

# An Animated Alphabet

Desirable Features: Animation

## Task Description

This is a task on Animation at Levels 1 and 2. In this task pupils are required to create an animated alphabet. Using the A-Z of Creativity CD ROM\* as a starting point, pupils will explore different art forms and ways of representing the letters of the alphabet using animation. Working in small groups, they will plan and shoot their animation and sequence it to create a final short animated film.

When assessing pupils' work, teachers should use the Animated Alphabet Assessment Grid to help them make a judgement of the level.

This task also provides teachers with the opportunity to develop pupils' skills in Communication.

*\*Please contact the Nerve Centre 02871 260562 or Studio On 02890 449821 for a copy.*

## Requirements for UICT

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

### Explore

- **access, select, interpret and research information from safe and reliable sources;**
- investigate, make predictions and solve problems through interaction with digital tools.

### Express

- **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.**

### Exchange

- communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.

### Evaluate

- **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.**

### Exhibit

- **manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.**

## Areas of Learning

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>	✓
Mathematics and Numeracy	
<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:

- understanding that animation is using still photos that have been arranged in sequence, to create the impression of motion;
- manipulating malleable material;
- importing images into software;
- storyboarding;
- using animation and film related vocabulary such as stop-motion, storyboarding, shot size, setting, story & audience; and
- recognising how music and sound can be combined to create a mood and/or tell a story.

## Resources

Ulster Wean's A-Z of Creativity CD-Rom

Examples of animations.

Storyboard sheets (see Pupil Notes).

Objects & art materials for creating backdrops and models. Tip – A magnetic blackboard and magnetic letters could be used.

Digital camera.

Tripod (if available).

Appropriate software such as Windows Movie Maker

Interactive Whiteboard or alternative.

## Managing the Task

Pupils should be given opportunities to:

### Plan

After exploring at the A-Z of Creativity CD-Rom and watching a range of animation examples, pupils should work in groups to plan and storyboard their work. They should be encouraged to use some film & animation related vocabulary when discussing their plan and the effects that they want to create. Each group should have responsibility for a couple of letters of the alphabet.

### Do

Pupils should work in groups to choose their models and/or create their sets and models. They should undertake roles such as Camera person, Director and Animator to manage the process of taking photos of the objects/models moving around the sets. Once all the photos have been taken, they should be uploaded to a computer. The photos should then be imported into appropriate software such as Movie Maker to be edited and exported as a completed animation.

### Review

The pupils should showcase their animations to the rest of the class. Pupils talk about how they planned and approached their work, discussing what they have learned through the process and what they might do differently 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 1 and 2. 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 judgment 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 1	Level 2
<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>find and select information from a given digital source;</li> <li>explore and interact with a digital device or environment;</li> <li><b>Express ideas by creating pictures and composing text or adding own voiceover;</b> and</li> <li><b>Print their work.</b></li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>find, select and use information from a given digital source (explore);</li> <li>carry out a series of instructions using a digital device or environment (explore);</li> <li><b>create and edit text onscreen, combining images and/or sound (express);</b></li> <li><b>talk about how to improve their work (evaluate);</b> and</li> <li><b>save their work (exhibit).</b></li> </ul>
<b>Express</b> <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>		
<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>		
<b>Evaluate</b> <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>		
<b>Exhibit</b> <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>		

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 1 (Animation)	Desirable Features - Level 2 (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>use a digital camera to take photographs of objects/characters to be animated and, with teacher assistance, display these on screen (express).</li> </ul>	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> <li>understand that a stop-motion animation is made up of stills that are arranged in sequence to create the impression of motion, for example, by looking at existing examples onscreen (explore);</li> <li>apply the principle of sequencing still frames when planning own ideas, for example, by taking, copying and pasting, and arranging photographs of objects in sequence to create a simple storyboard (express);</li> <li>work in a group to photograph objects/ models moving in sequence using a digital stills/digital video camera (express);</li> <li>talk about how to improve their work (evaluate); and</li> <li>view sequence on-screen (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.

## An Animated Alphabet

Work with your group to plan your animation:

- What letters has your group been given?
- What could you use to represent the letters?
- Can you get these objects in school or could you get them from home?
- Do you need to make any models?
- Do you need to make a backdrop?
- What order will you shoot your photographs in? What way will you move your objects or models to make it look interesting? (You can use your storyboard sheets to plan this).

Decide who will get each object and who will make what.

Once all the objects have been chosen and the backdrops and models have been made, work in your group to shoot your animation.

Take it in turns to be a camera person, a director and an animator.



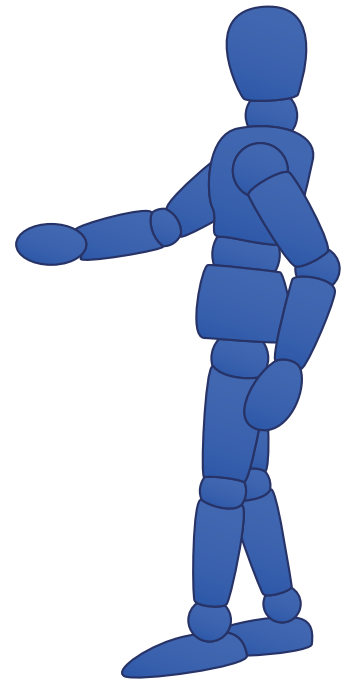
## An Animated Alphabet

Remember - move your models not the camera and move them little by little.

Import your photos onto a computer, bring them into Movie Maker and add them onto the timeline.

Preview your animation sequence and delete any photos that are not needed. Your teacher will help you to export your animation as a movie.

Show your work to the rest of the class and tell them about how you created your animation and what you think about it.



CLASS  
PRESENTATION