Stop motion

We have spent some time in class looking at multimedia technology and the many steps taken to create a video. We have also spent some time examining stop motion.

Your task will be to create a short stop-motion video, with characters, a small story line and a set.

Remember it takes a lot of pictures to make a short video so make sure not to make your story to complex. Choose simple characters and a simple story line.

A majority of the work will be done in class. We have some material at school but if you have some materials you want to bring in feel free to bring in extra materials.

Some possible materials include:

* Lego
* Action figurines
* Household objects
* Plasticine
* Model magic

Peer Evaluation

Circle the number that best exemplifies the contribution of each group member

1-did not cooperate in that area, 2-somewhat co-operated in that area, 3- co-operated in that area, 4- co-operated extremely well in that area

Group member:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Workload- group member did an equal share of the work | 1 | 2 | 3 | 4 |
| Sharing of workload- group member was fair in giving everybody an opportunity to contribute | 1 | 2 | 3 | 4 |
| Contribution of ideas- student contributed their ideas and thoughts to the group about the product | 1 | 2 | 3 | 4 |
| Cooperation- student listened to other ideas and was fair with all members | 1 | 2 | 3 | 4 |

Please list your own personal responsibilities and contributions to the final project:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
| Knowledge/Understanding | Student demonstrates a low level of understanding of stop motion. There is little to no demonstration of a stop motion | Student demonstrates some understanding of stop motion. The video is very choppy and there is very little stop motion. | Student demonstrates a good understanding of stop motion. The transition is very smooth however it could contain more complex levels of stop motion | Student demonstrates a high level of understanding of stop motion. The transition is very smooth and the video displays very complex levels |
| Critical Thinking/ Planning | Student demonstrated a no level of planning and thinking prior to shooting the film. | Student demonstrated some level of planning and thinking prior to shooting the film. Student submitted minimal examples of brainstorming an planning | Student demonstrated a good level of planning and thinking prior to shooting the film. Student submitted a storyboard/ slash script but could have included a little more. | Student demonstrated a high level planning and thinking prior to shooting the film. Student submitted detailed storyboards and scripts, which demonstrate brainstorming and editing. |
| Use of Class Time | Student did not use class time as well. They constantly needed to be reminded to get back to work and displayed little to no independent work ethic. | Student did not use class time as well as he/she could of. They often needed to be reminded to get back to work and displayed little to no independent work ethic. | Student used class time efficiently. Was focused on the task at hand but had to be reminded at times to get back to work | Student used class time very efficiently. Was constantly focused on the task at hand and working on some aspect of the project |
| Finished Product/  Professionalism | The finished product is barely or not completed at all and contains no evidence of attention to detail as it is very sloppy | The finished product is completed but is lacking any attention to detail. Student did the bare minimum. | The finished product is very professional and has a high degree of attention to detail. Contains audio, credits) | The finished product is very professional and has a high degree of attention to detail. Contains very detailed sets, characters, audio, credits) It is evident student went put a high amount of work into the product. |