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STUDY GUIDE

DISCIPLINE:
MEDIA ARTS

ARTIST:
SHAUN ELIE

The following package is provided as a supplemental resource to enhance and support the artist's visit.

It includes curricular connections, assessment strategies, and suggested classroom extensions. All materials are intended for use at the teacher's discretion and may be adapted as necessary to suit the specific needs of the students.

THIS STUDY GUIDE

Discipline / Artist Example:

Curriculum Connections

Assessment Strategies

Suggested Classroom Extensions

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STUDY GUIDE: MEDIA ARTS

OBJECTS COME ALIVE!

Program Overview

Artist Name: Shaun Elie

Artist Bio: Shaun Elie offers video workshops that can adapt to different situations. In his workshops, students will learn techniques and create very short videos. Residency projects allow them to develop more complex projects, exploring particular themes or issues.

Program Description: The workshop focuses on the tools and techniques needed to create a "stop animation". Students will study the fundamentals of animation: design methods, creative techniques, voice-over, video and audio editing procedures, and the importance of transforming creative ideas into artistic works.

Artistic Discipline: Media Arts

Recommended Grade Levels: 1 – 12

Session Logistics: In person or online

Vocab bank/glossary: Click here

OBJECTS COME ALIVE!

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting

    - Develop original narratives using props and settings

    - Create a used storyboard to plan animation

    - Operate cameras, arrange, lighting and animate, framed by frame

- Strand B – Reflecting, Responding and Analyzing

    - Discuss how stop motion, communicates ideas, moods, and stories

    - Evaluate smoothness of motion and clarity of storytelling and peers' work

OBJECTS COME ALIVE!

Extend the Learning (Discussion Prompts)

Here are optional discussion prompts to extend the artist session in the classroom. These are recommended and are not mandatory. Please use what is best for your classroom. You can also find suggested activities in the additional resources package.

GRADES 1-3

Pre
- What kinds of objects do you see every day that could come alive in a story?
- How could we make something move without touching it in the video?
- What does it mean to 'tell a story' without words?

During
- What small changes can we make to our object to show it moving?
- How can we work as a team so everyone has a job?
- What colours or backgrounds will make our object stand out?

Post
- What was your favourite part of making your object move?
- How did you make your story clear for someone watching?
- What would you change if you made another animation?

GRADES 4-6

Pre

- What makes a good character, even if it's just an object?
- Why do you think planning with a storyboard is important?
- What are some ways lighting can help set the mood?

During

- What camera angle will best show your character's action?
- How can you use movement speed to make your scene exciting?
- What challenges are you facing, and how are you solving them?

Post

- What did you notice about pacing and smoothness in your animation?
- Which design choices helped your audience understand the story?
- What would you keep the same or change for your next project?

GRADES
7-8

Pre

- How can you use symbolism in your animation to show a theme or message?
- What are the advantages and limitations of stop-motion compared to digital animation?
- How could sound design influence the audience's reaction?

During

- How might you adjust your storyboard if you need to adapt quickly?
- What lighting techniques could create depth or drama?
- How can camera framing influence the audience's perspective?

Post

- How might different audiences interpret your animation differently?
- Which technical choices most improved your storytelling?
- How can you push your animation further for professional-level quality?

GRADES 9-12

Pre

- What style or genre will guide your stop-motion project?
- How can symbolism be shown using inanimate objects?
- What production roles will be important for your team?

During

- How can frame rate changes influence mood or tone?
- What camera movements could strengthen your storytelling?
- How will you keep continuity between shots?

Post

- How well did your animation express your theme or message?
- Which decision, technical or artistic, had the biggest audience impact?
- What would be your next step if expanding this into a larger production?

MEDIA ARTS OVERVIEW

Media arts offer students a dynamic way to express themselves using digital tools like film, animation, photography, and sound design. They reflect and shape culture, amplify underrepresented voices, and promote equity, diversity, inclusion, and reconciliation. Through, media arts, students develop digital literacy, critical thinking, collaboration, and creative problem-solving. These skills help them become confident, ethical creators and thoughtful consumers of digital content.

The creative and critical analysis processes guide students in developing, refining, and evaluating their work, fostering ownership, innovation, and cultural awareness. These processes align with MASC's core values by promoting accessible, inclusive, and culturally aware learning experiences. Artist-led workshops provide opportunities for students to become confident digital creators and thoughtful media consumers.

Media arts support cross-curricular learning by connecting with subjects like language, history, science, mathematics, and social studies. Artist-led sessions explore themes such as identity, environmental justice, cultural heritage, and digital citizenship, encouraging students to express their learning in relevant and creative ways.

APPENDIX

Vocabulary bank/glossary:

- **Storyboard**: A sequence of drawings or images outlining shots for a video project.
- **Frame Rate**: Number of frames (images) displayed per second in video.
- **Aspect Ratio**: The proportional relationship between width and height of a screen or image.
- **Composition**: Arrangement of visual elements in a frame.
- **Shot Types**: Names for camera views (e.g., close-up, medium shot, wide shot).
- **Pan / Tilt / Zoom**: Camera movements horizontally, vertically, and through focal length.
- **Cut**: Instant change from one shot to another in editing.
- **Transition**: Visual or audio effect used to connect two shots.
- **Masking**: Hiding or revealing parts of an image/video with shapes or layers.
- **Layer**: A stackable visual or audio element in editing software.
- **Timeline**: Workspace in editing software where clips, audio, and effects are arranged.
- **Rendering / Exporting**: Finalizing a video file for playback or sharing.

Student Health and Well-Being

How did today's activity make you feel (body and mind)?

• Choose a color to describe that feeling. Use one word to describe how your energy changed after the activity.

Mini-Activity: Feelings Freeze Frame (Tableau)

• Ask students to create a freeze-frame (tableau) that shows how they're feeling right after the activity.
• Then, they can:
    • Share it with a partner or small group
    • Draw their freeze-frame in a journal
    • Write or talk about what made them feel that way

Additional Resources

• Assessment Guide
• Cultural Protocol/Sensitivity Guide
• Evaluation Document
• Resource Database for Further Learning