



What should I already know about digital media?

- How to choose tools in a program to create art
- How to make comparisons with working non-digitally
- How to capture and change digital photographs for digital purposes

Unit Overview – What I will be able to do

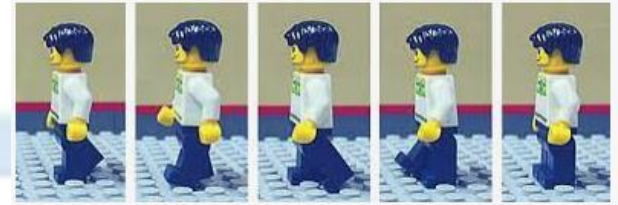
- Use a range of techniques to create a stop-frame animation using tablets.
- Apply those skills to create a story-based animation.
- Add other types of media to their animation, such as music and text.

What will I know by the end of the unit?

- What a search engine is and how to use it
- What copyright is and why it is important
- What ownership means when going online
- The sorts of problems that might come from copying someone else's work
- What an animation is and some ways they could be made
- How to plan and why it is important to stick to the plan when creating
- How to import different media
- How to evaluate work
- How to use evaluation to improve work

Values

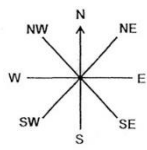
Clear communication	Take part in class discussions explaining reasoning clearly Create a clear plan
Enthusiastic with a can do attitude	Be optimistic about your success in making a high quality animation Be resilient when things become difficult
Take responsibility both personally and collectively	Understand why copying other's work is a bad thing. Support others as required to improve Share ideas as requested Think hard about ways to improve your own animations.
Are reflective	Improve own and others learning by reflecting on their successes and next steps



Technical vocabulary

Animation	Making still pictures look as if they are moving.
Flip book	A series of picture bound together to create the illusion of movement
Stop frame animation	Objects are physically moved in small ways and then photographed to make a sequence of pictures
Frame	A single picture in an animation (or film)
Sequence	When things happen in a set order
Image	Picture
Photograph	A representation of something recorded by a camera
Setting	Where a story takes place.
Event	A thing that happens in a story.
Character	An individual appearing in a story.
Onion skinning	Where you create or edit an animation to see several frames at once.
Consistency	When things are the same
Delete	To remove something
Media	A method of communicating information: photo, audio, video etc
Import	Bring something into something/somewhere else
transition	When something changes into something else





National Curriculum Objectives

- 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.

Possible additional NC links

Literacy links

- Pupils should be taught to: draft and write by: in narratives, creating settings, characters and plot
- Pupils should be taught to: proof-read for spelling and punctuation errors

History

- The Roman Empire and its impact on Britain (or any other historical period if you want to base your story on that.)

Computing: Digital Media

Follows on from:

- KS1: Digital Painting
- KS1: Digital Photography

Education for a Connected World links:

Managing online information

- I can use key phrases in search engines.
- I can use search technologies effectively.

Copyright and ownership

- I can explain why copying someone else's work from the internet without permission can cause problems.
- I can give examples of what those problems might be.
- When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.
- I can give some simple examples.