Media Production

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Professional Development

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RÉCIT

LEARNing Landscapes

GOAL

s'Cool TV

MELS DSCA and DSADN

Encounters with Canada

Differentiating Writing Across the Curriculum

Focus Online

How-To

Problem Cards and Guide

Response Cards and Guide

You Are Here: Pedagogy>Media Production>Animation

Animation Station

Using Animation Across the Curriculum

"Animation is not the art of drawings that move but the art of movements that are drawn."
Norman McLaren

Inspiration

Animations to inspire teachers and students! Immerse yourself into the animation genre and appreciate animation as an art form. Watch animations that illustrate and explain mathematical or scientific concepts. See animations showing student understanding of Social Science ideas.

Teacher Planning

Things to do BEFORE you start working on an animation project with your students. Take stock of your technology situation, enlist the help of people available to you and plan student access to equipment and software. Planning checklist included.

Pre-production Activities

Before you break out the laptops or boot up your classroom computers, go through these activities that prepare your students for creating their own animations. Tools for students included.

Curriculum Links

How to use animation in the subject areas and other aspects of the QEP.

Production

The part where students make their own animations using specific software. Tips and checklists for being organized at the computer, links to tutorials and help files to download. Sources for free and copyright-free sounds and music.

Evaluation

Planning evaluation of media production projects.

Sharing

Ideas for screening finished products.

Student Samples

Animations made by students in Quebec. Elementary and Secondary samples included.

Click here for handouts from the **Next Stop: Animation Station** workshop.

LEARN recommends and supports the following software packages, provided free of charge to all English schools in Quebec. For more information, contact; toon @ learnquebec.ca

Report a Problem

Click here for a Toon Success Story (pdf)

SUCCESS STORY

Media Production

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You Are Here: Pedagogy>Media Production>Animation> Inspiration

Animation Station: Inspiration

Before jumping into making animations, it helps to watch samples of animated productions. Having a chance to view animations allows students to get a feel for the medium. Discussing or responding to animations gets students thinking about what are the features of an animated production and what makes an animation successful. Think about it - you wouldn't have students write poetry without reading any, right? Or writing an article without having read at least a few beforehand? Its the same with media!

For ways of organizing the *Inspiration* step, see the **Teacher Planning** section

Inspiration: *what is is called in the various subject areas*

English Language Arts

Visual Arts

Français, langue seconde

Immersion into the text type to be produced and discussion of its structures and features

Appreciates (...) media images, personal productions and those of classmates.

Repères culturels, répertoire personnel de ressources francophones

Animations on the web

Use the following in your classroom to jumpstart discussion or to generate ideas. We suggest that you choose which animations you show your students to discuss as a group, so they fit in with your goals. Students can also explore animations on their own to respond to (ELA), to add to their repertoire of media works (VA) or as part of viewing media (l'écoute en FLS)

National Film Board of Canada - NFB
www.nfb.ca

NFB Kid's Channel
www.nfb.ca/channels/kids_movies/

Toon Boom Showcase
www.toonboom.com/showcase/

LEARN Selections - **professional animations we like**

Student Samples - from our community

Generic searches

If you have some time on your hands
Suggested search terms: nfb animation, animation festival, flib boom, claymation, patrick smith).

Vimeo

Deconstructing media resource

Use these secondary student tools to deconstruct what you watch

Media Deconstruction - Basic (sec.)

Report a Problem

www.vimeo.com/

 YouTube
www.youtube.com

Google Video Tab
www.google.com

Animator websites

Patrick Smith
www.patsmith.com/

 [Media Deconstruction - Visual txt](#) (sec.)

Media Production

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Teacher Planning

What is your big idea?

In order to make meaningful media with your students, you have to start with an idea, a catalyst for production. It is not enough to say, "Hey, let's make a video!" - there has to be a point. Luckily, the avenues are many. A media production can be:

- a way to inform people about an issue, topic or person
- a response to a media work
- a call to action on an issue
- a personal reflective work such as an autobiography
- a narrative or a story, fiction or non-fiction

Teacher Planner

Media Deconstruction - Basic (sec.)

Media Deconstruction - Visual txt (sec.)

Questions to ask yourself

Preparation Activities
How will you get your students ready? What will you show them? How will they plan? How will you show them how to use the software?
>> read more

Curriculum Links
What subjects will this project encompass? What subject content will be covered? What competencies will be developed?
>> read more

Timeline
When in the school year could I do this project? How long will this take? Work backwards to estimate a timeline.

Technology in my School
What equipment do you have at your disposal? What kind of setup do you have: lab, classroom, portable lab-pack? Is the necessary software installed? Who can you get to help you?
>> read more

Media and media products
How will you talk about media with your students? What language will you introduce? What will you show them? How will you decide what is a good media product?
>> read more

Preparation Activities

When dealing with media production, preparation is 75% of the workload. Getting all your ducks in a row means that when it comes time to use equipment or software, your students know exactly what to do. This is especially important when you have limited access to equipment, or limited resources. Here are some ideas for preparation activities.

Begin with inspiration

Report a Problem

Show students sample productions from the type on which you will be working. You can build this step into the beginning of every time you work on the production, so students keep seeing samples along the way. Click for our **Animation Inspiration** samples.

Make a real paper flip book
Younger students will especially benefit from making a real tactile flip book using paper (yellow sticky notes make it easy) and a dark marker. It will teach them better than any explanation the idea behind animation and how you can get your ideas across using the animation medium. You can make one to show them, or you can make a short one while they watch you. Each student can work on a very simple flip book of a bouncing ball, a flying butterfly, a buzzing bee, etc. Their books will allow you to see whether your students understand the concept of animation before adding the layer of technology. Although especially recommended for younger students, we think that all students should go through this step.
For more, read Wired's **Make a Flip Book Animation**.

Introduce equipment and software
Not all students have to be involved in equipment or software tutorials. Avoid being the bottleneck! We suggest using two key students at first and giving them a crash course during a lunch period or while other students are busy with their work. These students can then show smaller groups of students later on or be available to troubleshoot and answer questions along the way. If you do not know how to use the software yourself, consider taking a workshop or using a tutorial. There are many video tutorials for Flip Boom! Here is a list:

- Flip Boom Classic Introduction
- Flip Boom Classic Intro (français)
- Bouncing Ball Flip Boom Classic
- Flip Boom All-Star Introduction
- Toon Boom Classroom YouTube Channel

Make a storyboard
We cannot repeat this enough - do not skip this part! Your students MUST make a storyboard before beginning their animation on the computer. The storyboarding process will ensure that they have thought through their story or message and that they have identified all the things that will go into making the final animation. You can use a plain 9 panel storyboard, or one that is more scaffolded. You can also choose to use sticky notes which will allow your students to change their minds and move panels around if they need to.

- Animation storyboard
- Two generic storyboards
- Generic 4x3 storyboard

Technology in my School

Let's face it, few of us are lucky to have the perfect technology situation in our schools - especially given that it is hard to agree on what perfect IS. For us, the perfect set-up would be a portable lab pack of laptops, 1 per group of students and a technician at the school. If you do not have a lab pack at your school, maybe such a thing exists in your board.
Contact your school board RÉCIT animator for help on how to reserve it for your media project.

Animation Project Technology checklist

- Enough computers to have one per group - preferably in your classroom OR
- Dedicated lab periods covering about 6 weeks
- Software installed and working on all computers
- Graphic tablets (such as these ones by Wacom, available at Bureau en Gros among other places)

Media and media products

Just as with written texts, students need to learn how to read and decode media. It is easy to assume that students are savvy consumers of media just because they have grown up with it, but this is simply not true. Most often, young people are fairly passive consumers and it is up to the teacher to show them how to deconstruct media texts.

Some avenues of questioning to consider when introducing media to your students:

Narrative work
(a work is considered 'narrative' when it tells a story. A commercial can be a narrative!)

- What is the story being told in the media work?
- How is it being told?
- What images are used to tell the story?
- What music or sounds are used and how do they contribute to the story?
- What camera shots, angles, effects are used to tell the story?
- How does this work make you feel?
- What media elements contribute to this feeling?

Focusing on the message

- What is the message of this work?
- How is the message getting across to you?
- What images are used? What do you see?
- How are the put together (juxtaposition)?
- What sounds are used? What do you hear?
- What music is used?

Media Production

You Are Here: Pedagogy>Media Production>Animation> Pre-production

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Pre-production in 5 easy steps

From making a paper flip book to storyboarding, the more you plan with your students, the more efficient and effective they will be when they finally get down to using the animation software.

Step 1: Introducing animation as a concept and genre
Step 2: Story development
Step 3: Storyboarding
Step 4: Script and soundtrack
Step 5: Gathering the pieces

Watch a short clip featuring what storyboarding looks like in the classroom. This clip illustrates the collaborative process entered into when storyboarding in a group. It also demonstrates how clear students are about their project when they have completed a storyboard.

Step 1: Introducing animation as a concept and genre

Discussion

Elementary students	Secondary students
What animations do you know? What do you watch? Which is your favourite? How do you know that something is an animation? Be a detective: What are the clues?	What is animation? What animated works are on your 'playlist'? What do you watch? Which is your favourite? What makes animation different from ot

Report a Problem

What makes a good animation, in your opinion?

What are the different parts of an animation?

or types of media?

What are the different elements of an animation?

What do you typically find in an animation?

How does animation fit into multi-genre series, such as X-Men or other superhero series?

Where else do you find animation?

Inspiration

Show students animation samples - professional and student-made. We have a selection on our **Inspiration** page, and some avenues for finding your own on our **Teacher Planning** page.

Activities

- Make a brainstorm poster of all the animation they can think of: movies, cartoons, etc.
- Make a real paper flip book - Younger students will especially benefit from making a real tactile flip book using paper (yellow sticky notes make it easy) and a dark marker. It will teach them better than any explanation the idea behind animation and how you can get your ideas across using the animation medium. You can make one to show them, or you can make a short one while they watch you. Each student can work on a very simple flip book of a bouncing ball, a flying butterfly, a buzzing bee, etc. Their books will allow you to see whether your students understand the concept of animation before adding the layer of technology. Although especially recommended for younger students, we think that all students should go through this step. For more, read Wired's **Make a Flip Book Animation**.

Step 2: Story development

An animation project begins with a story. Students decide on what their story will be, and tell the story either by writing it down, telling the teacher or recording their voice. In the media industry, this type of document is called a treatment.

Students from Cycle 3 elementary onwards can tell a story with a message, and that message can also be described in the treatment. The treatment will help students focus on their story during the next step: storyboarding.

Some students who struggle with writing might be happier creating their storyboard and then describing it in the treatment.

- Animation treatment (elementary)
- Animation treatment (secondary)

Step 3: Storyboarding

We cannot repeat this enough - do not skip this part! Your students MUST make a storyboard before beginning their animation on the computer. The storyboarding process will ensure that they have thought through their story or message and that they have identified all the things that will go into making the final animation. You can use a plain 9 panel storyboard, or one that is more scaffolded. You can also choose to use sticky notes which will allow your students to change their minds and move panels around if they need to.

When storyboarding for animation, students have to think about what is moving and what is not in each scene. This will make it easier to plan out the different pieces of the animation using the animation software. The first storyboard below has students colour code for movement. Arrows are also a useful way of showing movement and where it is happening.

- Animation storyboard

- [Two generic storyboards](#)
- [Generic 4x3 storyboard](#)

Step 4: Script and soundtrack

If you are planning an animation with no audio, or just background music, you can skip this part, or come back to it later.
Once the storyboard is complete, students can focus on writing a script for what the characters are saying, as well as a soundtrack for the various noises that will help tell the story. Some students might find it easier to write the script first, before making their storyboard. This is entirely up to you. If you use the Animation storyboard (above), there is space for students to fill in the audio track with script and sounds.

- [FInd copyright cleared and free to use sounds and music](#)

Step 5: Gathering the pieces

This step is appropriate for Cycle 3 elementary and all cycle of secondary. It is also for teachers who are comfortable exploring the more complex uses of software.
Flip Boom Classic and All-Star allow you to create your own characters and backgrounds that you can put in the Library to use and reuse. This is a great time-saver for students, as they only have to make a series of complex drawings once, rather than having to repeat them on a sequence of slides. When gathering all the pieces of their animation, students identify what drawings they will need over and over again, and begin by drawing or inserting those right in the software. They also make sure they have their music in an easily accessible folder or on a USB key, depending on how your school functions.

Background information

In the media and music industries, pre-production is a crucial phase of the overall production process. Pre-production is the preparation of all the elements involved in a film, play, animation or musical recording. In the music industry, it's the process during which a recording artist spends time creating and refining their music ideas and producing a demo recording or rough-draft of a song in order to establish ahead of time if the ideas are promising. This reduces time and money wasted in expensive studios. (*source: Wikipedia.com)*
For more about pre-production:
http://www.annaswanson.com/final/preproduction.html
http://www.wideopenspace.co.uk/animation-tutorial/pre-production.html

Media Production

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Curriculum Links

In the QEP, the term 'text' includes media productions of all kinds, called media texts. Thus, producing media texts is a fundamental part of students' learning experience and not just a 'nice to have' element. On this page you will find sample media production ideas, as well as relevant excerpts of the QEP.

Ideas for Cycle 1 Elementary

Ideas	Subject Links
Simple recipe videos or animations	**ELA** *the ELA programme is holistic and does not lend itself to piecemeal selection, see complete program for a better overview* C2 - To write self-expressive, narrative and information-based texts C3 - To represent his/her literacy in different media *Essential Knowledges* • Required Texts - information-based texts in a variety of genres and formats • Strategies for Constructing Meaning • Response and Media • Production Process • Self-Evaluation **Science and Technology** C1 - To explore the world of science and technology *Essential Knowledges - Learnings* • Classification of objects according to their properties and characteristics • Conservation of matter • Mixtures • Solid, liquid, gaseous state • Food production techniques **Mathematics** C3 - To communicate using mathematical language • Fractions related to the student's everyday life • Vocabulary: Add, as many as, as much as, half, one third, quarter, more, less,
Documenting plant growth over time	**Science and Technology** C1 - To explore the world of science and technology *Essential Knowledges - Learnings* • Classification of objects according to their properties

Report a Problem

characteristics

- Plant growth (needs of a plant)
- Consumption of living things

ELA
the ELA programme is holistic and does not lend itself to piecemeal selection, see complete program for a better overview
C2 - To write self-expressive, narrative and information-based texts
C3 - To represent his/her literacy in different media
Essential Knowledges

- Required Texts - information-based texts in a variety of genres and formats
- Strategies for Constructing Meaning
- Response and Media
- Production Process
- Self-Evaluation

| Telling/retelling a story with original illustrations | **ELA**
the ELA programme is holistic and does not lend itself to piecemeal selection, see complete program for a better overview
C2 - To write self-expressive, narrative and information-based texts
C3 - To represent his/her literacy in different media
Essential Knowledges

- Required Texts - narrative texts in a variety of genres and formats
- Strategies for Constructing Meaning
- Response and Media
- Production Process
- Self-Evaluation

Visual Arts
C1 or C2 - To produce personal/media works
Essential Knowledges - Learnings

- Transforming gestures - Freehand drawing, applying coloured pigments, some gestures performed on computer
- Tools - Mouse and electronic pen
- Language - Rounded shapes, angular shapes, thick, thin, primary colours, light and dark, repetition, enumeration |

General Ideas - Elementary

Ideas	Subject Links
Anti-bullying PSA (or anti-violence, anti-smoking, etc)	**ELA** *the ELA programme is holistic and does not lend itself to piecemeal selection, see complete program for a better overview* C2 - To write self-expressive, narrative and information-based texts C3 - To represent his/her literacy in different media *Essential Knowledges* - Required Texts - information-based texts in a variety of genres and formats - Strategies for Constructing Meaning - Response and Media - Production Process

	Self-Evaluation
	Ethics and Religious Culture C1 - Reflects on ethical questions C3 - Engages in dialogue See *Resources to be Mobilized* and *Program Content* for more **Mathematics** C3 - To communicate using mathematical language *Essential Knowledges* • Statistics (all points)

Healthy Living Campaign	**Science and Technology**
	C2 - To make the most of scientific and technological tools, objects and procedures
	
	ELA
	the ELA programme is holistic and does not lend itself to piecemeal selection, see complete program for a better overview
	C2 - To write self-expressive, narrative and information-based texts
	C3 - To represent his/her literacy in different media
	Essential Knowledges
	
	   • Required Texts - information-based texts in a variety of genres and formats
	   • Strategies for Constructing Meaning
	   • Response and Media
	   • Production Process
	   • Self-Evaluation

Media Production

You Are Here: Pedagogy>Media Production>Animation> Production

Production

Production is the part of the process where students make their own animations using specific software.

On this page

- Ways of introducing software skills
- Being organized at the computer
- Timeline and milestones
- Links to tutorials and help files to download
- Sources for free and copyright-free sounds and music

Introducing software skills

When introducing new software, the most important thing to remember is that current software has its own syntax and that most skills are transferable from one software to the next. Its kind of like driving a car. Once you know how, it doesn't really matter which make or model you drive, as long as you take a little bit of time to familiarize yourself with a particular model's idiosyncracies. When introducing animation software to your students for the first time, consider

- Showing 2-3 students in a small group first, and then having them be the coaches in the class. This avoids you becoming the bottleneck.
- Using an overhead projector and having students follow along as you go through some of the main things they have to do
- Giving students a series of concrete and simple tasks to execute, ex.: Open a new file, name it and save it to your folder. Draw a picture using the pen tool.
- Introducing new skills only as they become necessary

Being organized at the computer

Before going anywhere near computer, students must have completed their treatment, storyboard and script. Having a well-thought out idea is crucial to a successful media project. It means that students can focus on crafting a media message using the codes and conventions of media language rather than getting bogged down in the story or what they want to communicate. Here are some ideas for keeping students focused at the computer:

- Having completed all their planning documents
- Selecting different people for different roles at the computer, or being in charge of different parts of the production. For instance, a student can be in charge of characters, another in charge of

Tutorials and Help Files

- [Flip Boom Classic Introduction](#)
- [Flip Boom Classic Intro (français)](#)
- [Bouncing Ball Flip Boom Classic](#)
- [Flip Boom All-Star Introduction](#)
- [Toon Boom Classroom YouTube Channel](#)

Creative Commons

http://creativecommons.org/

At Creative Commons you can find videos, images, music and more for use. People share their work at creative commons under a creative commons license. There are a variety of licenses available, each specifying how people can use the material. You may see the creative commons license on various sites. The creative commons site also searchable databa

Report a Problem

settings and another in charge of music and transitions.
- Having a set time for a student to be in charge of the mouse - set a timer that rings every 15 minutes and say "Switch!".

media.

⧖ Timeline and milestones

Media production can quickly become a time monster, with a project going way over schedule because nobody is finished. Having a clear and manageable timeline is key.

- The teacher should present the timeline and identify specific milestones.
- The timeline should be visible to students - on the board, on a long sheet of paper (from a roll of paper).
- Milestones should be clearly identified so that students know where they should be at specific times in the process. Points or informal competition can be used as an incentive.

Media Production

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In any media production, it is often thought that the final product is the thing to be evaluated. This commonly held belief misses the rich opportunities for evaluation that lie in the production process itself. If done thoroughly, the production process is full of writing samples and a variety of text types that provide insight into the final product, and allow to develop competencies in various subjects.

It is difficult to provide you with generic evaluation tools due to differences in grade level, where you are in your curriculum and your personal goals for the specific group of students you are teaching.

Building Criteria

Keep in mind that evaluation criteria can be built around generic elements found in any animation production and linked to your particular subject area and curricular focus. These generic elements are:

- Characters
- Setting
- Storyline
- Movement and transitions
- Integration of audio
- Overall message

Involving Students

It is important for students to be active participants in the evaluation process. A good way to make sure they are going where you want them to be going is to build and share evaluation criteria with them.

- Use the Inspiration Phase (immersion into texts, appreciation of media works) to generate criteria by asking: "What worked in this piece? Why?" or "What did not work in this piece?"
- Provide students with a handout that clearly states the evaluation criteria for the project and go over it with them, or ask them to discuss it and then share what each point means
- Post the criteria in a visible place in the classroom and refer to it regularly so the vocabulary becomes common to all

Making links to your programme

For tracking and reporting, you need to know what parts of your programe you are covering with your animation project. Use annotated post-its in your program or create a project document that groups all the program elements. Ask yourself: What subjects would I like to cover? For example, an animation project in which students illustrate various simple machines could cover Science and Technology as well as ELA.

- [Elementary QEP](#) - web page with PDFs of all subjects
- [Elementary Progression of Learning](#) - Dynamic page of all subjects
- [Secondary QEP](#) - Web page with both cycles in the side menu

Report a Problem

- [Progression of Learning](#) - Dynamic page with all subjects

Student artefacts

There are many student artefacts that you can use to inform the evaluation process:

Our student tools:

- Treatment
- Storyboard
- Character sketch (text and drawing)
- Setting description or drawing
- Planning checklist (including who does what)
- Rough draft of production (if applicable)
- Final production
- Peer evaluation

[Treatment Elem.](#)

[Treatment Sec.](#)

[Animation Checklist](#)

[Animation Storyboard](#)

[Storyboard](#)

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Sharing

The productions are finished and its time to celebrate the hard work done by all! While it is often tempting to skip this step and move on quickly to the next thing, celebrating student accomplishments creates positive feelings of belonging and self-worth in students.

Ideas for sharing student productions:

- Hold a screening during regular class time. This is the easiest and least amount of work.
- Hold a screening in a public space in the school during school hours - atrium, mail hall etc. Invite parents and other pertinent guests such as administrators and local media.
- Hold a screening (festival) outside of school hours and invite parents, school administrators, local media.

Snacks and drinks are appropriate! Consider asking students to bring something to share or rope in parents to help. At the very least, popcorn is a nice sensory touch as it adds an authentic smell to the proceedings!

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Sharing

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Student productions from our community

St-Mary's and St-Lambert Elementary Schools (RSB)
Cycle 3 Elementary
The *Planet Radio* Project was part of a year long ArtsSmarts project, involving multiple media productions. These productions are a mix between cell animation with cut-outs, Flip Boom Classic animation and green screen technology (yes, like the weatherperson on TV!).

The animations were written and created by M. Boutin's St. Mary's students. The background art was created by Mme. Croce's ELA students at St. Lambert Elementary. Green screen technology was used to blend the two together.

Final animation productions

- Apollo_337
- Enterprise_65
- Intergalactic_3
- Banime 314
- nWJ_44

2012 Toon a PSA Contest
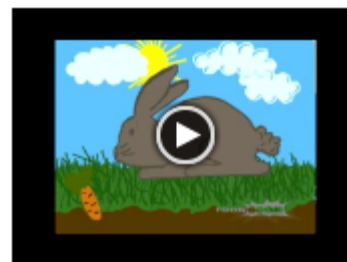Contest open to all students in the English sector of Quebec.

winners

Queen of Angels Academy
Enriched Art Secondary V
Inside Out Animation Project, where students worked on images that flowed from one to the next in Kim Glickman's class.

Final animation productions

You Are What You Eat

Crescendo

Cracked Out

Report a Problem

Student Samples

Destroying Our Planet

Jurassic Ocean

Tough Love

Remembered Bullying

INCORPORATING ANIMATION INTO TECHNOLOGY CLASS SPARKS INTEREST

SCHOOL
Roslyn Elementary School

LOCATION
Canada

PRODUCTS
FLIP BOOM ALL-STAR

Montreal's **Roslyn School** expands their individualized enrichment program to cultivate and nurture the unique needs of each child. By introducing media literacy to students from grades 1 to 6, animation creation has found its way into the hearts and minds of students, engaging them in a fun and entertaining way.

Located in the heart of upper Westmount, Montreal, **Roslyn Elementary** has been at the forefront of innovation and academic excellence in public education for just over a century. In that time, they have pioneered programs such as French Immersion, and graduated many remarkable individuals. The school brings together multiple cultures represented among their 570 students.

Starting in 2011–12, they expanded their individualized enrichment programs to better serve the unique needs and talents of every child. As part of this initiative, **Julie Marcus**, Roslyn's Technology Teacher, implemented Flip Boom All-Star in her lab and introduced media literacy to students from Grade 1 to 6. Adapting her teaching to the different age groups, she explained how to deconstruct an image to understand the creation process. "Students create the knowledge as they go, following a self-constructivist approach. Students are very responsive and are very proud of their creations," explained Julie.

As a first exercise, Julie explained the bouncing ball exercise and showed the value of the onion skin. In some classes, she started with a brainstorming session to have all the students share ideas on what their animations would be about. Some students worked in teams, some worked alone. They also have the opportunity to browse images in Google to get inspiration. "Students have a newfound appreciation of cartoons as they see what it takes to create them!" added Julie.

She commented: "Children are so exposed to technology nowadays that they find the tool very intuitive." During Toon Boom's visit at the school, several students were proud to show their work. From Aaron in Grade 1 to Freida and Morgan in Grade 2, Taya, Louis, Han and Stuart in Grade 4, Ian, Hannah, Merle, Jane, Amelia, Luca, Michaela, Sofia, William and Sumin in Grade 5, as well as Tristan and Meihiba in Grade 6. All were raising their hands to play their animations. All agreed that they found Flip Boom All-Star a lot of fun and quite easy to use.

Students from grades 1 to 6 enjoy using animation during their school day to express their ideas creatively and have fun in the process!

Julie explained that for some students who are not as verbal or usually require assistance, she noticed a significant difference in their learning retention and ability to focus. "Animation is a big draw for the students who feel more engaged. Soon, the grade 5 students will have the choice to submit their assignments using animation in their Ethical and Religious Training class, in addition to PowerPoint and video," she concluded.

emsb.qc.ca/roslyn