

STOP MOTION ANIMATION

Levels 1-2



These series of lessons were created in collaboration with the Digital Technologies Specialist Teacher from S. John XXIII Primary School, Thomastown East, Victoria

Unit Overview

Students will plan create and produce a Cut- out 2-dimensional stop motion animation. Students will explore the technology they use to create stop motion and investigate the purpose of the different tools (both hardware and software) used to create the animation.

To help them develop the appropriate skills to create a 2D animation, student will follow sequence of steps to learn how to take appropriate photos especially for stop motion. They will create their own sequence of steps that outlines and explains the process involved to create a stop motion.

Using inspiration of English texts that have been transforms into stop motions, students will create a version of the stop motion animation. For this particular unit, we have chosen the Author Pat Hutchins and the texts 'Titch' and 'Rosie's Walk'.

Other Curriculum Targeted Areas

Other curriculum areas can be targeted and assessed within this unit.

Other areas of interest may include:

- English
- Media Arts

Further investigation into these areas is required to ensure they align with the following activities. Activities may need to be modified to ensure content descriptions and achievement standards are met.

Australian Curriculum Alignment

The following sessions have been created using the Australian Curriculum: Digital Technologies Curriculum. Tasks may need to be modified to ensure state Digital Technologies Curriculum content descriptions and achievement standards are met. ACS has support and documents to help align this unit to other Digital Technology Curricular.

Session

'Session' has been used to define the order of tasks to complete the unit. It does not define a set time required to complete the task. Time allocated to complete a session is the teacher's discretion. This allows for flexibility for the teacher to drive the duration of the task and make modifications if necessary. Sessions can be merged into one set period or one session may run over multiple periods.

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Key Preparation

Technology

In order for students to successfully complete this project digital technologies will be required. Students will need to have access to devices to capture their images and animation software to produce their movie. To assist your development in understanding the processes and requirements involved in creating an stop motion, [ACMI 'Make a stop-motion animation'](#) has detailed information to assist with the process. Choosing the technology will be dependent on the school's access to devices and equipment.

Stop motion software and apps

Cloud Motion

<https://cloudstopmotion.com/>

Stop Motion Studio

<https://www.cateater.com/>

iMovie

<https://www.apple.com/au/imovie/>

ACS Resources

Resources have been created to help teachers and students unpack and understand topics found within the Digital Technologies Curriculum. These give brief explanations of the topic and the expectations to teach the topic at the curriculum year level. It is intended the information is presented in a way that will set the foundation for further research.

Key Understandings

Students will:

- Identify the hardware and software used to create a stop motion animation
- Follow a sequence of steps to take clear, suitable photos
- Create and produce a stop motion animation
- Evaluate their stop motion based on a criteria developed by the class.

Key Questions

- What hardware and software do you need to use to create a stop motion?
- What are the sequence of steps that need to be followed to take a clear photo for a stop motion?
- What are the sequence of steps that need to be followed to create a stop motion?
- How do you create a stop motion animation?

Key Vocabulary

Collaboration, hardware, software, sequence of steps, algorithms, producing and evaluating

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Session Number	Session Topic Focus	Learning Intention and Success Criteria	Introduction/Teacher Instruction	Whole Class Activity
1.	Evaluate technologies	<p>Learning Intention Students will evaluate short stop motions and identify materials used to create the stop motion.</p> <p>Success Criteria I can summarise some stop motion movies and identify the type of materials that are used.</p>	<p>Create a list of ways that technologies used to entertain people. Focus the conversation to animations.</p> <p>Watch a stop motion animation with the students and discuss how they are created.</p>	Students watch a selection of short animations movies. They identify the materials used to create the stop and summarise the storyline.
Session Resources	<p>Student Resources</p> <ul style="list-style-type: none"> • YouTube Candy Short Stop Motion Film • YouTube Award-Winning Stop-Motion Animation Short Film HEATWAVE • YouTube Stop Motion Animation at Seattle Children's 2014 		<p>Teacher Resources</p> <ul style="list-style-type: none"> • TinkerLab Easy Stop Motion Animation for Kids • 	
2.	Sequence of steps	<p>Learning Intention Students will follow a set of instructions to take quality photos.</p> <p>Success Criteria I can follow a sequence of steps to take quality photos.</p>	<p>Introduce students to the concepts of flowchart and sequence of steps.</p> <p>Together read through the sequence of steps to take a photo to create a stop motion.</p>	Students follow the sequence of steps and practice taking photos ready to be used in the stop motion. Students will be given a A3 size paper. They will create a scene and a character and practice taking a selection of photos.
Session Resources	<p>Student Resources</p>		<p>Teacher Resources</p> <ul style="list-style-type: none"> • ACS Teacher Resource: Sequence of Steps • Sequence of Steps: Creating a Stop Motion (located at the end of this document) 	

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Session Number	Session Topic Focus	Learning Intention and Success Criteria	Introduction/Teacher Instruction	Whole Class Activity
3.	Hardware and software	<p>Learning Intention Students will categorise and list the technologies they will use to create their stop motion.</p> <p>Success Criteria I can explain the technology that I use to create a stop motion.</p>	Explain the difference between hardware and software. Together list all the technologies that are used to create the stop motion. Focus on differentiating between hardware and software.	Students explain the technologies they are using and why it is important to use the technologies to create a stop motion. They identify the difference between hardware and software and (if possible) look into peripheral devices).
Session Resources	<p>Student Resources</p> <ul style="list-style-type: none"> ACS Student Resource: Digital Devices iPad Presentation ACS Student Resource: Hardware and Software sorting activity 		<p>Teacher Resources</p> <ul style="list-style-type: none"> ACS Teacher Resource: Hardware and Software 	
4.	Mini stop motion	<p>Learning Intention Students will create a short animation to develop the technical skills to create an animation.</p> <p>Success Criteria I can correctly use the technology to create a short animation.</p>	<p>Watch examples of Claymation and discuss the types of things the students would do with the character. Provide a template of the main character and A3 blank paper for the students. Brainstorm different activities students could do with Titch.</p> <p>Note: For this activity we used 'Titch' Claymations.</p>	<p>Students will create a smaller stop motion. Students are provided with an A3 background and a template of the character from the stop motion watched in the introduction session. They create a scene that includes that character.</p> <p>This session aims to provide students with the skills and practice to create stop motions. Reflect on the sequence of steps to take a photo and include any new steps.</p>
Session Resources	<p>Student Resources</p>		<p>Teacher Resources</p> <ul style="list-style-type: none"> YouTube Channel Titch Twinkle Resource: Titch Stick Puppets 	

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Session Number	Session Topic Focus	Learning Intention and Success Criteria	Introduction/Teacher Instruction	Whole Class Activity
5.	Sequence of steps	<p>Learning Intention Students will create a sequence of steps to plan out the order of the stop motion.</p> <p>Success Criteria I can create a sequence of steps to show the order of my stop motion.</p>	<p>Watch another stop motion movie and ask the students if they created an episode what would they include. Discuss the changes scenes and moving images of the characters.</p> <p>For our unit we chose Rosie's Walk. Although Rosie's Walk is a short animation/cartoon. The focus will be around the power of images in creating an engaging spot motion.</p>	<p>Students will create a sequence of steps in the form of a story board that includes details of the stop motion story. This will include any backgrounds and characters that need to be created.</p> <p>This session will help students to plan out and identify the characters, scenes and props they will need to create for their stop motion.</p>
Session Resources	Student Resources		Teacher Resources	
	<ul style="list-style-type: none"> Sequence of Steps: Planning My Stop Motion Animation 		<ul style="list-style-type: none"> YouTube: Rosie's Walk Animation Twinkle Resource Rosie's Walk Mat 	
6.	Create stop motion	<p>Learning Intention Students will use their planning document to create a stop motion animation.</p> <p>Success Criteria I can explain the things I need to do to complete my stop motion. I can follow my sequence of steps and create a stop motion.</p>	<p>As a whole class discussions, students share their sequence of steps to create a stop motion. They discuss what they need to make to their stop motion animation (backgrounds and characters)</p> <p>This is completed at the beginning of each session to ensure students are aware of the requirements they need to do to complete the project.</p>	<p>Using their planning documents, students will commence building the materials to create their stop motion.</p> <p>It is expected that this stop motion will take multiple sessions to complete as students will go into more detail than their first stop motion.</p>
Session Resources	Student Resources		Teacher Resources	
	<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> 	

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Session Number	Session Topic Focus	Learning Intention and Success Criteria	Introduction/Teacher Instruction	Whole Class Activity
7.	Produce stop motion	<p>Learning Intention Students will edit their stop motion. They will add a title page, credits page and include music in their final piece.</p> <p>Success Criteria I can edit and add a title page and credits page and music then publish my stop motion animation.</p>	Demonstrate to students how to save their stop motion then upload into a new platform to edit and produce their work. Show students how to add in features such as a title page, credits page and insert music.	Once their stop motion is complete. Students will upload their stop motion to a designated platform to edit and produce their final piece. They will add music, create a title page and credit page.
Session Resources	Student Resources		Teacher Resources	
8.	Evaluate stop motion	<p>Learning Intention Students will evaluate the stop motions based on set of criteria and topics generated by the class.</p> <p>Success Criteria I can evaluate my stop motion and other stop motions based on a set of topics.</p>	Discuss with students what makes a quality stop motion. Together, create a list of topics that students will evaluate. This can include topics such as timing of the stop motion, spacing between each shot (too much too little) clarity of pictures and producing of their stop motion.	Using the topics and criteria that was created by the class, students will evaluate their stop motion. After they have done this, they will evaluate other stop motion animations in the class. Students include a discussion on how the stop motion was created and used for recreation purposes.
Session Resources	Student Resources		Teacher Resources	

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Assessment – Australian Digital Technologies Curriculum Version			
Content Description	Session Number	Assessment Piece	Assessment Statement
Recognise and explore digital systems (hardware and software) components for a purpose (ACTDIK001)	3	Identification and use of hardware and software to create stop motion	Students identified the hardware and software that is used to create stop motion animations.
Recognise and explore patterns in data and represent data as pictures, symbols and diagrams (ACTDIK002)	N/A		
Collect, explore and sort data, and use digital systems to present the data creatively (ACTDIP003)	N/A		
Following, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems (ACTDIP004)	5	Follow sequence of steps to create stop motion	Students followed a sequence of steps to create a stop motion animation.
Explore how people safely use common information systems to meet information, communication and recreation needs (ACTDIP005)	8	Evaluation	Students discussed how common information systems can be use for recreation needs.
Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments (ACTDIP006)	N/A		

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Assessment – Victorian Digital Technologies Curriculum			
Content Description	Session Number	Assessment Piece	Assessment Statement
Identify and explore digital systems (hardware and software components) for a purpose (VCDTDS013)	3		
Recognise and explore patterns in data and represent data as pictures, symbols and diagrams (VCDTDI014)	N/A		
Collect, explore and sort data, and use digital systems to present the data creatively (VCDTDI015)	N/A		
Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems (VCDTCD017)	5	Follow sequence of steps to create stop motion	Students followed a sequence of steps to create a stop motion animation.
Explore how people safely use common information systems to meet information, communication and recreation needs (VCDTCD018)	8	Evaluation	Students discussed how common information systems can be use for recreation needs.
Independently and with others create and organise ideas and information using information systems, and share these with known people in safe online environments (VCDTDI016)			

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Assessment – New South Wales Science and Technology Syllabus			
Outcomes and Objectives	Session Number	Assessment Piece	Assessment Statement
observes, questions and collects data to communicate and compare ideas (ST1-1WS-S)	N/A		
collect, sort, organise and present data to communicate information (ACTDIP003)	N/A		
Identifies digital systems and explores how instructions are used to control digital devices (ST-e7DI-T)	3	Identification and use of hardware and software to create stop motion	Students identified the hardware and software that is used to create stop motion animations.

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Assessment - Western Australian Digital Technologies Curriculum			
Pre-Primary Syllabus	Session Number	Assessment Piece	Assessment Statement
Digital systems (hardware and software) are used at home, in the school and in the community (ACTDIK001)	3	Identification and use of hardware and software to create stop motion	Students identified the hardware and software that is used to create stop motion animations.
Data can have patterns and can be represented as pictures and symbols (ACTDIK002)	NA		
Collect and use data of any kind (ACTDIP003)	N/A		
Use data to complete a task (ACTDIP003)	N/A		
Engage with information known people have shared in an online environment, and model strategies to stay safe online (ACTDIP006)	N/A		
Explore needs for design (WATPPS01)	8	Evaluation	Students explored how to design and create a stop motion animation. They identified the key components to make a quality stop motion animation.
Generate and record design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps (WATPPS02)	5	Follow sequence of steps to create stop motion	Students followed a sequence of steps to create a stop motion animation.
Use given components and equipment to safely make simple solutions (WATPPS03)	6	Stop motion creation	Students used digital equipment safely and correctly to create a stop motion animation.
Use personal preferences to evaluate the success of simple solutions (WATPPS04)	N/A		
Work independently, or with others when required, for solutions (WATPPS05)	N/A		

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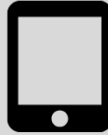
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SEQUENCE OF STEPS: CREATING A STOP MOTION

START



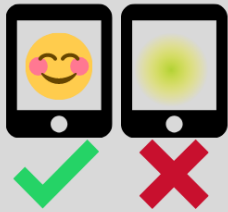
Get your device ready



Get your pictures ready



Get image in focus



Open the app & Camera



Place the camera over your picture



Frame the photo with JUST the paper showing



Press the white button to take a photo



Move the props a tiny bit



Save and upload your final project



Keep taking photos



Small moves make great animations



SEQUENCE OF STEPS: PLANNING MY ANIMATION

