



EZRA JACK KEATS BOOKMAKING

Illustrating a Children's Book: *Teaching Artist, [Katie Yamasaki](#)**

[Illustrating Tutorial 2 of 3](#) - approx. 12 minutes

Planning Your Visual Story

1. (00:10) - Create the Look of Your Characters (*see pg. 2 below*)
2. (02:46) - World Building - Details, Details
3. (04:50) - Storyboarding (*see pg. 3 below*)
4. (06:37)- Thumbnail Sketches (*see pg. 4 below*)
5. (09:25) - Dummy Books & Visual Pacing
6. (10:20)- Using Storyboards, Thumbnails & Dummy Books Together

* Katie Yamasaki is a muralist and children's book artist. She has painted over 80 murals with diverse communities around the world, exploring issues of social justice. Her children's books focus on similar themes of social justice and underrepresented communities. Her books *When the Cousins Came* and *Fish for Jimmy* recount personal family stories about the internment camps of WWII and growing up in a multi-racial family. Katie's most current book, *Dad Bakes* will be released in Sept., 2021 and have starred reviews from Kirkus and Publishers Weekly. Katie worked as a public school Spanish and Art teacher in both the Detroit and NYC public schools for 14 years.

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Create the Look of Your Character

Your character(s) should be as unique and specific as you are. Think about the *physical traits* of your character as well as their *mood/personality*

- **List 6 things related to how each of your character(s) looks in particular situations:**
 - **3 physical traits-** posture, skin tone, hair texture/style, favorite objects, clothing and shoe style, favorite colors, skin/fur/feather textures (if animal character), missing teeth, things in pockets, etc.
 - **3 moods your character often experiences-** joyful, quiet, furious, terrified, exhilarated, silly, angry, worried, lonely, excited, hopeful, etc.

Physical traits:

- 1.
- 2.
- 3.

Moods:

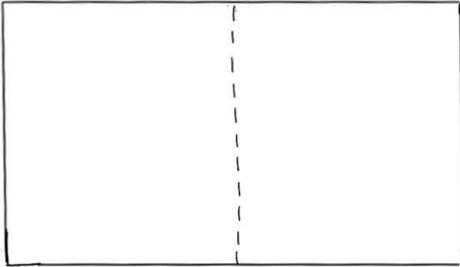
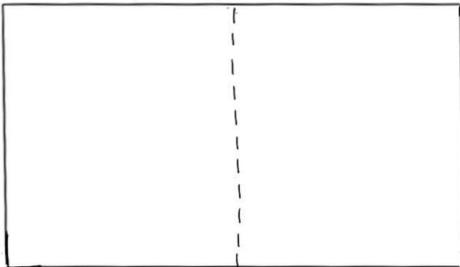
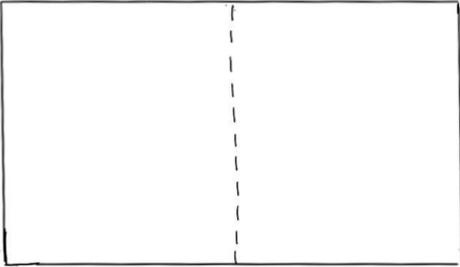
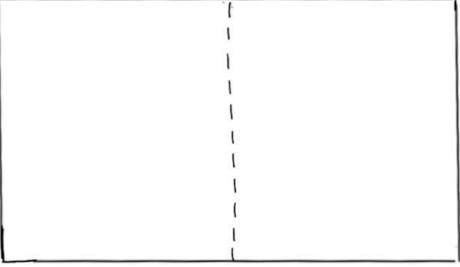
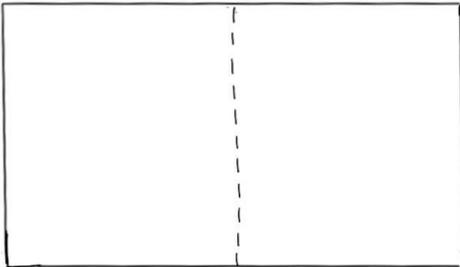
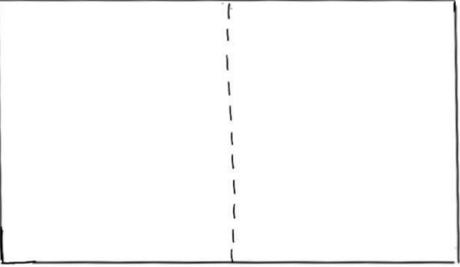
- 1.
- 2.
- 3.

Link one of the character's physical traits to one of her moods and make a rough sketch of what she looks like in that mood. For example, if your character has a broken leg in a cast and is terrified, perhaps you can draw her running with crutches from something scary, like a dragon. Think about the moods and details that will make your character unique. Do this exercise as many times as you'd like. Don't forget, these are *rough* sketches.

Storyboarding Exercise

Print this page for your students or have them draw their own boxes as needed. **Make sure students number each page and write a brief description about what is happening in each spread, just below, to avoid confusion.**

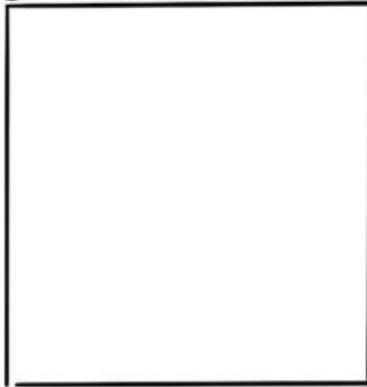
This exercise is modeled in the video along with a discussion of different types of illustrations (spreads, single page and spot illustrations), as well as storyboarding.

Pages —, — 	Pages —, — 
Pages —, — 	Pages —, — 
Pages —, — 	Pages —, — 

Thumbnail Sketches

This exercise will relieve your student's anxiety as they develop and sketch their ideas for the book's illustrations. Refer to the video at timestamp 14:51 for a demonstration of this activity. Students should separate their text and assign sections to each page or spread. Then they can create their own thumbnail squares and use as many as they need to work through their ideas for each page of the book.

Ⓐ 1 MINUTE



Ⓑ 1 MINUTE



Ⓒ 5 MINUTES

