

LOST, by Amy Maher (7ENG2)



Hi! Today I will talk to you and tell you about my 2-paged picture book I have created. It's a double page spread and this dotted line is the middle of the two pages. I used photoshop to create it and it was lots of fun learning how to use that. My story is titled 'LOST' and it is about a young boy, who is lost in himself, and his journey to try and find himself. He is in an imaginary world representing how the real world seems confusing and foreign to him. I wrote the complication part of the story, where he is lost and is looking for a way to find himself, or what he calls 'home'. Later in the story he does find his home and family and lives happily ever after. However, in this part of the story, he is confused, lonely and scared. My character doesn't really have a name, he is just known to me as the Boy.

The interesting thing I found about picture books, when I was making this, is that they use some of the same techniques as movies in terms of angles. For example, my picture is an establishing shot, but in picture book form. I have also seen many picture books that have close-up shots, low and high angle shots, and even depth of focus shots. I chose to do my picture based on an establishing shot, because I knew that would be needed to clearly show the alternative world the boy is in to a viewer or reader. If I had a close-up shot of the boy, I wouldn't be able to see the details of this new world, or all it's strange features.

I tried to make my picture very detailed. This was so I could show the viewers more of the world the boy is experiencing. I personally find picture books with little detail not very interesting, so I attempted to make mine as detailed as possible, to interest a broad audience.

The lighting and colour hues of this picture shows the mood of the whole story. I used darker colours for elements like the sky, because colours such as black represent fear or mystery. This place is certainly mysterious and the boy is very scared as well. The saturation of the colours is high as this manipulates the mood, creating emotions

such as loneliness or fear. I even have the boy dressed in a white T-shirt to show his innocence in the story, as white usually represents that.

The picture has low key lighting, making it more mysterious and far away. I chose not to use high key lighting as that makes the picture feel safe and happy, which isn't the effect I wanted at this point. If I had to make the whole story, I would use high key lighting at the end, to make that picture cheerful or "brighter". The representation of the weather also helps create the mood. The deep purple storm shows a mysterious scene, and it also symbolises the clouded thoughts inside the boy's head.

There are many vectors in this image, and the visual reading path is different for everyone. I first look at the Boy in the image. This is because he has the greatest "visual weight". This visual weight is caused by him being the largest fully shown image and positioned in the foreground of the screen and to the left, where, in general, the visual weight increases. His gaze is a vector. It seems to lead off into the distance, and could be looking at anything in the right half of the picture. I follow his gaze to the shocked astronomer, and his telescope, pointing around where the split Saturn is. Another vector is the pig's gaze leading to the cow jumping over the moon, or the spaceship's front, leading to the pig. These vectors all join to create a unique visual reading path, different for everyone.

I have used the compositional axes to my advantage also. The given side (left) shows one of the only known things in the picture, the Boy, And the new side (right) shows which direction the Boy must travel, and the things in the story that have not yet been encountered. There are only two people in the whole scene and the social distance indicates which is more important. The boy at the front is closer to the viewer, and the person at the background is so far away, he is immediately considered nothing but an extra.

I wanted to be able to write the words in a unique way, so I attempted poetry and kept the amount of words limited (only 40 altogether). The first set of words (I feel so confused, I feel far away, I feel as though my thoughts, are leading me astray) are written where each line leads off in a different direction, to symbolise the Boy's thoughts leading in every direction. And the second set is in the shape of a path, representing how the boy is travelling.

I have also used symbolism to demonstrate the boy's thoughts and add a new layer of meaning to the picture. The whole scene is symbolic of how the boy in the story would see the world, as a foreign, confusing place, and how the world can look scary to a young child. Some of the pictures represent sayings such as time flies, or when pigs fly. Whereas others, like the horse with a shark's head, are only there to demonstrate how weird his new world is. There are other hidden messages within the pictures, which can be interpreted individually by each reader.

Overall, the main purpose of my story is to entertain, and to hopefully get a good mark in my assessment, but I really did enjoy exploring the world of visual literacy and creating my picture book. Thank you.