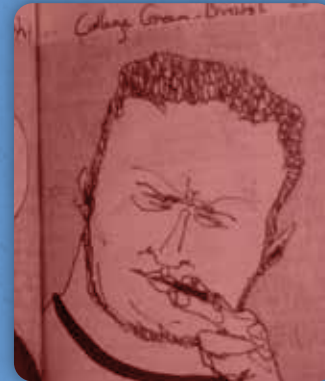


DESIGN PORTFOLIO

Oliver Revolta



A Little Explanation

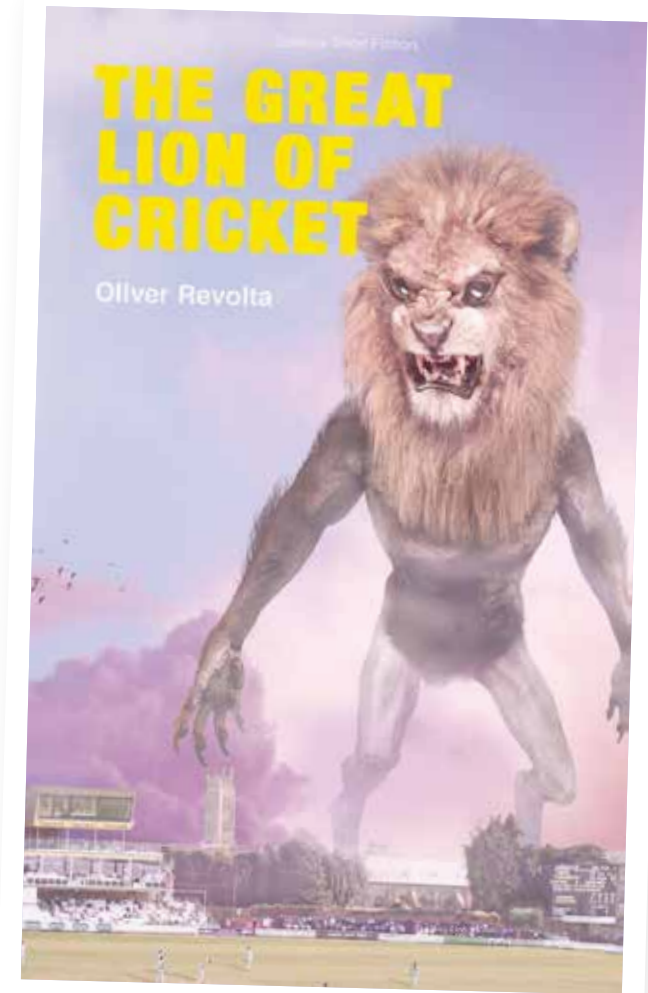
I'm creative—I have an M.Phil in Creative Writing from Trinity College, Dublin. I write articles online, short fiction, and interactive fiction. I have a lot of graphic influences: I want to experiment with collage like my inspiration, León Ferrari, and with incorporating old-school, retro layouts but with a modern feel.



The Great Lion of Cricket Book Cover

When I write stories, I think of the visuals too. I love to imagine the complete package, including the front cover. This cover for *The Great Lion of Cricket* is a photoshop collage with lots of different elements. I follow a lot of retro book cover pages on places like Facebook, and this one was inspired by old pulp sci-fi novels.

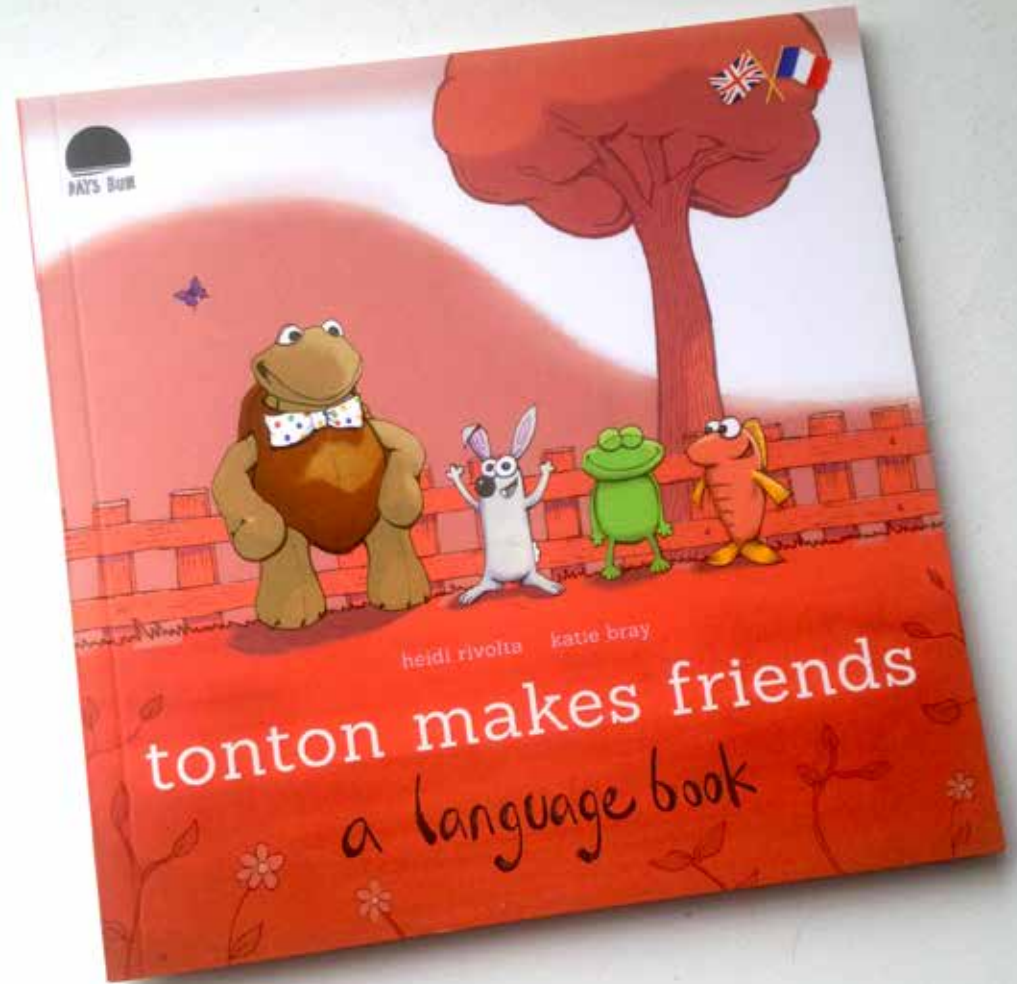
My short stories are often stupid satires, and this one is no different. Writers like Ray Bradbury are my heroes—I love the sense of a free imagination that fully embraces whatever medium it's working in. After honing my craft as a writer, nobody is more aware than me that to really excel in any discipline a lot of hard work needs to go into mastering certain fundamentals.

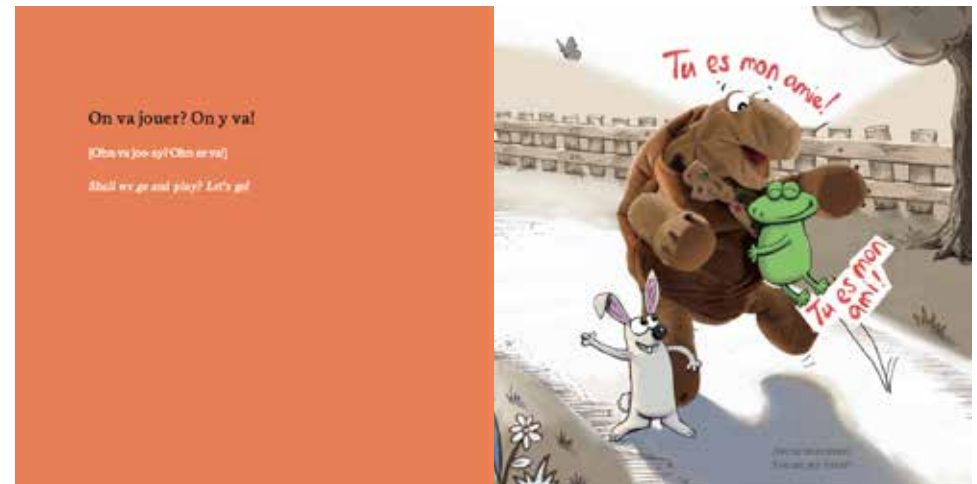
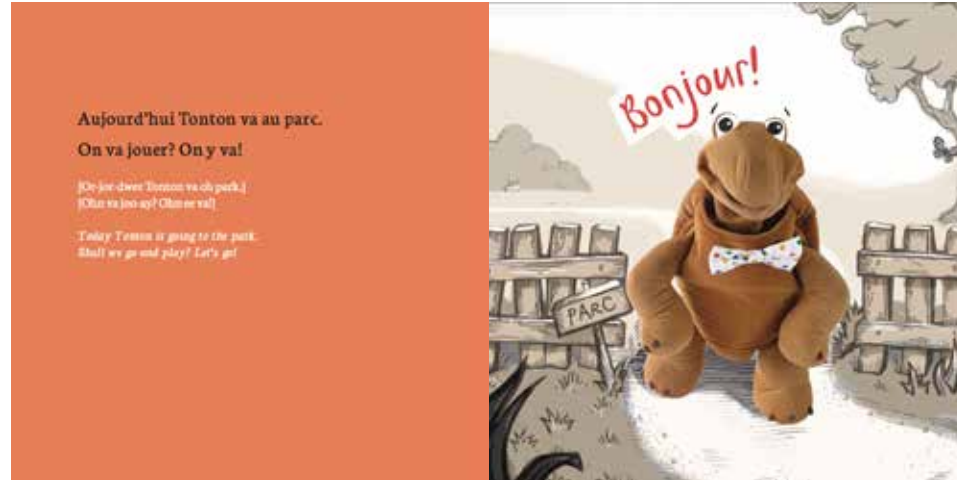


Bonjour Tonton Language Book

A few years ago I was commissioned to make a children's language book. I took the author's original, very basic plans, and designed the whole book from scratch.

In this project I was the designer. I worked closely with my ex-girlfriend to come up with the illustrations, and I was responsible for layout and editing.





Interior spreads. Photoshop, layout and design by me.
The book incorporated a puppet used in the brand's
face-to-face language classes. The second picture shows
another complicated photoshop job.

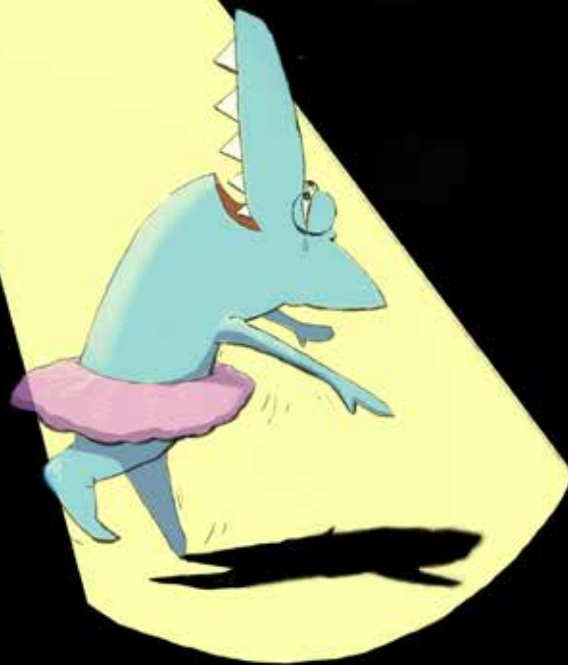


I created this web banner. I know it's pretty simple, but I like the idea: I incorporated the author's daughter's pattern designs as a tonally appropriate design feature. I believe I have the raw potential to do well in communication design, as long as I work independently on my weaker skills.



Fliers for the book's promo event.

A design concept for the second book in the language book series. We never, ultimately, did the project, but I had a lot of fun with the drawing. My drawing skills are lying dormant—I used to have a lot of potential as a draftsman even. I plan to work on this over the next year. I'm under no illusions that this will take a lot of time and practice. Having said all that, illustration itself isn't my focus, but I want to be the best designer I can possibly be.

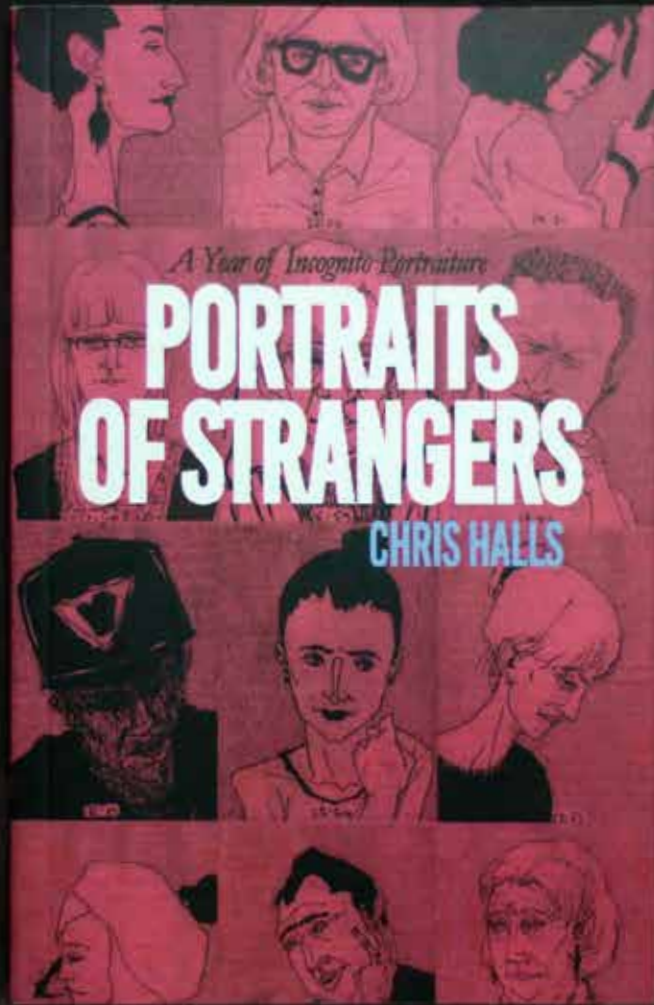


Days Run Books

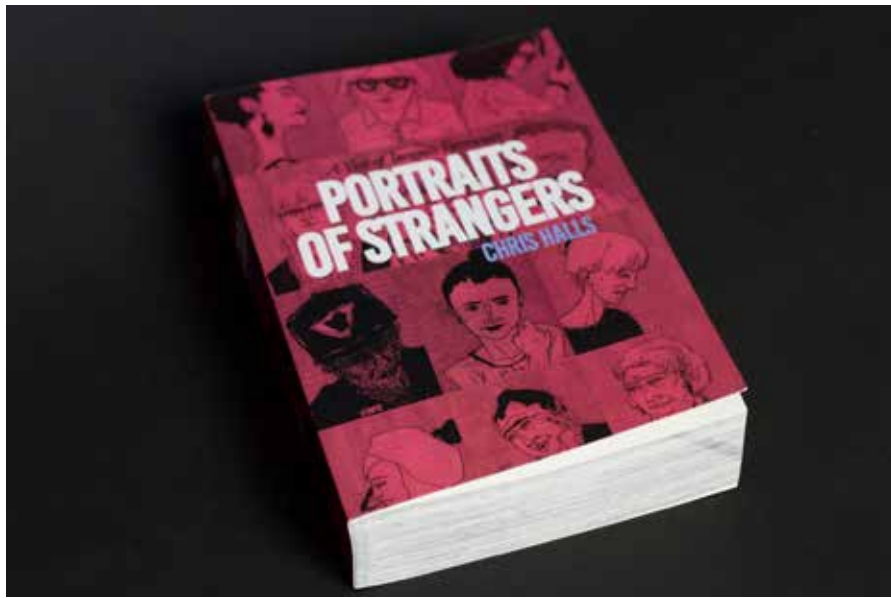
An active and evolving project. The Logo design is mine (though I'm sure I'd want to change it after a little time on the course). I've always wanted to create my own small press, and over the next few pages you'll see some evidence of the two books I produced. The first book is an art book called, Portraits of Strangers. The second book is a short fiction book (of my own story) called, Another Christmas. I sold them in markets around Bristol, where I used to live.

Nowadays, I'm trying to turn Days Run Books into a digital publishing company that takes old books lost and out of print and gives them new life. I have plans for various classic writing books and if possible some biographies of figures like Michael Powell, my favourite filmmaker.





I came up with Days Run Books back in 2015. Portraits of Strangers is an art book of a year's worth of incognito sketches.





ANOTHER CHRISTMAS
OLIVER REVOLTA

Mockup and final cover for Another Christmas. The picture is meant to be a riff on a mobile phone, complete with a home button (when phones had them). The story needed some work! I needed more time to improve my craft—I could do a lot better now.

Part seasonal fable and part weird tale, *Another Christmas* is an energetic and emotional short story for the Christmas season.

Parents James and Melanie Chilcott continue their months-long feud into Christmas Eve. When one member of the family takes a strange turn, collapsing blue-faced on the floor, the rush is on to get to the hospital. What seems like an isolated incident becomes part of a city-wide catastrophe – and it's every family for themselves. A trillion cars battle for space on icy roads. Tense-necked people scream for ambulances, everyone doing all they can to get their loved ones to the hospital first.

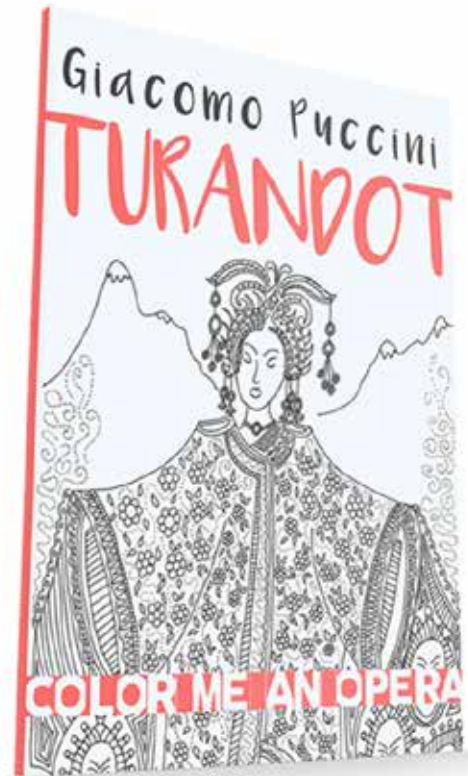
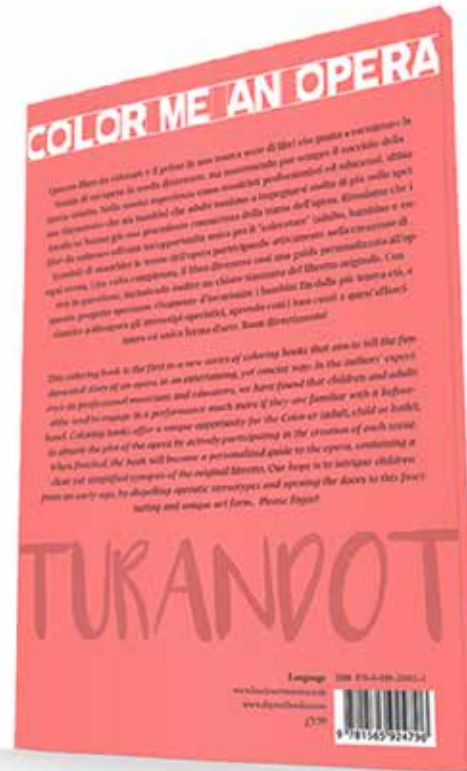


Fiction
www.daysrunbooks.com
£3.99



Color Me an Opera Colouring Books

I was commissioned to put together a series of colouring books based on operas. My job here was only design and layout, but it involved a lot of communicating with the clients. Unfortunately they insisted on using the drawings, as seen over the next two pages. The quality of the art work was sub par, but I did my best to work with what I had.





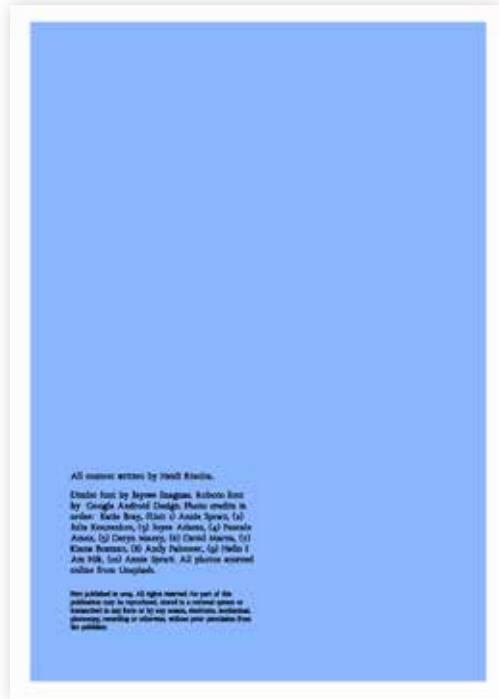
Interior spread mockups made for the clients.

A Year of French Fun—Lesson Plans

Less creative, but a challenge for my organisational and design skills, was the home-education language book 'A Year of French Fun'.

I worked with the author turning her basic-looking lesson plans into a more appealing and organised visual format. Looking at them now, I'm sure I could enhance them a lot, but they at least show my ability to take on a challenging amount of information and to organise it into a functional product.





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Interior pages.

TOPIC 1: INTRODUCTIONS

YOU WILL LEARN...

Bonjour! – (Bon-jour) Hello!

Comment t'appelles-tu? – (Com-on tappel-tyoo?) What is your name?

Je m'appelle... – (Juh tappel) My name is...

Elle s'appelle... – (El tappel) She is called...

Il s'appelle... – (El tappel) He is called...

Tu t'appelles... – (Tuu tappel) You are called...

Une fille – (Don-fil) A girl

Un garçon – (Juh gar-son) A boy

Qu'est-ce que c'est? – (Kee Juh say) What is it?

C'est une fille / C'est un garçon – (Set oon fee/Set oon gar-son) It's a girl/It's a boy

Je ne sais pas! – (Juh nah say pah) I don't know



INTRODUCTIONS

1.1 WHAT'S YOUR NAME?

Objectives: By the end of this lesson, children will have learnt and practised how to say their name and how to ask what someone else is called.

Key Language

Comment t'appelles-tu? Je m'appelle...

Materials Required

- Ten or so puppets, teddies or dolls
- Optional: Clothes and props to dress up the toys and the children

PREPARATION

- Gather together a collection of dolls and teddies. Around ten or so toys will work well. If you are using clothes and props to dress up the children and teddies, have them handy too.
- If you're without reading, if some of your toys are puppets, use them!
- Label up the toys in front of your class.

INTRODUCE THE VOCABULARY

- Choose one of your characters and greet it with **'Bonjour! Comment t'appelles-tu?'**
- Model the character say his name: **'Bonjour! Je m'appelle...'**
- The children say **'Bonjour! Comment?'**
- This is the basic dialogue for this lesson but here are some suggestions for using it in an engaging way to create entertaining interactions with the children.

PLAY

- While all of the other toys in your collection introduce themselves and add funback by giving them outrageous names. The children will ask each toy **'Comment t'appelles-tu?'** and make the toys reply with **'Je m'appelle...'** etc.
- Ask children to come up to the front of the class one by one and have one of your puppets ask each child **'Comment t'appelles-tu?'** The children will respond with **'Je m'appelle...'** Encourage the children to invent funny names for themselves too.

- Ask a child to do the same of the toys and encourage them to ask the names of individual children in the group.
- The children dress up the toys with the clothes and props, or dress up themselves too to increase the range of strange characters they can invent.
- For some free speaking and listening practice, all the children in pairs or groups and give them time to question the dialogue amongst themselves. Let them choose some toys to introduce to each other. If your class is very large this is a particularly good activity to make sure every child has an opportunity for speaking practice.
- If all of these activities are done to use 100% of the simple dialogue above.

INTRODUCTIONS

1.2 WHAT IS SHE CALLED?

Objectives: In this lesson, children will be introduced to the concept of masculine and feminine nouns by learning how to say 'a boy' and 'a girl.' They will also learn how to ask and tell what 'he/she is called' by using the masculine and feminine pronouns 'il' and 'elle'.

Key Language

Il s'appelle comment? Elle s'appelle comment? Il s'appelle... Elle s'appelle...

Materials Required

- Ten or so teddies and toys, as in Lesson 1
- Optional: Any additional props or dressing up clothes if you are using them

PREPARATION

- Rehearse the same set up with all of your toys as you did for Lesson 1.

INTRODUCE THE VOCABULARY

- Choose your first toy to introduce and use the same dialogue as before.
 - 'Bonjour! Comment t'appelles-tu?'**
 - 'Bonjour! Je m'appelle...'**
 - 'Bonjour! Comment?'**
- Ask your teacher if 'Bonjour' is a boy or a girl and introduce them to the words: **'un garçon'** and **'une fille'**.
- Next choose a different toy character and ask your teacher if it is a girl or a boy. Use **'elle'** or **'un garçon'** when they give their response and what the name is. Then tell them that to say 'he is called' you say **'il s'appelle...'** and to say 'she is called' you say **'elle s'appelle...'**
- Then choose another toy character and ask **'une fille ou un garçon?'** and then ask **'il s'appelle comment?'** **'elle s'appelle comment?'** When the children give answers for the toy make sure you model the words by saying **'il s'appelle...'** or **'elle s'appelle...'**
- Repeat the dialogue with all of your puppets.
 - 'Une fille ou un garçon?'**
 - 'Il s'appelle comment?'** **'Elle s'appelle comment?'**
 - 'Il s'appelle...'**
 - 'Elle s'appelle...'**

PLAY

- Now you have learnt the dialogue for lesson 2 try out these games for some fun practice.

- Bring a child to the front of the class, your puppet holds the child up and down and then asks the group if the child is a boy or a girl and asks what their name is! When the children respond, the puppet tells them they have got it wrong.

'Puppet: Elle s'appelle comment?'
Children: Elle s'appelle Mary.'
Puppet: Non! Elle s'appelle Alice.'

- Encourage the children to correct the puppet. This can be repeated many times until the puppet gets it right!
- Get your puppet to pick up one of the other toys and ask what **'il s'appelle comment?'** **'Elle s'appelle comment?'** and see if the child can remember.
- As before, your puppet can also tell the child that they have got the name wrong even if they have got it right.

Child: Elle s'appelle Pigeon.'
Puppet: Non, elle s'appelle Alice.'
Child: Non, elle s'appelle Pigeon! Pigeon, etc.

MINI GAME

- If you have a large classroom group, bring several children up to the front and ask one of your toys to check what each child is called. The toy then gives each child a crumby snack. When you have finished, ask the rest of the group if they can remember what name the toy has given each child by asking **'elle s'appelle comment?'** **'elle s'appelle...'**

