

# Moving Places

Desirable Features: Animation

## Task Description

In this task pupils are required to explore aspects of an environment, such as, Under the Sea/The Jungle/The Beach etc through Art & Design and Drama. Pupils will plan a story using this environment as the location and create a set/backdrop and models for an animation. They can 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 may also add music and simple sound effects to their movie.

## 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.**

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.

Task Code: 0078

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

Note: This task can also be linked to the task "Sounds Around".

## 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>	✓

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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:

- imaginative journeys using drama
- understanding that animation is using still photos that have been arranged in sequence, to create the impression of motion. (The resource A-Z of Creativity has an animation activity that could be used to demonstrate this – please see below).
- manipulating malleable material.
- importing sounds and images into software.
- storyboarding.
- using animation and film related vocabulary such as stop-motion, storyboarding, shot size, setting, story & audience.
- 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 or access to the website [www.weansworld.org](http://www.weansworld.org)). For a copy of this CD-Rom, contact The Nerve Centre (028 71260562) or StudioON (028 90449821).

Examples of animations.

Objects & art materials for creating backdrops and models.

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

A drama activity should be used to take pupils on an imaginative journey through a number of environments. It could be based around a story but should also come from the pupils' own imaginations. Pupils should be encouraged to explore how the environments might look and sound, how they feel, what characters there are and what is happening. After watching a range of animation examples, pupils should work in groups to plan a story to be animated based around their imaginative journey. They should draw the environment and the characters they want to be part of the story. They should then storyboard their animation. They should be encouraged to use appropriate animation-related vocabulary when discussing their plan and the effects that they want to create. Each group should have responsibility for animating one part of the narrative based in one environment.

### 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 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 complete animation with the addition of music and/or sound effects if desired. (Please see the task "Sounds Around" for ideas for creating sound effects).

### 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 2 and 3. 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 2	Level 3
<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, 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> </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>
<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>create and edit text onscreen, combining images and/or sound (express);</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>
<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>
<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>talk about how to improve their work (evaluate); and</li> </ul>	<ul style="list-style-type: none"> <li>make modifications to improve their 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 their work (exhibit).</li> </ul>	<ul style="list-style-type: none"> <li>save using file names and select work to showcase learning digitally (exhibit).</li> </ul>

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 2 (Researching)	Desirable Features - Level 3 (Researching)
<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>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>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><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.

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Work with your group to plan your animation:

- What environment do you want to animate?
- What might this look like?
- What characters will you have? What will they look like?
- What is going to happen?
- How will you make your models and backdrop?
- What type of music or sounds will you have?



Storyboard your animation and remember to think about using different shots

Decide who will make what.

Once all 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.

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



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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.

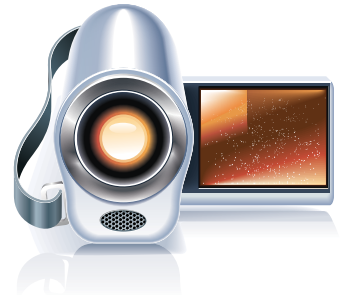
If you like you could add a voiceover, some music or sound effects to your animation.

Show your work to your classmates and see what they think. Do you think you need to make any changes?

Save your work at different stages to show any changes you have made to improve your animation.

Your teacher will help you to export your final animation as a movie.

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



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