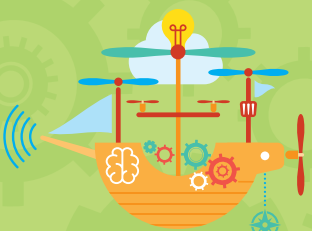




Claymation

Grades 4-8

CURRICULUM SAMPLE



STEAM
ENRICHMENT

edventures.com

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(208) 343-3110



Claymation

GRADES: 4-8



STUDENTS Up to 30	TIME 12, one-hour lessons
SUBJECTS <ul style="list-style-type: none"> • Technology • Art/STEAM 	SETTINGS <ul style="list-style-type: none"> • Summer camps • Classrooms • Before & After-school programs

COMPLETE PROGRAM



PRINT MATERIALS



REFILL KIT



Learners create **stop-motion movies** in this application-based **STEAM** program. With all of the clay, editing software and cameras needed, students record, dub and edit their own films.

🔄 refill kit available

TECH REQUIREMENTS / PREREQUISITES

- HUE Animation Studio: Windows XP, 7 or later; macOS Leopard through Mojave (Scan QR code below for details.)

PRICING OPTIONS

- Complete Program: \$1,345⁰⁰
- Curriculum Print & Digital: \$425⁰⁰
- Refill Kit: \$325⁰⁰



Scan or Click QR Code for:

PRODUCT ORIENTATION

FULL MATERIALS LIST

STANDARDS & ALIGNMENT

CONTACT US:

Call: (208) 343-3110

Email: sales@edventures.com

Web: edventures.com



Tick, Tock, Meow



STEM CONNECTIONS

Technology: Digital Citizenship & Creative Communication



DURATION

60 Minute Lesson



MATERIALS

- *The Hue Book of Animation* (1 per group)
- **Computer** (Desktop or laptop, 1 per group)
- **Computer connected to video projector** (optional)

SCHEDULE

- Introduction to Sound (10 min)
- Soaring Strings (20 min)
- Tick, Tock, Meow (20 min)
- Clean Up and Wrap Up (10 min)

OBJECTIVE

Discover how to record audio, source royalty-free music and sound effects and add them to video clips in the Animation Studio.

ALIGNED STANDARDS

- ISTE-S.2.c Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
- ISTE-S.6.b Students create original works or responsibly repurpose or remix digital resources into new creations.

21ST CENTURY SKILLS

- Creativity and Innovation
- Information, Media and Technology Literacy

HABITS OF MIND

- Creating, Imagining and Innovating
- Finding Humor
- Thinking Interdependently

KEY TERMS

- **Ad-Lib:** speaking or performing without a script.
- **Voice Over:** editing narration or voices into a video, usually after the filming is complete.

BACKGROUND INFORMATION

When you're a creator, your life revolves around your work. It's how you pay your bills, express yourself and share your talents with the world. You work hard on your creations, knowing that the world is going to love and appreciate them. While you want to share what you've made, you also want to protect it. That is where copyright laws come in. They're there to ensure that creators get the reward and recognition they deserve whenever their creations are used by other people.

From artists and musicians to writers and filmmakers, copyright laws make sure the creative process keeps flowing. But what if the other creative minds couldn't ever reuse another artist's work? Then we'd live in a world without parodies, documentaries, spoofs or even memes! This where fair-use laws come in, which allow others to utilize all of your hard work in a lawful way. Now, walking the line between fair-use and copyright infringement is exceptionally tricky, even in a school setting.

To be safe, it's better to respect the creative process and look for music and sound effects that are part of the public domain or Creative Commons. These types of resources are full of music, art and sound effects that are free to the public. For example, the Youtube audio library is a perfect place to look for any sort of audio your movies may need.

Swimming in the sea of copyright and fair-use laws can be tricky. If you ever have any questions about whether or not you can use another person's creation, look it up! There are tons of online resources detailing what you can, and cannot, use. If you find a piece you cannot use, just remember that there's an entire world of creative people out there trying to share their hard work with you, so finding a replacement track should be easy.

DAILY PREP

Today, students learn how to add voice overs, sound effects or music to their claymations in the Animation Studio software! Groups can record a voice-over for narration or dialogue between the characters, add background music or find sound effects that accent the action. The software allows for multiple audio layers, so groups might also choose to add all three.

- Before getting started, become familiar with the audio tools in the Animation Studio software. See p. 15 in *The HUE Book of Animation*, or check out the full tutorial at <https://huehd.com/tutorials/>.
- Sourcing royalty-free audio might be a new concept for students, so take some time to talk about why respecting copyright and intellectual property rules are important for artists. (Note: the *Background Information* section lists some compelling reasons why.)
- <https://www.audiolibrary.com.co/> and <http://soundbible.com/> are two great places for students looking for royalty-free music and sound effects. <https://huehd.com/free-music-sound-effects-animations/> also lists several other free resources. Preview each source the day before and make sure you are comfortable sharing them with your students.



STEP-BY-STEP DIRECTIONS FOR INSTRUCTORS



Whole Group

INTRODUCTION TO SOUND

Welcome campers back and introduce today's topic of adding audio to their claymation creations! Here's some questions to get their creative juices flowing:

- **Who's really into silent movies?** (Probably no one, since sound usually makes movies a lot more interesting. Imagine watching your favorite movie on mute. Would it still be fun to watch?)
- **What different kinds of sounds do you normally hear in cartoons or movies?** (Sound effects, voices, music, etc...)
- **What kinds of sounds would be cool to add to the Epic Crawl of Red Blob, Runaway Clay or Clay Hero movies?**

Walk everyone through how to find open source music and sounds, import them into the Animation Studio, adjust the volume and drag the audio track to match the timing of the movie. Share the Background Information with students, and take some time to talk about why respecting copyright and intellectual property rules are important for artists..



Small Groups

SOARING STRINGS

Each group needs its own computer and a copy of *The HUE Book of Animation*. First, have groups choose one of their previous movies, and then encourage them to experiment with adding background music. Download tracks from the YouTube audio library or another source of royalty-free music, import the music into the Animation Studio and play back the movie. How do different soundtracks make the same film clip tell a different story?



Small Groups

TICK, TOCK, MEOW!

Gather the groups and walk through how to record your own sounds in the Animation Studio. Then, split up and let the groups choose one of their previous movies and decide whether to add sound effects or dialogue. In order to avoid noise interference when recording, space out as much as

possible! What different sounds can be created with the objects around the room? How does the personality of the clay character change with a different voice? After everyone has finished adding sound to their films, have groups share their videos with each other.



Group Discussion

CLEAN UP AND WRAP UP

Save the edited films in Animation Studio, close out of the computers and gather the students together again to talk about the post-production process.

Possible discussion questions:

- How did you decide what kind of music or sounds to use in your film?
- What was the most challenging part of the editing process? Which part was the most fun?
- What ideas did you get from watching other groups' videos?

CHECK FOR UNDERSTANDING:

- What are some ways you can add sound to your video?
- How does sound or music change the feeling of a film?

EXTENSION:

If groups finish early, challenge them to make an alternate version of their film with different audio effects. If the first version was funny, how can they change the music and sound effects to make a spooky version? What happens if the voice of the character changes from a boy to a girl?



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