

Come to Life

Desirable Features: Animation

Task Description

This is a generic ICT task using animation at Levels 1 and 2. Teachers can set this task in a curricular context of their choice.

This task is in two parts.

To achieve Level 1, pupils are required to choose an object, character, toy or model and with the help of the teacher, take photographs of it and display the photographs on screen to form a sequence (Part 1 on Pupil Notes).

To achieve Level 2, pupils are required to plan a story, create a simple model and photograph it in different poses in order to tell the story and view their still shots on the computer (Part 2 on Pupil Notes).

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

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	

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.

Come to Life

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:

- creating flick books and viewing short animations;
- manipulating malleable material; and
- using a digital camera.

Resources

A range of model making equipment including malleable material (plasticine, clay, playdough etc)
 Digital camera.

Suitable software from C2k such as Slideshow or Powerpoint.

Managing the Task

Pupils should be given opportunities to:

Plan

Pupils should have opportunities to view short animations before planning their own.

Do

Pupils should work as a group to generate ideas for a story. They should have time to experiment with model making. Pupils should be able to take digital photos of the model in different positions from a static point.

Review

Pupils should be encouraged to talk to the teacher or others about their pictures and talk about how their work could be improved.

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 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 also 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
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"> find information from a given digital source (explore); explore and interact with a digital device or environment (explore); express ideas by creating pictures and composing text or adding own voiceover (express); and print their work (exhibit). 	Pupils can: <ul style="list-style-type: none"> find, select and use information from a given digital source (explore); carry out a series of instructions using a digital device or environment (explore); create and edit text onscreen, combining images and/or sound (express); talk about how to improve their work (evaluate); and save their work (exhibit).
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. 		
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. 		
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. 		
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. 		

Assessment Criteria Grid

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

Come to Life

Part 1

Choose an object, character, toy or model.

With the help of your teacher, take photographs of it in different places and display the photographs on screen to form a sequence.



Part 2

Plan a simple story based on a character and make a storyboard.

Make a model that you will use to tell your story.

Take photos of your model in different poses.

Look at your photos on the computer.

Put them in order to tell your story.

Talk to others about what you have done and see if the order is right.

Make any changes you need.

Save your animation.

