

# Animatic

Lesson Plans

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Unit 1 (Lessons 1, 2 and 3)		
LEVEL Year 6		TIMING 90 minutes
Aim: to understand how animation works and its history		
TEACHING OBJECTIVES (what I plan to teach)		
Content :	Cognition: to offer opportunities for pupils to	Culture
Define the concept of animation and how it works Know about the history of animation Collaborate in a group	Discover how animation works Recognise historic animation devices Collaborate in a group	Understand the development of animation across different context and cultures
LEARNING OUTCOMES		
CONTENT: pupils will know...	COGNITION: pupils will be able to...	CULTURE: pupils will be aware of...
What animation is How animation works How to identify different kind of animations	Recognise animation films Understand what animation is and how it works Classify the animations by objects	The history of animation Animation films are made by team work How to cooperate in a group

That animations are made by team work to discuss in a group the history of animation the first animation devices	used Analyse and categorise an animation film Identify useful discussion techniques Reach consensus in a group Recognise first animation devices Predict what is said in a film	
COMMUNICATION		
Language of	Language for	Language through
Animation definition Animation techniques: drawings, puppets, pixels, plasticine, cut-outs, everyday objects Animation components. Key vocabulary about discussion techniques. Key vocabulary about history of animation and animation devices in history.	Giving opinions Describing a animation film Expressing agreement Discussing point of view from different perspectives Ordering the discussion techniques Asking for help	The use of on-line dictionaries for vocabulary extension Language Through activities Questions that are raised in the session

ASSESSMENT TOOLS	TRANSFERABLE SKILLS
<p>Students self-assessment</p> <p>Observation of the teacher during group work</p>	<ul style="list-style-type: none"> <li>• Can interact with other people and approach other cultures in an adequate way.</li> <li>• Can understand, perceive and value, critically, different cultural and artistic forms of expression.</li> <li>• Can understand the social context where s/he lives, cooperate, exercise and share democratic values in a plural society and engage effectively with others in its improvement.</li> </ul>

Unit 2 (Lessons 4 and 5)		
LEVEL Year 6		TIMING 90 minutes
Aim: to analyse and create a drawing animation		
TEACHING OBJECTIVES (what I plan to teach)		
Content :	Cognition: to offer opportunities for pupils to	Culture
The step-by-step process of creating an animation how to edit an animation how to organise a collaborative group	Analyse a drawing animation Create a drawing animation	Understand that animations are created by team work
LEARNING OUTCOMES		
CONTENT: pupils will know...	COGNITION: pupils will be able to...	CULTURE: pupils will be aware of...
how to analyse an animation how to follow a check list to create an animation the step-by-step process to create	Observe a drawing animation and analyse it Predict the steps to follow to create a drawing animation	The process of creating an animation is a team work

<p>a drawing animation to edit an animation</p>	<p>Decide the process of creating a drawing animation Discuss and decide the different roles in a group Create a drawing animation Predict the language they will need</p>	
<p>COMMUNICATION</p>		
<p>Language of</p>	<p>Language for</p>	<p>Language through</p>
<p>Key vocabulary of the process of creating a drawing animation: take a photo, split the movement into frames... Key vocabulary of editing a film: file, add, select, import, export...</p>	<p>Following the check list: the first step is..., for the moment we are at the ... step... Asking for help Assessing peer work</p>	<p>Questions that are raised in the session, with the check list children decide which language they will need The use of on-line dictionaries for vocabulary extension Language Through activities</p>
<p>ASSESSMENT TOOLS</p>		<p>TRANSFERABLE SKILLS</p>

<p>Students self-assessment</p> <p>Observation of the teacher during group work</p> <p>Teacher assessment of the Check list</p> <p>Peer assessment of the Check list</p> <p>Teacher assessment of the final product: the drawing animation film</p>	<p><b><u>Communicative: Artistic and cultural</u></b></p> <ul style="list-style-type: none"> <li>• Can apply the techniques, resources and conventions of the different artistic languages.</li> <li>• Can make use of the different aesthetic resources of production and performance to carry out individual or social artistic activities.</li> </ul> <p><b><u>PERSONAL: Autonomy, initiative and decision making</u></b></p> <ul style="list-style-type: none"> <li>• Can create, initiate, develop and assess individual or collective activities or projects with creativity, confidence, responsibility and critical thinking.</li> </ul>
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Unit 3 (Lessons 6 and 7)		
LEVEL Year 6		TIMING 90 minutes
Aim: to identify types of shots and how images can make us change ideas		
TEACHING OBJECTIVES (what I plan to teach)		
Content :	Cognition: to offer opportunities for pupils to	Culture
Type of shots the power of images to convey ideas their power to create an animation to change ideas	Identify and create types of shots Analyse a photograph	Different conflictive situations in the world and what children can do to change them
LEARNING OUTCOMES		
CONTENT: pupils will know...	COGNITION: pupils will be able to...	CULTURE: pupils will be aware of...
Type of shots definitions by camera placement or by length How to describe a photograph	Define different types of shots Decide which type of shot is used in a photo Classify photograph by type of shot by	Situations of conflict in the world Their power to change other

<p>To discuss their ideas for their animation film</p>	<p>camera placement or by length                  Create photos using different type of shots                  Describe a photograph                  Analyse a photograph                  Classify photos into peace and conflict                  Match each photo with its title                  Write a sentence about something that they want to change                  Choose the sentence which will be used to create their animation film</p>	<p>people's ideas</p>
<p>COMMUNICATION</p>		
<p>Language of</p>	<p>Language for</p>	<p>Language through</p>
<p>Type of shots definition: bird's eye, high shot, close shot...                  Titles of conflict photos: forest destruction, oiled bird, melt water...</p>	<p>Discussing                  Describing a photograph: who? where?, what?                  Asking for help</p>	<p>The use of on-line dictionaries for vocabulary extension                  Language Through activities                  Questions that are raised in the session</p>
<p>ASSESSMENT TOOLS</p>		<p>TRANSFERABLE SKILLS</p>

<p>Students self-assessment</p> <p>Observation of the teacher during group work</p>	<p><b>COMMUNICATIVE:</b></p> <p><u>Linguistic and audio-visual</u></p> <ul style="list-style-type: none"> <li>• Can relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop argument.</li> </ul> <p><u>Artistic and cultural</u></p> <ul style="list-style-type: none"> <li>• Can understand, perceive and value, critically, different cultural and artistic forms of expression.</li> </ul> <p><b>SOCIAL AND CIVIC</b></p> <ul style="list-style-type: none"> <li>• Can understand the social context where s/he lives, cooperate, exercise and share democratic values in a plural society and engage effectively with others in its improvement.</li> </ul>
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Unit 4 (Lessons 8, 9, 10, 11 and 12)		
LEVEL Year 6		TIMING 90 minutes
Aim: to create an animation film and organise an award ceremony		
TEACHING OBJECTIVES (what I plan to teach)		
Content :	Cognition:	Culture
	to offer opportunities for pupils to	
The step-by-step procedure of creating an animation film	Understand how to create an animation film	Understand the development of an award ceremony
Different parts of an award ceremony	Create an animation film Understand different parts of an award ceremony	
LEARNING OUTCOMES		
CONTENT: pupils will know...	COGNITION: pupils will be able to...	CULTURE: pupils will be aware of...
How to create an animation film	Observe a film	The different parts of an award ceremony
To use the animation techniques to express an idea	Identify the different steps to make an animation film	
to organise an award ceremony	Create a mindmap	

	<p>Predict the language they will need</p> <p>Design a picture dictation</p> <p>Assess their classmates step-by-step process</p> <p>Assess their classmates animation films</p> <p>Assess their group work</p> <p>Identify the parts in an award ceremony</p> <p>Prepare questions for the winners</p> <p>Argue and decide their group speech for the award ceremony</p> <p>Role-play an award ceremony</p>	
COMMUNICATION		
Language of	Language for	Language through
<p>Key vocabulary of the process of creating an animation: characters, background, props, rehearse ...</p> <p>Key vocabulary of editing a film: file, add, select, import, export...</p>	<p>Discussing</p> <p>Describing an award ceremony</p> <p>Organising group work</p> <p>Ordering the creation of an animation steps</p>	<p>The use of on-line dictionaries for vocabulary extension</p> <p>Language Through activities</p> <p>Questions that are raised in the session</p>

<p>Prepositions of place and movements: on, under, left, forward, backward. Key vocabulary to explain a process in the award ceremony: first, second...</p>	<p>Asking for help Assessing peer work</p>	
ASSESSMENT CRITERIA		TRANSFERABLE SKILLS
<p>Students self-assessment Observation of the teacher during group work Student glossary of terms Peer assessment of the Check list Peer assessment of the animation film Teacher assessment of the final product: the drawing animation film</p>	<p><b>COMMUNICATIVE:</b> <u>Linguistic and audio-visual</u></p> <ul style="list-style-type: none"> <li>• Can apply the techniques, resources and conventions of the different artistic languages.</li> <li>• Can make use of the different aesthetic resources of production and performance to carry out individual or social artistic activities.</li> </ul> <p><b>PERSONAL</b> <u>Autonomy, initiative and decision taking</u></p> <ul style="list-style-type: none"> <li>• Can create, initiate, develop and assess individual or collective activities or projects with creativity, confidence, responsibility and critical thinking.</li> </ul>	