**Department of Primary & Childhood Education**

**Lesson Sequences**

This plan for a sequence of lessons should ensure clear progression in **composite knowledge** *through* **component knowledge**.

| **Date:** | **Class:** Year 5 | **Subject/topic:** Animation |
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| **Prior knowledge:**  *how does this lesson fit in with a sequence of lessons-what components have previously been taught?*  *Creating presentations (animation techniques, adding text and images to slides, changing text colour, size and font, changing the background colour of slides, considering the audience and purpose of the presentation.* | | |
| **Composite learning:**  By the end of this sequence of lessons, pupils will know [knowledge]: Know how to create a storyboard for an animation which meets the needs of a specific audience and purpose. Know how to use animation software to create an effective animation.  By the end of this sequence of lessons, pupils will understand [understanding]: Understand that there are different techniques for animation, but that all animation uses small changes between different frames to create a sense of motion. Understand that planning via a storyboard is an essential step to enable accurate transference of the design to the actual animation, and to enable evaluation of the animation to take place.  By the end of this sequence of lessons, pupils will be able to [do]: Develop a storyboard for an animation which is aimed at a particular audience and purpose. They will use this to create their animation and evaluate it. | | |

|  | **Learning objective(s) [components]:** | **Outline of Learning Sequence:**  *Consider the role of the teacher, children’s steps in learning and adaptive teaching* | **Resources:** | **Evaluation:** |
| --- | --- | --- | --- | --- |
| **Lesson 1** | To understand there are different techniques for animation.  To discuss their own experiences of video and animation.  To know that animation consists of individual frames which when moved through quickly creates an animation | Ask children about their own experiences of video and animation. The learning point is: **What is the difference between video and stop frame animation?**  Show children a short clip from the YouTube video of the Stop Frame Animation with clay. Explain that this is created using single photographs (called frames).  Model flip book of a ball bouncing across the page. All the children will create an initial flip book with a ball bouncing across the page.  Demonstrate the animation software: how to take pictures; that each picture becomes a **frame** on a **timeline**; that **onion skinning** on screen shows you how far the object has moved; small movements create a smoother animation; how to delete a frame. In groups children tinker with the animation software and webcam to animate some playdoh.  Formative assessment: Ask children to write a definition of animation on their mini-whiteboards. | **Behind the scenes: Shaun the Sheep** [**https://www.youtube.com/watch?v=B2ofutpavb0**](https://www.youtube.com/watch?v=B2ofutpavb0)  **Stop Frame Animation with clay clip** [**https://www.youtube.com/watch?v=YCZmBoFc3nA**](https://www.youtube.com/watch?v=YCZmBoFc3nA)  **Model flip book**  **Flip books for children to complete**  **Pencils & pens**  **Computers with stop frame animation software (e.g.** [**https://cloudstopmotion.com/**](https://cloudstopmotion.com/)**) and webcams.**  **Playdoh** |  |
| **Lesson 2** | To know why animators use storyboarding.  To plan a storyboard for a specific audience and purpose. | Pre-lesson preparation: A context needs to be provided/ decided.  Explain stop frame animation process and role of planning.  Explain the context which will be used for the animations. Explain the audience and purpose of the animation. Remind children that a story should have a clear beginning, middle and end (literacy link).  Model creating the storyboard and possible sequence, using the selected context. Introduce **key frames** terminology. Include sound effects, text and resources within the frames. Establish success criteria with children.  Provide storyboard templates to the children in their groups to create their own storyboards. Allocate roles to the children: drawing, scripts, on screen text and sounds and resource creation (e.g. backdrops for the stage).  Peer review using the success criteria. Remind children of effective feedback approaches. | **TA resource pack including sheet open questions to support children’s developing independence. Teacher and TA have worked through lesson resources and plans prior to the lesson, both are clear on their roles.**  **Storyboard template, including audience and purpose.**  **Paper, colour pens for making resources**  **Peer feedback template** |  |
| **Lesson 3**  This activity may need more than one lesson. | To know how to create a stop frame animation  To use a storyboard to create an animated sequence | Display the animation software on the screen, and pin a large copy of your model storyboard to the board. Explain and demonstrate how the storyboard is used when creating the animation. When using the software, ask children to recall the basic animation techniques from lesson 1. Can they anticipate where new functions will be?  Establish success criteria with the children and display this. Adding sound is next week.  Children work in their groups to create the animation from the storyboard. Allocate the children roles: on-screen animator, moving characters animators, storyboard interpreters; switch roles periodically.  At the mid-point of on-task phase, ask children to self-assess their animation against the success criteria and ask them what they need to do next.  Show the animations on the board and ask the owners to evaluate their work and explain their next steps. | **Completed storyboards**  **Large scale completed teacher storyboard**  **Props for animations**  **Animation software, computers, webcams**  **TA resource pack – Teacher and TA have worked through lesson plan and resources together prior to the lesson. Both are clear on their roles.** |  |
| **Lesson 4** | To know how to add sound from different sources | Directed questions on use of the sound software to model techniques to the class. Ask why we need to use sound in our animations.  Children should:   * record voices directly into the animation software; * Compose a track in 2Sequence, Busy Beats or Audacity for import * add additional sound effects   The groups should note opportunities for sound on their storyboards.  Explain that they need to match the sound to the animation length / action; Import MP3 into the animation software; tracks to overlay sounds.  Children work in groups to record sound for their animations.    At the mid-point stop the class and ask them to review their work so far. Does the sound match their animation? Are they using their storyboards to help them? Does the sound they have added enhance their animation? What do they need to do next to complete the sound aspect of their animation? | **TA resource pack. Teacher and TA have worked through lesson plan and resources together prior to the lesson. Both are clear on their roles.**  **Computers with animation software**  **Purple Mash – 2Sequence and Busy Beats**  **Audacity**  **Storyboards**  **Headphones and microphones**  **Retrieval quiz** |  |
| **Lesson 5** | To evaluate animations and identify areas for development | Review success criteria (established in lesson 3) with children.  Ask children why evaluation is important. Show children the peer assessment grid and model how this can be used to assess other children’s work based on their storyboards and the end product. Establish the rules for providing peer feedback, ensuring children understand constructive feedback.  Organise class to provide peer feedback. Children then continue to work in groups to act on the feedback they have received and their self-evaluation.  Explain and model how children can export their work to be displayed on any device (MP4). Upload to the class virtual learning environment for sharing with the class and parents. View the finished animations and celebrate their achievements. | **Storyboards**  **Animation resources**  **Headphones and microphones and webcams**  **Computers with Purple Mash access and animation software**  **TA resource pack. Teacher and TA have worked through lesson plan and resources together prior to the lesson. Both are clear on their roles.**  **Class virtual learning environment** |  |