

# Amazing Animation

## Desirable Features: Animation

### Task Description

This is a generic ICT task on Animation at Levels 3 and 4. Teachers can set this task in a curricular context of their choice. This task is set out in two parts.

Pupils working at Level 3 should complete Part 1 of the task, and pupils working at Level 4 should complete Part 2.

In this task, pupils are required to work in a small group to produce a short animation about any topic chosen by the teacher or pupil.

This task also provides teachers with the opportunity to develop pupils' literacy (Communication) skills.

### Requirements for UICT

This task focuses on the following aspects of UICT across the curriculum which have been highlighted in **bold**.

<p><b>Explore</b></p> <ul style="list-style-type: none"> <li>access, select, interpret and research information from safe and reliable sources;</li> <li>investigate, make predictions and solve problems through interaction with digital tools.</li> </ul>
<p><b>Express</b></p> <ul style="list-style-type: none"> <li><b>create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.</b></li> </ul>
<p><b>Exchange</b></p> <ul style="list-style-type: none"> <li>communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.</li> </ul>
<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li><b>talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.</b></li> </ul>
<p><b>Exhibit</b></p> <ul style="list-style-type: none"> <li><b>manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.</b></li> </ul>

### Areas of Learning

Depending on the context chosen by the teacher, this task has the potential to support one or more of the following Areas of Learning:

<b>The Arts</b>	✓
<b>Language and Literacy</b>	✓
<b>Mathematics and Numeracy</b>	✓
<b>Personal Development and Mutual Understanding</b>	✓
Physical Education	
<b>The World Around Us</b>	✓

Please Note: For assessment purposes, only the 'E's that are covered at the level(s) stated on the task have been bolded.

Depending on how the task is approached, it may touch on elements of the unbolded 'E's, although not necessarily at the level(s) stated.

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## Thinking Skills and Personal Capabilities

This assessment task also provides pupils with the opportunity to demonstrate one or more of the following aspects of Thinking Skills and Personal Capabilities:

Managing Information

Thinking, Problem-Solving and Decision-Making

Being Creative

Working with Others

Self-Management.

## Prior Knowledge/Experience

Depending on the level at which they are working, pupils should have some experience in some of the following:

- using a digital and/or video camera;
- importing sound/moving image; and
- using software such as Windows Movie Maker or Digital Blue.

## Resources

Windows Movie Maker, Digital Blue or any other appropriate software.

Internet – may be used for music /sound effects (licensed for use in school or copyright free).

Digital video / still camera.

## Managing the Task

Pupils should be given opportunities to:

### Plan

After group discussion, pupils should produce a plan or storyboard to outline the story or report they are to animate.

### Do

Pupils should become familiar with the digital/ video camera. They should 'set the scene' and produce a series of still pictures. These pictures should then be edited appropriately in software such as Windows Movie Maker, adding sound effects, transitions and credits.

### Review

Pupils talk about their own and others' work, reflecting on how it was created and the results achieved. They identify any problems they faced. Pupils identify any improvements that might be made and change their work if necessary. Pupils talk about how they planned and approached their work, discussing what they have learned through the process and how they might change the process next time.

## Assessing Pupils' Responses to the Task

The first column of the Assessment Criteria Grid sets, in bold, the Requirements for UICT that are covered in this task. Alongside this are the Levels of Progression (those related to the task are in bold) and the UICT Desirable Features for Animation at Levels 3 and 4. These Desirable Features have been produced as guidance for teachers to consider when observing a pupil and assigning a level to a piece of work. When coming to a holistic judgement of the pupil's level of

UICT competence, teachers should ensure that these Desirable Features are used in conjunction with the UICT Levels of Progression.

**This task may provide opportunities for pupils to work collaboratively online (Exchange) and showcase work online (Exhibit). Teachers should include these, where possible, as set out in the Desirable Features.**

Assessment Criteria Grid		
UICT Requirements	Level 3	Level 4
<b>Explore</b> <ul style="list-style-type: none"> <li>access, select, interpret and research information from safe and reliable sources;</li> <li>investigate, make predictions and solve problems through interaction with digital tools.</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>research, select, edit and use information from given digital sources (explore);</li> <li>carry out and edit a series of instructions, make predictions and solve problems using a digital device or environment (explore);</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>research, select, edit and use assets from a range of digital sources (explore);</li> <li>investigate and solve problems in a digital environment (explore);</li> </ul>
<b>Express</b> <ul style="list-style-type: none"> <li>create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.</li> </ul>	<ul style="list-style-type: none"> <li>communicate and develop ideas by creating and editing text onscreen – combining this with an appropriate selection of images and/or sounds (express);</li> </ul>	<ul style="list-style-type: none"> <li>process found or self-produced assets, including text, data, sound, still or moving images, and combine these to create, present and communicate their work, showing an awareness of audience and purpose (express);</li> </ul>
<b>Exchange</b> <ul style="list-style-type: none"> <li>communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.</li> </ul>	<ul style="list-style-type: none"> <li>understand that digital methods can be used to communicate and make a contribution to a supervised online activity (exchange);</li> </ul>	<ul style="list-style-type: none"> <li>use contemporary digital methods to communicate, exchange and participate in a range of supervised online activities (exchange);</li> </ul>
<b>Evaluate</b> <ul style="list-style-type: none"> <li>talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.</li> </ul>	<ul style="list-style-type: none"> <li>make modifications to improve their work (evaluate); and</li> </ul>	<ul style="list-style-type: none"> <li>use appropriate ICT tools and features to improve work (evaluate); and</li> </ul>
<b>Exhibit</b> <ul style="list-style-type: none"> <li>manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.</li> </ul>	<ul style="list-style-type: none"> <li>save using file names and select work to showcase learning digitally (exhibit).</li> </ul>	<ul style="list-style-type: none"> <li>select, organise, store and retrieve their work to showcase learning digitally in a personalised area (exhibit).</li> </ul>

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 3 (Animation)	Desirable Features - Level 4 (Animation)
<p><b>Explore</b></p> <ul style="list-style-type: none"> <li>access, select, interpret and research information from safe and reliable sources;</li> <li>investigate, make predictions and solve problems through interaction with digital tools.</li> </ul>	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> <li>while working onscreen, review a simple storyboard, and rearrange sequence or add additional sections in order to structure a story suitable for animating (explore);</li> <li>agree roles and animate a sequence of images using a digital stills/digital video camera, trying out different possibilities (express);</li> <li>use appropriate equipment to digitally record sound to add to an animation , for example, voiceover (express);</li> <li>add and delete images, rearrange and make modifications to improve their work (evaluate); and</li> <li>save work using meaningful file names at regular stages as the work develops (exhibit).</li> </ul>	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> <li>take digital stills and rearrange the resulting images to make a storyboard (explore);</li> <li>source sound effects and/or music from a range of appropriate sources (explore) and add a sound file to an animation (express);</li> <li>demonstrate an awareness of audience and purpose when animating video/ moving images (express);</li> <li>upload footage to enable others to view video files on-screen (exchange);</li> <li>trim the length of animated clips when editing (evaluate);</li> <li>organise saved work (exhibit); and</li> <li>showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit).</li> </ul>
<p><b>Express</b></p> <ul style="list-style-type: none"> <li><b>create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.</b></li> </ul>		
<p><b>Exchange</b></p> <ul style="list-style-type: none"> <li>communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.</li> </ul>		
<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li><b>talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.</b></li> </ul>		
<p><b>Exhibit</b></p> <ul style="list-style-type: none"> <li><b>manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.</b></li> </ul>		

Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety including acceptable online behaviour.

# Amazing Animation

## Part 1

Make a storyboard showing the planned layout of your animation.

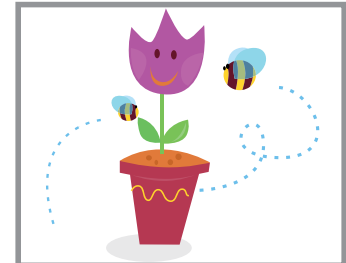
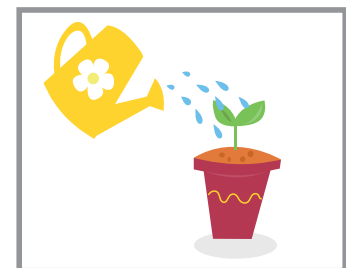
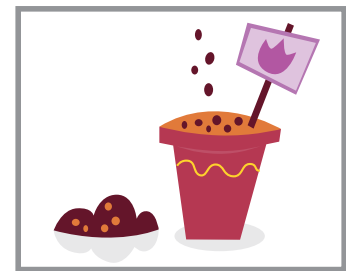
Compose and record a variety of still frames using a camera.

Use a suitable software package to produce a short film.

Try to add sound to your animation. Layer the transitions, effects, titles and credits. Think about timing.

Think about how you could improve your film and make necessary changes.

Save your work where your teacher has told you to giving it a suitable filename.



# Amazing Animation

## Part 2

Plan an animation with a specific audience in mind.

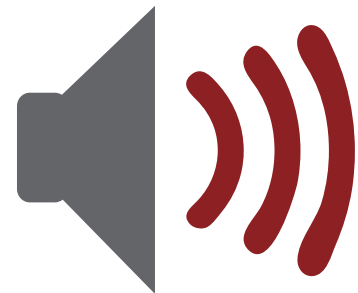
Take some still pictures of the shots you intend to animate.

Make a storyboard to plan a layout of your animation. Consider the sounds that you might use in the animation. Review your storyboard and script and make any changes you think are necessary.

Compose and record the shots that will make your animation. Record sounds if necessary.

Use a suitable software package to produce a short film.

Decide which of your shots you will include. You may include additional sounds from a CD-ROM or the internet in your work. (Check with your teacher that you are allowed to use these sounds).



## Amazing Animation

Layer the transitions, sounds, effects, titles and credits. Try to use appropriate timing when editing your films.

Give your piece a title and add credits. Evaluate your film and make necessary changes.

Save your work where your teacher has told you to giving it a suitable filename.

