

# Brough Primary School – Curriculum Intention Plan 2023 - 2024



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| <b>Subject:</b> Computing<br><b>Year Group:</b> Year 3/4                                       |   | <b>Area of learning:</b> Creating Media -<br><b>Stop-frame animation (NCCE)</b> |
| Links to previous work/Remember when   | <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Photography</li> </ul>  |   |
| <b>Term</b>  | <b>Year 3/4</b>   | <b>Key Skills to be taught</b>  |
| <b>Spring 2 2024</b><br><br>What the children should know at the end of this series of lessons | Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text. |   |

## Vocabulary

**Animation, flip book, Stop-frame animation, frame, sequence, image, photograph, onion skinning, consistency, evaluation, delete**

| Sequence of learning | Learning Objectives/Outcomes  | suggested Lesson Outline   |
|----------------------|---|--|
| 1                    | <p><b>Learning Objective:</b><br/>To explain that animation is a sequence of drawings or photographs.</p> <p><b>Key Knowledge:</b><br/>I can draw a sequence of pictures. I can create an effective flipbook—style animation. I can explain how an animation/flip book works.</p> | <p><b>Recap</b> – To understand that an animation is made up of a sequence of still images and can be created using many different mediums.</p> <p>Learners will discuss whether they think that a picture can move. They will learn about simple animation techniques and create their own animations in the style of flipbooks (flick books) using sticky notes.</p> |
| 2                    | <b>Learning Objective:</b> To relate animated   | <b>Recap</b> – In the previous lesson, learners created their own flip book–style animations.  |

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|   | <p>movement with a sequence of images</p> <p><b>Key Knowledge:</b><br/>I can predict what an animation will look like. I can explain why little changes are needed for each frame. I can create an effective stop-frame animation.</p>          | <p>In this lesson, they will develop this knowledge, and apply it to make a stop-frame animation using a tablet.</p> <p>Note: This lesson plan refers to the use of iPad devices and the iMotion app, but other stop-frame animation apps are available on other devices, such as Stop Motion Studio, which is available on Android devices.</p>  |
| 3 | <p><b>Learning Objective:</b><br/>To plan an animation.</p> <p><b>Key Knowledge:</b><br/>I can break down a story into settings, characters and events. I can describe an animation that is achievable on screen. I can create a storyboard</p> | <p><b>Recap</b> – Remind the learners of the animations that they created last lesson, and tell them that next lesson, they will use tablets to animate some of their own stories.</p> <p>Tell the learners that during this lesson, they will create a storyboard showing the characters, settings, and events that they would like to include in their own stop-frame animations next lesson.</p> |
| 4 | <p><b>Learning Objective:</b><br/>To identify the need to work consistently and carefully.</p> <p><b>Key Knowledge:</b><br/>I can use onion skinning to help me make small changes between frames. I can review a sequence of frames to</p>     | <p><b>Recap</b> – In the previous lesson, learners planned out their own stop frame animations in a storyboard.</p> <p>This lesson, they will use tablets to carefully create stop frame animations, paying attention to consistency.</p>   |

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|   | check my work. I can evaluate the quality of my animation.  |   |
| 5 | <p><b>Learning Objective:</b><br/>To review and improve an animation.</p> <p><b>Key Knowledge:</b><br/>I can explain ways to make my animation better. I can evaluate another learner's animation. I can improve my animation based on feedback</p> | <p><b>Recap</b> – Last lesson, learners created their own stop frame animations.</p> <p>This lesson, they will evaluate their animations and try to improve them by creating a brand-new animation based on their feedback.</p> |

## **Learning Outcome/product**

This unit progresses students' knowledge and understanding of using digital devices to create media, exploring how they can create stop-frame animations. Following this unit, learners will further develop their video editing skills in Year 5.

| <b>Assessment records</b> | <b>List only those children who have not achieved the expected outcomes.</b> |
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|                           |  |