

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Computing – Creating Media: Stop Motion		Year: KS1 – Year 2 – Autumn
NC/PoS: <ul style="list-style-type: none">• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.• Recognise common uses of information technology beyond school.		
Prior Learning (what pupils already know and can do) Using creativity and imagination to plan a miniature adventure story and capturing it using developing photography skills. Children learn to enhance photos using a range of editing tools as well as searching for and adding other images to a project, resulting in a high-quality photo collage showcase.		
End Points (what pupils MUST know and remember) <ul style="list-style-type: none">• To understand that an animation is made up of a sequence of photographs.• To know that small changes in my frames will create a smoother looking animation.• To understand that software creates simple animations and some of its features e.g. onion skinning.		
Key Vocabulary Animation, Background, Decompose, Digital Device, Drawing, Flip Book, Frames, Moving Images, Object, Onion Skinning, Plan, Still Images.		
Session 1: What is animation? Introduce animation and what are the key concepts. How does a flip book work? Demonstrate how to make a flip book Show the children how the flip book works. Discuss potential animations. Children have a go at making their own flip book. Are the movements small? Does the ball look like it is moving? Does the animations seem smooth? Vocabulary: Animation, flip book, frame, still image, moving image.		
Session 2: My First Animation Inform the children that they will be creating a space-themed animation using a different method of animation called stop motion. Explain that a stop motion is made in the same way as a flip book animation, but instead of a paper-based version it is made using digital photos. Display presentation on Space Animation. Use question prompts for discussion. Allow time for self-reflection. Vocabulary: Animation, Background, Frame, Object, Stop Motion		
Session 3: Planning my project Display the presentation: Objects and backgrounds. Arrange the children into pairs and explain that they will be planning their own animations using a range of backgrounds and objects. Ask the children to discuss what their animation might be; for example, scene one could have a shooting star flying past. Display the <i>Presentation: Planning an animation</i> and display slide 1 with the <i>Activity: Planning sheet</i> . Explain to the children that they will use this to plan each aspect of their animation which they will begin to create in the next lesson. Invite the class back together and ask a few pairs to share their animations using the <i>Resource: Space objects</i> and <i>Resource: Space backgrounds</i> to show the motion. Vocabulary: Animation, Background, Focus, Frame, Object, Stop Motion		
Session 4: Creating My Project Arrange the children into their pairs from the last lesson and hand out their completed <i>Activity: Planning sheet</i> , along with their chosen background and object(s). Allow the children time to look through their planning and remind themselves of their animation. Show the children your completed <i>Activity: Planning Sheet</i> that you used to demonstrate the planning process in the previous lesson. Inform the children that they will be creating their animations over two lessons and encourage them to take their time when capturing each frame. Children to begin to make their animation.		

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Session 5: Creating My Project

Allow the children time to complete their stop-motion animation, pausing throughout the lesson to refer to the criteria. Hand out the *Activity: Criteria grid sheet* (one per pair) and ask the children to watch their own animations back and complete the sheet.

Vocabulary: Animation, Background, focus, frame, object, stop motion

Future learning this content supports:

The content of this unit will support other units on Creating Media