

# Animating The Seasons

Desirable Features: Animation  
Working with Sound

## Task Description

Pupils will explore "The Seasons" in the Spaces section of the Ulster Wean's A-Z of Spaces and Places CD ROM\*. This task has two parts. If part one is completed pupils will cover the desirable feature Animation. If part two is completed they will also cover Working with Sound.

### Part One

Pupils will plan a story using the theme of the seasons as a starting point. They will then create sets/backdrops and models/characters and use digital stills cameras or a webcam to take photographs to create an animation that will be edited using Windows Movie Maker or other appropriate software. Pupils will finally export their animation as a final movie.

### Part Two

Pupils will then plan a soundscape. A soundscape is a combination of sounds that work together to create an impression of an environment. This can be made up of a combination of pre-recorded and/or recorded sounds effects that will be edited and layered together using audio editing software such as Audacity. This soundscape will then be exported and added to their animation as the soundtrack.

This Animation/Working with Sound task can be used as a generic task ie teachers need not use the theme 'Seasons' but can apply it to any topic or area of the curriculum.

Teachers or pupils can decide to upload their animation to a blogging site such as a Wiki or Interact NI ([www.interactni.org](http://www.interactni.org)), but this is optional. If this option is taken, then the task presents the opportunity to cover 'Exchange'.

\* Please contact the Nerve Centre (028 71260562) or Studio ON (028 90449821) for a copy.

# Animating The Seasons

Desirable Features: **Animation**  
**Working with Sound**

## Requirements for UICT

This task focuses on the following aspects of UICT 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

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

This task can especially be used to support primary languages as well as the PD&MU “**Living.Learning.Together**” resource “**Learning More About Others**” and the Thematic Unit “**Celebrations and Good Times**”.

# Animating The Seasons

## Prior Knowledge/Experience

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

- manipulating malleable material;
- importing sounds and images into software;
- storyboarding;
- using animation-related vocabulary such as storyboarding, composition, shot size, setting, colour, genre, narrative, character, music and sound effects, audience. Note: Pupils should have an understanding that animation is using still photos that have been arranged in sequence, to create the impression of motion;
- recognising how music and sound can be combined to create a mood and/or tell a story;
- listening to and recording audio;
- transporting files from a recording device to an editing device;
- using software to edit sound files;
- exporting audio files;
- online Collaboration (optional).

## Resources

examples of animations

storyboard sheets (see Pupil Notes)

art materials for creating backdrops and models

digital camera/webcam

tripod (if available)

appropriate software such as Audacity (working with sound) & Windows Movie Maker, i-Movie or i-Stopmotion (animation)

interactive whiteboard or alternative

music and sound bank

Easy Speak Microphones or USB Microphones

headphones

# Animating The Seasons

## Managing the Task

### Plan

#### Animation

After watching a range of animation examples and exploring the theme of “The Seasons” in the Spaces section of the Ulster Wean’s CD ROM, pupils should work in groups to plan and storyboard their work. They should be encouraged to use appropriate animation-related vocabulary when discussing their plan and the effects that they want to create. If the whole class is creating one narrative then each group should have responsibility for a section of the story.

#### Working With Sound

Pupils should have opportunities to listen to examples of sound in film and television, both with and without the accompanying visuals. Pupils should be encouraged to pay attention to how sound informs the audience by communicating mood, location/environment, character etc. Pupils should consider what types of sounds would be suitable to create their soundscape for their animation. They should think about how they could make these sounds and experiment with creating sound effects using some or all of the following:

- Voice
- Body
- Un-tuned instruments
- Tuned instruments
- Everyday objects
- The environment

### Do

#### Animation

Pupils should work in groups to 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 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 complete animation (without sound if Stage 2 is being done). During the editing process, work should be saved at various stages. Pupils can then make any improvements they deem necessary. The animations should then be exported as final

movie files.

#### Working with Sound

Pupils should watch their animations and work in groups to plan, create and record their sound effects for their soundscape, which will be recorded into Easy Speak mics or directly into computers using USB mics. The sound files should then be imported, layered and edited in Audacity to create a final soundscape. During the editing process work should be saved at various stages of completion and shared online for feedback. Pupils can then make any improvements they deem necessary. This should then be exported for use in their animation.

Pupils should then import their final soundscape into Movie Maker and export their final animation with the addition of sound.

#### Review

Pupils should be encouraged to talk to the teacher or others about their work and make changes based on this throughout each stage. Work should also be saved with meaningful names at various stages to show progression. These could be uploaded to an online platform to cover Exchanging (see below). Pupils should showcase their final films to the rest of the class. Pupils should 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.

For pupils working at Level 5 they should complete an account (see Pupils’ Notes). They may also showcase their work using an online platform such as Wiki or Interact NI. Interact NI is a new blogging site for Northern Ireland schools provided by Studio ON. You can contact Studio ON about setting this up for your school. Tel: 028 90449821 Web: [www.studio-on.org.uk](http://www.studio-on.org.uk).

## Assessing Pupils' Responses to the Task

The first column of the Assessment Criteria Grid sets out, 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 and Working with Sound at Levels 3, 4 and 5. 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 3	Level 4	Level 5
<b>Explore</b> <ul style="list-style-type: none"> <li>• <b>access, select, interpret and research information from safe and reliable sources;</b></li> <li>• investigate, make predictions and solve problems through interaction with digital tools.</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>• <b>research, select, edit and use information from given digital sources (explore);</b></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>• <b>research, select, edit and use assets from a range of digital sources (explore);</b></li> <li>• investigate and solve problems in a digital environment (explore);</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>• <b>research, select, edit, use and evaluate assets from a range of digital sources (explore);</b></li> <li>• investigate and solve problems in a range of digital environments (explore);</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>	<ul style="list-style-type: none"> <li>• <b>communicate and develop ideas by creating and editing text onscreen – combining this with an appropriate selection of images and/or sounds (express);</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>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);</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>process found and self-produced assets, integrating text, data, sound, still and moving images to create, present and communicate their work, demonstrating a clear understanding of audience and purpose (express);</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>	<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>	<ul style="list-style-type: none"> <li>• use a range of contemporary digital methods to communicate, exchange and share their work collaborating online with peers (exchange);</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>	<ul style="list-style-type: none"> <li>• <b>make modifications to improve their work (evaluate);</b> and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>use appropriate ICT tools and features to improve work (evaluate);</b> and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>use appropriate ICT tools and features to carry out ongoing improvements and reflect on process and outcome (evaluate);</b> and</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>	<ul style="list-style-type: none"> <li>• <b>save using file names and select work to showcase learning digitally (exhibit).</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>select, organise, store and retrieve their work to showcase learning digitally in a personalised area (exhibit).</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>organise, store and maintain their work within a personalised area to showcase learning across the curriculum (exhibit).</b></li> </ul>

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 3 (Animation)	Desirable Features - Level 4 (Animation)	Desirable Features - Level 5 (Animation)
<p><b>Explore</b></p> <ul style="list-style-type: none"> <li>• <b>access, select, interpret and research information from safe and reliable sources;</b></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>Typically the pupil can:</p> <ul style="list-style-type: none"> <li>• independently produce a storyboard for an animation taking account of audience and purpose (explore);</li> <li>• add sound files saved in appropriate formats, and place sound clips along a timeline to match sounds to images, for example, voiceover (express);</li> <li>• alter frame rate to adjust the speed at which the images appear in sequence (express);</li> <li>• introduce transitions (express);</li> <li>• review work on screen as it develops, and incorporate changes (evaluate);</li> <li>• keep versions of earlier edits to revert back to if necessary (exhibit); and</li> <li>• showcase work by uploading their work to their own 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.

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 3 (Working with Sound)	Desirable Features - Level 4 (Working with Sound)	Desirable Features - Level 5 (Working with Sound)
<p><b>Explore</b></p> <ul style="list-style-type: none"> <li>• <b>access, select, interpret and research information;</b></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>• transport files from recording device to editing device, for example, sound card, USB, bluetooth (explore);</li> <li>• drag in sound clips in sequence (explore);</li> <li>• use a variety of pre-recorded or given sounds (express);</li> <li>• use software to edit existing sound files, for example, crop a sound clip (express);</li> </ul>	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> <li>• plan a product with a sense of audience and purpose (explore);</li> <li>• create a product with a sense of audience and purpose (express);</li> <li>• edit, refine and modify sound file, for example, cut, paste, sequence, delete (express);</li> <li>• work collaboratively online when appropriate (exchange);</li> </ul>	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> <li>• plan a product with a clear understanding of audience and purpose (explore);</li> <li>• create a product with clear understanding of audience and purpose (express);</li> <li>• work with more than one track (express);</li> <li>• control volume within software (express);</li> </ul>
<p><b>Express</b></p> <ul style="list-style-type: none"> <li>• <b>create, develop, present and publish ideas and information using a range of digital media and manipulate a range of assets to produce multimedia products.</b></li> </ul>	<ul style="list-style-type: none"> <li>• work collaboratively online if appropriate (exchange); and</li> <li>• save chosen sounds to a specified location (exhibit).</li> </ul>	<ul style="list-style-type: none"> <li>• explain improvements made to work (evaluate);</li> <li>• save/store own work to an appropriate location for future presentation (exhibit); and</li> <li>• showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit).</li> </ul>	<ul style="list-style-type: none"> <li>• work collaboratively online when and where appropriate (exchange);</li> <li>• in the event of collaborative work, assume separate role, for example, sharing files (exchange);</li> <li>• to edit before assembling whole (exchange);</li> </ul>
<p><b>Exchange</b></p> <ul style="list-style-type: none"> <li>• communicate using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally;</li> <li>• understand how to keep safe and display acceptable online behaviour.</li> </ul>			<ul style="list-style-type: none"> <li>• carry out ongoing improvements and reflect upon role, process and outcome (evaluate); and</li> <li>• showcase work by uploading their work to their e-portfolio or school based social network (exhibit).</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.</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.</b></li> </ul>			

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

# Animating the Seasons

## Part One - Making your Animation

Work with your group to plan your animation. You should think about:

- how you will tell your story;
- what shots you will use;
- what characters you will have and how they will look;
- what your backdrop will look like; and
- how you will make you backdrop and models

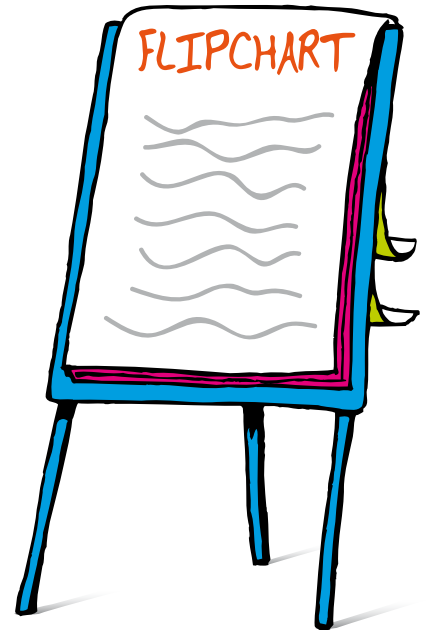
Decide who will make what and what production roles you will have.

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

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

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

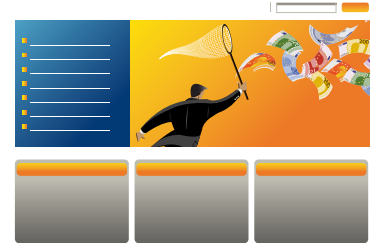
Preview your animation sequence and delete any photos that are not needed. You may also want to move, copy and edit the length of images.



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If you want, add titles and credits, transitions and any effects you think will make your animation better.

Save and export your work at various stages. Allow the rest of the class to watch your work and give you their ideas about it. Make any changes to your work you want and export the final version.



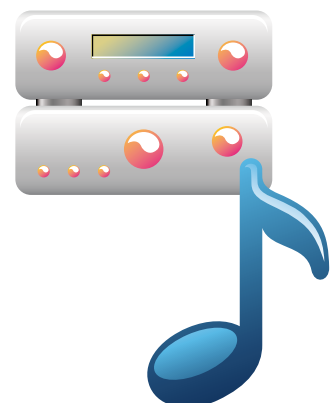
### Part Two - Creating a Soundscape for your Animation

You are now going to create a soundscape or soundtrack for your animation.

A soundscape is a combination of sounds that work together to create an impression of an environment.

Watch your final animation and think about how it makes you feel. What is animation about? What type of sounds would go with the story? Are there any other sounds that might come from things you cannot see, for example, the wind?

Write a list of the sound effects you would like to use to make your soundscape.



## Animating the Seasons

Plan how you are going to create these sounds. Will you use pre-recorded sounds? Will you record your voice, body, instruments or objects to create these sounds? Can you record environmental noises in or around the school?

Record your sound effects into the microphone and import them to the computer.

Listen to your sound effects and name them so that you know which sound is which.

Use Audacity to bring each sound into a separate track. Edit and sequence the sounds to create your soundscape. You can try adding effects and adjusting volume to change the way different parts sound.

Save and export your work at various stages. Allow the rest of the class to listen to your work and give you their ideas about it. Make any changes to your work you want and export the final version.



## Animating the Seasons

Showcase your work to the rest of the class explaining how you created your final soundscape.

Now open Movie Maker and import your soundscape into your animation. Make sure you are happy with it and export the final animation as a movie file.

Showcase your work to the rest of the class explaining how you created your final animation.

If you wish, you can also upload your animation to a blogging website so that other people can comment on your work.

Extension: Write an account explaining how you carried out the task and identify the problems you faced. Give reasons for the choices you made when selecting the information you used.

