

Year 8 Visual Arts
Assessment Task 1 – Claymation
You've Got A Friend In Me!



Claymation refers to the use of clay characters in animation. It is often associated with the time-consuming technique of stop motion video, which involves capturing a series of still photos to **create** the illusion of movement, similar to a flip book. Stop motion animation offers an enjoyable way to learn the fundamentals of filmmaking and animation.

You will need to upload parts of the task to:

- SharePoint - [https://merci.sharepoint.com/sites/Year8Claymation\\$22023](https://merci.sharepoint.com/sites/Year8Claymation$22023)

Task Instructions

Working in groups of 3–4 per group, you are to **create** a stop motion movie to illustrate positive and respectful friendships.

You will need to plan and capture your own original images to complete the task. There are four parts to this task:

PART 1: Planning and Other Class Work in Digital and Physical VAPD.

PART 2: Group Claymation Storyboard – **Uploaded to group folder in SharePoint.**

PART 3: Claymation Short - **Uploaded to group folder in SharePoint.**

PART 4: Reflection – OneNote

Steps to success:

- Make sure that you bring your laptop to every lesson, so you have access to your Digital VAPD
- Make sure that you have gone through the Digital VAPD Checklist and have completed all written components, and included all of your practical tasks and included them in your Digital VAPD.

PART 1: Digital and Physical VAPD – Criterion A: i, ii

You must keep a Visual Arts Process Diary (VAPD) to formulate ideas for your art making and to record the processes and techniques undertaken in **developing** a body of work. You are also required to record all theory work which includes a range of critical and historical studies which relate to your art making during the semester in your VAPD.

Part 2: Group Claymation Planning Sheet and Storyboard – Criterion B: i, ii

As a group you are to complete the attached Planning Sheet and Storyboard templates.

1. Think of a simple story that can be made from your theme. It helps if your story has actions in it.
 - a. For example, if your theme is 'school', you can make a story about 'walking into a classroom'.
2. Write a list of the main actions or 'story points' in the first column of the Story Breakdown Activity Sheet. Try to have around three to eight actions.

Here is an example:

 - On a sunny day, a man opens the door of his house and walks through, to go for a walk.
 - A storm begins, clouds gather over the sun, and lightning strikes.
 - The man goes back inside to get an umbrella.
 - The man leaves his house again and then the sun comes out.

Remember

- When creating your story, try to think of actions or story points that can be made into interesting visuals – this will be more exciting for the audience to watch.

What's next?

1. Use the Story Breakdown Activity Sheet to plan your story. Plan how many photos you need to take. Remember, to make 30 seconds of film you will need to take 300 photos. That's 10 photos or 'frames' per second.
 - First, describe each action or story point in the second column, eg 'man opens his front door and walks through'.
 - Then, in the third column, write down how many seconds you want this action to last. Remember, 'opening the door and walking through' in the video took about 2 seconds. You want all your actions to add up to 30 seconds only.
 - Now, work out how many photos or frames you will need and write this in the last column. To work this out, take the 'number of seconds' and multiply it by 10, because 10 photos or frames equal 1 second of film. For example, 2 seconds = 20 photos. 2. Think about whether you need to add or remove some actions to make your film 30 seconds long. You can add rows to your table if you need to.
2. Create a Props And Set Checklist. Write down everything you think you will need to bring your story to life. For example, in the video there is:
 - a house and garden
 - a sun
 - a person
 - some clouds
 - lightening
 - an umbrella
3. Make your props and set using simple materials, such as coloured pencils, cardboard, scissors, glue and Blu Tack. You should also lean your props and set up against a stable object like a wall or heavy box.
4. Tick off your Props And Set Checklist as you make each item. Once you have completed the checklist, you are ready to shoot complete your storyboard!

The template has six main rectangles. Each rectangle has areas for you to write above and below it.

Plan shot types.

Think about how you can tell your story in pictures. Shot types are important because they determine how the audience sees what is happening in the story (ie how close they are to the action).

You can have:

- a wide shot (WS) – you can see all of Kathy and the room
- a mid shot (MS) – you can see half of Kathy, from her waist up
- a close-up (CU) – you can only see Kathy's head and shoulders

Look closely at the first rectangle.

- Write '1' for your first shot and action/story point in the Shot Number area.
- Write the shot type 'WS', 'MS' or 'CU' (depending on what you have decided) in the shot area.
- In the description area below, write the description – the action that the audience will see in this shot.
- Now, in the main rectangle, draw the picture for shot number 1 in pencil. Imagine drawing the picture as you might see it through the camera.
- Try to frame your objects the same way you would if you filmed the action, e.g., for a medium shot you should only draw a picture of your character from the waist up.
- Fill in the rest of the rectangles for every action or story point.
- After you have finished storyboarding your whole story, you can **use** the plan to make your Claymation Short!

Claymation Planning Sheet

Story Breakdown

Use this table to plan your 30-second story.

Theme: _____

Working Title: _____

[illegible]

[illegible]

Props and Set Checklist

[illegible]

Shot Number: _____	
Shot:	Location:
Description:	

Shot Number: _____	
Shot:	Location:
Description:	

Shot Number: _____	
Shot:	Location:
Description:	

Shot Number: _____	
Shot:	Location:
Description:	

Shot Number: _____	
Shot:	Location:
Description:	

Shot Number: _____	
Shot:	Location:
Description:	

Part 3 - Group Claymation MP4 Short – Criterion C: i

STEP 1

Developing your Theme

Choose an idea that is short and sweet and will fit into the time limit and theme of the assessment task.

Example:

Two friends meeting at the airport after one of them has been living overseas for the last two years.



STEP 2

Making a Storyline

The first step to making a Claymation is to write a script. While your clay figures are unlikely to be very talkative, that doesn't mean you're not telling a story. Plan out what you want to happen in your short story and find some appropriate music.

A note on the music:

Music can have a huge impact on the mood of your animation. If you want to **create** a sad or eerie mood, try using music with a lingering piano or a lone violin. Upbeat and cheery music would be appropriate if you wanted to **create** a blissful mood. Be aware of the mood your Claymation is displaying so you can match music with it.



STEP 3

Gather Materials

Materials needed to get started.

You will need:

- Clay
- Shaping tools (optional)
- Camera with tripod or Mobile Phone
- A table that will not be disturbed
- Tape for marking



STEP 4

Creating the Set

Find a reasonably sized box around your house or Bunnings. Design a set that fits in with your storyline.

Use adhesives that will stick the paper or craft material you are using to your box.

Background items add a cool affect to Claymation films.

I would suggest making the background items stationary, this way if you accidently bump it, it won't move around.



STEP 5

Making Your Characters

Unless you plan on your video becoming a full-on movie, you don't need many characters. Using modelling clay, mould your characters using cartoonish details according to the layout of your story plan.

Create a figure anyway you want.

Hint:

It is easier to **create** a figure with less detail. However, the more detail, the cooler and more engaging your figure will look.



STEP 6

Taking Pictures for Your Video

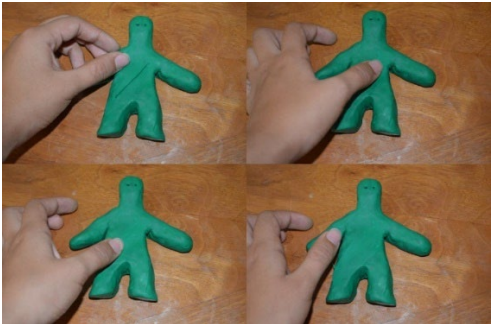
Set up your set with your characters in it. The camera you are using should be anchored by some sort of stand so that it is stable, and the pictures you take should be in the same position.

With your figures and background made, set the tripod up in a stable place where you're unlikely to bump into it. A remote trigger or 2 second delay on the shutter is nice to avoid any shaking when taking the shot.

To **create** a 30 second stop motion film, you will need to take 300 photos.

If you want timing to be perfect (say with a song), just make sure you are keeping up with how many frames per second you are using.



STEP 7	
Smooth Over Any Mistakes	
As you work the figure you are using may begin to show cracks or thumbprints. An easy fix is just to use your thumb and smooth out the imperfections. It helps also to wet your thumb with water before smoothing the mistakes over. Be patient! A lot of things might not work for you the way you wanted them to. You'll find yourself messing up a lot, but that is OKAY! Be patient and don't get frustrated, everything works better and smoother when you're calm.	
STEP 8	
Postproduction	
After adjusting your pictures, it's time to string them together. You could use a program called frame by frame, a simple, free program that is extremely easy to use or if you have filmed on your phone, you may use those editing tools. Finally, once your Claymation is an official production, show your family and brag to your friends! You just created an awesome Claymation!	
STEP 9	
Submit	
Once your group has finished your Claymation, please submit via the group SharePoint folder.	

PART 4 - Individual Evaluation – Criterion D: i, ii

Please complete the following questions in full sentences in response to the process and final product of your Claymation Short.

Your name:

Who were your other group members for this assignment?

What have you learned about how other people express themselves through Claymation/animation?

What do you consider the most important things you learned about the technologies and animation processes involved in stop-motion animation?

What was the best aspect of the activity?

What did this activity teach you about yourself?

MYP COMMAND TERMS FOR THE ARTS

Command Term	Definition
Create	Evolve from one's own thought or imagination, as a work or invention.
Critique	Provide a critical review or commentary, especially when dealing with works of art or literature. (See also "Evaluate".)
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application
Develop	Improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.
Evaluate	Make an appraisal by weighing up the strengths and limitations, (See also "Critique".)
Explore	Undertake a systematic process of discovery.
Formulate	Express precisely and systematically the relevant concept(s) or arguments(s).
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Outline	Give a brief account or summary.
Present	Offer for display, observation, examination or consideration.
Use	Apply knowledge or rules to put theory into practice.



Subject: Year 8 Visual Arts Task: Claymation – You’ve Got A Friend In Me!

Task specific descriptions from strands	Extensive (8-7)	Advancing (6-5)	Satisfactory (4-3)	Limited (2-1)	Very Limited (0)
Criterion A: Investigating					
Criterion A: i Investigate the movement in visual art and respond to the concept of expressing the world around us in an aesthetically pleasing way.	The artist provides comprehensive, relevant information that is related to how the world is expressed through art. Including complete artwork investigations in their VAPD via OneNote.	The artist provides relevant information that is related to how the world is expressed through art. Including complete artwork investigations in their VAPD via OneNote.	The artist provides relevant information that is related to how the world is expressed through art. Including complete artwork investigations in their VAPD via OneNote.	The artist provides limited information that is not always related to how the world is expressed through art. With some of the artwork investigations completed in their VAPD via OneNote.	The artist identifies features of an artwork including the use of two elements, techniques and context to support their understanding.
Criterion A: ii The artist analyses artworks.	The artist analyses features of an artwork including the use of elements, techniques and context to support their understanding in the VAPD via OneNote.	The artist describes features of an artwork including the use of two elements, techniques and context to support their understanding in their VAPD via OneNote.	The artist outlines features of an artwork including the use of two elements, techniques and context to support their understanding in their VAPS via OneNote.	The artist identifies features of an artwork including the use of two elements, techniques and context to support their understanding in their VAPD via OneNote.	The artist does not reach a standard of analysis outlined by the descriptors below.
Criterion B: Developing					
Criterion B: i Practically explores the ideas of Claymation to inform their Claymation short	The artist demonstrates extensive and varied practical exploration of their Claymation ideas.	The artist demonstrates substantial practical exploration of their Claymation ideas.	The artist demonstrates sufficient practical exploration of their Claymation ideas.	The artist demonstrates limited practical exploration of their Claymation ideas.	The artist does not reach a standard of practical exploration described by any of the standards below.
Criterion B: ii Presents a clear artist intention for their Claymation short in line with our statement of inquiry.	The artist presents a clear artistic intention in line with the statement of inquiry for their Claymation and explains their artistic choices.	The artist presents a clear artistic intention in line with the statement of inquiry for their Claymation and describes their artistic choices.	The artist presents a clear artistic intention in line with the statement of inquiry for their Claymation and states their artistic choices.	The artist presents a clear artistic for their Claymation and states their artistic choices.	The artist does not present an artistic intention for their Claymation nor explain choices described by any of the standards below.

Criterion C: Creating and Performing

Criterion C: i Create a Claymation Short	Demonstrates consistently effective use of skills and techniques through the creation of their resolved Claymation short	Demonstrates mostly effective use of skills and techniques through the creation of their resolved Claymation short	Demonstrates satisfactory use of skills and techniques through the creation of their resolved Claymation short	Demonstrates limited use of skills and techniques through the creation of their unresolved Claymation short	The student does not produce a resolved soft sculpture using the appropriate techniques outlined by the descriptors below.
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Criterion D: Evaluating

Criterion D: i Appraise their own Claymation short	Evaluates their Claymation with thoughtful use of the media art vocabulary.	Analyses their Claymation with effective use of the media art vocabulary	Describes their Claymation with adequate use of the media art vocabulary.	Outlines some elements of their Claymation with inconsistent use of the media art vocabulary.	Does not appraise their own Claymation short as described by any of the descriptors below.
Criterion D: ii Reflect on their development as a media artist	Analyses their development as a media artist across the term using thoughtful language.	Describes their development as a media artist across the term using considered language.	Outlines their development as a media artist across the term using adequately considered language.	Identifies some aspects of their development as a media artist across the term using superficial language.	Does not reflect on their development as a media artist in line with any of the descriptors below.