



COVER THE WALL

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"Selecting relevant and strong images is the most difficult part, but in the end you are left with a much stronger concept".

Phase: Orientation-research (client brief and debrief)

Aim: using images, a student is able to come up with evolving concepts

Group Size: 1-8

Time: approx. 1 day which can be divided over a period of 1 week

Materials: Magazines (ask students to collect magazines a week before the assignment), scissors, tape

Additional Comments: Challenge students to use the least amount of text possible

Instructions:

Inform students about this assignment in advance. You can ask them one week before the assignment to start collecting magazines.

Provide a good example of a visually elaborated concept (e.g. a storyboard or a good sports image).

Discuss the example: Why are images generally stronger than words?

What can you do with images which cannot be done with text?

(and vice versa)

When is text a must?

The next week's assignment is to fill up a whole wall with visual concepts that represent the client brief or chosen theme. Students are allowed to work together or alone. Students can also choose to further develop someone else's concept.

During the week, have the group choose a sample of one to three concepts. The group needs to concretely state what makes a/these concept(s) alluring. For instance, the concept is rated positively as it has been developed further by many students. This gives the concept more depth; The style of the concept and humoristic aspects make it attractive as well as the simplicity (or depth) of the message.