WORKSHOP
CLAY ANIMATION

Motivation
Children, teenagers and adults have to be made 'media literate' to make sure they can express themselves through different media and therefore be able to participate in society. Above all, media literacy has to do with participation, and to be able to participate well everybody should also learn how to 'create' their own media.

Goal
Pupils learn how to make a clay animation. They make up a story and create a storyboard. Then, they will bring their self-made clay figures to life by making small adjustments to the figure between camera takes. Finally, they will edit the separate images into a short video, accompanied by sound and music.

Target group
Children aged 10 and older and adults

Materials
Digital board, computers with Windows Movie Maker (http://windows.microsoft.com/nl-nl/windows/get-movie-maker-download), a camera for every computer.

In addition:
- Cardboard boxes 1 box per 2 pupils, size about 35 x 20 x 25 cm
- Metal wire (aluminium works well)
- Aluminium foil (1 role)
- Pipe cleaners or chenille thread (10 per group of 2 pupils)
- Pair of tongs to cut and fold the metal wire
- Scissors/tape/glue
- Coloured paper and old magazines to cut out images for the scene decoration
- Various materials to dress up the clay figures and give them features: ice lolly sticks, feathers, styrofoam balls, beads, pieces of fabric, plastic bottle lids, etc.
- To model the clay: tooth picks, plastic cutlery, empty bottles or rolling pin
- To clean hands: cleaning wipes and/or old towels
- To cover the tables (if necessary): plastic garbage bags or cheap place mats

CLAYANIMATION

Before you start with your clay animation, you have to invent a story.

1. What is the theme of your story? Tell in a 'when/than' phrase what you want to tell with your story. Example: 'When you play with others you have more fun than when playing alone'.

_____

2. Who are the main characters?

_____

3. What do they experience?

_____

4. How does it end?

_____

5. What is the title of your story?

_____

Do you have a clear story? Start creating your storyboard!

With a storyboard, you make drawings of what your story is going to look like.
1. In the first box, draw what we get to see first in your story. In the last box, show us what we see when the story ends.
2. In the boxes in between, draw your story.
3. Underneath every box, write down what we get to hear. Is it a story told by a voice-over or will we just hear sound?
4. What will the set look like (the background)?
5. How will the story be visualized... do we see things from afar (wide shot), closer (medium shot) or from very close-by (close-up shot)?

HOW TO SET UP YOUR CLASS:

1. Show two examples of a short clay animation on the digital board: http://www.youtube.com/watch?v=To7ZZ0Tpjjo and https://www.youtube.com/watch?v=UkZGDTIijHs

2. Tell the pupils they will make a clay animation and show them the different steps and how much time is involved:
a. Explanation	10 minutes
b. Invent a short story and create a storyboard	20 minutes
c. Create clay figures	30 minutes
d. Make scene decorations	20 minutes
e. Photographing	40 minutes
f. Editing	45 minutes
g. Presentation	15 minutes

3. Open the program Movie Maker and show the different steps of photographing and editing in the digital board. This way, pupils will get an idea of the different possibilities available to them.

4. Show how to make a wire figure with the metal wire and how to give it volume with aluminium foil.

5. Next, show an example of a clay figure, no taller than 15 cm, with extra big feet so it can stand firmly.

6. Tell your pupils how they can use the cardboard box as the set of the scene, by cutting out one of the long side panels and the upper panels of the box.

7.Divide the class in groups of two.

8. Now, the pupils have to invent a short story or pick an existing short story. They then fill out the questions on the worksheet and make a storyboard. Make sure the story doesn't get too long and apply the KISS principle: Keep It Super Simple. Point out that the pupils can choose to photograph their story from a fixed long shot camera position that keeps the whole set in view all the time (as in video 1), or they can use several camera positions where the camera switches between close shots and wider angles, as in video 2.

9. The pupils will now start making one or more wire figures that they will model with clay into different characters.

10. Next they will make the scene decoration. The back panel and side panels can be decorated with coloured paper, images cut from magazines, drawings, or with clay figures of trees, clouds, houses, etc.

11. The photos have to be taken in a low resolution to keep the videos from getting too large. A good resolution is 1024 x 768. Create a file where all the photos will be stored.

12. Make sure you have good light. Turn off the flash and have the pupils make a few test photos to check if the light is good.

13. The pupils will now make the movements for the animation, by slightly moving the clay figures and taking a picture of all the positions. They should repeat this process until they reach the end of the story.

14. As soon as you have all the takes, the photos will be uploaded in Frames. Now, you can add text, move or copy photos, and add music and sound effects.

15. When the animation is ready, it can be exported and shown to everyone

This workshop aligns with the following Media Literacy competences:
Comprehension:	Understand how media are made
Use:	Use devices, software and applications
Communication:	Create and present content

And with the following key goals for primary education:

• **Pupils develop an interest and joy in reading and writing stories, poems and informative texts that are directed towards them.**

• **Pupils learn to use images, language, play and movement to express feelings and experiences and to communicate through them.**

TIPS:

• **When you use repetitive movements like waving or talking, you don't have to take a picture of all the movements. For example, just take a picture of an open mouth and a closed mouth. In the editing program, you can easily duplicate those images and put them in the right order, thereby creating a repetitive movement.**

• **The colours of the clay will be mixed up after use. Use this clay again as 'base' clay for your next characters. Use the old clay first, and the new unmixed clay over the old one.**

• **On the website http://www.howcast.com/search?term=claymation you will find several tutorial videos on how to make clay animations, from making a clay character to making animations of water.**

• **You can use clay animations for several subjects in the classroom. Have a look at the website Claymation and Stop Motion in the Classroom: https://sites.google.com/site/movies2bmade/**

DRAW YOUR STORYBOARD HERE