iMedia

Level 3 iCreate – Advanced i2D

KS2 PPA Cover Planning

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

Advanced i2D

Unit Length: 5 – 7 hours

Course overview: This module looks into early 2D animation and its development over time. Pupils will start with basic flip books before developing different skills to produce a 2D piece of vector art. Students will focus on character design, plot development and how characters will interact.

Level 3

Learning Outcome for the course: 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.

Keywords: Flip book, Hand Drawn, Squash and Stretch, Motion Pathways, Composite, Two Dimensional, Vector art.

Apps Used Include: Do Ink Animation, iMovie, Stop Motion Studio

Learning Session 1: 2D animation is something the pupils have already touched upon in Lite level 2 and Level 1 of iCreate. During their first lesson pupils will use the whiteboard animation techniques they learnt in these previous levels to create a short stop motion animation. This will reintroduce them into building something using a drawing tool rather than an object like they have done in all other levels. The task for this lesson will be to complete a short flip book.

Learning Session 2: In 2D animation there are 12 Basic Principles; during this lesson the pupils will pay special focus to perfecting the Squash and Stretch technique. This is a hard technique that makes 2D drawn animation look truer to life. Pupils will be tasked with applying this technique to their animation to create an expressive face.

Learning Session 3: During this learning session pupils will look at movement, and how it can be achieved when drawing 2D animation. The class will be tasked with recreating a dancing frog that spins on the spot. The challenge will be to gain movement in something stood in one place. They will be expected to use the Squash and Stretch technique they learnt last lesson to achieve this to its full effect.

Learning Session 4: To start the lesson pupils will have to create a walking 3D man using Squash and Stretch. This new animation will aid them in learning about a new digital editing technique of a motion path. Motion Pathways are part of a larger technique called Vector Art. This is the first instance the pupils will have of seeing the advantages of animating on a digital device. Once the concept has been introduced the pupils will give their 3D man a motion path.

Learning Session 5: In Learning Session 5, pupils will be asked, for the first time, to create a 2D digital animation using Squash and Stretch. They will be asked to give this character a motion pathway, so they must think about the plot beforehand to make sure they animate their character in the right way; this is a key factor that they must do, as when they add their motion path to their animation it must look natural.

Learning Session 6: Pupils will be introduced to composites within animation. This is the term for bringing all the techniques they have learnt about animating and moving a character together with a background to make a finished piece. Pupils will add more to their animation from last week and add a 2D hand-drawn background to their animation to give it a finishing touch.

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.
During this lesson pupils will showcase their work to their peers and receive feedback on their work.

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

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 3 Advanced i2D: 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

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output.
- 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 3 Advanced i2D: Learning Objectives and Lesson Outcomes

Learning Session 1

Learning Objective
Today we are going to learn about 2D animation in its most basic form: Flip books.

Learning Outcome:

By the end of the lesson - Upper KS2;

All pupils will

- be able to explain what 2D animation is.
- will know the steps taken to create a simple flip book.

Most pupils will

- begin to think about the degree of detail they are adding and how this improves their work.

Some pupils will

- use great detail in their work, creating a smooth flip book.

Learning Session 2

Learning Objective
Today we will learn about the 12 basic Principles of Animation, with special focus on perfecting the Squash and Stretch technique.

Learning Outcome:

By the end of the lesson - Upper KS2;

All pupils will

- know the term Squash and Stretch and be able to explain what it means.
- be able to draw using this technique with limited success.

Most pupils will

- be able to say why this technique enhances their work.

Some pupils will

- be able to use this technique very effectively to create a more true-to-life animation.

Learning Session 3

Learning Objective
Today we are going to learn how to create movement with our character that is stood in one place.

Learning Outcome:
By the end of the lesson - Upper KS2;
All pupils will

- be able to animate movement for a character.

Most pupils will

- be able to animate smooth movement for a character.

Some pupils will

- be able to animate seamless movement for a character.

Learning Session 4

Learning Objective
Today we will learn how to create vector art and motion pathways.

Learning Outcome:
By the end of the lesson - Upper KS2;
All pupils will

- know how to create a motion path for their art on the app Do Ink Animation.

Most pupils will

- understand that vector art uses nodes that can be changed and edited easily to change the direction of your path.
- be able to manipulate nodes on their own work.

Some pupils will

- understand that vector art uses maths and equations to create motion pathways.

Learning Session 5

Learning Objective
Today we are going to learn how to join Squash and Stretch, and vector art to create a 2D animation.

Learning Outcome:
By the end of the lesson - Upper KS2;
All pupils will

- be able to use the principles of Squash and Stretch within a motion pathway.

Most pupils will

- be able to use animation more to move their character rather than pathways.

Some pupils will

- be able to move multiple characters using Squash and Stretch on a page.

Learning Session 6

Learning Objective
Today we will learn how to create a composite animation including a two-dimensional background.

Learning Outcome:
By the end of the lesson - Upper KS2;
All pupils will

- be able to create a 2D background with a simple hand-drawn animation over the top.

Most pupils will

- be able to create a 2D background with a more detailed hand-drawn animation over the top.
- give the animation a motion path within the composite.

Some pupils will

- be able to move multiple characters using Squash and Stretch and different motion pathways on the page.

Learning Session 7

Learning Objective
Today we will evaluate our finished composite animation giving feedback for editing.

Learning Outcome:
By the end of the lesson - Upper KS2;
All pupils will

- understand how to give constructive feedback to their peers.
- know that feedback can be helpful, however doesn't have to be taken on board all the time.

Most pupils will

- be able to give constructive feedback to their peers to make positive changes.

Some pupils will

- be able to go look at their work and say how/if they would change it based on the feedback.

Differentiation and Progression

Differentiation within Level 1

Pupils with lower ability will be asked to focus on creating simpler 2D images to work with (e.g., stick men), rather than more rounded characters using shapes.

Pupils of a higher ability will be asked to add more detail to their animations. Projects will have multiple scenes and feature motion paths and animations that interact.

Progression

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.