Media Project #2 – "goodbye" stop motion animation
Katherine & Mary

1. Artist Statement

Our project is a visualization of a poem through stop motion animation. We chose the poem "goodbye" by mkpoetry on Instagram because it was a poem that resonated with both of us as we draw towards the end of our program. Our process was to represent the poem line by line using images drawn on a whiteboard and animated with stop motion animation. Though in many cases the images we chose are literal representations of the words of the poem, there is opportunity to represent the poem or any text in less literal and perhaps more abstract ways. The end product is a representation of the poem through animated drawings. Though neither of us claims to be particularly artistic we decided on a style that we were both capable of producing and that maintained its similarity though both of us contributed to different sections of the poem. The animation is set to the song "Lofticries" by Purity Ring, as we feel it adds to the ideas conveyed in the images and the words of the poem. We feel that this form of expression is applicable for many texts that students may want to interpret.

2. What process did you use to develop your idea (brainstorming, prompts)

Initially we started brainstorming with the idea of doing a stop motion animation. We debated between doing a drawing stop motion animation such as drawing on a whiteboard or a chalk board or doing a stop motion animation where we cut images out of paper and moved them to create our project. In the end we decided on the whiteboard animation because we liked the look of it and because of the easy of production. It was quite easy for us to transfer our production between school and home so that we could work on it independently. After deciding on the medium we decided on what text to use. We circulated ideas such as animating a short story but decided to focus on a poem that resonated with both of us. Next we split the poem up and brainstormed ideas as to images that we could use to represent the ideas in the poem. Since we were both very new at using this method of production we did a lot of trial and error in our representation. If we were to do another such project we would perhaps create a storyboard for our images to makes sure we included all the elements, but this particular representation grew organically as we built upon the images and techniques that we used as we progressed through the poem. Finally, we wanted to make this an interactive text and so we decided to include links to poems that we felt connected to our text in some way. We included links to these poems in the YouTube video itself so that viewers could connect to those poems in the process of engaging with our interpretation of "goodbye".

3. What preproduction strategies did you employ (did we storyboard, develop it)

As in media project one with Annie and Ellis, we allowed this project to flow organically as much of what we were doing was new to both of us and both of us learn best by trial and error and by doing. Thus, as we were producing we were constantly learning and were able to continue to add to and build towards our final product. Though we did not storyboard our video, we did try and maintain the style throughout even though we split the actual creation of images. We also tried to maintain images that flowed throughout the representation to create unity in the production. Our biggest teacher was trial and error, but we also looked at other stop motion animations to see how other people had created representations. This gave us ideas that we

could again take back to our own project. In choosing how we represented the poem, we chose a style that we could both produce and that we were happy with as a representation. In choosing the song we choose a song whose lyrics did not take away from the text of the poem but whose tune enhanced the viewing experience of our representation.

4. How did you assign tasks within your roles, how did we manage time
We split the work for this project right down the middle. This was so that we both were able to contribute equal amounts of work and so that we could work independently on the project outside of class time. In brainstorming images and ideas, we each took half of the poem and came up with images that we felt were representative of the poem. After discussion we started taking pictures and through trial and error worked out a set up that we would be able to use both at the school and at home to work on producing our images. We worked on our representation both in class time and each of us took a turn to take the whiteboard home for an evening to work on the poem independently, and we ended up animating half of the poem each. Since Katherine had movie maker on her computer, she took the responsibility of putting the pictures together into a movie and to add the music and I took the responsibility of creating the write up for our project. We both took responsibility for finding connections to poems and linking the poems to our completed YouTube video. Altogether we were very effective at managing our in school and out of school time to complete our project and equally distribute the work.

5. What approach would you use to asses this activity that take account 1) multimedia nature of assignment 2) collaborative nature of the assignment (*include a draft assessment rubric*)
For a stop-motion poetry project, we thought that a major component of assessment should be individual student evaluation. As teachers, we would assess the projects based on how well they could portray/ illustrate themes of their poem and the overall success of the stop motion video with criteria discussed with the students (length, movement, music component, etc.)
Idea for our student self-assessment, which we thought was important to have a reflective component to explain why they deserve that mark so students really have an opportunity to take a look at the work they have done.

Evaluate the work you have done for your poetry Stop Motion Project (Check the box that applies)

Poor ☐	Fair ☐	Good ☐	Excellent ☐
Was not creative	Put some effort into creativity	Demonstrated creativity	Very creative
Did not put any effort into my project	Some effort went into my project	Effort went into my project	Quality work went into my project
Did not reflect on what images I would use	Had limited time to reflect about the images I drew	Effort and time went into reflecting and storyboarding	Thought deeply about the quality and outcome of images and storyboarding

I would give myself the score _____ out of **5** for my stop-motion poetry project because:

Since we would want our media project to become a class based collaborative project, there would definitely be time spent discussing with students what is expected and what the criteria of stop motion animation actually consists of. We think it would be interesting to see what the students come up with and not focus so much on things like 'how many pictures needed' but see what the students deemed important in such a creative project.

6. What are the greatest challenges in using this approach in a classroom and can they be ameliorated through careful instructional design?

Perhaps the greatest challenge in using this approach in a classroom is the amount of work that needs to go into the project. Careful design and then execution takes a significant amount of time and this would be a large project to ask students to take part of. Another challenge is that groups would have to be very small. Even with only two people in our group we found that only one person at a time could actually create the stop motion images. Students would need to work on other aspects of the project while each group member took their turn doing the actual animation. By specifying that groups should be no more than two the teacher can ensure that students each get to contribute significantly to their projects. By allowing class time for students to work the teacher can alleviate some of the work students would have to do outside of the classroom. Another challenge that we ran into was citing the poem that we used. Since we found the poem on Instagram and do not know the identity of the author beyond their Instagram tag, we were unable to properly attribute the poem to the author beyond citing their Instagram tag and how we found the poem.

7. What learning opportunities did this activity afford (*include a formal statement describing your goals. All references and materials for this project should be included in a bibliography employing APA or MLA format*)

As with Media Project #1, this project afforded great learning opportunities for our group. Neither of us had created a stop motion animation before and so learning all the steps and processes that go into creating the project was a huge learning experience. As we both learn by doing, the actual process of creating the representation of our poem allowed us to engage in the process and create a product that we had never engaged with before. The goal of this project for us was to learn how to use stop motion animation and to figure out how to use this skill in an English classroom. We decided that using stop motion animation to represent a text would be a great way for students to creatively engage with a text as they would have to really delve into the words of the text to represent them. We also thought that this could be a great way for students to create a portfolio of their poetry. Instead of creating a print portfolio, students could represent their own poems through YouTube representations and then link to other representations they have created effectively creating a space were all their work can be explored. Also this could be used as an opportunity to link to other classmates work and created a class portfolio of YouTube representations of text. This project allowed us to learn about stop motion animation, working with links on YouTube, and working to create a unique digital portfolio.