

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

**Cambridge ICT Starters
On Track**

Scheme of Work

4296
Video or Animation for a Purpose
Stage 2 Module



UNIVERSITY *of* CAMBRIDGE
International Examinations

Introduction

In this module, students are introduced to either video editing or animation software. The aim is to demonstrate to pupils that both animation and video can be produced, edited and applied with the aid of computer software and hardware. By the end of the module, students should have created a finished animation or piece of film with a specific audience in mind.

What is Assessed in This Module?

Students will demonstrate how to:

- plan video or animation
- create source material for video or animation
- produce video or animation with appropriate software
- add soundtrack or narration to video or animation
- demonstrate awareness of how the finished media text addresses a specific audience

To Start This Module You Will Need

- any video editing or animation creation software could be used to deliver this module. However, straightforward software such as Windows MovieMaker (Windows XP) and GIF animator are good examples of these. Macromedia Flash or other software which creates simple flash animations (e.g. Coffeecup Firestarter) may also be used
- a digital video camera or a simple webcam

Underpinning Knowledge

Before commencing this module it is recommended that students can:

- use a simple Paint Package

Complements and extends 'Exploring Images' and 'Exploring Multimedia'

General Principles and Procedures

The following are further suggestions and considerations:

- as an introduction to this module it would be beneficial for students to explore web sites and CD ROMs, considering how they use video and animation to demonstrate ideas, give further information and develop aesthetics
- you will need to demonstrate to the students how to create a simple animation or download and edit a piece of video
- you should encourage the students to keep their ideas for videos or animations very simple so that they are achievable with the software available without too much effort from the student
- this module is about the process the students go through rather than how complicated they make the final video or animation
- the module is about utilising and controlling the software (and/or hardware) to achieve a fairly simple end point rather than the student's ability to use complicated professional products

Scheme of Work

Learning Objectives	Classroom Ideas	Resources	Notes
Session Plan One			
<ul style="list-style-type: none"> • explore a range of movie and animation styles • decide what makes a good movie or animation • evaluate video and animation examples • describe an 'audience' 	<ul style="list-style-type: none"> • group tasks: <ul style="list-style-type: none"> • for each movie or animation example students should decide: <ul style="list-style-type: none"> - who is the target audience? - what is the purpose of the movie or animation? • they could also answer: <ul style="list-style-type: none"> - which ideas were successful? - which ideas were weak? - what elements of this would be difficult to copy? - which would be easy to copy? - how is sound used? - did the movie/animation get its 'point' over well? • class task: <ul style="list-style-type: none"> - produce a 'hot list' of 'rules' for a good animation or video 	<ul style="list-style-type: none"> • examples of short animations, short movies, flash movies to view. These do not have to be in the same format as what the students will use. They should also if possible include some bad examples so that the students can judge for themselves 'what not to do' 	<ul style="list-style-type: none"> • teachers will need to ensure that all the necessary plug-ins have been installed on computers to allow for the full range of media to be viewed • viewing a wide range of examples will help students to be creative when they come to design their own work • students will benefit from seeing both good and bad animations and movies for a range of target audiences and purposes • a purpose of an animation or movie can quite often be to 'amuse' or 'entertain' as well as inform - encourage students to think about whether this has been achieved and why

Learning Objectives	Classroom Ideas	Resources	Notes
Session Plan Two			
<ul style="list-style-type: none"> • create a storyboard for an animation or video 	<ul style="list-style-type: none"> • teacher demonstration: students are shown a design brief, plus the video/animation and the storyboard. This will help them to see how the 3 items are connected • students task: <ul style="list-style-type: none"> - students view a video or animation and create a storyboard for it - students create a storyboard from a design brief (ideas should be short to last no more than 2 mins) - students swap storyboards and write a brief explanation of each others animation or video - students give back explanations – students modify their storyboards • class task: create a 'hot list' for what to consider when creating a storyboard from a design brief 	<ul style="list-style-type: none"> • storyboard grid or planning template • some examples of simple design briefs and example animation/video with storyboards • simple design briefs to storyboard e.g. <ul style="list-style-type: none"> - making a cup of tea - life cycle of a plant or insect - the sun makes people happy - dogs like their dinner 	<ul style="list-style-type: none"> • students will understand better what to do to suit the needs of an audience or suit a particular purpose if this is clearly defined in the design brief • leaving design briefs open ended may appear to give students more freedom for creativity but will often prevent them being clear about what to produce. Students will benefit from seeing an example storyboard • the thought and work process students have to go through to create a movie or animation is complex, so the design briefs should not be • encourage students to keep ideas simple and achievable – they will develop a sense of this with continued practise

Learning Objectives	Classroom Ideas	Resources	Notes
Session Plan Three			
<ul style="list-style-type: none"> • plan a video or animation • identify resources for a video or animation 	<ul style="list-style-type: none"> • student task <ul style="list-style-type: none"> - make an exhaustive list of all the resources, materials, images, sounds needed to complete the storyboard - against this list mark any items which need to be created. For example: <ul style="list-style-type: none"> ▪ a student creating a simple animation will probably need to create the original images for the animation in a paint program ▪ or a student creating a video may need to find props or write a script - write a short and simple action script for the storyboard to explain how or what needs to change or happen from one scene to the next. (This is probably more important for video) 	<ul style="list-style-type: none"> • students own storyboards from previous session 	<ul style="list-style-type: none"> • students will benefit in the later practical stages from working systematically through a design and plan process • students will benefit from having some freedom to make mistakes, so long as there is opportunity for feedback and discussion and further practice later in the module. Students 2nd or 3rd attempts will naturally be more within achievable limits • it is expected that students will have to learn from experience about what is easily achievable with the equipment and time available • having opportunity to develop skills by repeating this process on other design briefs will be more beneficial than students spending all the available time on their first brief

Learning Objectives	Classroom Ideas	Resources	Notes
Session Plan Four			
<ul style="list-style-type: none"> • create a video or animation • use animation software • capture images or video • use video equipment 	<ul style="list-style-type: none"> • student/group task: <u>Animation:</u> <ul style="list-style-type: none"> - students use their storyboard and plan to create, draw or capture the necessary images, photos or pictures that they need. Checking quality and size is appropriate for the finished product - students import the image/s into gif animation software and use any manipulation or tweening effects to create the animation <u>Video:</u> <ul style="list-style-type: none"> - the group uses the selected storyboard, plan and action script to shoot their video footage - recorded footage is transferred to the computer - students edit (decide which bits of footage to keep or cut) 	<ul style="list-style-type: none"> • video camera, web cam, digital camera or scanner • video or image capture software setup on relevant machine • graphics software e.g. MS Paint • gif animation software or similar • students own storyboards • pipecleaner models or moveable toy figures (students can create short animations by taking successions of digital pictures after small movements have been made to models) – this can be time consuming so would need to be used only where design brief /storyboard was suited 	<ul style="list-style-type: none"> • students working on video will probably have to work in groups because of equipment; they should decide whose storyboard to use, considering what is easily achievable • good planning from previous sessions will make it easier for groups to share the equipment • if both animation and video are being explored in this module – it is advisable to start with animation as the students will be able to work on this independently and build up useful skills which can later be transferred to using video • if using Video encourage short shoots which deliver objectives outlined on storyboard • students should demonstrate that they can plan on paper before using the technology

Learning Objectives	Classroom Ideas	Resources	Notes
Session Plan Five			
<ul style="list-style-type: none"> • modify an animation or a video • add sound 	<ul style="list-style-type: none"> • student/group task: students review and modify the work, referring back to the original design brief and the storyboard • adding sound: <u>Options for Animations:</u> <ul style="list-style-type: none"> - the animation can be run within a PowerPoint page (or other media) which allows a sound file to be played while the animation runs - students can manually play a recorded 'backing track' or narration during animation <u>Options for Video</u> <ul style="list-style-type: none"> - sound/conversation can be recorded at shooting - a 'backing track' or recorded narration can be made to run at the same time as the video (it is not expected that students can create a soundtrack in the video editing software) 	<ul style="list-style-type: none"> • students previous animation or video from previous session • microphone/tape recording equipment (optional) • variety of sound files, Music CD's 	<ul style="list-style-type: none"> • encourage students to consider sound after all edits and modifications have been made (unless sound has been recorded during shooting (video only)) • adding sound is more a consideration of how to create/record sounds which have the potential to enhance the purpose of the video or animation rather than testing any technical ability to incorporate sound into video or animation editing • students should be encouraged to consider sounds which add something positive to the design brief • if students are working in groups (video) it is important to swap tasks around because each student will need to work alone during assessment

Learning Objectives	Classroom Ideas	Resources	Notes
Session Plan Six			
<ul style="list-style-type: none"> • devise an evaluation method • write an evaluation for a video or animation • practise skills by creating new movies or animations 	<ul style="list-style-type: none"> • class discussion/task: devise an evaluation sheet to use with videos and animations. It could include things like: <ul style="list-style-type: none"> - does it suit its audience? - does it suit its purpose? - what works/what doesn't? - best feature/worst feature - suggested improvements • student tasks: <ul style="list-style-type: none"> - complete an evaluation sheet for each others work. - make any modifications to animations or videos as a result of feedback - write an evaluation of your own video or animation - explaining what about it makes it suitable for its purpose • students practice by: creating other videos/animations using the same process of refinement and evaluation at the end 	<ul style="list-style-type: none"> • students completed videos or animations from previous session • range of new design briefs for further practise 	<ul style="list-style-type: none"> • during evaluations and feedback it is important that students see this as a positive processes by allowing time for discussion and/or modifications to be made • writing down simple evaluation statements about the work of others will help students to do the same for their own work • encourage students to make positive comments as well as negative • avoid students giving marks, percentages or ticks as a means of evaluation • students will benefit most from plenty of practise in this module

Assessment Ideas

To show how the Assessment Idea fully incorporates the Learning Objectives tested, the Assessment Idea is cross-referenced with the Learning Objective table below.

Assessment Idea

Students are asked to create a video or animation to inform very young children not to touch hot things.

Decide whether you are going to create a video or animation (depending on whichever equipment is available to you). Create a storyboard for your animation or video. Make a list of what you will need to create your video or animation. (1) Shoot the footage for the video or create the images you need for the animation. (2) Edit this in the appropriate software to make your video or animation, viewing and modifying until you have a good result (3). Then save your file. Select some sound which will play with your video or animation (not required if sound has been recorded with video footage).(4) Write a short evaluation of how and why your animation or video is suitable for informing young children about the danger of touching hot things. (5)

Stage 2 Module – Animation or Video for a Purpose	
1	Plan video or animation
2	Create source material for video or animation
3	Produce video or animation with appropriate software
4	Add soundtrack or narration to video or animation
5	Demonstrate awareness of how the finished media text addresses a specific audience

Teachers should retain the following evidence for moderation:

- copy of original assessment
- students saved animation or video (with sound or with teacher evidence that sound was incorporated successfully))
- students written evaluation

Resource List

http://www.tki.org.nz/r/ict/ictpd/animation_digital_camera_e.php - ICT Learning Experience describes how students can use digital camera and animation software to create an animated story.

<http://www.rgmt.com.au/> - Animation software – Platypus Animator available free from Platypus Software.

http://www.tki.org.nz/r/ict/ictpd/cameraless_animation_e.php - unit of work on cameraless animation. Students used Paint, Microsoft GIF Animator, Hammerhead Rhythm Station, and FrontPage to create animations, which combine colour, shape, movement, and music. Software instruction sheets and student examples are included.

<http://209.66.78.251/Details/Inte/gifsetup.htm> - Microsoft GIF Animator - a free piece of software

<http://www.threechords.com/hammerhead/introduction.shtml> - Hammerhead Rhythm Station - a free piece of software

http://www.tki.org.nz/r/ict/ictpd/downloads/GIF_Animator.pdf - instructions on how to use Gif Animator

<http://www.filmeducation.org/primary/archive/animation.pdf> - Film Education website – Primary Animation Resource contains information on animation and its history as well as teaching ideas.

<http://www.apple.com/imovie/> - Imovie software for Apple