

# LESSONS PLANS IN PHOTOGRAPHY, GRAPHIC DESIGN & FILMMAKING

Examples of Good Teaching Practice

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„A grasp of Graphics and visuals” is an Erasmus+ project, in which four vocational schools from different European countries: Poland, Germany, Austria and Portugal cooperate to improve their students' opportunities on the local and international job markets in photography, graphics design and film making branches.

The schools aim to show to young people and the local communities, how attractive vocational training in these fields can be. Another goal of this project is to increase the students' and teachers' awareness of the importance of developing their language skills, introducing the latest information and communication technologies into classroom, and rising interpersonal, intercultural and social competences. It is also very important to support the students from disadvantaged groups in order to even out their chances on educational and social grounds.

The schools want to achieve the highest standards of education, cooperation with the employers, and promotion of their students' works. Once the standards are achieved, they will be disseminated among other schools teaching in the same field.

It is generally believed that vocational training is difficult and toilsome. Admittedly, it is not easy to study both general knowledge and vocational subjects, which are often very demanding. But the authors of this publication believe that classes in photography, graphics or filmmaking not only can be interesting, but even fascinating. That is why teachers involved in A grasp of Graphics and Visuals project aimed to provide the best possible learning experience for their students to ensure their high motivation, involvement and deeper understanding of the subject matter.

This is a compilation of workshop plans which were run in the course of two-year-long project, and lesson plans developed by vocational subjects teachers from each of the participating schools. The authors hope their experience can be shared with other photography, graphics and film teachers around the world and numerous students can benefit from ambitious but rewarding classes.

# Poland



Technikum Fototechniczne is the school with the biggest experience in training specialist crews in the fields of photography and film-making in Poland. For over seventy years of its activity the school has been preparing numerous famous photographers, photojournalists, film operators, film makers and other professionals for their career.

The school is regional examination centre in the jobs of photographer and phototechnician. The school laboratories are fitted with modern equipment and computer programs used in leading branch companies. Educational standards implemented in the school are examples of good didactic practice in otherschools teaching in the same field.

# Germany



Walter-Gropius- Berufskolleg is a public vocational college of further education which offers young people (16+) a wide range of educational courses, including vocational training in different trades, further education and training as assistants with dual qualifications and college and university entrance qualifications. Slightly more than 1700 students are taught by 85 teachers in three different buildings, which are situated in the centre of Bochum, a town in the urban Ruhr area, Germany. Secondary education in full-time courses and dual vocational training in part-time is offered in courses which focus on design and technology in combination with general education. Dual vocational training ranges from painter to plumber, bricklayer to roadworker, draughtsman to media designer. Assistant qualifications are offered for graphic design and preparation technology. In the arts and design department qualified teachers, who are trained in media and graphic design as well as photography, web design, printing and fine arts, instruct students in theory and practical skills. Classes make use of labs, computer rooms and classrooms equipped with smartboards.



# Austria



Ortweinschule Graz, Austria, is a Higher Secondary Level Vocational College for both Engineering and Construction as well as Arts and Design. With a staff of 220+ it caters to more than 1650 students aged 14+ and adults with diverse social and cultural backgrounds. Within the department of Arts and Design, Ortweinschule offers general and vocational education and training in the areas of Graphics and Communication Design; Film and Multimedia Art; Photography and Multimedia Art; Interior Design and Architecture; Product Design and Presentation; Sculpturing, Object Design, Restoration; Ceramics Art Craft and Jewellery and Metal Design.

# Portugal



The Soares dos Reis School of Arts is geared to arts education and is a non-profit public institution. Hosts annually on its premises about 950 students, spread across different educational offerings. As Specialized Artistic Teaching School, is dedicated to the teaching and practice of the visual arts and mainly offers four specialized art courses: Audiovisual Communication, Communication Design, Product Design and Artistic Production. These four courses, directed solely at the level of high secondary education (before college), resulting in three grades - 10th, 11th and 12th - are oriented in a double perspective: study prosecution in technological specialization courses or higher education (university or polytechnic) and placement into the active, working life. And also offers two professional courses (2D and 3D Animation, Furniture Design) and further education courses and adult education (Graphic Design, Fashion Design and Jewellery/Stone Setting). The knowledge and learning of the students are guided by a team of teachers with specific and pedagogical training in the arts, as well as teachers of special techniques in various technological areas, that are a valuable heritage and an asset for the School teaching quality. The EASR is a Specialized School of Art Education, at which positions itself as a vocational school. Within the lines of the educational project we will provide our students with internship opportunities where they can interact with other cultures and also with the art and traditions of another country, as well as the development of a foreign language. The main wealth that may arise there from, beyond the learning of other techniques, will be the knowledge of the other in a European area who want common.

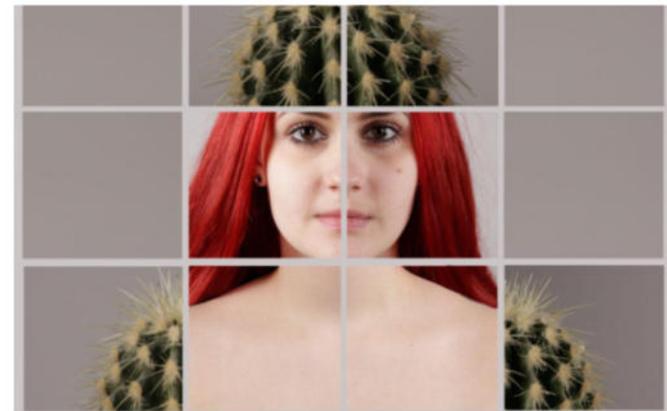
# Photo collage

Field	Photography
Title	Photo Collage
Audience	16-19 year old students/adults
Level	Intermediate in graphic design
Duration	About 5 hours
Goals	Deepening knowledge in the field of portrait photography with a prop; training skills of working in the studio, selecting proper photographic equipment and lighting; improving students' ability to plan and foresee visual final effect in creative photography consisting of multiple elements; enhancing skills of digital retouching of images.
Results	Posters with photo collage.
Description	Discussion and analysis of example collage works, work in a studio with a model and a prop, work on a computer synchronising and processing the photos in a suitable program.
Materials, equipment	Selected examples of photographic portrait collages in digital form; studio equipment: DSLR camera, different lenses, lighting equipment, light meter, tripod, reflector, photo table; computers equipped in Adobe Photoshop program or other graphic design software aimed at retouching pictures; multi-media set: projector, computer, screen for presentation of the materials and results.
Author, school	Renata Woroniecka, Technikum Fototechniczne in Zespół Szkół Fototechnicznych in Warsaw



# Procedure

Presenting on a large screen/monitor examples of large-scale collages and common analysis of technique and composition of such works under the teacher's supervision.	10 min
Team summary of the rules of shooting portraits of a model with a prop (work with a model, lighting techniques, framing with taking into account synthesis of many pictures).	20 min
Realization of photographic task: Dividing the students into groups of 4 – 5; choice of models, props, locations, background, tonality of planned work; drawing a sketch of the poster the group wants to create; consultation of each plan with a teacher, discussion on the works' composition and content; selection of proper equipment for the planned task and testing it; taking photos of particular body parts of the model and props in accordance with the drawn sketch.	120 min
Retouching and synthesis of the photos in graphic program: copying the pictures onto the computer and retouching selected elements; synthesis of individual photos into one work, as planned on the sketch; retouching the collage work with special stress on equalizing contrast, colour range, size of particular photos; preparing the collage for printing.	90 min
Presentation of groups' works in front of the class, teacher – led discussion on the form and content of the photo collages.	10 min/ group
Formulating common conclusions and recommendations for photographic collage.	10 min



# Internal portrait

Field	Photography
Title	Internal portrait
Audience	16-19 year old students
Level	Pre-intermediate in photography
Duration	180 min
Goals	Acquiring knowledge about different types of portraits, including the distinction between classical portrait showing the appearance of a person and psychological portrait – a portrait of the model's interior; Gaining knowledge of different lighting techniques: high key and low key; shaping skills of creating internal portrait in a studio with the use of different types of lenses and lighting equipment; students practice teamwork, so called soft competences.
Results	Individual portrait photography
Description	Examination and analysis of psychological portraits photographs by notable authors, formulating rules of light setting in portrait photos, recognition of lighting equipment specification, skillful choice of equipment for the expected result, group work.
Materials, equipment	Albums with portrait photography by different authors and the Internet resources depicting internal portraits: (Irving Penn, Arnold Newman, Diane Ducruet, Elinor Carucci, Krzysztof Gierałowski, Małgorzata Frączek); computer, projector and screen for presentation; studio equipment: DSLR camera, several lenses of different type, tripod, lighting equipment, backdrops.
Author, school	Małgorzata Frączek, Technikum Fototechniczne in Zespół Szkół Fototechnicznych in Warsaw



# Procedure

Acquiring the rules for internal portrait creation: Understanding the issue of internal portrait in photography based on analysis of albums and Internet resources: under the teachers supervision students discuss features of both types of portraits (conventional – presenting physical appearance, and psychological – showing the model's mental states), rules of cooperation with the model, stylization and make-up, arranging the set in the studio, creating proper lighting conditions, use of different sources of light allowing for emphasizing psychological aspects of the model and creating the subject. Finally the students define the differences between classical portrait and Internal portrait. Establishing the definition of what an internal portrait is: an insight into the models inside, full of piercing attention and deeper thought. Internal portrait is composed on the basis of the information gathered about the model.	20 min
Preparation for the photographic session: Students are divided into groups of three, each group chooses a model and interviews them to learn about their characteristic features; students plan the realization of the photographic task by sketching the plan of the lighting in the studio, choosing background, stylization and make-up; planning cooperation with the model; selecting necessary equipment for the planned effect: A DSLR camera, lenses with different parameters, lighting equipment, filters, reflectors, etc.	40 min
Running the photo session in in groups: Setting the scene; preparing the model (make-up, costume, props); setting the lighting equipment in the studio in accordance to the sketch; choice of appropriate lens and testing it; taking a few shots entitled Internal portrait; selection of the best photo as far as form and content are concerned.	90 min
Presentation of students' works on the projector, in-depth analysis of the form and content by the students, under teacher's supervision.	20 min
Drawing conclusions and formulating recommendations for the future work with internal portrait.	10 min



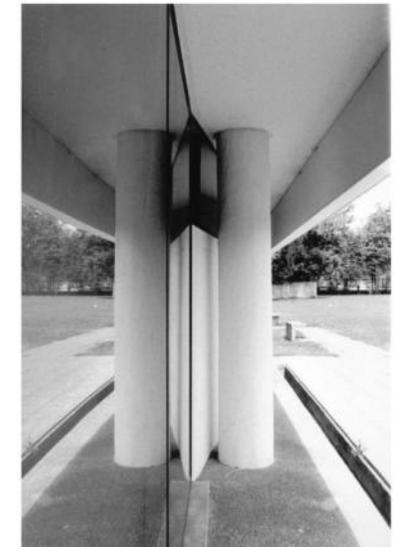
# Architecture photography

Field	Photography
Title	Taking photographs of architecture with large format cameras
Audience	16-19 year old students/ adults
Level	Intermediate in photography
Duration	About 9 hours
Goals	Deepening knowledge in the field of architecture photography; Training skills of working with large format cameras; Improving students' ability to shoot in specific lighting conditions; enhancing skills of developing the film cuts, scanning and digital retouching of images.
Results	Photographs of architecture.
Description	Discussion and analysis of example architecture photographs, taking pictures with large format cameras, developing the film cuts and scanning them on a computer, processing the photos in a suitable program and preparing them for printing.
Materials, equipment	Selected examples of architecture photographs in digital form; Photographic equipment: large format camera, different lenses, light meter, tripod; computers equipped in Adobe Photoshop program or other graphic design software aimed at retouching pictures; multi-media set: scanner, projector, computer, screen for presentation of the materials and results.
Author, school	António Rodrigues and Luisa Fargoso, Soares dos Reis Porto School of Arts



# Procedure

Presenting on a large screen/monitor examples of architecture photographs taken with a large format camera and DSLR camera, and common analysis of similarities and differences of such works under the teacher's supervision.	30 min
Team summary of the rules of shooting architecture with the use of large format camera, introduction of the ways of modifying the geometry of the optical system.	60 min
Realization of photographic task: two large format cameras are placed in certain spots of town. The workshop participants take photos as they planned beforehand. Each student prepares photographs on the basis of visual or ideological concept.	180 min
Retouching and synthesis of the photos in graphic program: developing the film cuts in a darkroom with the use of adequate chemicals; scanning the prints; copying the pictures onto the computer and retouching them in Adobe Photoshop; preparing the photographs for printing.	180 min
Presentation of works in front of the group, teacher – led discussion on the form and content of the photographs.	80 min
Formulating common conclusions and recommendations for architecture photography.	10 min



# EPUBs

Field	Graphics
Title	Creating an animated eBook
Audience	16-20-year old students, participants of learning activity in Bochum
Level	2nd and 3rd year students of graphic design
Duration	1 week (about 15-20 hours)
Objectives	Deepening knowledge in the field of portrait photography and photo editing while creating the cover; training skills of drawing illustrations, digitalizing and animating illustrations; improving students' ability to use graphics design programs; enhancing skills of working in teams.
Results	EPUBs

Description	<p>The rise of digital alternatives like e-books may have changed the importance of classic printed copy, but it has also made the art of book cover series design so important. A great book cover design is your best sales tool. Therefore it is important to think about size, cover style, book style, cover finish, print type, device, as well as your design preferences in the digital library. Also the cover of the ebook needs to make a bold statement of the fairy tale's content. Working on illustration around the written text is in this case a typical work for an illustrator, so knowing how to do this is very important. You are happy to be illustrating an e-book for the trade market, so you may have some input regarding how the text is broken up from page to page (paragraph styles), giving you a lot more creative freedom with your illustrations. Shaping your illustrations around text can encourage you to be very creative in showcasing your skills. Many times some of the colours in a photo are not suitable for use. To solve this problem, you can use Photoshop to change the photo's colours to better suit your application. There are some simple re-colouring techniques on a small scale, but they can be used expanded for a wide range of effects.</p> <p>Introduction to HTML and XML. XML stands for eXtensible Markup Language. XML was designed to store and transport data. XML was designed to be both human- and machine-readable. In InDesign, also in ebooks, motion presets are pre-made animations that you can apply to objects quickly. Use the animation panel to apply motion presets and change animation settings such as duration and speed. The animation panel also lets you specify when an animated object runs. InDesign creates a single .epub file containing the XHTML-based content. EPUB therefore is a free and open e-book standard from the International Digital Publishing Forum, an open XML-based format for</p>
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digital books and publications. It can be read on portable e-ink devices, mobile phones, and desktop computers. We choose three different European fairy tales from the Grimm Brothers which we changed into a very modern local version. Each fairy tale was located in a national region, the characters were changed into modern persons, the plot was slightly changed, etc. The original was still recognisable but we got four European modern versions in the end. These formed the bases of our EPUBs. Covers were created and the stories were animated with self-made illustrations. Photography, drawing and programs like InDesign, Photoshop, HTML and XHTML were applied.

Materials, equipment  
Cameras, paper, pencils, make-up, clothes for dressing up, Apple computers, InDesign, Photoshop, HTML, XHTML

Author, school  
Christian Schell; Christian Streck; Brigitte Rescher, Walter-Gropius-Berufskolleg Bochum

## Procedure

First day:  
Take a picture that fits to your story; create a professionally designed layout in InDesign; upload your own photos and fix your images, add stunning filters and edit text; save, share and present.

Second day:  
Try to create paragraph styles to each text elements. (html background); cluster and list key elements of your tale; create illustrations.

Third day:  
Digitize your illustrations; colour your illustrations; place your images and text in the layout.

Fourth day:  
Create an animation preset from your illustration; save a custom motion and apply it on multiple objects in your ebook; export content for EPUB.

Fifth day:  
Presentation of the workshop results. All results (ebooks) are shown on digital devices in form of a gallery walk.



# Miss Europe

Field	Graphic design
Title	Contemporary Ms Europe – character presentation in graphic design
Audience	16-20 year old students/ adults
Level	Pre-intermediate – intermediate in graphic design
Duration	About 4 hours
Goals	Developing skills of creating graphic representation of a female character in Adobe Illustrator program, with the use of such tools as brush, pencil, shape and generating shapes; increase of students' artistic sensitivity and creativity; deepening and widening students' knowledge in the field of mythology and European art; enhancing better understanding of values and meaning of the European Union for the lives of its citizens.
Results	Graphic work entitled Contemporary MS Europe
Description	Students process their connotations and imaginations connected with contemporary Europe into a graphic character with the use of different Adobe Illustrator tools.
Materials, equipment	Computers with the access to the Internet, equipped in Adobe Illustrator program or other graphic design software; graphic design tablets; multi-media set: projector, computer, screen for presentation of the materials and results; hand-outs containing the description of the task, useful tips (names of the authors whose works of art present Europe), analysis criteria.
Author, school	Małgorzata Mrozek, Technikum Fototechniczne in Zespół Szkół Fototechnicznych in Warsaw

## Procedure

Refreshing the Greek myth about kidnapping Europe by Zeus – students find the myth on the internet, the first person to find it reads it out aloud. 5 min

Familiarizing the students with the ways of presenting the character of Europe in different fields of art: with a task of finding on the Internet two depictions of Europe in assigned field of art and conducting their formal analysis (composition, perspective, colours, shapes, chiaroscuro, location of particular elements in relation to one another) and content analysis (Europe's features as a female character: facial expression, figure, clothes, image): Group I – painting of noted artists (Rembrandt, Titian, P. Veronese, C. Lorraine, F. Boucher, F.G. Watts, F. Wallotton); Group II – sculpture( C. Miles i J. Lipchitz); Group III – in the remaining fields of art ( coins from Fajstos and Gortyn on the Crete island, mosaic from Pella and Amphipolis, Kidnapping of Europe on Copperplate by G. de Lairese. Presentation of their findings by representatives of each group in front of the class: chosen work of art and analysis of their content and form.	25 min
Students create a mind map on the board showing their associations with the term Modern Ms Europe – its values, lifestyle, heritage.	5 min
Learning methods of showing characters in Adobe Illustrator – groups find on the Internet examples of different characters in graphic design, present their findings in front of the class, analyse (how they are shown, in what style, rules of composition, tools used, colour range).	15 min
Planning graphic work showing the image of Europe in the 21-st century (individual work): choice of the most important feature of Europe; planning composition, background, layout; defining colours; choosing proper tools; testing effects, colour range, chiaroscuro, textures.	20 min
Creating individual graphic works: designing particular elements according to the plan; saving the image.	90 min
Presentation of students' works in front of the class, teacher – led discussion on the form and content of the images (hand-out from stage no. 2 could be useful).	5 min/ person
Formulating common conclusions and recommendations for presented characters in graphic works.	10 min

# Soda product label

Field	Graphics
Title	Designing and developing a soda product label (Ginger Beer) in the context of corporate design.
Audience	Higher vocational school for design technology - Design technology.
Level	2nd year (secondary level)
Duration	5x 90 min (can vary depending on learning group)
Goals	Designing a product label including the company's logo (also selfcreated) and composition of several design elements that are part of product labelling; classify and identify the three branches of Corporate Identity (Corporate Behaviour, Corporate Communications, Corporate Design); get acquainted with the design process/workflow, acquire basics parameters and work independently on a product; developing software skills (Adobe Illustrator); presentation skills.
Results	Printed soda product label on a bottle; PowerPoint presentation.
Description	The objective of this course is to introduce students to the basic steps/workflow of a design process by creating a soda product label for a local start-up company, required to: briefing/plan (product and brand personality); idea generation (students sketch out with multiple solutions, use various creativity methods to come up with ideas), accomplish a draft/label template (translate brand personality into a visual brand identity); supervising (printing test label, give and get feedback); implement/apply; presenting; evaluation.
Materials, equipment	Computer, software Illustrator, access to internet, bottles, printer, sticker (glue).
Author, school	Katharina Fajardo-Tomczyk, Walter-Gropius-Berufskolleg Bochum, Germany

# Procedure

In the first step, students get acquainted with client's order and analyse product details: students check if the details provided by the client (briefing) tell what the product is, who is likely to buy it, and why. Students are required to identify consumer/target group and start to do some market and industry research as well as competition analysis. 90 min

During the design process, students get to know the three branches of corporate identity (CB, CC, CD) which are clarified by examples i.e. Red Bull and/or other texts. 90 min

Students brainstorm, come up with ideas for the product label and start to scribble and sketch; get a clear idea by defining the anatomy of label design (main components): parameters such as label shape and size, physical size of design elements, style and imagery, typography, colour and contrast, physical proportion, balancing between space and occupied space. 45 min

The next step is to digitalise one idea by using Adobe Illustrator. The entire learning group defines and decides upon evaluation criteria (i.e. legibility, hierarchy of perception, does the label stand out etc.). Any problems encountered must be identified and optimized by getting and giving feedback. 180 min

In the final step, students present their design concepts and products to the client. Results and each design progress are going to be reflected then. 45 min



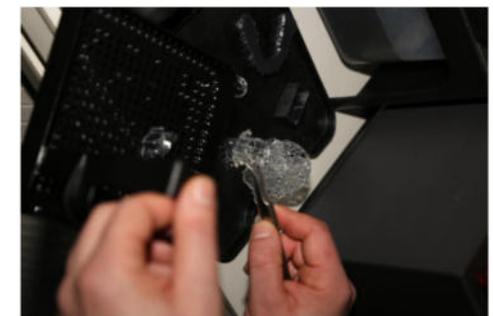
# 3D printing

Field	Graphics
Title	3D printing
Audience	16-20-year old students, teachers, participants of learning activity in Bochum.
Level	2nd and 3rd year students of graphic design and their teachers.
Duration	1 day
Goals	Using a 3-D printer, as 3-D printing has evolved into a fast-growing medium. Immersive technologies such as digitalization and CAD/CAM aided fabrication open up new artistic spaces and career perspectives for creative media professionals.
Results	3D models
Description	In 3-D computer graphics, 3-D modeling is the process of developing a mathematical representation of any surface of an object in three dimensions via specialized software. The product is called a 3-D model. 3-D modeling software is a class of 3-D graphics software used to produce 3-D models. The program used by WGB is called blender. Models may be created automatically or manually. These 3-D models do not cause a great deal of network traffic while uploading to the PreForm software. PreForm prepares 3-D models for printing on any Formlabs printer. This software offers an option for automatically orienting, supporting, and laying out the models.
Materials, equipment	3-D printer, blender, PreForm software, flush cutters, sandpaper
Author, school	Christian Schell; Christian Streck; Brigitte Rescher, Walter-Gropius-Berufskolleg Bochum

## Procedure

WGB uses an SLA desktop 3-D printer. SLA technology uses light to turn liquid resin into a solid object, one layer at a time. After printing you have to remove and rinse each part. With the help of flush cutters you have to carefully remove support tips from your prints. Removing your support touchpoints will leave raised marks and divots dotting a part's surface. These support tips must be polished off with sandpaper in order to remove them.

1 day



# Web design

Field	Web design/Communication Design
Title	How Web works?
Audience	11th grade (16-17 years old)
Level	Intermediate
Duration	3 hours
Goals	Learn about the birth of the web; understand the social impacts of sharing knowledge; understand the role of each web development language: Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS).
Results	A simple web page
Description	Students do research and make a presentation on the origins of the Internet and develop a simple web page.
Materials, equipment	Projector and teacher computer; 10 computers for students research; <a href="http://info.cern.ch/">http://info.cern.ch/</a> <a href="https://home.cern/topics/birth-web">https://home.cern/topics/birth-web</a> <a href="https://www.w3schools.com/">https://www.w3schools.com/</a>
Author, school	Alexandre Martins and Agostinho Serra, Escola Artística de Soares dos Reis



# Procedure

The lesson starts with a briefing discussion about the need to learn web design in the context of a Communication Design course: job market, communication design vs the new digital world print design vs digital design.	25 min
After this briefing students will be separated in groups and each will be given a question. Each group will search the web and find the answer(s): why was the world Wide Web created?; What's the difference between WWW and Internet?; Who created the web?; How does it work (e.g. client-server model, HTML, CSS)?	25 min
After the research the class will gather again and each will present their results. The teacher summarizes and complements missing aspects.	10 min
Afterwards, the teacher will introduce the next question: How do you develop a web page? Again, each group will be given a question: HTML language: how do you code text (titles and paragraphs) and hypertext links?; HTML: how do you code images?; HTML: how do you embed a YouTube video in a web page?; CSS: how do you apply a basic style rule to a tag?	30 min
In the second part of the class each group shares with others their answers "teaching" each other.	40 min
After all the presentations, each student will have learned the basics skills for developing a "Hello world" page.	40 min
Each student then develops a basic web page individually. At the end of the class each student learned how to build a web page through sharing each other's knowledge. Sharing knowledge was the main goal of Tim Berners-Lee when he invented the WWW.	10 min

# Technical screen printing

Field	Graphic Design
Title	Technical screen printing
Audience	11th and 12th grade (16-17 years old)
Level	Beginners
Duration	3 hours
Goals	The student should be able to achieve the following proposed objectives: apply the correct terminology inherent to screen printing technology (equipment, materials, techniques and processes); identify and know how to use all the workshop equipment; identify, differentiate and know how to use the types of print fluids in relation to the substrates to be used and according to the intended objectives; apply the correct techniques to screen printing in tiles; know and know how to use the techniques to maintain and recover in good conditions the tools and workspace.
Results	A screen printed portuguese tile with a Porto iconic image
Description	Learning the basics of screen printing and apply this technology to tile printing.
Materials, equipment	Screen printing workshop and tools, silkscreen frames, tiles, different kinds of ink
Author, school	Alexandre Martins and Manuel Ramos, Escola Artística de Soares dos Reis



## Procedure

Production of silkscreen frames: preparation of silkscreens by the photosensitive process using organic materials, trim masks and prints on transparencies; frame retouching. 60 min

Printing: manual and semi-automatic pallet printing; use of different substrates and, in particular, tiles; proper drying for each type of printed fluid and substrate used. 90 min

Cleaning of all materials used and working space; cleaning and recovery of the silkscreen frames. 30 min



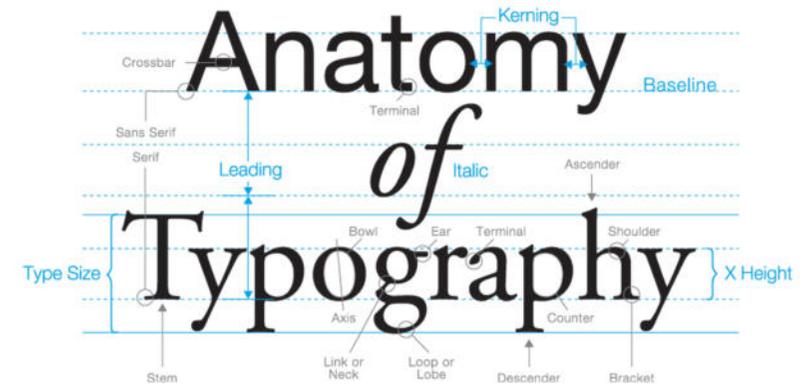
# Typography

Field	Graphic Design
Title	Creative typography
Audience	11th and 12th grade (16-17 years old)
Level	Pre-intermediate – intermediate in graphic design
Duration	About 2 hours
Goals	The student should be able to achieve the following proposed objectives: know and apply the correct terminology of the technology; know how to use all the equipment of the typographic composition workshop; know and recognize the different types of characters, ornaments and white material; know how to perform press tests and correct corrections/monotypes; know and know how to use the techniques to maintain and recover in good conditions the utensils and workspace.
Results	Textile bags with print
Description	Learning the basics of manual typographic composition and apply this technology to textile printing.
Materials, equipment	Typography workshop and tools, different types of paper, textile bags, different kinds of ink.
Author, school	Alexandre Martins and Flávio Romoaldo, Escola Artística de Soares dos Reis



# Procedure

Assembling of movable type on a composing stick; composition of typographic sticks with the various elements (types, ornaments, engravings, etc.).	60 min
Using the printing-machine; different types of manual inking; printing in vertical press; printing in different papers; textile bags	30 min
Cleaning of all materials used and their working space; distribution of all the movable types used.	30 min



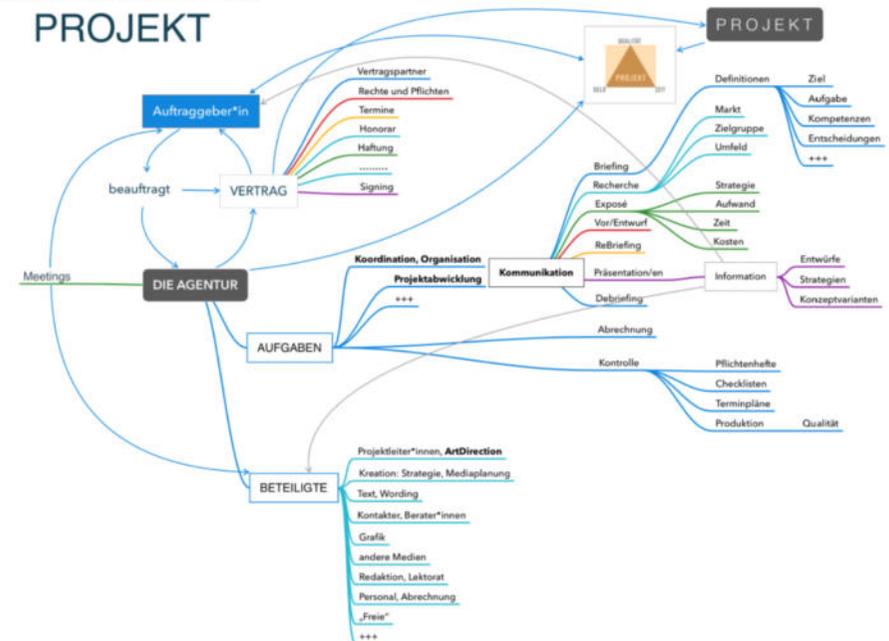
# The agency

Field	Graphics and communication design
Title	The agency – planning and implementing design projects.
Audience	3rd/4th form (upper secondary level)
Level	Intermediate in graphic and communication design
Duration	Minimum 2x50 minutes
Goals	Students have learnt about the basic parameters and workflows of organizing a design project; students are able to plan and implement a design project and deal and communicate with customers appropriately; students know about the legal requirements of contractualisation and invoicing; students should be familiar with flow - chart and presentational software.
Results	Flowchart for a fictitious design project; Powerpoint presentation.
Description	After an initial input by the teacher about the basic parameters and resources to be taken into account when planing and implementing a design project, such as customers and other people/agencies involved; legal requirements/ contractualization/invoicing; communication, meetings, etc., the students work together in pairs to come up with a basic project idea which then needs to be layed out as a flowchart; students finally present their charts to the group.
Materials, equipment	flow-chart software; optional: presentation software (keynote, powerpoint etc.)
Author, school	DI Gerhard Kuebel, Ortweinschule Graz

# Procedure

Teacher input about basic parameters and resources when designing a project.	20 min
Students work in pairs: Coming up with an idea for a fictitious project (e.g. designing a CD for a bakery); brainstorming, collecting and defining the parameters for the project; brainstorming, collecting and defining the activities and resources needed for the project; formulating the “story”	60 min
Presentation of results: Students present their flow-charts/their “story” to the group; Presentations should be short and crisp; if a presentation software is used additionally to the flow-chart software, no more than 3 slides should be used.	20 min

## AGENTUR UND PROJEKT



# Film and English language

Field	Film and English language
Title	Screen adaptations – The Great Gatsby
Audience	Students of Film and Multimedia Art
Level	4th form (upper secondary level)
Duration	90 minutes
Goals	Students are made familiar with the American novel “The Great Gatsby” by F.Scott Fitzgerald and its film adaptations: 1974 (starring Robert Redford)/2013 (starring Leonardo DiCaprio). Students know about and can deal in English with the main vocabs referring to script writing. Students can write an English script based on one of the key scenes of the book; The fight at the Plaza Hotel (Chpt.VII). Students perform the scene and produce 2 min. videos based on their scripts. Students practice communicating in English language B2 Students are given practice performing, producing and editing film and sound.
Results	Scripts based on the novel; 2 min videos
Description	After or while reading the novel, students will be shown the two screen adaptations. To concentrate on the task at hand and to save time, these screenings can be restricted to some specific screens. Students will be asked to compare the novel with the movies and the movies with each other. Students will be made familiar with the English terms / vocabs referring to movie making. One of the key scenes of the novel will be chosen to be transferred into a film script ( the fight at the Plaza Hotel). Students are asked to write a script. Roles are assigned and the students re-enact the scene. Students produce and edit videos of their scene.
Materials, equipment	Laptops and specific editing software; cameras; copies of the book in original language version “The Great Gatsby” by F.Scott Fitzgerald and its film adaptations: The Great Gatsby (1974, Dir.:Francis Ford Coppola, starring Robert Redford and Mia Farrow); The Great Gatsby (2013, Dir.:Baz Luhrmann, starring Leonardo DiCaprio and Carey Mulligan); Youtube: Elevator Pitch example
Author, school	Mag. Max Mayrhofer, Ortweinschule

# Procedure

Preliminary work: The students have been reading the novel “ The Great Gatsby” and watched the two films (or parts of them).	30 min
Students start off with comparing the novel with the movies. In groups / pairs, they will be asked to think about questions such as: How well did the director capture the important themes of the novel? How well do you think was the cast of characters chosen? Was the dialogue close to the novel or loosely based on the novel?	10 min
Student re-read the pivotal scene at the Plaza Hotel. The fight over Daisy should be turned into a script to be used to produce a video.	5 min
Students will be made familiar with the English terms/vocabs referring to movie making. E.g.: field sizes, points of view, camera angles, camera movement, sound, special effects, ect.	10 min
Assignment: In groups of 5 students will create a script, re-enact the scene (characters: Daisy and Tom Buchanan, Jay Gatsby, Jordan Baker, Nick Carraway).	25 min
Presentation of videos and discussion of results.	10 min



# Filmmaking

Field	Film
Title	Filming a short movie on given topic
Audience	16-20 year old students/adults
Level	Pre-intermediate – intermediate in film making
Duration	10 hours
Goals	Broadening students' knowledge in organizing the film set, frame composition and camera work in film-making; developing students' skills in recording and editing film and sound; acquiring knowledge of Canon camcorders' parameters and technical capabilities.
Results	Short film etude
Description	Presentation and practice of frame composition, camera work, its influence on the final result in a film; brief review of the latest filmmaking equipment by Canon.
Materials, equipment	Camcorders: Canon XC15, Canon XF405, EOSC700FF, EOSc700 or other similar; computers equipped in Adobe Premiere CC or other film editing software; multi-media set: projector, computer, screen for presentation of the materials and results; A copy of the High Noon [film] director Fred Zinnemann, The USA Stanley Kramer Productions 1952; example film etude from the school's/teacher's resources.
Author, school	Filip Kovcin, Canon Poland in cooperation with Technikum Fototechniczne in Zespół Szkół Fototechnicznych in Warsaw



# Procedure

Introduction to camcorders by Canon – a short history, parameters and technical capabilities of the latest and most commonly used camcorders and other filmmaking equipment.	1 hour
Familiarizing the students with the basics of filmmaking: the teacher presents a short extract from High Noon that exemplifies a chosen issue connected with camera work on set and students analyze this extract and the effect on the understanding of the scene by the viewers. Later the students act out scenes illustrating the issue. Subject matters to be presented: the most important shots: extreme close up, medium close up, medium shot, medium full shot, full shot; rule of 180° in over the shoulder shot, axis in shooting; real distance vs. Illusionary distance and its consequences in film production; high vs. low position of the camera and resulting perception of the character; speed of camera movement and it's result in the film production.	3 hours
Preparation for film etude making: Presentation and analysis of an example work; assigning a task for students divided into groups of 4 to 6 people; setting the rules: team members record at least five shots, use different type of shots, use at least three different camera positions, show creative approach, every team member shoots at least one shot; assigning topics for the short films: Silence, Lost in space, Freedom, etc..	0,5 hour
Film etude shooting: students start with making a plan; preparation of the screenplay and script; looking for suitable sets; choosing proper equipment for the task and testing how it works; shooting the short film; editing the film and sound.	4 hours
Presentation of the complete short films and detailed analysis by the teacher and the students, combined with a panel discussion, formulating conclusions and recommendations for further work with a camcorder.	1,5 hours

# Presenting my Start-up

Field	Entrepreneuership/Vocational English/Graphic Design
Title	Presenting my Start-up
Audience	16-19 year old students/adults
Level	Upper secondary level
Duration	About 12 hours
Goals	Students will enhance their professional English language skills on “How to present themselves and their ideas” to a potential European employer or investor; they will be able to sum up ideas and facts in creative multimedia presentations; they will have learnt about the dos and don’ts of starting their own business; they will be familiar with relevant social media and how to make use of them to advertise and boost one’s business ideas.
Results	PDFs, videos, photographs, drawings within the presentations.
Description	This workshop is suitable for international teams who meet in Erasmus+ learning activities. Students will work in small international teams to develop and present ideas for a Start-up. The aim of this workshop is to create concept for an agency which communicates experiences and imaginations about one’s hometown to further visitors. Potential clients of this Start-up could be Tourist Organisations, Travel Agencies, City Councils, etc. Students are motivated to find new forms of interaction and communication design. They will finally have 60 sec. to convince their biz-partners.
Materials, equipment	Cameras, laptops, mobile phones, sketch books, cardboard, wrapping paper, felt pens
Author, school	Mag. Max Mayrhofer, Ortweinschule Graz, Austria.

## Procedure

Introduction and briefing for the students by a teacher about the basic parameters and resources to be taken into account when planning and implementing a design project.	60 min
Input by an expert on how to Start-up; what are the basic communication channels to be used; how to generate added value with one’s idea; what are my resources/which resources are still needed, etc.	60 min
After having teamed up, the students work independently in groups. The first step is to choose a specific topic/aspect/site of the town – nature, parks, the river, non-lieux, young cultural hotspots, spectacular views, people I’ve met in this town, my school as seen by an alien, etc. – they will venture out to collect impressions and document their topic (films, photos, drawings, stories, etc.).	180 min
Further input for the students by an English teacher on presentational skills and language snippets needed for delivering effective presentations. Introduction to the art of delivering elevator pitches.	90 min
After having acquired the necessary inputs the students work on developing a concept Collecting material (photos, films, drawings, etc.) on site; selecting and editing the gathered material; and preparing their presentations.	270 min
The results will finally be presented in an elevator pitch: 60 seconds to persuade the jury of their idea. Pitches are discussed and evaluated by the jury which consists of the teachers who gave inputs.	60 min



# Entrepreneuership

Field	Entrepreneuership/Vocational English
Title	Presenting myself in an international context
Audience	Students of Arts and Design
Level	3rd/4th form ( upper secondary school level)
Duration	4 hours
Goals	Students are made familiar with the Europass CV tool and complete their own CV in English language for future use (internships, working abroad); students know about and are in a position to deal in English with the main questions which are likely to be asked in job interviews; students are able to give a short and precise analogue presentation about themselves in English; students familiarize themselves with the Elevator Pitch presentation concept; students know how to apply for a job/internship abroad (email, skype, social media).
Results	Europass CV; presentations; application email templates.
Description	When applying for a job or an internship abroad, it is essential to know about the basic communicational prerequisites needed to be considered an appropriate candidate by future employer. Students will be introduced to: writing an application email; preparing an effective CV (based on the Europass format); answering to job interview questions which are likely to be asked; the concept of Elevator Pitch.
Materials, equipment	Laptops and online access; English language Book or online flip book; Paper and pen. <a href="http://europass.cedefop.europa.eu/editors/en/cv/compose">http://europass.cedefop.europa.eu/editors/en/cv/compose</a> <a href="http://www.hpt.at/Flipbooks/BESTSHOTS45/">http://www.hpt.at/Flipbooks/BESTSHOTS45/</a> Youtube: Top 10 Job Interview Questions and Answers Youtube: Elevator Pitch example
Author, school	Mag. Max Mayrhofer, Ortweinschule

# Procedure

Students brainstorm and discuss items that should be included in a CV for a job/internship abroad. Teacher input on important vocabs and phrases needed for filling a CV and introduction to Europass website. Students prepare filling the online CV by phrasing entries on their profile/their education and qualifications/their previous work experience/their interest and achievements/and any further information that may be helpful; online CVs to be filled as a homework.

60 min

Introduction by the teacher on the formal aspects of writing a covering email (structure and layout; content; focus; length; taboos) to be sent with the CV. The students are provided with useful phrases. Students work on the covering email in class. The finished emails are sent to the teacher including the CV in attachment.

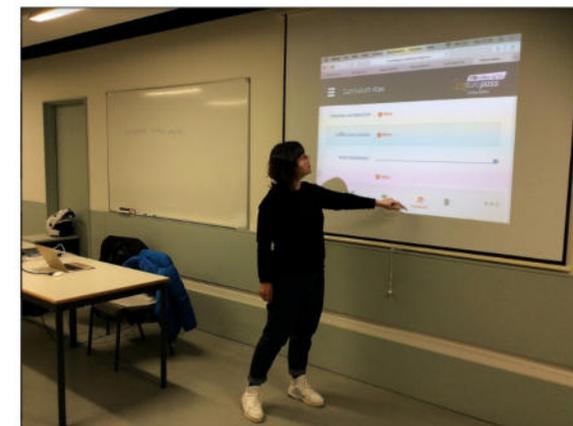
60 min

Students will be introduced to the classic job interview questions/video input (Youtube). Individually students reflect and find their personalized answers to the top job interview questions. In pairs, they practice answering the questions (interviewer and applicant in turns).

60 min

Students are introduced to the concept of delivering an Elevator Pitch (Youtube video). They will prepare a pitch answering to the following questions: Who am I?/ What do I do?/ What can I do that is different and better than others?/ Why would I meet your demands and needs?/ What is my goal? What do I want to achieve? Students present their pitches before class.

60 min



# Vocational English lesson

Field	Entrepreneuership/Vocational English
Title	Choosing a job offer
Audience	Technical secondary school; 16 – 19 year old students
Level	Intermediate in English
Duration	45 minutes
Goals	Students are able to find a suitable workplace in an English-speaking country by reading job advertisements in the field of creative professions and comparing them; students increase their social competences by comparing their results; learner autonomy is increased by developing own ideas first; interaction is increased when talking about ideas as well as the task's results.
Results	Table in which the advertisements' contents are listed; decision on which job is more suitable.
Description	The students start off by reading a description of a learning scenario: Jessica, a 17-year-old student from Germany, is attending a two-year course for design. This year, her school offers their students the opportunity to do their internship in a foreign country. Jessica thinks doing an internship abroad is a great idea, but she cannot decide between two job advertisements. She asks you for some help. What now? The students develop ideas what Jessica could do now. These ideas are expected to include searching for ads in newspapers, on the internet or in magazines. The teacher collects all the ideas on a flip chart sheet. In addition to this, the students encounter a problem which includes that we do not know anything about Jessica. Therefore, a second text is shown to the students: In order to help Jessica, we have to know what she expects from her internship. Luckily, she left a note for you: "I would like to work in the area of design. Working with computers would be great. I do not care about working hours. I love taking photos and working with Photoshop". Based on the two texts, the students are given the task to read through two job advertisements and compare the two.
Materials, equipment	<a href="https://newyork.craigslist.org/mnh/med/6178430818.html">https://newyork.craigslist.org/mnh/med/6178430818.html</a> <a href="https://newyork.craigslist.org/brk/med/6178054437.html">https://newyork.craigslist.org/brk/med/6178054437.html</a>

Author,  
school

Kathrin Dyksik, Walter Gropius Berufskolleg

## Procedure

Your task is divided into three steps: Read the two job advertisements and look up unknown words. Use the terminology sheets which are hanging on the walls.	5 min
Find out the conditions of the job advertisement by filling out the table. Work on your own. If you have any problems, you can pick up a first aid sheet.	15 min
When you are done, go to the bus stop and wait until the next person is done, too. Compare your results. Do not compare with the person sitting next to you!	10 min
If you are done early, write a letter to Jessica and explain, which job you have chosen for her and why.	15 min

# 1. Portrait Photography Studio Internship

Roberto Falck Photography ([www.robertofalck.com](http://www.robertofalck.com)) is a boutique photography studio located in Park Slope, Brooklyn. We photograph families and weddings. We are offering a summer internship. The ideal candidate is a highly motivated individual that wants to learn about the business of a portrait photography studio. This position is to assist once or twice a week. Responsibilities include assisting in the following areas:

- Marketing efforts: social media, blog posts, researching and preparing contact lists, mailing and distributing promos.
- Photo shoots: Assembling and disassembling sets
- Studio maintenance: Help with maintaining the studio clean and general maintenance.

Hours are not specific. We are flexible and you must be too. Intern must possess good communication skills, have common sense, be reliable, be able to follow through, have a very positive attitude. All interns are fully insured and receive a monthly allowance of £120 (€150) and free board and lodging. Travel expenses from and to the intern's home country are also paid. Would like to help? Send your CV and cover letter to [robertfalck@photography.com](mailto:robertfalck@photography.com). Please put INTERNSHIP in subject line of your email. Please DO NOT call.

# 2. Graphic Designer in Kid's Fashion Shoes

American Exchange is a leading wholesales jewelry and shoe company based in New York City that sells fashion watches for ladies, men and kids, jewelries and shoes through independent distributors across America. We are working with large retailers such as Macys, Walmart, JCPenny, Sears etc. And we also have the license brands of Jones New York, Nicole Miller and Rocawear.

Job description:

- Creating catalogs by Photoshop
- Retouching shoe pictures by Photoshop
- Spec sheets

Qualification:

- Proficient in Photoshop & Illustrator
- Experience in fashion industry over 1 year

Working hours are 45 hours per week, from 9-6 daily. Interns receive free board and lodging +allowance of £160 (€200) per months.

Email a CV and cover letter.

	JOB 1	JOB 2
Company		
Skills and qualifications		
Tasks		
Working hours		
Pay		
Benefits		



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