Learning Outcomes

Upon completion of this teachers’ guide you will be able to:

- Explain the importance of storyboarding and storytelling in relation to your video project;
- Use various media and technology to convey messages and meaning;
- Work interactively, cooperatively and collaboratively to plan and create a storyboard;
- Use the technique of brainstorming to identify a topic for your group video production;
- Engage in critical reflective thinking as part of the decision-making and problem-solving process;
- Invent and incorporate unique camera angles and point-of-view to create personal meaning in art;
Learning The Basics

Film has proven its power to engage us for over 100 years; radio for over 70 years, television for 50, and computer media, the new kid on the block, is proliferating faster than its predecessors. Media are built things. Understanding that media pieces are constructions enables students to understand what a particular piece is trying to say, who the audience is, and why the piece has been made the way it is. Understanding that movies and television are built, one step at a time, enables students to imagine their own pieces.

Shots and Scenes:
The simplest element in video and film is the shot, an image resulting from a single continuous running of a camera. Turn it on, turn it off, you have a shot. Though a scene can be done in one shot, usually shots are juxtaposed (edited) to make a scene.

Class Activity:
Define a "shot." Watch any film or tape with your class and ask them to identify where the shots begin and end - the edit points. Ask them to raise hands and call out "edit" every time they see an edit point.

What's In, What's Out of the Frame? Television and movies, as with any window, there is a world. As with any window, there is a wider world beyond the edges of the frame. Use toilet paper tubes or frames made of construction paper for viewfinders. Students should look around them and choose an image through their frames. Ask them to draw a simple stick figure picture of what they have chosen. What was their image about? What story can you tell with it? What is most important in their frame? Where is that important thing in the frame? What other things are in the frame? Do what those other things tell about the main subject of the frame?

Everything in a frame becomes related by being in that frame. What other things tell about the main subject of the frame? What do those other things tell about the main subject of the frame? What story can you tell with it? What is most important in their frame? Where is that important thing in the frame? What other things are in the frame? Do what those other things tell about the main subject of the frame? Everything in a frame becomes related by being in that frame.

Click here for Storyboard Sheet and a Completed Storyboard example.

Storyboarding Your Idea – Telling a Story

Great movies start with a great "idea" for a story. Telling stories is an age-old method used to communicate ideas and recreate and preserve culture, memories and traditions. By learning how to tell a story through film, you will be challenged to use shots, scenes, camera angles, point-of-view, actors and scenery to effectively convey your messages and stories. The intent is to tell a meaningful story that expresses a strong message to its intended audience.

Class Activity:
Most live-action productions begin life as a storyboard, which is a script of sorts written with images as well as words, similar to a giant comic strip. Storyboarding includes camera angle, point-of-view, shot and scene planning, which requires you to plan out the scenes of your movie from start to finish before you begin shooting. The frames in a storyboard show relative positions of significant objects or actors and the camera’s position - close-ups, wide shots, high angle, low angle, and point-of-view shots. How does changing these things change the message of the frame? Ensure that your group devises a distinct beginning, middle and end to your story. Remember, the better you plan, the better your animated video will be!

To learn about storyboarding watch the following video:

Storyboarding Your Idea
(4 min 30 s)

n McLaren’s Mated Films

Discours de bienvenue de Norman McLaren by Norman McLaren (1961, 6 min 52 s)
Synopsis: This humorous piece features Norman McLaren trying to give a speech while his mic keeps moving, leading to various attempts to keep it in place—nailing it to the floor, tying it down, etc. (Recommended for grades 10–12; Arts Education/Visual Arts/Multimedia and Film and Video Education.)

Keep Your Mouth Shut by Norman McLaren (1944, 2 min 20 s)
Synopsis: In this grim wartime propaganda film, a talking human skull cautions Canadians to “keep their mouths shut” in an effort to end gossiping during World War II. (Recommended for grades 11–12; Civic Responsibility and History WWII.)

Examples of Direct-on-Film Animation

Direct-on-film animation (also referred to as drawing on film or direct animation) is made by painting, etching or otherwise altering raw film stock.

Boogie-Doodle by Norman McLaren (1941, 3 min 28 s)
Synopsis: An abstract work in which various shapes and forms morph and chase each other. (Recommended for grades 3–11; Arts Education/Visual Arts, Media Arts, Film and Video Production.)

Hen Hop by Norman McLaren (1942, 3 min 40 s)
Synopsis: A shape-shifting hen dances to a variety of tunes. (Recommended for all grades.)
You will create your movies in collaborative teams. Your teacher will assign you to a Production Team of four to six people for the conceiving, planning, casting, pre-production, shooting and post-production stages.

All teams are expected to work in a respectful and collaborative fashion. Each team member should participate equally and share tasks. As each team member will bring their own unique expertise and talents to the group, everyone’s ideas and contributions to the project are to be considered valuable.

If you work together effectively, are committed to the project and use your group’s diversity of skills, your team’s final product will likely be much better than if you had completed the project on your own!

The Video Production Rubric (see Annex 01) provides guidelines for your team and identifies how each section of the production process will be graded. The high percentage allocation for the teamwork component of this rubric reflects the view that strong teamwork skills are deemed essential to working successfully in the competitive real world of video and film production.

Group Learning Activity: Brainstorming a Topic
Your first task as a team is to effectively brainstorm ideas to help in the selection of a good topic for your animated video. Please identify relevant themes from the following list of subjects.

- English
- Science
- Health
- Technology
- Math
- Social Studies
- Arts (Art, Music, Theatre)
- Media Literacy
  (for advanced curriculums—grades 7 and up)

Some popular and relevant themes identified for your age group include:

- Bullying
- Substance Abuse
- Racism, Diversity & Body Image
- The Environment
- Active Healthy Lifestyles

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**Definition Animation**

Before you begin, it is important to have an understanding of animation. The term is generally defined as:

a. The art or process of preparing animated cartoons.
b. An animated cartoon.

We can define animation and stop-motion animation as follows:

**Animation:** Frame-by-frame creation or capture of drawings, CGI models, puppets or objects, recording incremental changes in the subject. Played back at normal speed, the recorded manipulations create the illusion of movement and “give life to” what was previously static art.

**Stop-motion animation:** Creating the illusion of movement in a puppet by incremental “move and stop” frame-by-frame shooting. The recorded changes to the puppet’s poses “give life” to what was previously static art. This technique often uses clay or plasticine characters or puppets. Rotation is a variation of stop-motion animation and is achieved by photographing the movement of humans one frame at a time.

**Class Discussion: Define Animation**

You are encouraged to investigate and discuss various definitions of animation and stop-motion animation before you proceed. Then explore the following animation facts.

**Animation Facts**

**DID YOU KNOW?**

Early animators used devices such as phénakistoscopes, zoetropes and thaumatropes to create the illusion of movement.

The first theatre of animation opened in Paris in 1892 and was called the Théâtre Optique.

Disney created the first animated film with sound in 1928. It featured Mickey Mouse and was entitled “Steamboat Willie” (7 min 23 s).

The first animated film to win an Oscar in the short documentary category was Norman McLaren’s NFB film “Neighbours” in 1952 (8 min 6 s).

**Norman McLaren Pioneering**

Who was Norman McLaren? How is he associated with animation pioneering? Click on the following link to access Norman McLaren’s bio.

**Class Discussion: Norman McLaren**

Discuss who Norman McLaren was.

You may choose a topic from the above themes, or think up one of your own. The Thought Bubble below may help you brainstorm. Once your team identifies a theme, you may want to research it on the Internet to help you come up with a specific idea for film production. The idea that you select should be interesting and meaningful to all team members.

Note: Please take your time when devising your topic and story, as this initial decision will affect all other steps of the production process!
STORYBOARDING AND STORYTELLING

Begone Dull Care by Evelyn Lambart and Norman McLaren (1949, 7 min 52 s)
  youtu.be/cVDOCFVY794
  Synopsis: A vibrant example of painting on film, in fluid lines and colour, set to jazz music. (Recommended for grades 1-10; Arts, Music, Film Animation.)

Blinkity Blank by Norman McLaren (1955, 5 min 15 s)
  youtu.be/ffyq4i0Sdp
  Synopsis: Experimenting with the phenomenon of persistence of vision, McLaren engraves pictures on blank film, creating vivid, percussive effects. (Recommended for all grades.)

Synchromie by Norman McLaren (1971, 7 min 33 s)
  youtu.be/jM2zadMB7CM
  Synopsis: Made with an optical printer, this film displays McLaren’s technique of rendering sound directly onto film (flashing white boxes on blue/red vertical lines). (Recommended for all grades.)

Class Discussion
Discuss the examples of Norman McLaren’s most well-known works. Which ones won awards? What type(s) of animation is he best known for? What do you think his intentions were when he created these films? What is your persistence of vision, McLaren engraves pictures on blank film, creating vivid, percussive effects. (Recommended for all grades.)

Exploring Different Types of Stop-Motion Animation
Clay animation is one type of stop-motion animation. Other types of animation are listed below.

The NFB film Animate Everything! is a great introduction to the concept of animation. It can be presented to students to demonstrate how they can also convey a message and share a story through a variety of animation techniques.

Objects Come Alive! by Kevin Perry (2016, 49 s):
  youtu.be/WU73BSzx2A
  Synopsis: Pillows fight, belts slither, scissors dance! Kids can easily create this kind of magic themselves, and all they require are a few simple tools.

- Object Animation: Using everyday objects such as a stapler, mug, pencil, etc.
- Pixilation: A variation of conventional stop-motion animation achieved by variation of conventional stop-motion animation and is achieved by photographing the movement of humans one frame at a time.
- Sand Animation: A process that involves moving sand around on a flat surface (2D).
- Painting on Glass: Applying paint mixed with glycerin (to prevent it from drying) on a glass surface (2D).
- Paper Cut-Out Animation: Animation employing paper puppets with hinged limbs, using pieces of construction paper on a flat surface (2D).
- Pinscreen: Animation created from white and grey tones produced from differing pin depths and light on a screen.
- Computer-generated animation: Digitally created animation.

Creating a Collaborative Storyboard
Once your team has come up with a potential topic for your video project, you will need to have your idea approved by your teacher. Once given the go-ahead, your group will need to begin storyboarding.

Learning Activity: Cartoon Animation
Watch the following video to see how movie-makers use storyboarding in their planning to ensure that their final product is the best it can be for its audience.

Storyboarding (2007, 2 min 53 s):
  youtu.be/3m4HhUkCJc
  Synopsis: Various examples of how movie-makers and directors use storyboarding. (Recommended for grades 7 and up.)

Storyboard Websites
To see examples of the intricacy of storyboards made by professional artists, please visit the following websites:

  Stephen McCallum’s Animation/Media Production:
  stephenmccallum.blogspot.com/2009/07/storyboards.html
  (Storyboard for From Flores, 1991)

  Michael Sporn Animation, Inc.:
  michaelspornanimation.com/splog/?p=1536
  michaelspornanimation.com/splog/?p=1516
  (Storyboard from the Disney classics Sleeping Beauty and Cinderella)

Monsters University: Animated Storyboard
(2016, 1 min 50 s):
  youtu.be/VIAXQHJf3j8
  Synopsis: A vibrant example of painting on film, in fluid lines and colour, set to jazz music. (Recommended for all grades.)

Questions you might want to consider include:
- What is your setting?
- How many characters do you need in the shot?
- Do you need any important props in the shot?
- What is the shot’s angle (i.e., how/where is the camera positioned)?
- What type of shot (close-up, wide shot, establishing shot, etc.) do you need?
- Do you need any special lighting? The lighting depends on what type of mood you’re trying to convey (for example, you may need candlelight, moonlight, a dark alley or a bright sunny day).
- Will you use any special effects?
Annex 1

Storyboarding and Storytelling Rubric

Remember, all great stories start with a great idea. Great stories make great movies.

<table>
<thead>
<tr>
<th>Idea for Story</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Needs Improvement</th>
<th>Mark %</th>
</tr>
</thead>
<tbody>
<tr>
<td>The idea for the story was excellent. Message extremely clear.</td>
<td></td>
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<td>25%</td>
</tr>
<tr>
<td>The idea for the story was very good. Message very clear.</td>
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<td></td>
</tr>
<tr>
<td>The idea for the story was good. Message fairly clear.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The idea for the story needs work. Message is unclear.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Storyboard</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Needs Improvement</th>
<th>Mark %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely well planned—excellent flow. Creative and compelling script. Drawings extremely effective in conveying the actions with set design and shot compositions included.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>Well planned—very good flow. Good script. Drawings effective in conveying actions with shot compositions included.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fairly well planned—good flow, needed help with script writing. There is a storyboard conveying actions.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>More planning required—flow needs work. Needed help to write script. Actions and shots not clearly conveyed on storyboard.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Characters</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Needs Improvement</th>
<th>Mark %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters are extremely interesting—excellent effort. Characters are extremely suitable to storyline.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Characters are very interesting—very good effort. Characters are very suitable to storyline.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Characters are interesting—good effort. Characters are suitable to storyline.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Characters are vague—more effort required. Characters' suitability to storyline is unclear.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Set/Props</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Needs Improvement</th>
<th>Mark %</th>
</tr>
</thead>
<tbody>
<tr>
<td>The set/props do an excellent job of enhancing the production's aesthetics and mood.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>The set/props do a very good job of enhancing the production's aesthetics and mood.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The set/props do a fair job of enhancing the production's aesthetics and mood.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The set/props need effort to help enhance the production's aesthetics and mood.</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Design</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Needs Improvement</th>
<th>Mark %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students display excellent knowledge of design elements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Students display very good knowledge of design elements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students display fairly good knowledge of design elements.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students' knowledge of design elements lacking.</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Needs Improvement</th>
<th>Mark %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear topic focus; shows research &amp; application of critical thinking skills; shows notable insight of the topic. Excellent evidence of student learning and efforts are reflected in project.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>Clear topic focus &amp; one or more of the following elements: shows research &amp; critical thinking skills; shows notable insight or understanding of topic. Good evidence of student learning and efforts are reflected in project.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear topic focus &amp; one or more of the following elements: shows research &amp; critical thinking skills; shows notable insight or understanding of topic. Good evidence of student learning and efforts are reflected in project.</td>
<td></td>
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</tr>
<tr>
<td>Focus varies from topic at times. Organizational structure not carried through consistently. Minor factual errors or inconsistencies. Poor student learning &amp; efforts are reflected in project.</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teamwork</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Needs Improvement</th>
<th>Mark %</th>
</tr>
</thead>
<tbody>
<tr>
<td>The team worked extremely well together—shared tasks and activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>The team worked well together—shared most tasks and activities.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The team worked well together—shared most tasks and activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The team had difficulties working together and sharing tasks and activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

| TOTAL | | | | | 100 |

Goethe’s poem, The ErlKing uses sand-on-glass animation set to the music of Schubert. The moving images, resembling woodcuts, capture the haunting, nightmarish quality of the tale of the ErlKing who steals and kills a little boy. (Recommended for grades 9–12.)

by Co Hoedeman (1977, 13 min 17 s)
youtu.be/hzvqmoPu2H4?t=9s

Oscar-winning short about a sandman out of sand. (Recommended for grades K–6; Arts Education/Visual Arts.)

by Co Hoedeman

An acrobats dissolves the boundaries between theatre and animated film to create a magical experience. (Recommended for all grades.)

by Malcolm Southerland

Synopsis: There are no winners or losers in this “game,” an engaging dance of shapes and sounds; the fun is in the creative way that forms unfold. (Recommended for grades 7–9.)
### Class Discussion

Discuss the different types of animation and consider the length of time it took to produce them. Are you surprised by the variety of animation types? What types of animation do you prefer or find most unique?


### Individual Learning Activity

Select a topic that interests you and is relevant to your class work. You may select from the following course themes if you like, or choose your own topic.

- Bullying
- The Environment
- Substance Abuse
- Active Healthy Lifestyles, Body Image
- Racism and Diversity

Look for an animated film on YouTube.com that relates to the topic you have selected. If you need help, please access the links provided below. You will likely have little trouble finding a film that addresses your chosen topic.
**INTRODUCTION TO ANIMATION**

**Paper Cut-Out Animation**

*Sniffing Bear* by Co Hoedeman (1992, 7 min 47 s)  
| [video](youtu.be/bw1AXNdXOAU?t=24s)  

**Synopsis:** This animated film uses the Arctic landscape and the traditional Inuit characters of the Bear, the Seal and the Owl to raise young people's awareness about the harmful effects of substance abuse. (Recommended for grades K-6; Health/Personal Development/Substance Use and Abuse/Addiction.)

*The Town Mouse and the Country Mouse* by Evelyn Lambart (1980, 5 min 29 s)  
| [video](youtu.be/ahUyhTdiZAA?t=15s)  

**Synopsis:** This beautifully animated film depicts two different lifestyles and suggests it is preferable to live a simple life than one of danger. (Recommended for all grades.)

**Pinscreen**

*Mindscape* by Jacques Drouin (1970, 7 min 31 s)  
| [video](youtu.be/-iZ95O28ccI?t=4s)  

**Synopsis:** An artist steps inside his painting and wanders about in a landscape filled with symbols that trigger unexpected associations. (No grade recommendation provided; suggest grades 7–12.)

**Digital Animation**

*Hunger* by Peter Foldès (1973, 11 min 22 s)  
| [video](youtu.be/eqMKy7H40Xz?t=9s)  

**Synopsis:** Depicting one man's descent into greed and gluttony, *Hunger* is one of the first films to use computer animation; this satire serves as a cautionary tale against self-indulgence in a world still plagued by hunger and poverty. (Recommendation for grades 10–12; Arts Education/Visual Arts.)

*Ryan* by Chris Landreth (2004, 13 min 57 s)  
| [video](youtu.be/nbkBjZKBLHQ?t=8s)  

**Synopsis:** An animated film about the life of Ryan Larkin, a Canadian animator who produced some of the most influential animated films of his time. Interviews with Ryan's friends shed light on his downward spiral and struggle with addiction. (Recommended for grades 11–12; Health/Personal Development, Mental Health/Stress, Substance Use and Abuse/Addiction.)

*Moon Man* by Paul Morstad (2004, 3 min 33 s)  
| [video](youtu.be/uon8ebgIU8g?t=9s)  

**Synopsis:** Inspired by the song "Moon Man Newfie," composed and sung by Canadian music legend Stompin' Tom Connors, this film tells the story of folk hero Codfish Dan, who made Newfoundland history after a lucky fishing trip on the Milky Way. (Recommended for all grades.)

*La Salla* by Richard Condie (1996, 8 min 11 s)  
| [video](youtu.be/3UaNB-ruHpQ?t=13s)  

**Synopsis:** In a room full of wind-up toys, the film's hero sets a chain of events into motion that ends up disturbing both his own, and the viewer's, sense of reality. (Recommendation for grades 11–12; Health/Personal Development/Problem Solving/Conflict Resolution.)

**Green Screen Production Workshop**

**Stop-Motion Animation Workshop**

*Ryan* by Chris Landreth (2004, 13 min 57 s)  
| [video](youtu.be/nbkBjZKBLHQ?t=8s)  

**Synopsis:** An animated film about the life of Ryan Larkin, a Canadian animator who produced some of the most influential animated films of his time. Interviews with Ryan's friends shed light on his downward spiral and struggle with addiction. (Recommended for grades 11–12; Art Education and Visual Arts, Health/Personal Development, Mental Health/Stress, Substance Use and Abuse/Addiction.)
# STORYBOARD RUBRIC

**ALL STORYBOARDS START WITH A GOOD IDEA FOR A STORY.**

<table>
<thead>
<tr>
<th></th>
<th>EXCELLENT</th>
<th>VERY GOOD</th>
<th>GOOD</th>
<th>NEEDS WORK</th>
<th>MARK %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCENE SELECTION</strong></td>
<td>All main events of the story are identified through choice of scene selection.</td>
<td>Most main events of the story are identified through choice of scene selection.</td>
<td>Some main events of the story are identified through choice of scene selection.</td>
<td>The main focus of the story is on “non essential events”; some scenes are incomplete.</td>
<td>/4</td>
</tr>
<tr>
<td><strong>CAPTIONS</strong></td>
<td>Captions clearly identify each scene and shot and help to connect the storyline.</td>
<td>Most captions clearly identify each scene and shot and help to connect the storyline.</td>
<td>Some captions clearly identify each scene and shot and help to connect the storyline.</td>
<td>Captions don’t clearly identify each scene and shot or help connect the storyline.</td>
<td>/4</td>
</tr>
<tr>
<td><strong>CHARACTERS</strong></td>
<td>All main characters are identified; their actions and emotions match the storyline extremely well.</td>
<td>All main characters are identified; their actions and emotions match the storyline very well.</td>
<td>All main characters are identified, but their actions and emotions don’t always match the storyline.</td>
<td>The main characters are not well identified; their actions and emotions are unclear in relation to the storyline.</td>
<td>/4</td>
</tr>
<tr>
<td><strong>SET AND PROPS</strong></td>
<td>The set/props relate extremely well to the purpose, mood and coherence of the story.</td>
<td>The set/props relate very well to the purpose, mood and coherence of the story.</td>
<td>Some of the set/props relate fairly well to the purpose, mood and coherence of the story.</td>
<td>There is difficulty relating the set/props to the purpose, mood and coherence of the story.</td>
<td>/4</td>
</tr>
<tr>
<td><strong>THINKING SKILLS</strong></td>
<td>All ideas are generated and organized in a logical sequence. The plot is quite original and creative. The message is very clear.</td>
<td>Most ideas are generated and organized in a logical sequence. The plot is very original and creative. The message is clear.</td>
<td>Some ideas aren’t generated and organized in a logical sequence. The plot is fairly original and creative. The message is somewhat clear.</td>
<td>Most ideas are not generated and organized in a logical sequence. The originality and creativity of the plot is lacking. The message is unclear.</td>
<td>/4</td>
</tr>
</tbody>
</table>

**TOTAL /20**