

YEAR 3

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Creating media – Digital Planning	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>No Specific ELG links.</p>	To develop understanding of a range of tools for digital painting and use this to create their own digital painting.	To recognise that different devices can be used to capture, edit and improve photographs.	To use a range of techniques to create stop frame animation using tablets and apply skills to create a story-based animation.	To identify input and output devices required to work with sound digitally. To record audio themselves and understand ownership and copyright implications.	To create vector drawings by learning how to use different drawing tools to produce images.	To develop knowledge and understanding of using a computer to produce 3D models.

COMPOSITES

Select, use and combine a variety of software (including internet services) on a range of digital devices to design 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; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

COMPONENTS

	1	2	3	4	5	6	End Point
	Can I explain that animation is a sequence of drawings or photographs?	How can I relate animated movement with a sequence of images?	How can I plan an animation?	Can I identify the need to work consistently and carefully?	How can I review and improve an animation?	Can I evaluate the impact of adding other media to an animation?	Children 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 children adding other types of media to their animation, such as music and text.

CONCEPTS Link to concept map	Creating media – Digital Planning Information Technology Computer Science	Creating media – Digital Planning Information Technology Computer Science	Creating media – Digital Planning Information Technology Computer Science	Creating media – Digital Planning Information Technology Computer Science	Creating media – Digital Planning Information Technology Computer Science	Creating media – Digital Planning Information Technology Computer Science	Creating media – Digital Planning Information Technology Computer Science
SKILLS	Draw a sequence of pictures Create an effective flip book—style animation	Predict what an animation will look like Create an effective stop-frame animation	Break down a story into settings, characters and events Create a storyboard	Use onion skinning to help me make small changes between frames Review a sequence of frames to check my work Evaluate the quality of my animation	Evaluate another learner’s animation Improve my animation based on feedback	Add other media to my animation Evaluate my final film	Children will be able to draw, create, review, make and evaluate an animation.
KNOWLEDGE	Explain how an animation/flip book works	Explain why little changes are needed for each frame	Describe an animation that is achievable on screen	Understand what onion skinning is.	Explain ways to make my animation better	Explain why I added other media to my animation	Children will learn how animation works and how to create their own animation.
LESSON LINK	Hubs	Hubs	Hubs	Hubs	Hubs	Hubs	Hubs
PROGRESSIVE VOCABULARY	animation, flip book	stop-frame animation, frame, sequence, image, photograph	setting, character, events, stop-frame animation, onion skinning	stop-frame animation, onion skinning, consistency	evaluation, animation, onion skinning, delete, frame	animation, media, import, transition	Children will be able to understand, articulate and use the vocabulary
CURRICULUM EXPERIENCES						Create a film about a subject of your choice.	

<p>END POINT</p>	<p>Children 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 children adding other types of media to their animation, such as music and text.</p>	<p>In the previous lesson, children created their own flip book-style animations. In this lesson, they will develop this knowledge, and apply it to make a stop-frame animation using a tablet.</p>	<p>Remind the children 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. Tell the children 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>	<p>In the previous lesson, children planned out their own stop frame animations in a storyboard. This lesson, they will use tablets to carefully create stop frame animations, paying attention to consistency.</p>	<p>Last lesson, children created their own stop frame animations. This lesson, they will evaluate their animations and try to improve them by creating a brand-new animation based on their feedback.</p>	<p>Last lesson, children perfected their stop frame animations. This lesson, they will add other media and effects into their animations, such as music and text.</p>	
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