through the arts (Grades 4-7)
- Intentionally select and apply materials, technologies, tools, and techniques by combining and arranging artistic elements, processes, and principles (Grades 4-7)
- Create artistic works using ideas inspired by imagination, inquiry, experimentation, and purposeful play (Grades 4-7)
- Demonstrate an understanding and appreciation of personal and social contexts in relation to the arts (Grades 4-7)
- Examine relationships between the arts and the wider world (Grades 4-7)
- Interpret and communicate ideas using symbols and elements to express meaning through the arts (Grades 4-7)

**English Language Arts:** Students will be able to comprehend and connect (reading, listening, viewing)...

- Construct meaningful personal connections between self, text, and world (Grades 4-7)
- Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts (Grades 4-7)

## Concepts and Content: What students will KNOW

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**Arts Education:** Students will know the following concepts and content...

- Image development strategies (**Arts Education**, Grades 4-7)
- Elements and principles of art and design (**Arts Education**, Grades 4-7)
- Materials, techniques, and tools to support creative works (**Arts Education**, Grades 4-7)
- Use of symbolism and metaphor to represent ideas and perspectives (**Arts Education**, Grades 4-7)

## Core Competencies

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- **COMMUNICATION:** What strategies did you use to convey emotion in your story?
- **THINKING:** How did you make use of planning strategies to develop your book?
- **PERSONAL AND SOCIAL:** What did you learn about your own story as you represented it using text and drawings?

## Suggested Descriptive Feedback

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- Nora contributes her ideas about works of visual art to the group and asks thoughtful questions.
- Nora has used image development strategies including simplification, stylization, and exaggeration in order to draw portraits.
- Nora expresses feelings, ideas, and experiences through art. She has created an original book in which she has used drawing and text to tell a personal story.