

Stop Motion Animation Project

WOTP @ Joliette High School • 2018-19



Overview

Introduction

- School profile and clientele

The Project

- What is Stop Motion Animation?
- Objectives
- Curriculum connections
- Progress and outcome
- Lessons learned

Questions

Introduction



School profile and clientele

Joliette High School

- Sir Wilfrid Laurier School Board
- Lanaudière region
- 2018-19: 220 students

WOTP @ JHS 2018-19

- Prewrite Training and Training for a Semi-skilled Trade
- 3 teachers, 2 special education technicians
- 9 students



The Project

Howcast - What is Stop Motion Animation? <https://www.youtube.com/watch?v=JmVEwSQNrQU>

What is stop motion animation?



Gumby Intro - <https://www.youtube.com/watch?v=jj1e3UhQIMA>

Stop Motion Object - <https://www.youtube.com/watch?v=XUXHL5FVi50>

Lego Stop Motion Good Old Hockey Game - <https://www.youtube.com/watch?v=ZTltzXeutJg>

Examples





Objectives

- Project-based learning
- Cross-curricular
- Collaborative process



Curriculum connections

Subject Areas

- English Language Arts
- Mathematics
- Autonomy and Social Participation
- Work Skills

Cross-Curricular Competencies

- Uses information
- Solves problems
- Exercises critical judgment
- Uses creativity
- Adopts effective work methods
- Uses information and communication technologies
- Achieves his/her potential
- Cooperates with others
- Communicates appropriately



Curriculum Connections: The Arts in WOTP

5.4 A Training Path That Includes the Arts

In previous cycles, students have had the opportunity to develop competencies in one of the Arts Education subjects (Drama, Visual Arts, Dance or Music). They have become familiar with the artistic language, content and concepts related to that subject in an open, flexible context that allowed for the expression of differences. They have learned to use their body, voice, gestures, creative imagination, culture and values, as well as the diversity of their experiences, to translate their perceptions of reality and develop their creative potential. They have had opportunities to use their creativity to deal with the unexpected and to venture off the beaten path.

Although the Work-Oriented Training Path does not include any Arts Education courses as such, students should be given opportunities to develop competencies in these areas,¹⁰ since these competencies may prove valuable to them in integrating into society and the job market, as when they need to use creativity or exercise critical judgment. Education in the arts can take various forms.

For example, students can be given learning and evaluation situations that include an arts dimension and they can be encouraged to apply their artistic talents in extracurricular activities. They can also be encouraged to explore the world of the arts by attending cultural events, meeting artists and taking part in cultural life in the school and the community. In this way, they may discover occupations related to the arts, such as stagehand, set builder, costume maker, stock handler in a musical instruments store or salesclerk in a bookstore. In addition, the school can use the time that is not allocated in the timetable to offer an Arts Education subject as part of Prework Training.



The Process



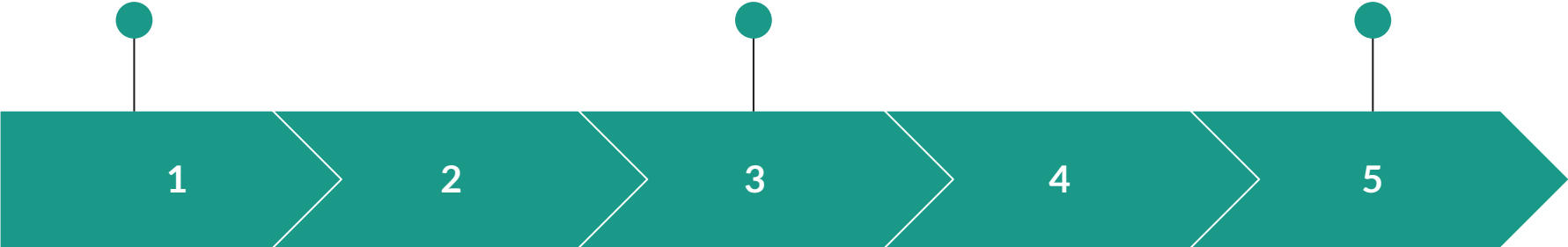
Beginnings



Story

Lights, Camera, Action!

Final Outcome



1

2

3

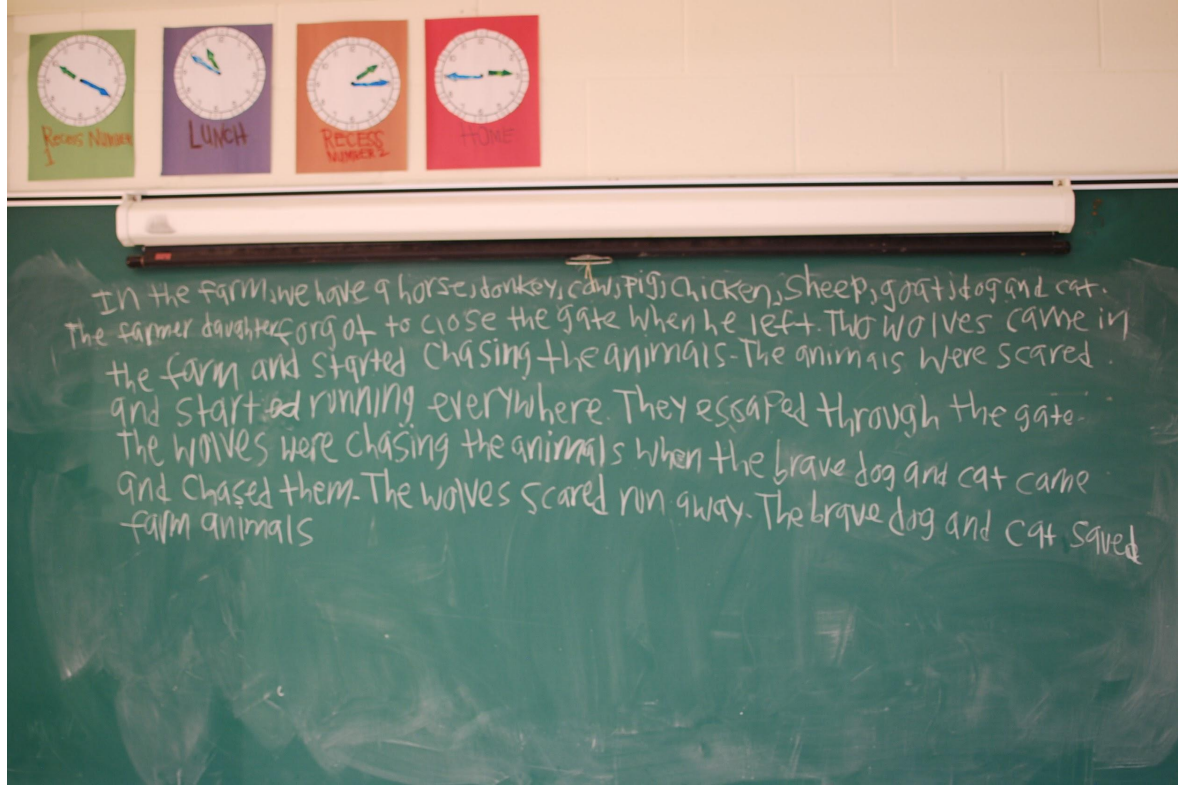
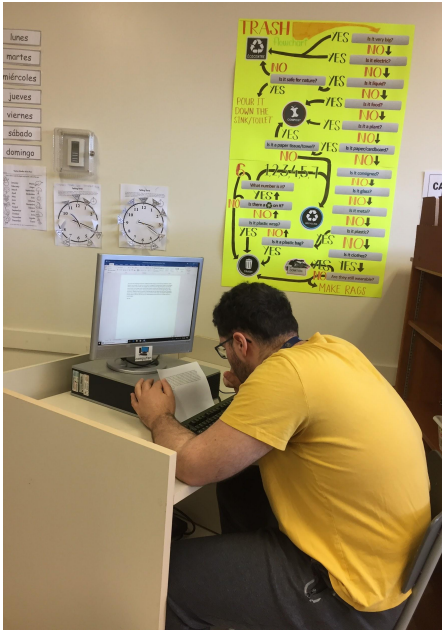
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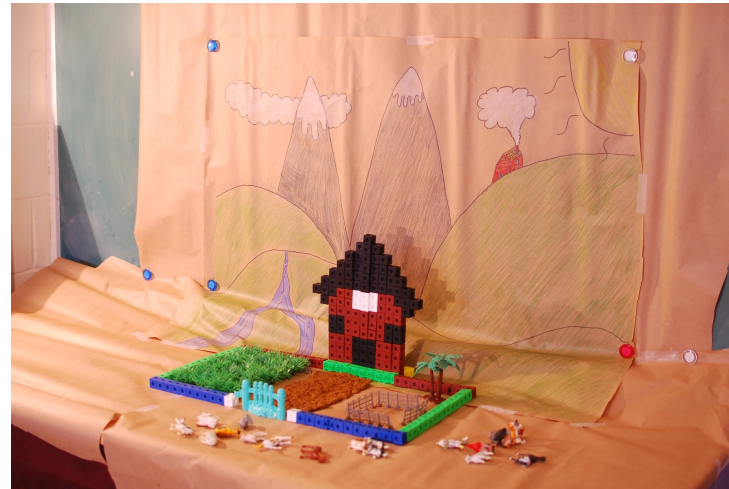
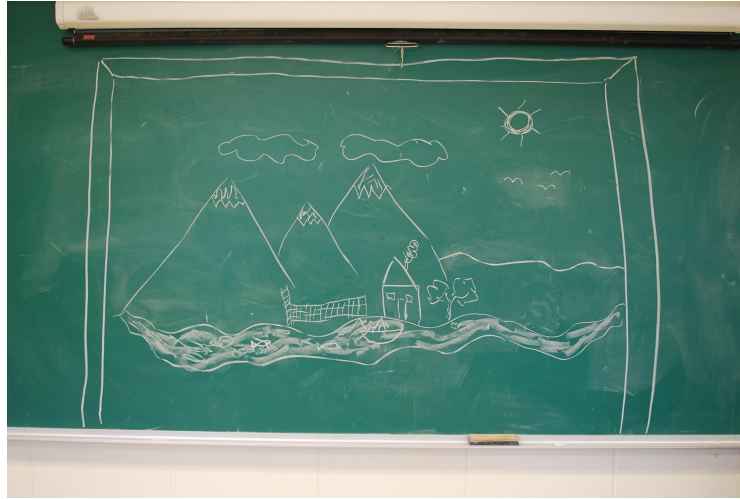
Set and Props

Editing and Sound

Story



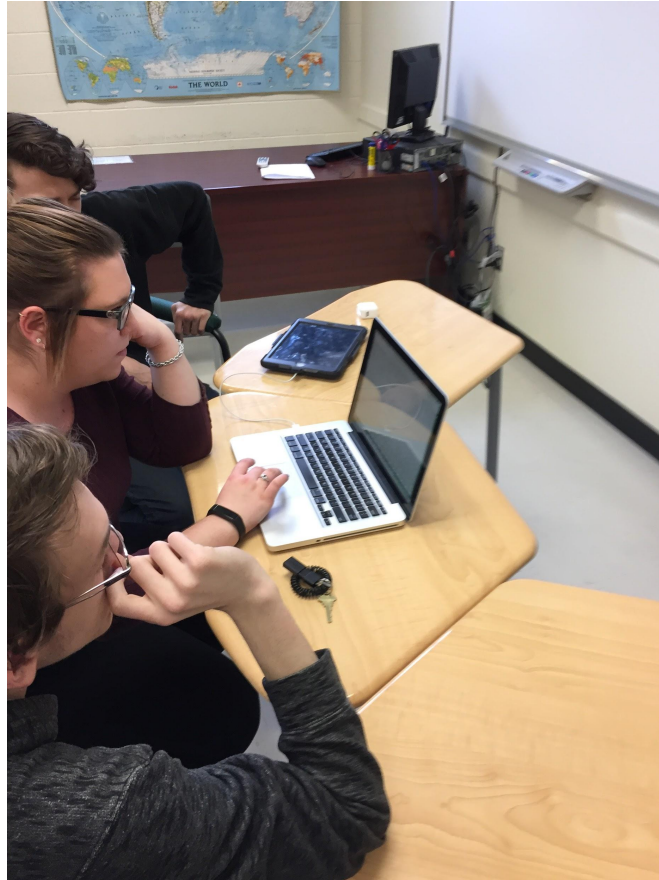
Set and Props



Lights, Camera, Action!



Editing and Sound





Final Outcome

Video



Lessons Learned

- Student feedback
- Staff feedback

Questions



Links and Resources

[Stop Mo Studio - NFB Lesson Plans](#)

[Howcast - Stop Motion](#)

[Makerspace for Education - Stop Motion](#)

[iMovie](#)

[Stop Motion Studio Application](#)