Visual Analysis

Storyboarding a Living Tradition

How can a sequence of images show people learning, adapting and sharing music? Use the article and photograph below to plan a four-frame storyboard.



Ibrica Jusić with his guitar and dog Simba on the steps in Dubrovnik, Croatia. *Photograph by Armin Durgut*

Interpret

How does the setting help communicate Jusić's relationship with music and Dubrovnik? Connect one visible detail to the reading's description of the steps as his stage and emotional home.[1]

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Plan and Create

Choose a musical practice you know or have observed, such as singing with family, playing an instrument or performing at a community gathering. Plan four scenes showing how people keep that practice in their lives.

Across your four frames, show a meaningful setting, learning from others, a personal musical choice and a connection between people. Arrange or combine these ideas in an order that tells your story.

Use the photograph's strategy of placing a person in meaningful surroundings. Draw on the reading's examples of learning from others and developing a personal musical approach to plan your other scenes.[2] Draw in each frame using your PDF app's pencil tool or click the frame to insert a saved image.

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Show Music Living On

Sketch or collage each scene. If working digitally, use your PDF app's drawing or markup tools. Add arrows to show movement and labels to clarify important details. Type or write notes in the Action and Sound fields below each frame. Simple figures and shapes are enough; you do not need to film your storyboard.

Name: Musical practice:

FRAME 1

Action:

Sound:

FRAME 2

Action:

Sound:

FRAME 3

Action:

Sound:

FRAME 4

Action:

Sound:

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Review Your Storyboard

Before sharing, use these questions to check how clearly your scenes communicate your ideas.[3]

- [ ] Does the setting help explain the musical practice?
- [ ] Do the scenes show someone encountering or learning music from another person?
- [ ] Do the scenes show how a personal musical choice connects to the practice?
- [ ] Do actions or sound notes show a connection between people?
- [ ] Do the four frames form a clear sequence, with arrows and labels where useful?
- [ ] Have you distinguished known details you know from imagined scenes or details?

Explain Two Choices

Share your storyboard with a partner or group. Explain how two visual or sound choices communicate ideas from the article. If working independently, record your explanation below.

Focus on understanding and clear communication. Drawing skill and access to technology do not determine the quality of work.

Choice 1: What did you show or include, and how does it connect to the article?

Choice 2: What did you show or include, and how does it connect to the article?

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Common Core Standard(s) Met:

CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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1 The steps connect Jusić's performance with the place where he first found listeners. His guitar, the surrounding architecture and his position within the setting can support interpretations of the relationship between person, practice and place. Students should connect a visible detail to the reading. Accept different supported interpretations; the photograph alone cannot establish his feelings or prove a live interaction with an audience.

2 Look for a meaningful relationship between the setting and musical practice; an interaction showing learning from others; a personal choice connected to the practice; and actions or intended sound that communicate human significance. These ideas may overlap within a frame and need not appear in a prescribed order.

Students might show a relative demonstrating a melody, a learner practicing it with a personal variation, and people sharing the music in a familiar setting. This is one possible structure, not a model students must copy. Do not require evidence that all musical traditions develop in the same way.

3 A student might connect a family teaching scene to Jusić learning from his mother or connect a personal musical choice to his modern arrangements. A meaningful setting could draw on the photograph and the steps described as his stage and emotional home. Explanations should identify a deliberate choice and connect it accurately to the article.

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Use the learner checklist as shared success criteria. Assess understanding, sequence and explanation rather than artistic talent or technological polish. Offer the same paper template to everyone; collage and digital tools are optional. Encourage students to identify imagined details and avoid treating one person's experience as representative of an entire community.

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