Electrical Stop Motion Animation Project

Within your table groups, you will be creating a Stop Motion Animation to illustrate one of the six electrical safety tips from page 141.

* Brainstorming- 1 page of ideas. What is your topic? Main ideas?
* Make a Story Board
* What is the setting?
* Who is your Protagonist? Who is your Antagonist?
* What is the characters conflict?
* Plot? Exposition, Rising Action, Climax, Falling Action, Resolution
  + Is your story realistic? Could this happen in Saskatchewan

Requirements: (Level 4)

* Must animate at least one electrical Safety Tip
* Follow a storyline that makes sense
* Must be at least 30 seconds in length
* Interesting characters who have internal and external character traits
* A realistic problem must be presented that revolves around society, environment, economy in Saskatchewan.
* Interesting and detailed setting.
* Have a safety slogan on how to handle electricity safely.

Requirement Level 5

* Element of surprise for the ending.
* Creative and thoughtful storyline, sets and safety guidelines.
* Add your own tip that was never mentioned in the textbook.   
  Summarize your own safety tip and provide a statistic.
* Good suggestions about the dangers of electricity and how to minimize them.
* About 1 minute in length.
* Added sound and dialogue into the video.

Marks:

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[**CC5.2**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/CurriculumOutcomeContent?id=31&oc=64980)Demonstrate a variety of ways to communicate understanding and response including illustrated reports, dramatizations, posters, timelines, multimedia presentations, and summary charts.

[**CC5.4**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/CurriculumOutcomeContent?id=31&oc=65001)Use a writing process to experiment with and produce multi-paragraph narrative (including stories that contain dialogue), expository (including reports, explanations, letters, and requests), and persuasive (including letters) compositions that clearly develop topic and provide transitions for the reader.

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**Science -**

[**EL6.1**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/CurriculumOutcomeContent?id=59&oc=69350)Assess personal, societal, economic, and environmental impacts of electricity use in Saskatchewan and propose actions to reduce those impacts. (CP, D)

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ART-

[**CH5.1**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/CurriculumOutcomeContent?id=12&oc=19460)Examine perspectives on contemporary life as expressed by artists in pop culture and mass media (e.g., representations of young people in ads, sitcoms, animations, and music videos).

[**CP5.7**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/CurriculumOutcomeContent?id=12&oc=19428)

Create visual art works that express ideas about, and draw inspiration from, pop culture.

[**CP5.8**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/CurriculumOutcomeContent?id=12&oc=19440)

Create art works using a variety of visual art concepts (e.g., positive space), forms (e.g., graphic design, photography), and media (e.g., mixed media, paint).

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