



iMedia

Level 1 iCreate – iStop Motion

KS2 PPA Cover Planning

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

iStop Motion

Unit Length: 5 – 7 hours

Course overview: During the first half of iStop Motion, pupils will learn about stop motion animation and create a short stop motion film. Following this, pupils will learn about post-production effects such as 'Chroma key' and 'Foley'. Pupils will finish by combining their animation and post-production skills together to create a final piece with sound, video effects, chroma key and animated 2D titles.

Level 1 Learning Outcome for the course: Throughout iStop Motion pupils will learn about five different types of animation before continuing the rest of the course solely on Stop Motion. Pupils will learn multiple techniques to complete a short animation by the end of the course. Pupils will learn about Chroma Key and Sound FX before adding these techniques to their animation to create a finished piece.

Keywords: Stop Motion, 2D, 3D, Computer-generated, Motion Capture, FPS (Frames per second), Frame, Green screen, Chroma Key, Sound FX, Foley/Foley Artist.

Apps Used Include: iStop Motion Studio, iMovie.

Learning Session 1: During their first lesson in animation pupils will learn about four sub-categories of animation; Cell, Computer-generated (both 2D and 3D), Motion Capture and Stop Motion animation. Pupils will be asked to point out the benefits and drawbacks of each style before completing some Stop Motion tasks to get them used to animating in this style.

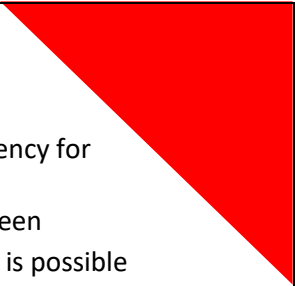
Learning Session 2: Pupils will use this lesson to start their Stop Motion animation. After guidance from the instructor on how to achieve the best overall look for their animation, the pupils will begin crafting a sequence based upon one of the storylines provided by the instructor.

Learning Session 3: The main focus of this lesson will be to introduce the pupils to another tool that can help them achieve a more professional looking animation and help bring their scenes to life, Green Screen. Pupils will be able to see examples of how this effect is used before animating using this effect. For the rest of the lesson pupils will animate the second part to the story with a green background enabling them to add a background later in post-production.

Learning Session 4: Pupils will use the first half of the lesson to finish their animation with Green Screen, before using the app iMovie to place a background on their animation. After the pupils have successfully added their background, the animation they made in lesson 2 will have to be edited into the project to create a longer animation.

Learning Session 5: During this lesson pupils will learn about whiteboard animation and how it can be used effectively within Stop Motion. Pupils will use their new skill to add titles to their animation during post-production.

Learning Session 6: In Learning Session 6 pupils will learn about Foley and the importance of this art form within films. Pupils will spend the lesson adding sound and their own Foley to their project. Upper Keystage 2 will be encouraged to use more self-created Foley in their work, where lower Keystage 2 will use more existing Sound FX.



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. There are lots of different roles that go into making an animation, most of which have been demonstrated during this course. Learning Session 7 looks at how making a film like this is possible when people are in different locations, maybe even different countries, through collaboration and Wider Area Networks like the internet. Pupils will also take this opportunity to finish their project and any last minute touches and showcase their work to their peers.

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

iMedia

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 students 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 and Wall Posts

Several of our iMedia subjects have work from the students 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.

Level 1 iStop Motion: Curriculum links

The learning pathways for each iMedia subject are in line with the Curriculum 2014. Below outlines all the curriculum points hit during this unit. iMedia levels are topic-based, so students will be learning beyond these attainment targets and in real-life contexts.

Curriculum 2014

Computing

- Use sequence, selection and repetition in programs; work with variables and various forms of input and output.
- Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Select, use and combine a variety of software (including internet services) on a range of digital devices and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour.

Level 1 iStop Motion: Learning Objectives and Lesson Outcomes

Learning Session 1

Learning Objective

Today we will be learning about the four main types of animation.

Learning Outcome:

By the end of the lesson - Lower KS2;

All pupils will

- know the names for the four main types of animation.

Most pupils will

- be able to visually spot differences between the types, e.g. smoother movement.
- know that animation is measured in FPS or Frames Per Second.

Some pupils will

- be able to explain how Stop Motion and cell animation are created.
- know that to have a smooth Stop Motion animation you need to be animating at 24 FPS or higher.

By the end of the lesson - Upper KS2;

All pupils will

- know the names for the four main types of animation.
- be able to visually spot the differences between the types, e.g. smoother movement.
- know that animation is measured in FPS or Frames Per Second.

Most pupils will

- be able to explain how Stop Motion, cell animation and motion capture are created.
- know that to have a smooth Stop Motion animation you need to be animating at 24 FPS or higher.

Some pupils will

- be able to explain how 2D and 3D computer generated animations are created.

Learning Session 2

Learning Objective

Today we will learn how to create a Stop Motion animation using Stop Motion Studios. We will also learn what an onion skin is and how it can help us.

Learning Outcome:

By the end of the lesson - Lower KS2;

All pupils will

- create an animation with one character without thought to the stillness of the camera.
- create an animation without thought to distance a character is moved.

Most pupils will

- attempt to keep hands and fingers out of their frames.
- create an animation with reasonably small movements from characters.
- create an animation with some thought to distance a character is moved.

Some pupils will

- be able to delete any frames that have the hands or fingers of the animator in the frame.
- create an animation with thought to distance a character is moved.

By the end of the lesson - Upper KS2;

All pupils will

- animate a short piece with minimal movement of the iPad.
- create an animation with some thought to distance a character is moved.

Most pupils will

- attempt to keep hands and fingers out of their frames.
- be able to delete any frames that have the hands or fingers of the animator in the frame.
- create an animation with thought to the distance a character is moved.

Some pupils will

- be able to create a short piece of animation with no movement of the iPad at all.

Learning Session 3

Learning Objective

Today we will learn about Chroma Key and how to animate using green screen.

Learning Outcome:

By the end of the lesson - Lower KS2;

All pupils will

- animate a short scene where the background is mostly covered with green screen.

Most pupils will

- animate a short scene where the background is covered with green screen.
- understand how green screen is used to create effects that cannot be done on set.

Some pupils will

- understand the difference between chroma key and green screen.

By the end of the lesson - Upper KS2;

All pupils will

- animate a short scene where the background is mostly covered with green screen.
- understand how green screen is used in animation, TV and Film.

Most pupils will

- animate a short scene where the background is covered with green screen.
- think about the position of their characters, so the green screen will look more effective when added.
- will understand the difference between green screen and chroma key.

Some pupils will

- begin to use the correct terminology, differentiating between green screen and chroma key work.
- think about the position of their characters, so the green screen will look more effective when added.

Learning Session 4

Learning Objective

Today we will learn how to add a background to our green screen.

Learning Outcome:

By the end of the lesson - Lower KS2;

All pupils will

- have a green screen background, but might encounter gaps in the effect depending on the quality of their work from lesson 3.

Most pupils will

- be able to add their animation from lessons 2 and 3 together following step by step instructions from the instructor.

Some pupils will

- be able to add their animations together from lessons 2 and 3 to create a longer story without a step by step guide.

By the end of the lesson - Upper KS2;

All pupils will

- be able to add their animation from lessons 2 and 3 together following step by step instructions from the instructor.
- have a green screen background, but might encounter gaps in the effect depending on the quality of their work from lesson 3.

Most pupils will

- be able to add a background to their animation to create a full scene.
- be able to add their animations together from lessons 2 and 3 to create a longer story without a step by step guide.

Some pupils will

- be able to add multiple backgrounds at different points, so the characters can interact with the background.

Learning Session 5

Learning Objective

Today we are going to learn how using paper and whiteboards can enhance a Stop Motion animation and for it to have greater titles.

Learning Outcome:

By the end of the lesson - Lower KS2;

All pupils will

- be able to use the cell drawing technique to animate a short title, displaying the name of their piece.

Most pupils will

- be able to use the cell drawing technique to animate a short title, displaying the name of their piece and the animators' names.

Some pupils will

- be able to animate titles at the beginning and end of their project.
- be able to add transitions into their project between the animations.

By the end of the lesson - Upper KS2;

All pupils will

- be able to use the cell drawing technique to animate a short title, displaying the name of their piece and the animators' names.

Most pupils will

- be able to animate titles at the beginning and end of their project.
- be able to add transitions into their project between the animations.

Some pupils will

- animate their titles in a more creative way thinking about how the letters come on the page.

Learning Session 6

Learning Objective

Today we will learn about Sound FX and Foley and how to create them.

Learning Outcome:

By the end of the lesson - Lower KS2;

All pupils will

- be able to add sound effects into their project.

Most pupils will

- be able to shorten Sound FX to where they are needed in the clip.
- add more than one sound to a section of animation.
- know what the role of a Foley Artist is.

Some pupils will

- know the difference between Sound FX and Foley.
- be able to cut the Sound FX with precision to where they want it to sound on the animation.
- be able to layer sounds with accuracy.

By the end of the lesson - Upper KS2;

All pupils will

- be able to add Sound FX into their project.
- know what the role of a Foley Artist is.

Most pupils will

- know the difference between Sound FX and Foley.
- be able to cut the sound FX with precision to where they want it to sound on the animation.
- add more than one sound to a section of animation.

Some pupils will

- be able to layer sounds with accuracy.

Learning Session 7

Learning Objective

Today we will learn how collaboration is vital within this field of work.

Learning Outcome:

By the end of the lesson - Lower KS2;

All pupils will

- understand the word collaboration.

Most pupils will

- understand how collaboration is necessary as different departments are in charge of different parts of the film.

Some pupils will

- understand different ways the clip can be shared to aid collaboration.

By the end of the lesson - Upper KS2;

All pupils will

- understand how collaboration is necessary as different departments are in charge of different parts of the film.
- understand the word collaboration.

Most pupils will

- understand different ways the clip can be shared to aid collaboration.

Some pupils will

- be able to say why collaboration is a good thing and is necessary to achieve their best output.

Differentiation and Progression

Differentiation within Level 1

Pupils with lower ability will be asked to use Sound FX rather than creating their own Foley, meaning they have more time to think about the placement of the sound in their project.

Pupils of a higher ability will be asked to create a soundtrack made completely of Foley. Some more advanced students will be introduced to Cue Sheets and be asked to make one for their project before moving on to recording.

Progression

Level 2: **iEdit**

During iEdit pupils will build on the skills they learnt in Level 1 (iStop Motion) and begin to use more advanced editing skills on the app iMovie. They will learn how to Splice, Cut, Trim, add sounds, record their own voice, add text over video and build in transitions.

Level 3: **Advanced i2D**

Pupils will already be familiar with this form of animation either from Lite Level 2 or Level 1. Pupils will learn to refine the skills learnt in i2D. This course includes more detailed hand drawn animation and teaches the pupils to create more rounded pieces including backgrounds and movement pathways.

Level 4: **iDigital**

The aim of iDigital is to teach pupils to express themselves using an array of different media. Pupils will learn how to film from different camera angles and edit them together. They will learn about storyboarding, and how vital they are to the planning process. Pupils will use their skills from iProgram to complete a storyboard constructed of algorithms. They will learn how to create Cinemographs and 3D models. Pupils will also be expected to create a Digital Gallery of their work using their Keynote skills.