

Animation Nations

Desirable Features: Animation

Task Description

In this task pupils will explore language, culture and nationality using the Internet and the Nerve Centre Ulster Wean's A-Z of Spaces and Places CD Rom. Pupils can either choose to look at one culture or several to base their animations on. They will use digital stills cameras or webcams to take photographs of the models and set and will then import them and edit the animation in Movie Maker or other appropriate editing software. They should also add a narration or music and/or sound effects to their movie. N.B. This task could be done in conjunction with the task "A Special Day in Another Culture".

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

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:

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

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:

- 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
- manipulating malleable material
- importing sounds and images into software
- recording own voice as a narrative
- storyboarding
- recognising how music and sound can be combined to create a mood and/or tell a story
- exploring cultural diversity by looking at the Ulster Wean's CD-ROM and other appropriate resources. Children should have the opportunity to explore aspects such as identity, nationality, language, costume, religion/celebrations etc
- collaborating online(optional)

Resources

Ulster Wean's A-Z of Spaces and Places CD-ROM

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 Windows Movie Maker, i-Movie or i-Stopmotion

interactive whiteboard or alternative

music and sound bank

microphone (if available)

Managing the Task

Plan

After watching a range of animation examples and exploring aspects of different cultures/nations 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.

Do

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 Windows Movie Maker to be edited and exported as movie file with the addition of sound. During the editing process, work should be saved at various stages. Pupils can then make any improvements they deem necessary.

Review

The pupils should showcase their animations 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. They may also showcase their work using an online platform such a 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

For pupils working at Level 5 they should complete an account (see Pupils' Notes).

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, 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
Explore <ul style="list-style-type: none"> • access, select, interpret and research information from safe and reliable sources; • investigate, make predictions and solve problems through interaction with digital tools. 	Pupils can: <ul style="list-style-type: none"> • research, select, edit and use information from given digital sources (explore); • carry out and edit a series of instructions, make predictions and solve problems using a digital device or environment (explore); 	Pupils can: <ul style="list-style-type: none"> • research, select, edit and use assets from a range of digital sources (explore); • investigate and solve problems in a digital environment (explore); 	Pupils can: <ul style="list-style-type: none"> • research, select, edit, use and evaluate assets from a range of digital sources (explore); • investigate and solve problems in a range of digital environments (explore);
Express <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • communicate and develop ideas by creating and editing text onscreen – combining this with an appropriate selection of images and/or sounds (express); 	<ul style="list-style-type: none"> • 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); 	<ul style="list-style-type: none"> • 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);
Exchange <ul style="list-style-type: none"> • communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally. 	<ul style="list-style-type: none"> • understand that digital methods can be used to communicate and make a contribution to a supervised online activity (exchange); 	<ul style="list-style-type: none"> • use contemporary digital methods to communicate, exchange and participate in a range of supervised online activities (exchange); 	<ul style="list-style-type: none"> • use a range of contemporary digital methods to communicate, exchange and share their work collaborating online with peers (exchange);
Evaluate <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • make modifications to improve their work (evaluate); and 	<ul style="list-style-type: none"> • use appropriate ICT tools and features to improve work (evaluate); and 	<ul style="list-style-type: none"> • use appropriate ICT tools and features to carry out ongoing improvements and reflect on process and outcome (evaluate); and
Exhibit <ul style="list-style-type: none"> • manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly. 	<ul style="list-style-type: none"> • save using file names and select work to showcase learning digitally (exhibit). 	<ul style="list-style-type: none"> • select, organise, store and retrieve their work to showcase learning digitally in a personalised area (exhibit). 	<ul style="list-style-type: none"> • organise, store and maintain their work within a personalised area to showcase learning across the curriculum (exhibit).

Assessment Criteria Grid

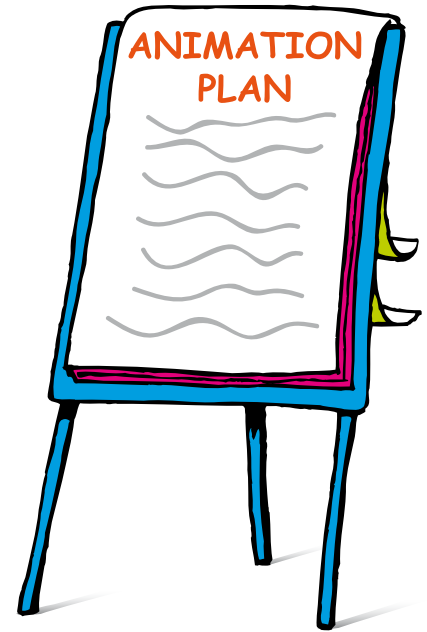
UICT Requirements	Desirable Features - Level 3 (Animation)	Desirable Features - Level 4 (Animation)	Desirable Features - Level 5 (Animation)
<p>Explore</p> <ul style="list-style-type: none"> • access, select, interpret and research information from safe and reliable sources; • investigate, make predictions and solve problems through interaction with digital tools. 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • while working onscreen, review a simple storyboard, and rearrange sequence or add additional sections in order to structure a story suitable for animating (explore); • agree roles and animate a sequence of images using a digital stills/digital video camera, trying out different possibilities (express); 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • take digital stills and rearrange the resulting images to make a storyboard (explore); • source sound effects and/or music from a range of appropriate sources (explore) and add a sound file to an animation (express); • demonstrate an awareness of audience and purpose when animating video/moving images (express); 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • independently produce a storyboard for an animation taking account of audience and purpose (explore); • add sound files saved in appropriate formats, and place sound clips along a timeline to match sounds to images, for example, voiceover (express); • alter frame rate to adjust the speed at which the images appear in sequence (express); • introduce transitions (express); • review work on screen as it develops, and incorporate changes (evaluate); • keep versions of earlier edits to revert back to if necessary (exhibit); and • showcase work by uploading their work to their own e-portfolio (exhibit).
<p>Express</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • use appropriate equipment to digitally record sound to add to an animation , for example, voiceover (express); • add and delete images, rearrange and make modifications to improve their work (evaluate); and • save work using meaningful file names at regular stages as the work develops (exhibit). 	<ul style="list-style-type: none"> • upload footage to enable others to view video files on-screen (exchange); • trim the length of animated clips when editing (evaluate); • organise saved work (exhibit); and • showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit). 	
<p>Exchange</p> <ul style="list-style-type: none"> • communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally. 			
<p>Evaluate</p> <ul style="list-style-type: none"> • 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. 			
<p>Exhibit</p> <ul style="list-style-type: none"> • manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly. 			

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

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You are going to make an animation about a different country or culture.

1. Work with your group to plan your animation. You should think about:
 - what your animation will be 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
2. Decide who will make what and what production roles you will have.
3. Once all the backdrops and models, have been made, work in your group to shoot your animation.
4. Remember - move your models not the camera and move them little by little.
5. Import your photos to a computer, bring them into Movie Maker and add them onto the timeline.



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6. 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.
7. Add titles and credits, transitions and any effects you think will make your animation better.
8. Record a voiceover to accompany your animation or import sound effects or a soundtrack of music you think fits the mood of the film.
9. Save and export your work at various stages. Show your work to the rest of the class and ask them to give their ideas about it. If you need to, make any changes to your work and export the final version as a movie file.
10. Showcase your final version to the rest of the class explaining how you created your final animation.
11. If you wish, you can also upload your animation to a blogging website so that other people can comment on your work.



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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.

