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YEAR 3: ANIMATION

CURRICULUM MILESTONES

I can design and plan for an animation (e.g. stop-frame animation on an iPad)

I can create and edit an animation

The App suggested for iPads can be found here: iMotion on the App Store (apple.com) or you may prefer Stop Motion Studio – this can record narration or sound effects as well. You will need iMovie for editing if you have chosen iMotion.

You may find that Airserver is a very useful tool to have installed on your classroom PC for mirroring from the iPads (including modelling what you are doing).

WHY THIS? WHY NOW? CURRICULUM SEQUENCING AND ASSESSMENT

In previous years children learnt how to create images with paint tools. They have also learnt how to take photographs successfully, and change how they look for purpose. This unit takes previous understanding further, as children learn how to sequence images to create movement. In forthcoming years, children will manipulate images for purpose, and in year 5 will work with video and vector graphics. This unit has a Digital Floor Book based in Book Creator that can be used for collecting evidence and reinforcing key knowledge.

This lesson sequence can be made cross-curricular by choosing an appropriate subject matter, conbining with an English teaching sequence or topic being studied by a class. See here for further info on why and how animating across the curriculum can be worthwhile. It is often best to choose easy to manipulate 'props' such as small-world characters, natural world elements such as twigs / leaves / stones, or cut-out cardboard and pen drawings. Modelling clay is much harder than you might anticipate, and experience says that the mess combined with tech is not recommended!

Do pick and choose from the lesson slides for assistance – the majority of time should be focused on children designing and creating their animations. Children will need time to do this all well – you may find that blocking off extended time – perhaps two afternoons or more - works better than weekly sessions.

Positioning iPads: sometimes iPads have stands built into their cases and these can be useful. If that's not the case, they can be positioned with the camera facing downwards off the side of a table – sticky tape can indeed be used to hold devices in place.

It's important that devices remain in the same place and that the frame of your shot does not have extra classroom objects lurking around the sides. A 'stage' that consists of simply a large sheet of sugar paper is an easy way to create the illusion.

Not using iPads? Though iPads are advised for certain areas of the Computing curriculum, including animation, if they are not accessible you will be able to use laptops or Chromebooks using software such as Cloud Stop Motion. You may want to experiment with different setups so that your 'stage' will work with the built-in webcam on a laptop-style device. Tools such as Powtoon can deliver animation in an on-screen fashion, if using webcams is not possible.

EASY ACCESS TIPS: LESSON 6

You may find that adding different pictures to your animation distracts from the animation itself. It may be best to stick to adding text / music to your finished edit in iMovie. Keep things simple – this activity will be time consuming, especially for children of this age.