

ACTIVITY 5

To use animation to create a scene between characters to show a particular aspect of a character.

Year Group: Year 4



Resources

Animation software, video editing software, digital camcorder

Context (Pupils' prior experience)

The pupils had been working on 'fantasy' genre texts. In Literacy they had explored narrative order, introduction, build-up, climax or conflict and resolution. Pupils also investigated how settings and characters are built up from small details and how the reader responds to them. The use of animation effectively connected these strands in a creative way.

Task Description

The pupils explored the development of character on film. They created a storyboard of a small section of their fantasy story which depicted an aspect of a character's behaviour. They made plasticene models of two characters and chose a prepared setting from the animation software for a background. They filmed the scene and imported it into the video editing software to add titles, their own composed music and sound effects.

Learning Intentions

Literacy/Music: Knowledge and Understanding	ICT: Skills, Knowledge and Understanding	ICT Level		
		KS1	KS2	KS3
To collaborate on writing a narrative to be used as a screen play for an animation.	Generate, amend, record and share ideas using animation.	w/1	2/3	4/5
To collaborate on writing a narrative to be used as a screen play for an animation. To identify and show the main characteristics of key characters.	Generate, develop and share ideas using animation.	1/2	3/4	5/6
To collaborate on writing a narrative to be used as a screen play for an animation. Create music that describes contrasting moods/emotions.	Animation is further developed incorporating composed music and sound effects used appropriately.	2/3	4/5	6/7
PoS related to task: Music - 4C English - 9A, 10	ICT PoS related to task: 2a, 3a,			

Teaching Approach

Pupils were introduced to fantasy texts and focused on aspects of character, setting and plot in Literacy sessions. The use of software and camera were demonstrated to the whole class, the pupils worked in pairs to produce the animations. Finally their own composed music was added.

Subject Learning Gains

The animation project supported the pupils' understanding of showing character through action and the effect of setting on character. Music was composed to describe mood and emotions in the scene.



Teacher's Assessment

This pupil made good use of the animation software. He was able to import his work into video editing software. He amended his work, added titles and composed music for a complete animation incorporating all elements. He was also able to support others and share his expertise with them. This pupil is working at Level 4.

Key Stage 2

Computer Diary

Name _____ Date 7.06 _____

➤ What was my task?
To make an animation to show some aspects of a character in our fantasy story. Toby versus the monster. We chose the main character Toby, who is brave and fearless. The story was much longer, four pages!

➤ What software did I use?

➤ Who did I work with?
➤ Who helped me?

➤ What did I do?
We made our characters from plasticene, then took still photos in 'I can animate'. We changed the movement or expression of the character each time we took a shot. Then we duplicated the shots about four times because otherwise it all happens too fast to see. Then we shared the file into 'imovie' to add the credits and sound effects. We used 'Garageband to compose the music.

➤ What did I learn?
We learnt how to use I can animate and imovie. We also learned how to make a movie great by using our own music composed in Garageband.

➤ What will I improve/change next time?
-make it more realistic
- use more facial expressions for effect

➤ How do I feel about my computer work?

😊 ✓ 😐 😞 ☹️

Pupil's Evaluation

Teacher's evaluation

The pupils were able to focus on the activity showing character through action rather than speech. This was quite a difficult concept for most pupils which they were better able to understand using the animation.

All pupils found the task within their capabilities, they learnt about frames per second and experimented with duplication of frames for the best effect. The more capable pupils were able to extend the activity by using more advanced options in the video editing software.

The pupils found using the camcorder and software much easier than I expected and were keen to explore and support others.

An important factor in classroom organisation was that a group worked with a camcorder and a laptop as part of a Literacy carousel. This approach worked well and allowed time for the pupils to develop their work.

All the pupils made greater progress than I expected and this will allow me to incorporate similar activities very readily across the curriculum and expect quite a high level of independence.