iMedia

iAnimate – rAnimate

EYFS PPA Cover Planning

- **Work Schemes**
- **Learning Objectives**
- **Key Skills**

rAnimate

Unit Length: 5 – 7 hours

Course overview: Pupils will learn about 2D and 3D animation. Using a variety of apps pupils will animate characters and draw cartoons, thinking about how to express emotion by manipulating facial expressions and recording their voices.

Learning objective for the course: Pupils will learn how to create different 2D animations across two apps. They will learn how to record their voices into the animation, making it more of a story then a drawing. They will learn how to create a flip book and draw in a consistent manner with the use of an 'Onion Skin' to help with continuity. Pupils will also animate without the onion skin and learn how it aids with animation.

Keywords: Animation, Onion Skin, 2D, Flip book.

Apps Used Include: Animate Me: Kids, GoldieBlox & the Movie Machine, Puppet Pals 2.

Learning Session 1: Pupils will be introduced to the basics of animating, focusing on 2D and 3D animations. Pupils will use the app Animate Me: Kids to bring a 3D computer-generated character to life. This will be the first instance the pupils have used animation, and because of this they will focus on moving the character as a whole for this lesson.

Learning Session 2: Learning Session 2 will start with a brief recap on animation and the app Animate Me: Kids. The focus of this session is to think about how to show emotion by manipulating the facial features of a character. They will be shown how to manipulate the character through the use of nodes to give them more control.

Learning Session 3: To start the pupils will watch a brief 'behind the scenes' video from the creators of Peppa Pig, presented by Sarah Ann Kennedy the voice of Peppa Pig. The aim of this session is to get pupils comfortable with recording their voices and narrating their animation stories. Pupils will have to animate using the Puppet Pals 2 app and record speech as they do it.

Learning Session 4: Pupils will become more accustomed to the Puppet Pals 2 app and start to think about displaying emotion through speech. Pupils will also be given the chance to add more characters and items, and to think about creating sound effects with their voices. Some pupils will be able to add two characters to the scene and create a conversation by having each character talk rather than having sound over both characters.

Learning Session 5: Learning Session 5 introduces pupils to 2D hand-drawn animation. Pupils will then be tasked with creating a hand-drawn 2D animation using the app GoldieBlox & the Movie Machine. Pupils will also learn what an 'Onion Skin' is and what it does to help us within animation. They will use the onion skin to create a simple flip book of a moving ball.

Learning Session 6: Pupils will develop their drawing and 2D animating skills further using the GoldieBlox & the Movie Machine app. Pupils will look at body motion and how stick figures might be drawn to look like they are moving.

Learning Session 7: This session will run either as part of a longer half term or a contingency for pupils or classes who have exceeded the lesson plans for the half term.
Pupils will learn how to construct their own backgrounds and use the copy function to make animating easier. They will also start to animate without the onion skin to see what difference it makes. Higher ability pupils can start to animate their background, so it moves with the walking character.

Contingency: Additional lesson plans are in place for less able pupils and higher ability pupils.

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In this document we will provide you with key information relating to our PPA Cover

Secure Website

We have created a login for your school on our website where you can access key information. We have found this is a quick and easy way to provide you with all of the information you require. Using this login you can access all of our risk assessments, insurance documents and relevant policies, as well as a copy of each staff member's DBS with a photo of them for identification purposes. The website address to access this information is **www.juniorjam.co.uk/protected**; please use the username and password details that are on your order confirmation.

OFSTED, Planning and Overview Documents

Shortly after booking the main contact will receive a planning document email; by clicking the links in this email you can view the planning, unit overviews and National Curriculum mapping for each level we are delivering. These documents are really important and vital should OFSTED decide to Deep Dive into one of the subjects we are providing. Please forward this email to the relevant subject coordinator for their records. If OFSTED schedule a visit on a day we are in, please contact the office so we can brief our staff members.

Assessment

From September 2020 our staff will produce a Course Evaluation for each class they teach. This will directly link to the National Curriculum and will detail how the class has achieved key curriculum objectives. This will be done at the end of each half term and will be accessible via the secure section of our website. Junior Jam also offer Reporting & Assessing, where each child receives individual grades at the end of each half term – this is an optional extra and must be requested with your sales agent prior to the course starting. A written report for your pupils is outside the scope of your PPA Cover contract, however if you give our staff member time and resources within their PPA teaching time, they will endeavour to provide this for you – this time cannot be their lunch or during their break and should be requested via your sales agent. If no time is available within your PPA Cover, additional time can be requested from your Junior Jam sales agent.

Space Requirements

Our iMedia lessons simply require the use of a classroom with an interactive whiteboard. Depending on the activity type we may be required to move desks around to create a more effective space; the staff members will always return the classroom to the state it was found in. The iDesign and iFilm workshops may also utilise outdoor spaces to add to the children's learning; this will always be done with school permission prior to the session beginning.

PPA Questionnaire

Before the first PPA cover session our leader will arrive 30 minutes early to fill in a quick question sheet relating to your school and the classes they will be teaching. If you could arrange for either yourself, a deputy or a class teacher to sit down with our staff member to run through this questionnaire it would be of great benefit to the lessons they run.

iMedia Uploads

Several of our iMedia subjects have work from the pupils which we can upload to our secure website. Your order confirmation contains the login details, simply click on the 'Media Uploads' tab to see the work that has been completed at the end of each half term. There are some subjects where uploads are not produced due to GDPR and safeguarding; for more information on this please view our Digital Procedure Policy within the secure section of our website.

EYFS rAnimate: Early Learning Goals and Prime Areas

The learning pathways for each iMedia subject are in line with the statutory framework for the Early Years Foundation Stage. The content is outlined below and matched to how it will be covered over this module. iMedia levels are topic-based so pupils will be learning beyond these attainment targets and in real-life contexts.

Our educational programmes involve activities and experiences for the children as follows:

Communication and language:
The children will build their skills in expressing themselves, through a range of speaking and listening activities.

Listening and attention: they give their attention to what others say and respond appropriately while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened, are happening or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical development:
Moving and handling: children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Personal, social and emotional development:
As the children are working in pairs or small groups, they will be learning how to interact in a group setting and the appropriate behaviour that accompanies that. The children will develop respect for the people they are working with and the technology that has been given to them, as well as gaining confidence in their own abilities week by week.

Self-confidence and self-awareness: children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: they work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.

Making relationships: children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Understanding the world:

The class will get a chance to explore new technologies each week through the use of different apps and iPad features.

Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design:

This involves the children being able to explore and play through a wide range of media; they will be able to share thoughts and feelings through music, design technology and role play.

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

EYFS rAnimate: Learning Objectives and Outcomes

Learning Session 1

Learning Objective:
Today we will learn what animation is.

Learning Outcome:
By the end of the lesson;
All pupils will
- know that cartoons are made through animation.
- be able to animate a character on Animate Me: Kids without thinking about the distance the character moves in-between frames.

Most pupils will
- be able to smoothly animate a character on Animate Me: Kids, thinking about the distance the character moves in-between frames.

Some pupils will
- be able to manipulate the nodes of the character for a more precise and better range of movement.

Learning Session 2

Learning Objective:
Today we will learn how to animate the face of a character using Animate Me: Kids.

Learning Outcome:
By the end of the lesson;
All pupils will
- be able to use the nodes to manipulate the character's facial features for a better range of movement.

Most pupils will
- be able to manipulate the nodes of the character for a more precise and better range of movement.
- be able to manipulate both facial features and the character's position on the screen with some success.

Some pupils will
- be able to manipulate both facial features and the character's position on the screen with accuracy.

Learning Session 3

Learning Objective:

Today we will learn how to add our own voices into our animation.

Learning Outcome:

By the end of the lesson;

All pupils will

- be able to record their voices on Puppet Pals 2 and have recorded sound played back.

Most pupils will

- be able to walk characters around the scene.
- be able to move more than one character around the scene.

Some pupils will

- be able to manipulate the characters' limbs to enhance their sound.

Learning Session 4

Learning Objective:

Today we are going to learn how to change our voice to create different feelings, as well as adding sounds to other objects.

Learning Outcome:

By the end of the lesson;

All pupils will

- be able to mimic the emotion given to them by the instructor.

Most pupils will

- be able to think of their own emotions to enhance their scene.

Some pupils will

- be able to denote the character talking by tapping on the character and creating a conversation.

Learning Session 5

Learning Objective:

Today we will learn how to make a flip book.

Learning Outcome:

By the end of the lesson;

All pupils will

- be able to draw and animate a ball.

Most pupils will

- be able to use colour in their animation.
- know that the onion skin is there to help then create the next slide.

Some pupils will

- be able to use the stamps with their animation (e.g., confetti falling).

Learning Session 6

Learning Objective:

Today we will learn how to create a 2D animation.

Learning Outcome:

By the end of the lesson;

All pupils will

- be able to draw and animate a simple stickman making a simple gesture into a flip book.
- know that 2D means a flat drawing.

Most pupils will

- be able to make their stickman walk.

Some pupils will

- be able to create a character that suits their chosen background.

Learning Session 7

Learning Objective:

Today we will learn how to create a background for our animations and animate without an onion skin.

Learning Outcome:

By the end of the lesson;

All pupils will

- be able to animate their character on top of a copied background. The character's animation will be jerky due to the lack of an onion skin.

Most pupils will

- be able to animate their character on top of a copied background. The character's animation will be smoother.

Some pupils will

- be able to animate a background without using the copy function so the background can move.

Differentiation within iAnimate

Pupils of a lower ability will work through the learning objectives at a slower rate to ensure they understand the key elements of the course. They will stick to creating simple objects such as moving shapes and stickmen rather than moving on to creating a whole scene. Pupils will come back to the work they started last week to complete it before moving on to the next skill.

Pupils of a higher ability will be asked to think about the design of their flip book character and draw someone who is suited to the scene. Pupils who have explored all the functions of the apps taught within the seven weeks will be asked to move on to some work from Lite level 1.