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**COURSE GUIDE**  
**STORYBOARD AND GRAPHIC NARRATION**  
**MULTIMEDIA AND DIGITAL ARTS DEGREE**  
**Universidad Católica de Valencia**

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## TEACHING GUIDE SUBJECT AND / OR COURSE

		ECTS
<b>SUBJECT: STORYBOARD AND GRAPHIC NARRATION</b>		6
<b>Matter:</b> STORYBOARD AND GRAPHIC NARRATION		6
<b>Module:</b> 11- Optional		11
<b>Type of learning <sup>1</sup>:</b> Compulsory	<b>Year:</b> 4 <sup>o</sup> <b>Semester:</b> 1 <sup>a</sup>	
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## SUBJECT ORGANIZATION

OPTIONAL				Nº ECTS 12
<b>Duration and temporal location within the curriculum:</b>				
<b>Subjects and Courses</b>				
Subject	ECTS	COURSES	ECTS	Course/ semester
<b>Business initiatives</b>	6	Development of business initiatives	6	4/1
<b>Animation in 3</b>	6	Animation in 3 Dimensions	6	4/1

<sup>1</sup> Basic Training (ordinary matter), compulsory, optional, external Practices, Final Project.

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<b>Web programming</b>		Advanced web programming	6	4/1
<b>Storyboard and Graphic Narration</b>	6	Storyboard and Graphic Narration	6	4/1

**TEACHING GUIDE SUBJECT AND / OR COURSE:**

Fundamentals of Creativity

**Prerequisites:** None**OBJECTIVES**

- 1- Know the history of the Storyboard and graphic narration.
- 2- Know the functions of a Storyboard: Time, money, communication. 3- Master how to build a Storyboard.
- 4- Mastering how to develop a graphic narrative.
- 5- Know how to differentiate and make different types of Storyboard.
- 6- Know how to differentiate Storyboard and comic / graphic narration.
- 7- Mastering different types of graphic resources as a work tool.

<b>BÁSIC COMPETENCES</b>	<b>Competitor weighting</b>			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>CB.</b> That students have demonstrated to possess and understand knowledge in an area of study that starts from the base of general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that they imply knowledge coming from the vanguard of their field of study.				x
<b>CB. 2</b> That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.			x	
<b>CB. 3</b> That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.				x


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<b>CB. 4</b> That students can transmit information, ideas, problems and solutions to a specialized and non-specialized public				x
<b>C.B. 5</b> That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.			x	

GENERAL COMPETENCES		Competence measuring scale			
Instrumental		1	2	3	4
01	Capacity for analysis and synthesis			x	
02	Ability to organize and plan			x	
03	Oral and written communication in the language			x	
04	Knowledge of a second language in the workplace itself				
05	Computer skills related to field of study				x
06	Ability to manage information. Knowing information effectively from books and magazines, and other documentation			x	
07	Troubleshooting				x
08	Ability to properly submit a resume, a sample of the work itself, as a portfolio and a professional presentation.				
09	Decisionmaking			x	
Interpersonal		1	2	3	4
10	Teamwork			x	
11	Working in an interdisciplinary team			x	
12	Working in an international context				
13	Interpersonal relationship skills		x		



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14	Critical Thinking			x	
15	Ethical commitment				x
16	Ability to assume responsibilities			x	
17	Self-criticism				x
<b>Systemic</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
18	Autonomous learning and motivation for training throughout their careers				x
19	Adapting to new situations				x
20	Creativity. Ability to generate new ideas.				x
21	Leadership. Analysis and team management				
22	Ability to collaborate with other professions and especially with professionals from other fields. Identify the right professionals to develop creative work properly.				x
23	Recognition of diversity and multiculturalism Knowledge of other cultures and customs. Knowing the social dimension of the human being considering historical and sociocultural factors characteristic of contemporary society.			x	
24	Initiative and entrepreneurship				x
25	Concern for quality				x
26	Capacity for self-employment and job creation				
<b>Other generic competences</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
27	Sensitivity to environmental issues				
28	Sensitivity to cultural heritage			x	
29	Expression of social commitment			x	
30	Show sensitivity to the problems of humanity			x	
31	Show sensitivity to personal injustice, environmental and institutional				
32	Teaching basic levels, disclosure, etc.. Eligible for teaching positions in the different educational levels. Design, preparation and delivery of courses related to laMultimedia and Digital Arts, aimed at professionals, companies and government		x		
<b>SPECIFIC COMPETENCES</b>					
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>



E1	Ability to perform an analysis, oral and written, of an artistic expression, mastering vocabulary, codes, movements and concepts inherent in the artistic field.				
E2	Artistic sensibility. Develop the ability to see beauty in different forms and artistic creations, applying aesthetic principles and fostering creativity and innovation multidisciplinary				x
E3	Knowledge of specific methods of production and especially digital art techniques to apply to the world of communication, also looking for new media				x
E4	Developing skills in traditional techniques and procedures of illustration and digital techniques for the creation and development of graphics, images, symbols, text, layout of publications and product packaging			x	
E5	Ability to organize, classify and index all files and materials used in the development of the project, creating documents for proper preservation or consultation. And the subsequent ability to search and retrieval of information.		x		
E6	Capacity relevant to objective conclusions and to generate new product concepts, and generate new ideas and solutions, from research work on documentation.			x	
E7	Ability to detect new areas of information society in which multimedia technology can be useful and necessary research to develop the basic level to propose solutions.				
E8	Ability to organize and process information that later will be included in the project.			x	
E9	Ability to plan and manage projects and development of technological content, in particular relating to art, multimedia design and communication.		x		
E10	Ability to translate creative ideas so that it is possible to transmit in digital format.			x	
E11	Ability to adequately explain the research results in oral, written, audiovisual or digital, according to the canons of the disciplines of information and communication.			x	
E12	Sensitivity to evaluate the importance of design in the formulation of messages and the impact of transmission in different communication areas			x	
E13	Ability to contribute to the contemporary debate on the arts and digital media practices.		x		
E14	Understanding communication as a process, and the various constituent elements, comprising the knowledge of the specific discourses and modes of representation peculiar to the various technological and audiovisual media, while discriminating the different theories, methods and audiovisual communication problems and different languages.				

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E15	Knowledge of legislative framework in Spain and Europe, particularly as regards the audiovisual field and the protection of intellectual property.				
E16	Understand and convey the importance of the communication strategy as a critical element in the processes of value creation and provision of such value to society by companies and organizations in general.				
E17	Understanding the characteristics of digital production sector and its functioning and trends that mark their current and future developments.			x	
E18	Understand, appreciate and understand the ethical obligations of professional multimedia creation and the implications it has to adjust to the same professional performance.				
E19	Comprehensive understanding of media and artistic practices and the importance of their relationship with their socioeconomic and cultural context.			x	
E20	Ability to develop an articulated knowledge of communication, both from a historical standpoint, and also as a sociological phenomenon in evolution, while the new realities that gives the steady progress in its technological dimension.				



LEARNING OUTCOMES <sup>2</sup>	COMPETENCES
R1-Skill in generating frames appropriate to the medium	<b>All</b>
R2-Skill in generating the Storyboard and its components.	<b>All</b>
R3-Mastery of graphic storytelling development: composition, space, movement, framing, time control, and effects audio.	<b>All</b>

<sup>2</sup> List correlative learning outcomes following the nomenclature proposed.

**Important note:** The powers are expressed in a generic sense for what is needed in the teaching guide learning outcomes. These results are a realization of one or more skills, making explicit the degree of mastery or performance that the student must acquire in their formulation containing the standard by which they will be evaluated. Learning outcomes demonstrate what the student will be able to demonstrate at the end of the course or subject and also reflect the degree of acquisition of competence or skill set.





CLASSROOM WORK TRAINING ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship With Learning Outcomes for the subject	ECTS <sup>3</sup>
ON-CAMPUS CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	R1, R2, R3	1
PRACTICAL CLASSES	Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity.	R1, R2, R3	1
GROUP PRESENTATION OF PAPERS	Application of multidisciplinary knowledge		0
OFFICE ASSISTANCE	Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, readings, papers, etc.		0,25
ASSESSMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student		0,15
Total			(2,4*)

<sup>3</sup> The subject and / or material is organized in training PHYSICAL WORKING training activities and self study, students, with an estimated in ECTS. Proper distribution is as follows: 35-40% for Classroom Training Activities and 65-60% for freelance work. (For a course of 6 ECTS: 2.4 and 3.6 respectively).

The teaching-learning methodology described in this guide in a generic way, shape in the teaching units in which the course is organized and / or matter



INDEPENDENT WORK ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship of Course with Learning Outcomes	ECTS
GROUP WORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions.		0
INDEPENDENT WORK	Student study: Group Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions.	R1, R2, R3	3,6
Total			(3,6*)
SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM			
Assessment Tool <sup>4</sup>	LEARNING OUTCOMES ASSESSED		Allocated Percentage

<sup>4</sup> Techniques and tools for evaluation: oral-exam, written tests (multiple choice tests, development, concept maps ...), tutorials, projects, case studies, observation notebooks, portfolio, etc..

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Conducting theoretical and practical activities	ALL	40%
Attendance to practice sessions	ALL	10%
Final Exam	ALL	50%

The assistance will have a percentage of 10% on the final grade. Each lack of attendance will subtract 1% from the final grade, up to a maximum of 10% in the subject.

The practical content will have a 30% percentage of the final grade.

The final exam will have a percentage of 60% of the final grade.

The exam grade will be obtained from the sum of a mandatory final practical part delivered at the end of the semester and the final grade obtained in the subject exam.

In no case will the student be able to take the exam without handing in the final practical part.

A minimum of passing (50% of the grade in said test) must be obtained in the final exam of 1st and 2nd convocation to compute and average the grades of the practices and assistance obtained during the course. this final test will consist of a theoretical part and a practical part, being obligatory to approve the theoretical part to add the practice. the suspension of the theoretical part will suppose the complete failure of the examination.

The attendance and practical notes can only be obtained in the first call and will be saved for the second call examination to average with this in case of not exceeding the first call.

If the first call is suspended, a work may be submitted for the second call at the teacher's discretion, which will replace one that is not delivered or has a low grade of the first call; the qualification of the first submitted work will be canceled and replaced by the one obtained in this new work.

The delivery of practices outside the date and time established in the platform for each one will not be allowed. the delivery of practices can only be done through the platform.



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The format of the practices delivered will be determined in each statement of the same. the delivery in a format different from the one specified will suppose the suspension of the practice without possible qualification.

Furthermore the professor can establish as absence the repeated delayed attendance, the lack of attention in class as well as the forbidden use of mobile phones, the lack of participation in class, etc.

**Mandatory attendance:** In accordance with the development guidelines of the General Regulations for the Evaluation and Qualification of Official Teachings and Own Degrees of the UCV, in-person degrees will require class attendance with a minimum of 80% of the sessions of each subject as a requirement to be evaluated. This means that, if a student does not attend the sessions of each subject, in a percentage greater than 20%, he/she will not be able to be evaluated, neither in the first nor in the second call, unless the person responsible for the subject, with the approval of the person responsible for degree, in view of duly justified exceptional circumstances, exempt from the minimum attendance percentage. The same criterion will be applicable for hybrid or virtual degrees in which teachers must maintain the same percentage in the requirement of "presence" in the different training activities, if any, even if these are carried out in virtual environments.

**Honor Registration:** The "Honor Registration" mention may be awarded to students who have obtained a grade equal to or greater than 9.0. Their number may not exceed five percent of the students enrolled in a group in the corresponding academic year, unless the number of students enrolled is lower.

In order to take the first-call exam, it will be mandatory to present and pass the personal final project with 50% of its grade on the date and time established on the platform.

### Artificial intelligence

The use of artificial intelligence to carry out digital practices will always be carried out in consultation with the teacher, who is the one who indicates what can be worked on and done with this technology. Its use, if allowed, will be described in the statement of the practice or set by the teacher in class.

In no case can a work carried out entirely with this technique or present any practice be presented without prior consultation with the teacher. If this occurs, it will be considered a very serious offense and all the practices of the subject will be suspended.

### Single evaluation

In Storyboard and Graphic narration, the single evaluation is not accepted as an option to pass the subject. The reason is that continuous tutoring by the teacher and in-person monitoring of the practices proposed in the subject are required to obtain the learning results planned in the teaching guide.



DESCRIPTION OF CONTENTS	
1. Introduction to Storyboard and graphic narration.	
2. History of the Storyboard, origins.	
3. Functions of a Storyboard: Time, money, communication.	
4. How to build a Storyboard and Develop a graphic narration: Narration, types of shots, shots, and movements of the camera, drawing or image.	
5. Different types of Storyboard.	
6. Graphic resources: Traditional drawing techniques, use of computer programs: Illustrator, Photoshop, Cinema 4D.	
7. Narration: The types of shots, shots, and movements of the camera, drawing or image.	
8. Storyboard and television: Initial approach, product appearance on the Storyboard, final Packshot.	
9. Storyboard and Comic.	



## BIBLIOGRAPHY

BEÁ, J.M. (1990) The technique of the comic, Iru, Barcelona  
 EISNER, W. (2003) The graphic narration, Norma, Barcelona  
 HART, J. (2001) The storyboard technique. Storyboard for film, TV and animation, IORTV, Madrid.  
 MARTÍN, A. (2000) The inventors of the Spanish comic 1873/1900, Planeta De Agostini, Barcelona  
 MERINO, A. (2003) The Hispanic comic, Cátedra, Madrid  
 PANOFISKY, E. (1994) Studies on iconology, Alianza Universidad, Madrid.

## TEMPORAL ORGANIZATION OF LEARNING:

	BLOCK CONTENT / TEACHING UNIT	NUMBER OF PRESENTIAL SESSIONS
1	Introduction to Storyboard and graphic narration.	1
2	History of the Storyboard, origins.	2
3	Functions of a Storyboard: Time, money, communication.	4
4	How to build a Storyboard and Develop a graphic narration: Narration, types of shots, shots, and movements of the camera, drawing or image.	4
5	Different types of Storyboard.	5
6	Graphic resources: Traditional drawing techniques, use of computer programs: Illustrator, Photoshop, Cinema 4D.	4
7	Narration: The types of shots, shots, and movements of the camera, drawing or image.	3
8	Storyboard and television: Initial approach, product appearance on the Storyboard, final Packshot.	4
9	Storyboard and Comic	3

## ADDITIONAL INFORMATION:



## TEACHING OF THE SUBJECT ON SECOND AND SUBSEQUENT ENROLLMENT:

There will be a group for students who are not of first registration and a teacher in charge of that group.

This group will be a number set by the UCV of monitoring and tutoring sessions (February 6 hours each) in which to reinforce the work on skills that students need to acquire group to pass the course.

These sessions are included in the attached schedule in this guide and are detailed in the description of the teaching units of the course.

TEMPORAL ORGANIZATION OF LEARNING		
	BLOCK CONTENT / TEACHING UNIT	NUMBER OF PRESENTIAL SESSIONS
1	Introduction to Storyboard and graphic narration.	0,2
2	History of the Storyboard, origins.	0,4
3	Functions of a Storyboard: Time, money, communication.	0,4
4	How to build a Storyboard and Develop a graphic narration: Narration, types of shots, shots, and movements of the camera, drawing or image.	0,2
5	Different types of Storyboard.	0,8
6	Graphic resources: Traditional drawing techniques, use of computer programs: Illustrator, Photoshop, Cinema 4D.	0,4
7	Narration: The types of shots, shots, and movements of the camera, drawing or image.	0,2
8	Storyboard and television: Initial approach, product appearance on the Storyboard, final Packshot.	0,2
9	Storyboard and Comic	0,2