Publishing

Brief Setters:

Chip Colquhoun, Editor for Epic Ink & **Dave Hingley**, illustrator, Epic Tales

Epic Tales uses storytelling to help children and young people grow their confidence, creativity, and sense of community. Supported by the EU, Epic storytellers designed and led the world's first research on the impact of storytelling in education, and have since shared the enormous benefits with schools in 8 different countries – but they also regularly enthral audiences at the Glastonbury Festival, the Edinburgh Fringe, the online portal of the world-renowned Oxford Reading Tree, and more. In 2017 Epic also formed "Epic Ink", a small press publishing children's illustrated literature – including A Little Sport in Littleport, commissioned by Babylon Arts.

Publishing
Creative Brief

Brief Title:

Publish a Comic to Support Young Learners

The Cambridgeshire's Local Education Authority has noticed a dramatic rise in Polish children attending the county's primary schools. Because English is not the first language of these children, they struggling to reach the National Curriculum's expected standards in Literacy.

After a consultation with teachers, the LEA has asked you to produce a comic book that presents a popular Polish folk tale for students in an attractive manner, but with dialogue that uses simple English.

It is hoped that the Polish children will recognise the story, and so be able to get a quick grasp of the language used in the comic strip dialogue (i.e. the speech bubbles).

You will be given...

- a copy of a Polish folk tale which has multiple possible endings (including the option to create one yourself);

- a script for the folk tale following one ending; and

- a comic book artist's line drawing from the script, without any text.

By Week 8 you will be expected to have produced your comic book. These are your milestones along the way...

Publishing
Suggested project timeline:

PROBLEM SOLVING · CREATIVITY · AIMING HIGH

WEEK 1

School
- Live brief setting and Q&A.

Homework
- Check the script for errors – spelling and grammar, but also content when compared to the original folk tale. Check the line drawing for errors. Consider the alternative endings.

WEEK 2

School
- Decide upon an ending. Decide upon a colouring and/or shading style (you will apply this by Week 3). Decide upon formatting questions (size, colour, font, etc). Consider what the cover should look like.

Homework
- Create a brief to instruct your artist as to what the cover should look like.

WEEK 3

School
- Submit your cover brief to your artist. Start applying your chosen colouring and/or shading style. Add speech bubbles containing the script using a layering software tool.

Homework
- Continue applying your chosen colouring and/or shading style, and continue adding speech bubbles.

WEEK 4

School
- Live check in with brief setter. 2-3 students will be chosen by the teacher to present their covers and receive feedback from the professional and their peers.

Homework
- Begin compiling a proof copy using a layering software tool.

WEEK 5

School & Homework
- A digital portfolio of creative careers in the industry sub-sector will be provided.
- Students to review the digital portfolio of creative careers in industry sub-sector.

WEEK 6

School
- Students to feedback to teachers the creative careers they have researched.

Homework
- Finish compiling a proof copy.

WEEK 7

School
- Double-check the proof copy and use it to create a final prepress copy. Send the comic to print.

Homework
- Work on the content for the final presentation.

WEEK 8

School
- Students will present final response to creative brief to peers and the brief setter.
- A select group of 4-6 students will be chosen by the teacher to present in order to get feedback from the brief setter and their peers.