

# Program Guide

## Sanna Stanley

*Storytelling, Storyboarding, and Sketching*

Grades K-5



Arts for  
Learning  
Connecticut

An Affiliate of Young Audiences  
Arts for Learning

### ABOUT THE PROGRAM

In her programs, Sanna uses her experience as a published storybook author to inspire students, and craft, with them, their own, well-told stories. In pursuit of this goal, Sanna demonstrates the ease with which students may craft their own storyboards, showing how rough her early sketches really are. Sanna helps students understand the importance of failure in the creative process. Trial and error is an important step in her work, and writers cannot be afraid to forget about, and subtract, things that are not working well in their stories, no matter the writer's personal attachment to the subject. That being said, Sanna also instructs students on how to work around problems, finding solutions and repairing stories so as to make them more whole and complete. With a lifetime of experience, and years spent in both literary and visual arts, Sanna creates a powerful sense of creative energy.

### ABOUT THE ARTIST

An award winning author and illustrator, Sanna has been working with Connecticut students for over a decade, guiding them through and unlocking their creative potential and helping them publish their own stories in handmade booklets. Sanna was awarded the title of Master Teaching Artist by the Connecticut Commission on the Arts. She has had extensive training in combining the arts, both literary and visual, with integrated classroom curriculum. She has also received professional development and curriculum design training by Arts Genesis.

### WORKSHOP

Sanna's workshops differ from her standard presentations in that she guides students in that, rather than demonstrating the creative process to allow students a deeper understanding of its goings on, she will, instead, guide students, helping them reach their fullest creative potential. Her exercises build student confidence in themselves, and in their own work, as, together, they craft a story with the entire class.



### OBJECTIVES

- To foster literacy through an understanding of the creative literary arts and the publishing process.
- To inspire students with the knowledge that they too can create literature of their own.
- To demonstrate the ease with which students can create their own stories and drawings, and combine the two arts.
- To create an understanding of the visual arts as they can be used in relation with the literary arts.

## PRE PROGRAM

- Discuss the creative process with your students. How do they create art, what systems do they go through, and how are their choices influenced?
- Have a short lesson on the basic elements of plot and story structure. Be sure to discuss specific literary tools that can help to build plot, and add to the drama of a specific work.
- Assign a story or book to your students and have them investigate the plot. How do they think the writers and artists arrived at the decisions to include certain scenes in certain places in the stories? Have your students create a report and share their findings with the class.
- Have your students read a specific story, and then draw a collection of scenes from the story, as they are important to the plot.

## POST PROGRAM

- Using the skills learned in Sanna's workshop, have your students write and draw scenes from their own stories. Have your students share those stories with the class.
- Assign projects designed to stimulate student involvement in the creative process. Have your students report on, and present to the class, how and why they made their choices.

## Curriculum Links

### *Connecticut State Department of Education*

**Source: The CT Framework – The Arts, Visual Arts  
Content Standard 3. Content**

*Students will consider, select from and apply a variety of sources for art content in order to communicate intended meaning.*

**Content Standard 5. Analysis, Interpretation and Evaluation**

*Students will compare and contrast purposes for creating works of art; and describe/analyze their own artistic growth over time in relation to specific criteria.*

**Content Standard 6. Connections**

*Students will describe ways in which the principles and subject matter of the visual arts and other disciplines taught in school are interrelated; combine the visual arts with another art form to create coherent multimedia work; and identify various careers that are available to artists.*

**Source: National Core Curriculum Standards for English Language Arts**

Writing Standards: Text Types and Purposes; Production and Distribution of Writing.



## RESOURCES

### Print:

Wendy Tumminello: *Exploring Storyboarding*

Uri Shulevitz: *Writing With Pictures: How to Write and Illustrate Children's Books*

### Web:

[www.sannastanley.com/](http://www.sannastanley.com/)

[www.sannastanley.com/wordpress/](http://www.sannastanley.com/wordpress/)

[www.digitalstorytelling.coe.uh.edu/storyboarding.html](http://www.digitalstorytelling.coe.uh.edu/storyboarding.html)

[www.multimedia.journalism.berkeley.edu/tutorials/starttofinish/storyboarding/](http://www.multimedia.journalism.berkeley.edu/tutorials/starttofinish/storyboarding/)

[www.mightyartdemos.com/mightyartdemos-shulevitz.html](http://www.mightyartdemos.com/mightyartdemos-shulevitz.html)

### Written By Sanna Stanley

“The Rains Are Coming”

“Monkey for Sale”

“Monkey Sunday”

“The Amistad”

“Red Robe, Blue Shirt”

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