

Seamer and Irton CP School – Computing (H.Griffiths)

Topic – Animation

**Year 3
Autumn 2**

Strand – Digital Media

Prior Learning

In the previous units
Year 1 – Autumn 2 - Digital Painting
Year 1 - Spring 1 - Digital Writing -
Year 2 – Autumn 2 - Digital Photography
Year 2 – Spring 1 - Making Music
 learners were introduced to different elements of Creating Digital Media and will now have an understanding that this includes text, images, sounds, and video. They will also have had experience of using different devices to create media.

Key Knowledge I need to understand

I need to understand that:

Animation is a technique used to make objects and drawings/images appear as if they are moving.

Stop-frame animation is a technique in which many photographs are taken of objects, with small movements in between.

When the images are quickly shown together, the objects appear to move! (They are animated).

There are many stop-frame animation apps and programs, for example iMotion, Stop Motion Studio and Clayframes.

Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.

How I will show what I have learned

To explain that animation is a sequence of drawings or photographs	<ul style="list-style-type: none"> - I can draw a sequence of pictures - I can create an effective flip book-style animation - I can explain how an animation/flip book works
To relate animated movement with a sequence of images	<ul style="list-style-type: none"> - I can predict what an animation will look like - I can explain why little changes are needed for each frame - I can create an effective stop frame animation
To plan an animation	<ul style="list-style-type: none"> - I can break down a story into settings, characters and events - I can describe an animation that is achievable on screen - I can create a storyboard
To identify the need to work consistently and carefully	<ul style="list-style-type: none"> - I can use onion skinning to help me make small changes between frames - I can review a sequence of frames to check my work - I can evaluate the quality of my animation
To review and improve an animation	<ul style="list-style-type: none"> - I can explain ways to make my animation better - I can evaluate another learner's animation - I can improve my animation based on feedback
To evaluate the impact of adding other media to an animation	<ul style="list-style-type: none"> - I can add other media to my animation - I can explain why I added other media to my animation - I can evaluate my final film

What vocabulary I need to know

Animation, flip book, stop-frame animation, frame, sequence, image, photograph, setting, character, events, stop-frame animation, onion skinning, consistency, evaluation, delete, media, import, transition

What's next

In **Year 5 – Video Editing – Autumn 2**, Learners will learn how to create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Learners are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, learners reflect on and assess their progress in creating a video. Throughout all Digital Media Units, learners are introduced to different elements of Creating Digital Media and are developing an understanding that this includes text, images, sounds, and video and that these elements can be interlinked.

Assessment

National Curriculum Computing links

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Cross Curricular links

Literacy links

- Pupils should be taught to draft and write in narratives, creating settings, characters and plot
- Pupils should be taught to proof-read for spelling and punctuation errors

Assessment

Formative assessment opportunities are provided throughout each of the lesson plan documents.

Summative assessment – the assessment rubric document should be used to assess student’s work in lessons 3 and 6. The rubric should be completed digitally and stored in individual pupil folders and then used alongside teacher judgement to complete ScholarPack.

<https://teachcomputing.org/curriculum/key-stage-2/creating-media-animation>

Online Safety

Education for a Connected World links

Managing online information

- I can use key phrases in search engines.
- I can use search technologies effectively.

Copyright and ownership

- I can explain why copying someone else’s work from the internet without permission can cause problems.
- I can give examples of what those problems might be.
- When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.
- I can give some simple examples.
- I can give examples of content that is permitted to be reused.
- I can demonstrate the use of search tools to find and access online content which can be reused by others.

Teacher Subject Knowledge

This unit uses screenshots from iMotion which is an iPad app, but you could also use 2animate on PurpleMash. Please see the ‘Using Purple Mash to Teach the NCE Units of Work’ document available on PurpleMash to support if required.

Teachers will need to understand that animations are a series of still images stitched together to create a motion video. Animations can be created using on-screen or off-screen (flipbooks) images. Teachers need to understand how to create a simple flipbook and how to use software to create an on-screen animation (support is provided in the lessons).

Teachers will need to have an understanding of using their chosen software. Within the software, teachers will need to be aware of how to take images, ‘onion skinning’ (showing a part transparent photo to demonstrate the previous frame to make small movements more consistent), deleting frames and saving.