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## Artistic-creative design projects with language

### Goal

The following projects help students develop their creativity. They combine artistic and language activities and lead to attractive creations, which further encourages motivation.

### 1. Experiments with speech bubbles

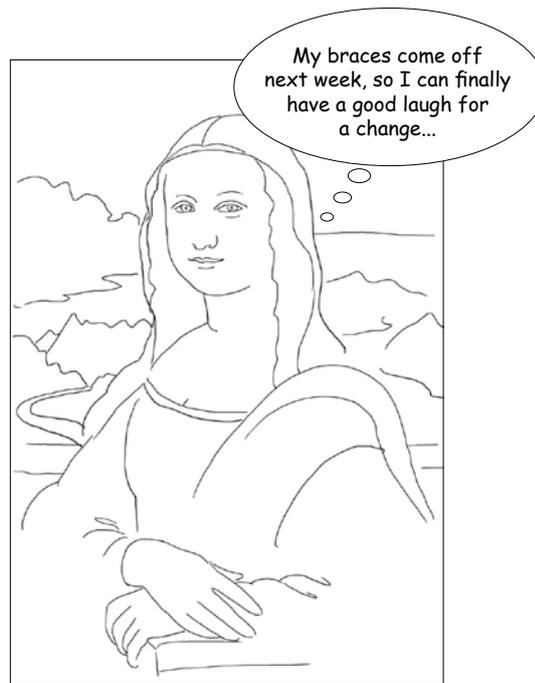
2<sup>nd</sup>–9<sup>th</sup> grade

15–20 minutes



Materials:  
Photographs of people,  
cut from newspapers or  
magazines

The students choose a picture or photograph and decide what the person may be thinking or saying. They then draw a speech bubble, cut it out and stick it onto the picture. Of course, speech bubble texts may also be witty.



Variants: speech-bubble dialogs with two or more persons / Art pictures instead of photos (Mona Lisa etc.) / smileys (emoticons e. g.: 😊 or 😞) instead of photos / copy of a Comics with the writing from the speech bubble deleted so students can create their own versions, then compare them.

### 2. Create your own comic

2<sup>nd</sup>–7<sup>th</sup> grade

30–60 minutes



Materials:  
ink stamp for finger prints;  
paper.

The instructor explains the procedure: in pairs, the students should think of a short story for a Comic (or picture story) in 4–6 pictures. The story must comprise at least two people so they can talk to one another; an animal/pet may also be included. Instead of drawing the figures, the bodies and heads can be created with fingerprints. The arms and legs will be drawn in later, which creates quite funny figures. The text will then be written in the speech bubbles. It will be helpful to first look at some Comics or picture stories to acquaint the students with this kind of text and its possibilities. Expanded task: a collective creation of an entire Comic booklet – which is particularly appealing if all students choose the same main characters and setting for the story (possibly on a topic from their country of origin).

### 3. Photo novels

6<sup>th</sup>–9<sup>th</sup> grade

2–3 hours



Materials:  
Paper, camera or  
cell phone camera.

“Photo novels” are well-known features in teenage magazines. They consist of a story with photographs and speech bubbles. (Other text elements may be added, such as a strip beneath the photo with a comment “a week later...”). As with creating comics, students must first decide upon a story line. To write the script, they must divide the script into different scenes. They can shoot the pictures with a cell phone or a digital camera (maybe as a homework assignment) and print them out. Students with good computer aptitude may even produce the entire story digitally.