

UNTEXT: PICTURES FOR PARENTS AND TEACHERS

UGPP Year 2 VCSB | November 2020 | Semester 3 |
Cycle 2 | Studio | Final Project: 'Where Does Food
Come From?' | Manasvini

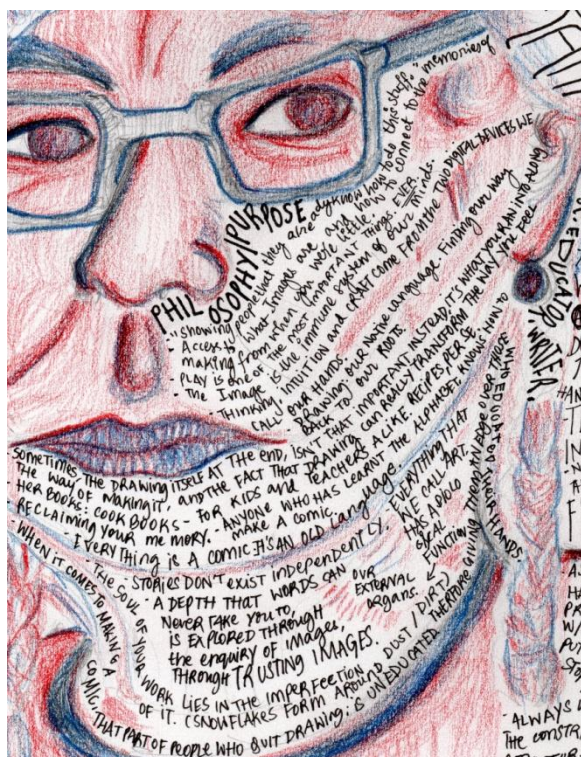
This Studio was structured over four weeks-

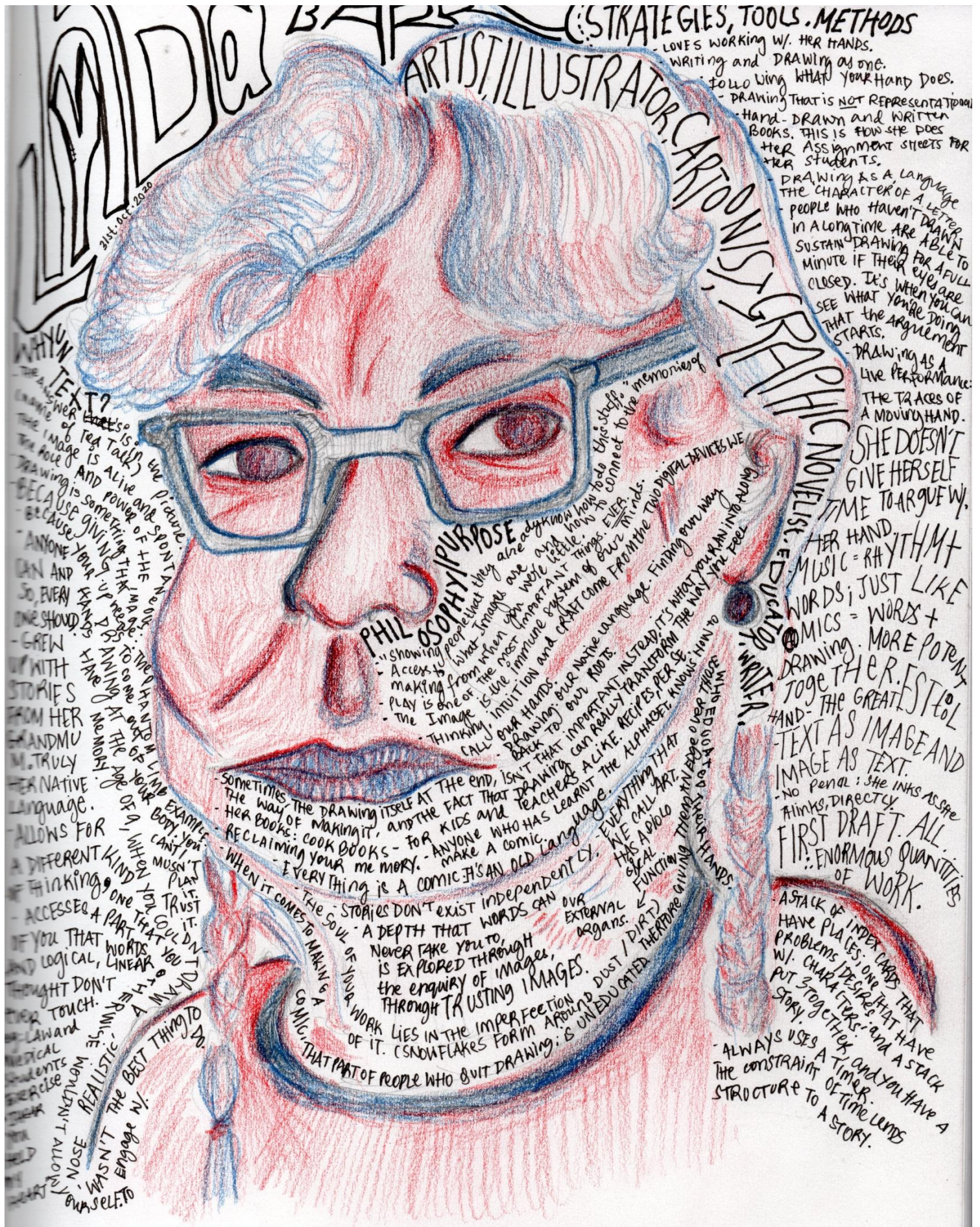
- ≠ Week 1- Self and Practices
- ≠ Week 2- The Idea of Untext and its Meanings
- ≠ Week 3- Education: Outcomes for the Community
- ≠ Week 4- Creative Outcomes

My final project involved 'Untexting' a concept from an NCERT textbook. I chose to work with the chapter 'Food' from a Science textbook for the 6th standard (11-12 year olds).

Before I got down to actually working with the content in the textbook, there was a series of exercises that I was asked to engage with, so as to create a context for the project.

1. To closely research the work and practice of an 'Untexter'- someone who was working at the intersection of education, art, design, writing and/or creative expression. I chose to look at American artist, illustrator and educator, Lynda Barry.





ARTIST/ILLUSTRATOR. STRATEGIES, TOOLS, METHODS.

- LOVES WORKING W/ HER HANDS.
- WRITING AND DRAWING AS ONE.
- FOLLOWING WHAT YOUR HAND DOES.
- DRAWING THAT IS NOT REPRESENTATIONAL.
- HAND-DRAWN AND WRITTEN BOOKS. THIS IS HOW SHE DOES HER ASSIGNMENT SHEETS FOR HER STUDENTS.
- DRAWING AS A LANGUAGE.
- THE CHARACTER OF A LETTER.
- PEOPLE WHO HAVEN'T DRAWN IN A LONG TIME ARE ABLE TO SUSTAIN DRAWING FOR A FULL MINUTE IF THEIR EYES ARE CLOSED. IT'S WHEN YOU ARE SEE WHAT YOU'RE DOING THAT THE ARGUMENT STARTS.
- DRAWING AS A LIVE PERFORMANCE.
- THE TRACES OF A MOVING HAND.

PHILOSOPHY/PURPOSE

- "showing people that they are already know how to do this stuff."
- Access to what images are and how to connect to the memories of making from when you were little.
- Play is one of the most important things. EVER.
- The image is the immune system of our minds.
- THINKING, INTUITION AND CRAFT COME FROM THE TWO DIGITAL DEVICES WE CALL OUR HANDS.
- DRAWING: OUR NATIVE LANGUAGE. FINDING OUR WAY BACK TO OUR ROOTS.
- DRAWING CAN REALLY TRANSFORM THE WAY YOU FEEL.
- WHO EDUCATES ON THE HANDS.

WHY TEXT?

- THE ANSWER HERE IS IN THE PICTURE.
- THE IMAGE IS ALIVE AND SPONTANEOUS.
- BECAUSE IT'S SOMETHING THAT WE CAN ALL UNDERSTAND.
- BECAUSE YOUR HANDS ARE ALWAYS THERE.
- ANYONE CAN AND SO EVERYONE SHOULD.
- GREW UP WITH STORIES FROM HER GRANDMOTHER.
- HER NATIVE LANGUAGE.
- ALLOWS FOR A DIFFERENT KIND OF THINKING.
- ACCESS TO A PART OF YOU THAT YOU COULDN'T REACH OTHERWISE.
- LOGICAL, LINEAR THOUGHT DON'T HAVE A TOUCH.
- MEDICAL STUDENTS PRACTICE KNOTTY LIGATION.
- WASN'T THE BEST THING TO ENGAGE W/.
- WASN'T THE BEST THING TO ENGAGE W/.

- SOMETIMES THE DRAWING ITSELF AT THE END, ISN'T THAT IMPORTANT INSTEAD, IT'S WHAT YOU CAN DO ALONG WITH IT.
- THE WAY OF MAKING IT, AND THE FACT THAT DRAWING CAN REALLY TRANSFORM THE WAY YOU FEEL.
- HER BOOKS: COOK BOOKS - FOR KIDS AND TEACHERS.
- RECLAIMING YOUR MEMORY. - ANYONE WHO HAS LEARNED THE ALPHABET KNOWS HOW TO WRITE.
- EVERYTHING IS A COMIC. IT'S AN OLD LANGUAGE.
- WHEN IT COMES TO MAKING A COMIC, THAT PART OF PEOPLE WHO QUIT DRAWING: IS UNEDUCATED.
- THE SOUL OF YOUR WORK LIES IN THE IMPERFECTION OF IT.
- SNOWFLAKES FORM AROUND DUST / DIRT.
- NEVER TAKE YOU TO THE ENQUIRY OF IMAGES.
- THROUGH TRUSTING IMAGES.
- A DEPTH THAT WORDS CAN NEVER TAKE YOU TO.
- STORIES DON'T EXIST INDEPENDENTLY.
- OUR EXTERNAL ORGANS.
- WE CALL ART.
- HAS A DILO.
- FUNCTIONING THEM IN THE HANDS.

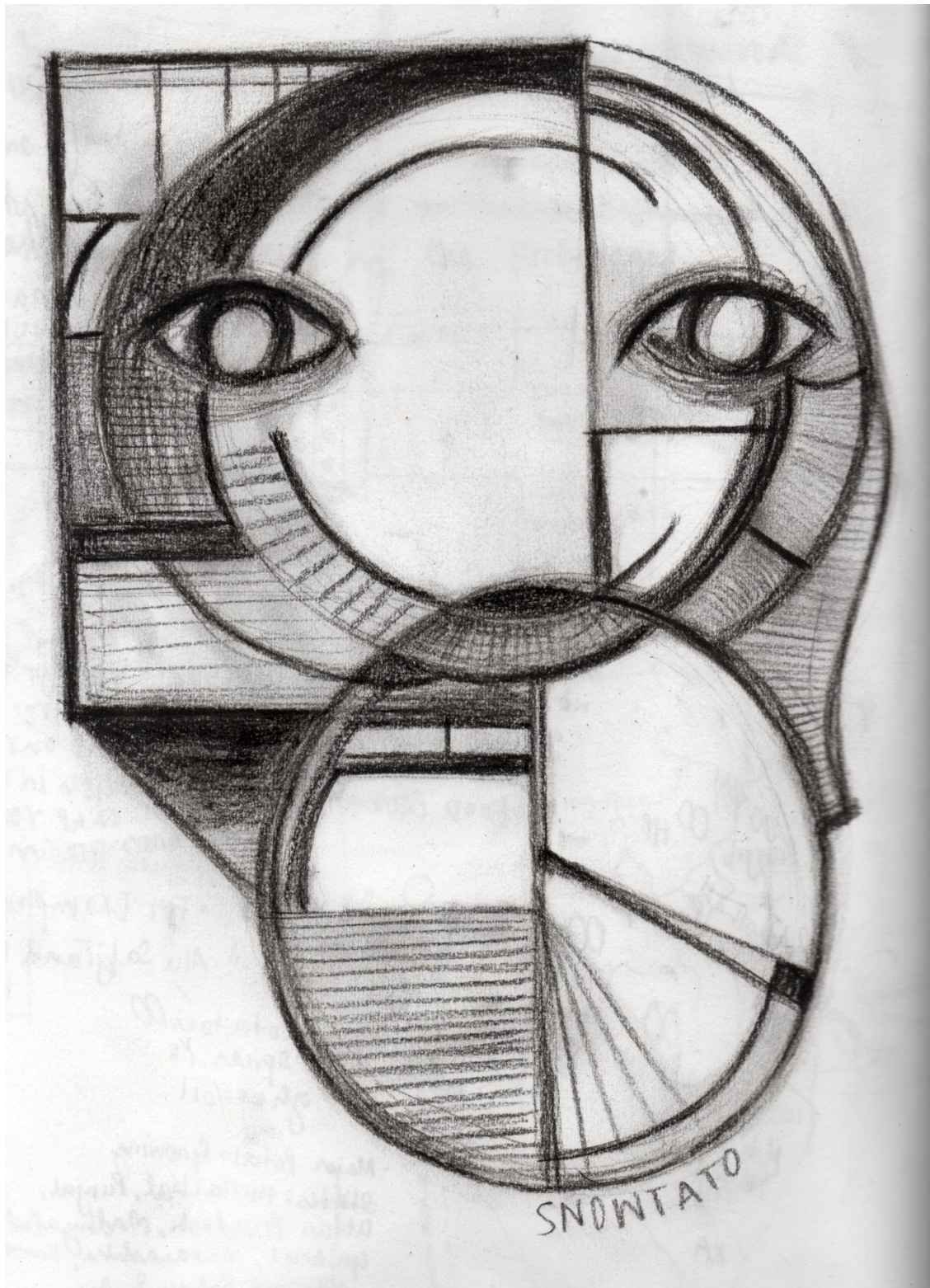
EDUCATOR, WRITER.

- SHE DOESN'T GIVE HERSELF TIME TO ARGUE W/ HER HAND.
- MUSIC = RHYTHM.
- WORDS: JUST LIKE COMICS = WORDS + DRAWING.
- MORE POTENT TOGETHER.
- THE GREAT ESTEOL.
- TEXT AS IMAGE AND IMAGE AS TEXT.
- NO PENCIL: SHE INKS AS SHE THINKS, DIRECTLY.
- FIRST DRAFT. ALL.
- ENORMOUS QUANTITIES OF WORK.

- A STACK OF INDEX CARDS THAT HAVE PLACES ONE THAT HAVE PROBLEMS DESIGNS AND A STACK W/ CHARACTERS AND A STORY PUT TOGETHER.
- ALWAYS USES A TIMER.
- THE CONSTRAINT OF TIME LIMS STRUCTURE TO A STORY.

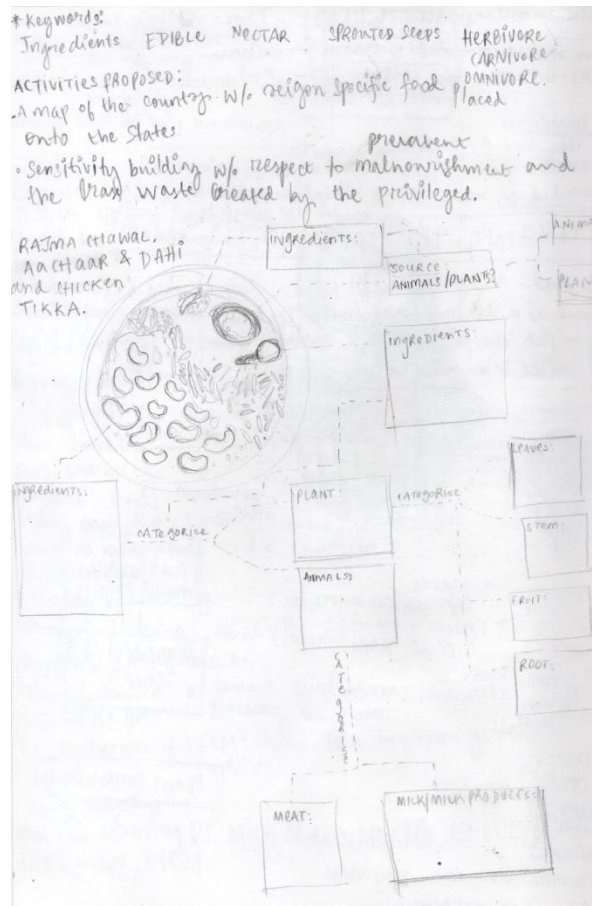
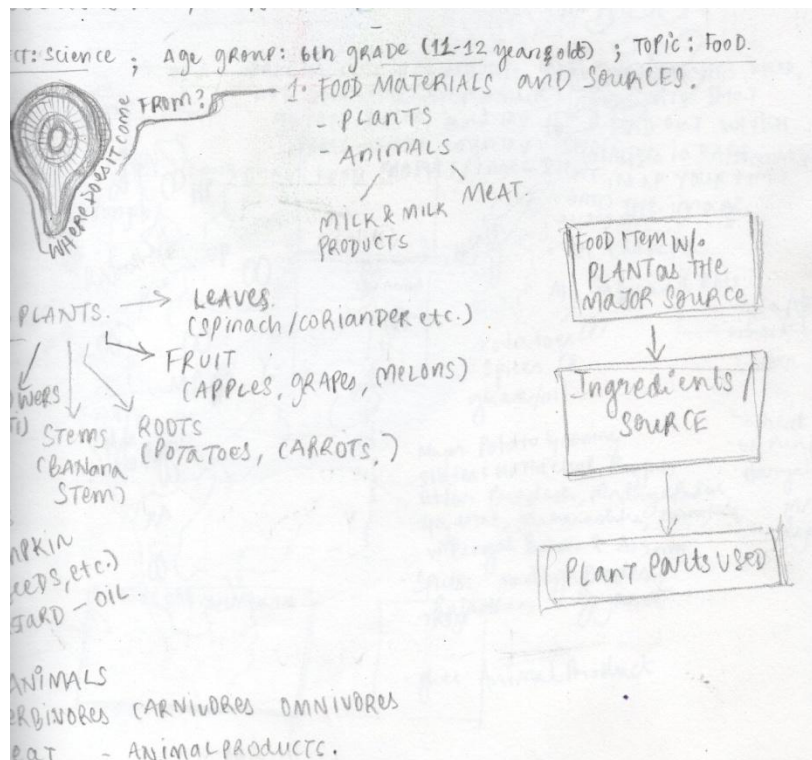
2. To create two portraits, drawing from my own education of A. someone who helped (adult/ peer) and B. someone who was significant.

The first portrait is of my Psychology teacher who helped me navigate not only my course work, but also the ups and downs that came with a new school and the transition of young to absolute adulthood; while the second is of one of the closest friends I made at the time, who to date, is one of the most important people in my life.





3. To create an initial outline of how I was planning to break down the text.



YOUR FIVE MOST FAVORITE MEALS/DISHES:

NAME	DRAWING
1.	
2.	
3.	
4.	
5.	

• Number 1: PLANT PRODUCTS

ANIMAL PRODUCTS

SOURCES:

(Name The Plant / ANIMAL)

Root	Stem	Leaves	Fruit	Meat	Milk/MP

(Tick the Right box.)

MAKE A LIST OF ALL THE MEALS YOU EAT THIS WEEK, NOTE DOWN THE BASIC/MAIN ingredients THAT GO INTO THEM, and TRY to find out WHICH PARTS OF THE COUNTRY SPECIALISE IN EACH FOOD PRODUCT/ingredient. MAP YOUR FINDS ONTO THE IMAGE.

For Example:

Alu Sabji and Roti

Potatoes

Spices

ghee/oil

Wheat

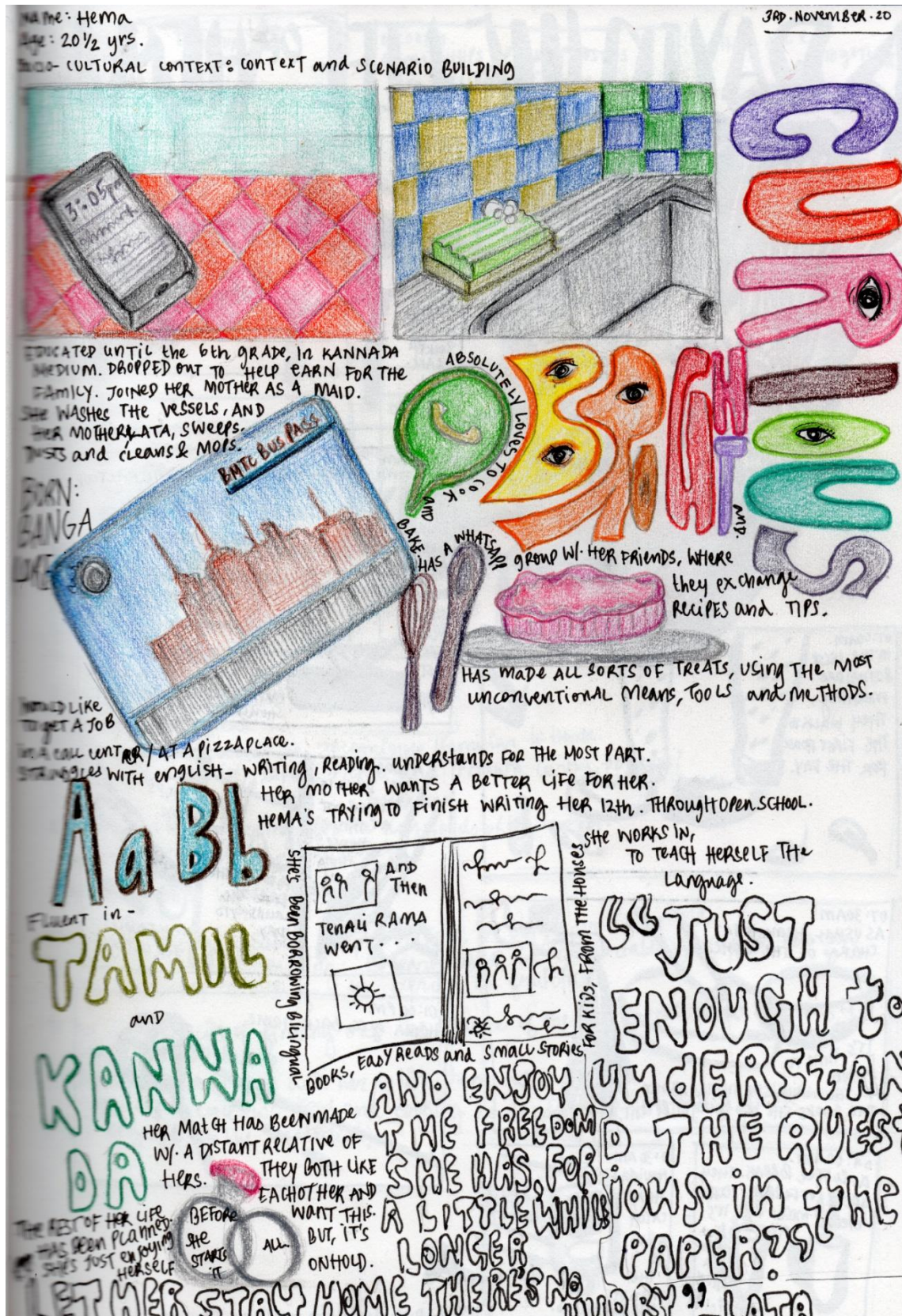
UP, Punjab, Haryana

Major Potato Growing States: Himachal, Punjab, Uttar Pradesh, Madhya Pradesh, Gujarat, Maharashtra, Karnataka, West Bengal, Bihar & Assam

Spices: Madhya Pradesh, Rajasthan, Gujarat

ghee: Animal Product

- To build a scenario and character based on the roles played by the two people (whose portraits were drawn), to create a persona, who would then be the user for whom I redesigned the concept/ topic. This scenario is based on the life and experiences of the maid who works at my house.



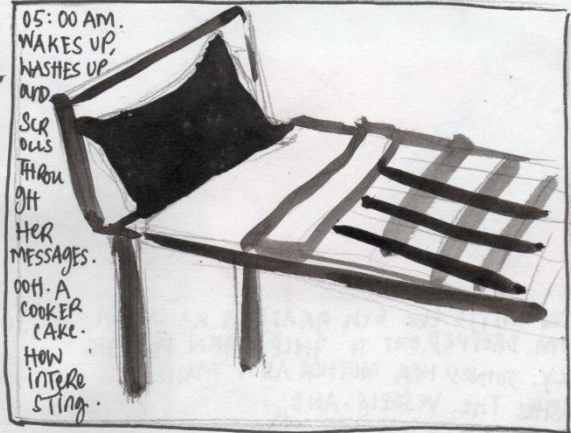




A DAY IN THE LIFE OF HEMA



05:00 AM.
WAKES UP,
WASHES UP
AND
SCRUBS
THROUGH
HER
MESSAGES.
00H. A
COOKER
CAKE.
HOW
INTERESTING.



06:00 AM.
IT'S TIME FOR TEA. HER MOTHER MAKES A PERFECT CUP
OF TEA. THEY
DRINK IT
TOGETHER,
AS THEY
MUNCH
ON
ROTIS
FROM
LAST
NIGHT.

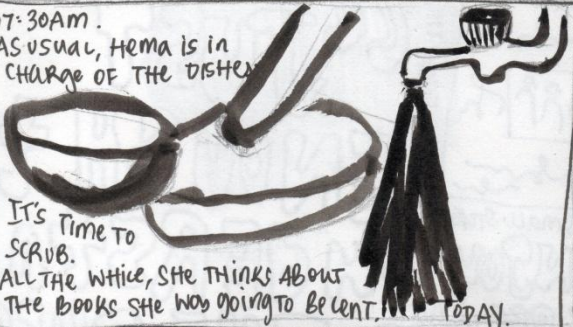


Hema brings up the cooked
cake; Lata says that they
should try it.

07:00 AM.
IN THE CRISP
BANGALORE
MORNING,
THEY WALK TO
THE FIRST HOUSE
FOR THE DAY.

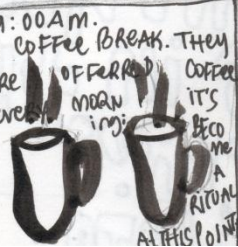


07:30 AM.
AS USUAL, HEMA IS IN
CHARGE OF THE DISHES.

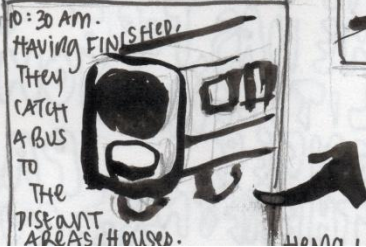


IT'S TIME TO
SCRUB.
ALL THE WHILE, SHE THINKS ABOUT
THE BOOKS SHE WAS GOING TO BE LENT. TODAY.

09:00 AM.
A COFFEE BREAK. THEY
ARE OFFERED COFFEE
EVERY MORNING.
IT'S BECOME A
RITUAL
AT THIS POINT.



10:30 AM.
HAVING FINISHED,
THEY CATCH
A BUS
TO
THE
DISTANT
AREAS HOUSE.



11:00 AM.
THE DRILL IS
DIFFERENT
AT THIS
HOUSE.
HEMA
CATCHES
A FEW
EELS.



POES ON THE
LAUNDRY TO
DRY.

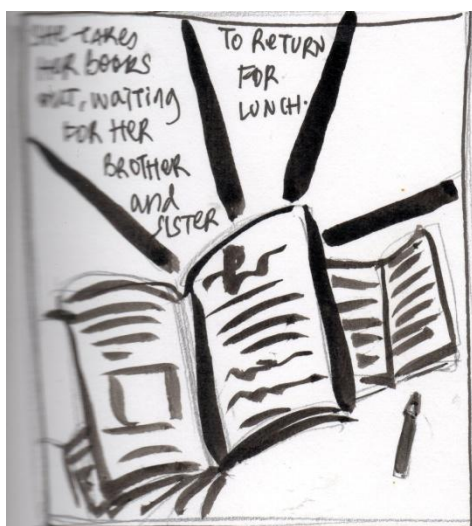


AND
CHOPS
SOME

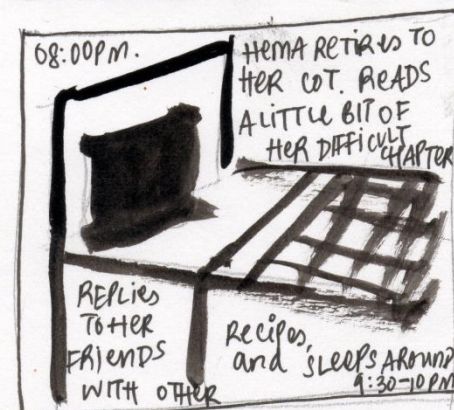
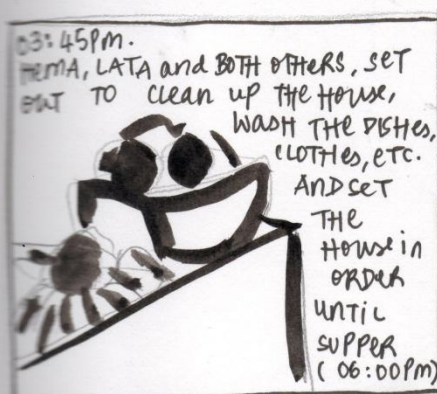
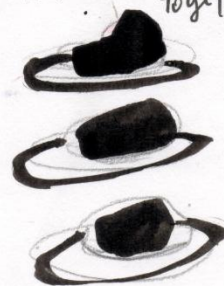
VEGETABLES
FOR LATER
USE.

01:00 PM
HEMA GETS BACK HOME.





THEY ALL EAT TOGETHER.



REWORKING THE UNTEXT IDEA:

1. Rajma Chawal meal
 - A meal that would be recognisable/familiar to Hema.
 - eg: Rasam Rice, Papad, Pickle, and Prawn Curry perhaps? Buttermilk.
2. Kannada/Tamil meanings for the keywords of the concept.
 - Such as 'ingredients' or 'animals'.
3. Much simpler words. (usage).
4. I am untexting a Science chapter on Food, for 6th graders (11yr-old). As a 20½ yr-old attempting to learn and be comfortable w/o English, how can Hema's experience of the exercise be fruitful?
5. The final exercise of finding out the source of the ingredients, might not work w/ Hema's circumstances.
 - Perhaps I could just ask her to list them out (Her experience w/ Food and cooking would also keep her feeling excited and engaged w/ the material).

1

Food: Where Does It Come From?

What did you eat at home today? Find out what your friend ate today. Did you eat the same kind of food yesterday and today? We all eat different kinds of food at different times, isn't it?

1.1 FOOD VARIETY

Activity 1

Ask your friends in the school about the items they would be eating during a day. See if you can also get this information from friends staying in different states of India. List all the items in your notebook as given in Table 1.1, for as many friends as possible.

Table 1.1 What do we eat?

Name of the student/friend	Food items eaten in a day



There seems to be so much variety in the food that we eat. What are these food items made of?

Think about rice cooked at home. We take raw rice and boil it in water. Just two materials or **ingredients** are needed to prepare a dish of boiled rice.



On the other hand, some food items are made with many ingredients. To prepare vegetable curry, we need different kinds of vegetables, salt, spices, oil and so on.

Activity 2

Choose some of the items you listed in Table 1.1 and try to find out what ingredients are used to prepare these, by discussing with your friends and elders at home. List them in Table 1.2. Some examples are given here. Add some more items to this list.

Table 1.2 Food items and their ingredients

Food Item	Ingredients
Roti/chapati	Atta, water
Dal	Pulses, water, salt, oil/ghee, spices

What do we find? Do we find some ingredients common for different food items? Discuss in class.

So, where do these ingredients come from?

1.2 FOOD MATERIALS AND SOURCES

It may be easy for us to guess the sources of some of the ingredients that we listed in Table 1.2. Fruits and vegetables, for instance. Where do they come from? Plants, of course! What are the sources of rice or wheat? You may have seen paddy or wheat fields with rows and rows of plants, which give us these grains.

And then, there are food items like milk, eggs, meat, chicken, fish, prawns, beef, pork and such others, which come from animals.

Activity 3

Let us take the food items listed earlier and try to find out where they come from — the ingredients and their sources. Some examples are shown in Table 1.3. Fill in the blanks in Table 1.3 and add more examples to this list.



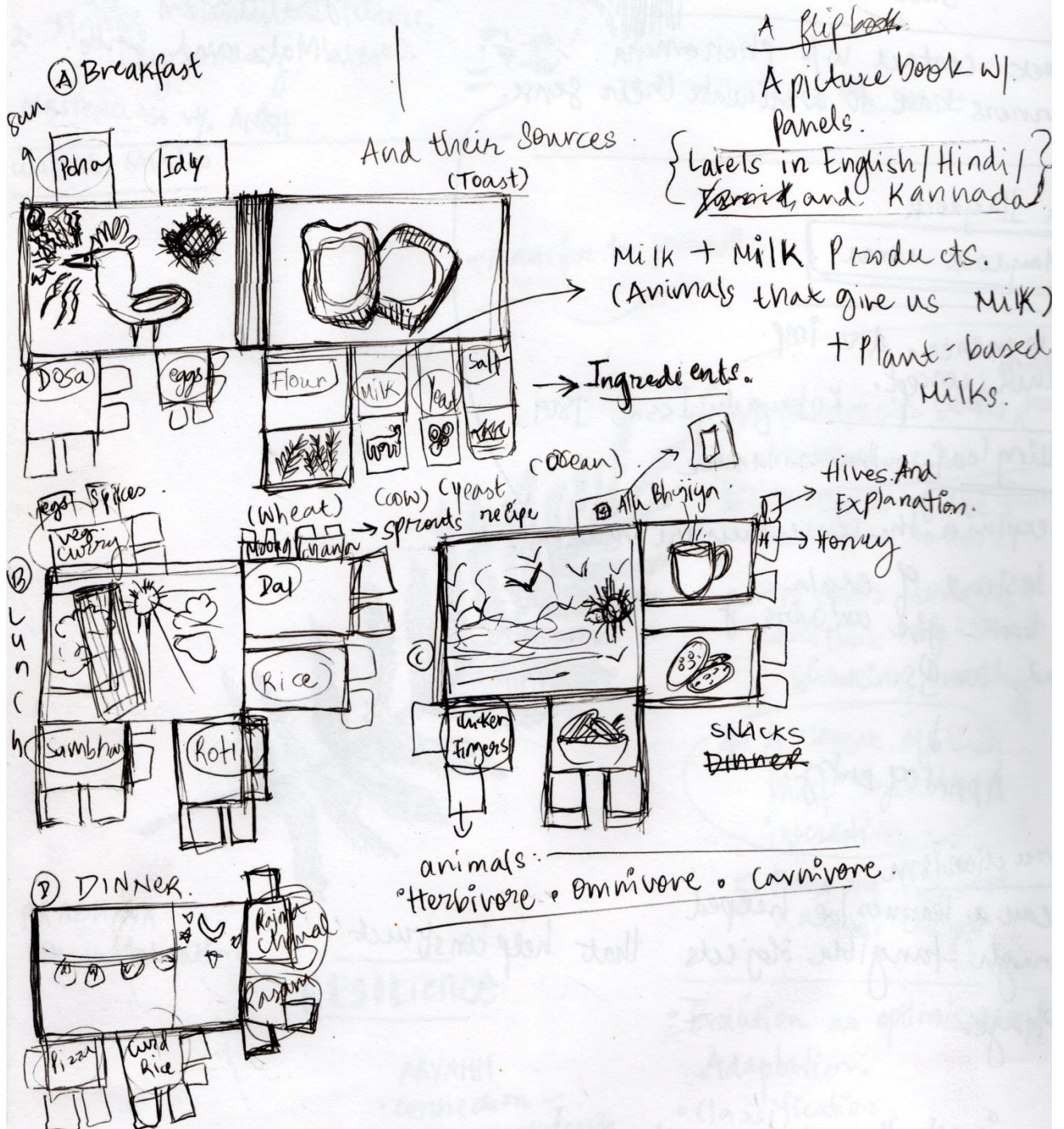
Table 1.3 Ingredients used to prepare food items and their sources

Food Item	Ingredients	Sources
Idli	Rice	Plant
	Urad dal	
	Salt	
	Water	
Chicken curry	Chicken	Animal
	Spices	
	Oil/ghee	Plants/ Animals
	Water	
Kheer	Milk	Animal
	Rice	Plant
	Sugar	

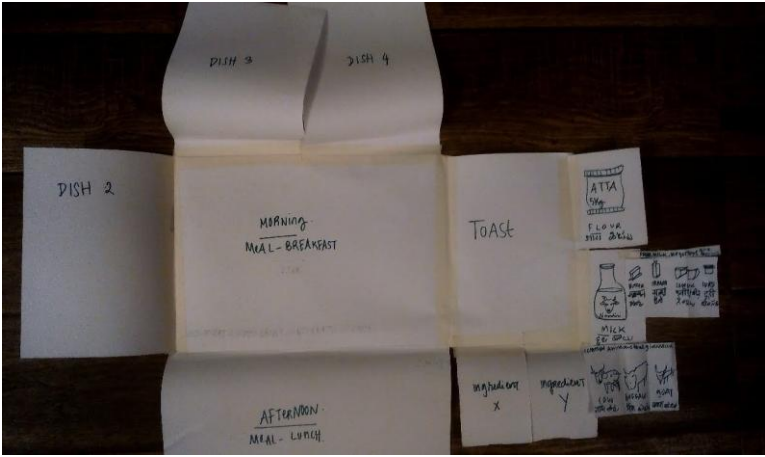
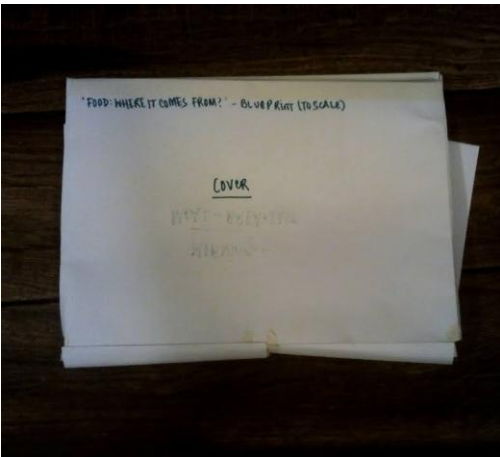
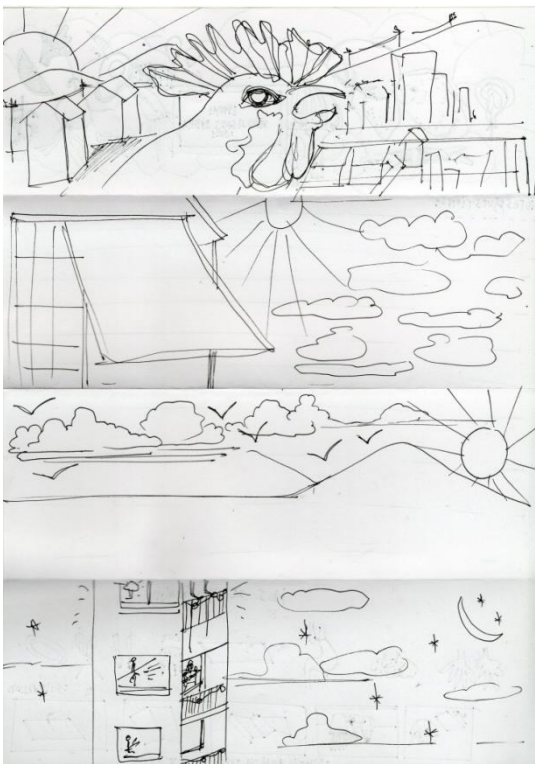
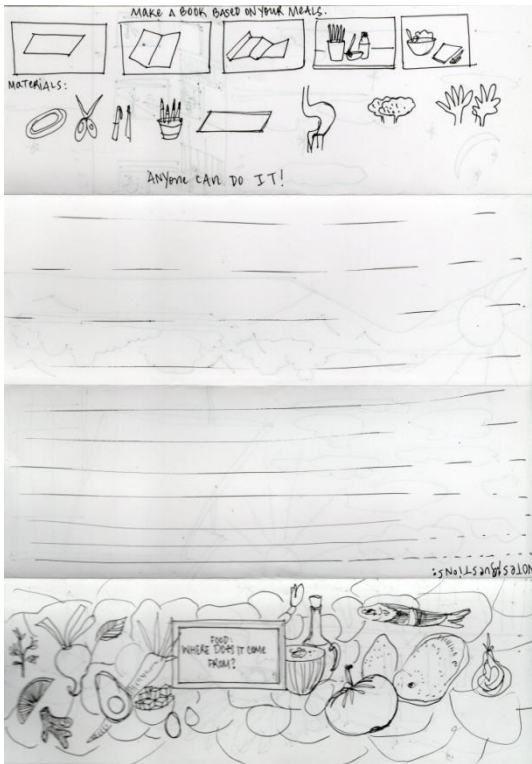
Based on the feedback that I received for my initial ideas, I revamped my form, thus creating the second iteration of my proposal.

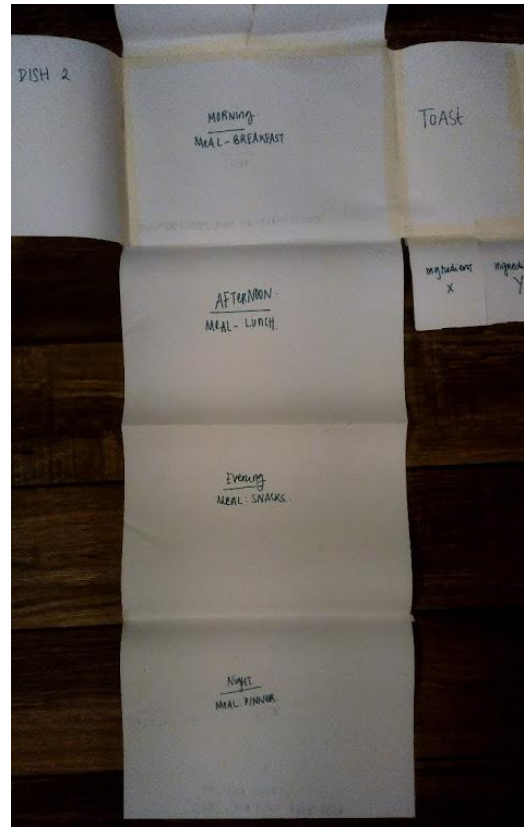
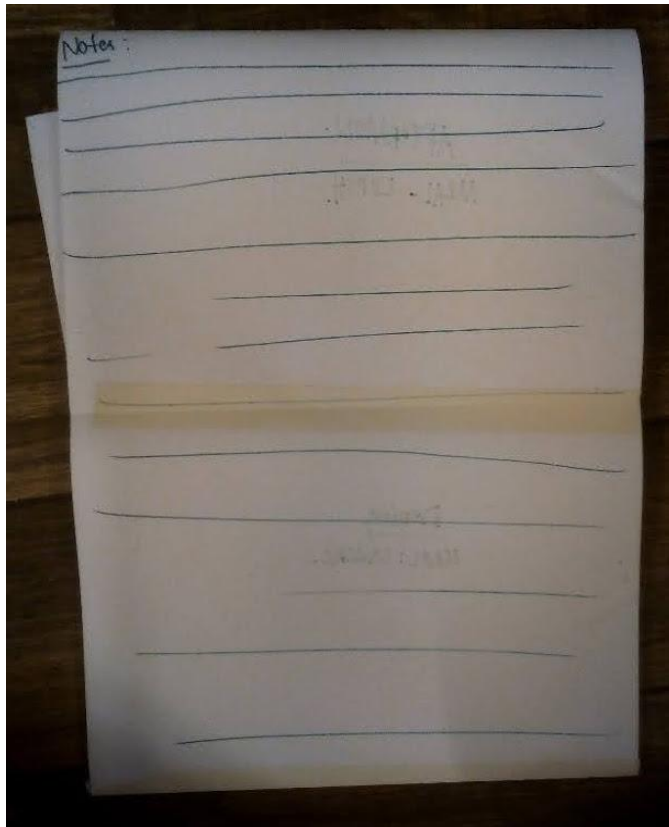
- getting rid of the text complexity.
- A Series of illustrations.

Meals and their ingredients

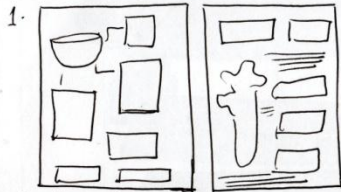


However, once I created a scaled down prototype and then a prototype to scale, I realised that my piece needed one more remodel.





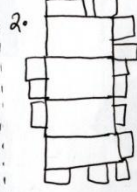
ITERATIONS:



- A SIMPLE 2 PAGE SPREAD.
- ASKING A CHILD TO FILL IN THE BOXES W/ INFORMATION AS THEY KNEW IT.
- AN ACTIVITY THAT WAS PERSONAL
- COMPLETELY ACTIVITY BASED

FEEDBACK:

- STILL TEXT INTENSIVE.
- FOOD IS VISCERAL. USE THAT.
- 'UNTEXT' - MOVING AWAY FROM TEXT.
 - ∴ engage THE CHILD DIFFERENTLY.
- REF: Japanese - gyo ARATI guide BOOKS. IMAGE RICH.



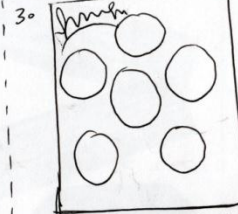
- A PICTURE BOOK.
- IMAGE RICH, MULTILINGUAL.
- MOVING AWAY FROM TEXT (AN ATTEMPT TO MERELY LABEL).
- BASED ENTIRELY ON THE TEXT COVERED IN THE BOOK, AS GIVEN; BUT ELIMINATED THE TEXT COMPLETELY, ALMOST.

CONS:

- Structure - To have each small flap fold onto the main sheet (THAT depicts the time of day) TAKES AWAY FROM THE EXPERIENCE THAT WAS INTENDED.
- * AS SHOWN IN THE SCALED DOWN PROTOTYPE



- UNWIELDY - Seemed like a variable that would put the reader off.
- THIS FORM WAS NO LONGER SERVING ME AS I HAD WANTED. HOWEVER, THIS CONCEPTUALISATION DID HELP ME GET RID OF ALL TEXT THAT WAS UNNECESSARY. THEREFORE, IT SEEMED LIKE MY NEXT ITERATION MIGHT WORK.



- A LARGE MAP.
- ALMOST LIKE AN INFOGRAPHIC, EXCEPT MINIMAL TEXT.
- COMPLETELY HAND DRAWN
- BASED ON THE SAME STRUCTURE OF DIVIDING THE DAY UP INTO MEALS AND BREAKING DOWN 12

DISTILL IN ORDER TO EXPLAIN THE ESSENCE OF THE TEXT: FOOD - PLANTS - STEM ROOT SEEDS LEAVES FRUITS

ANIMALS
MEAT MILK & MILK PRODUCTS.

GOALS:

- WELL COMPOSED.
- DYNAMIC, and NOT BORING.
- CURRENTLY A CHALLENGE.
- COVERS EVERYTHING CONCISELY.
- COLOURFUL, INCLUSIVE, MULTILINGUAL
- ARTISTIC.

CHALLENGES I NEED TO WORK THROUGH:

- COMPOSITION
- SCALE
- VISUAL LANGUAGE (HOW I WANT TO TREAT MY IMAGES)
- EXPANSE.

SUGGESTIONS
FEEDBACK
IDEAS

Having landed on my form, when I presented my final iteration, I was given the suggestion to consider creating a more democratic form- one that a child/ adult could get printed out anywhere and then fold down to a more optimal size. And so, I decided to create a zine using a sheet of paper 11.7 x 16.5 inches (A3).







THE THINGS FROM
YOUR KITCHEN!



WHERE DOES FOOD COME FROM?

A (pretty ZINE
big)







