

## Year 3 – Stop Motion Animation

### Unit introduction

Learners 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 learners adding other types of media to their animation, such as music and text.

It is recommended that you use a tablet for this unit as this makes it simpler for learners to take the photos and do the editing. However, you could use stop-frame animation software on a desktop or laptop if this is what you have available. This unit uses screenshots from iMotion which is an iPad app, but you could also try **Stop Motion Studio**.

Lesson	Brief overview	Learning objectives and Success Criteria
1 Can a picture move?	Learners will discuss whether they think a picture can move. They will learn about simple animation techniques and create their own animations in the style of flip books (flick books) using sticky notes.  <a href="#">Lesson 1 Can a picture move? (teachcomputing.org)</a>	To explain that animation is a sequence of drawings or photographs <ul style="list-style-type: none"> <li>I can draw a sequence of pictures</li> <li>I can create an effective flip book—style animation</li> <li>I can explain how an animation/flip book works</li> </ul>
2 Frame by frame	In the previous lesson, learners 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.  <a href="#">Lesson 2 Frame by frame (teachcomputing.org)</a>	To relate animated movement with a sequence of images <ul style="list-style-type: none"> <li>I can predict what an animation will look like</li> <li>I can explain why little changes are needed for each frame</li> <li>I can create an effective stop-frame animation</li> </ul>
3 What’s the story?	Remind the learners of the animations that we created last week and tell them that next week we will use tablets to animate some of our own stories. Tell the learners 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 animation next week.  <a href="#">Lesson 3 What's the story? (teachcomputing.org)</a>	To plan an animation <ul style="list-style-type: none"> <li>I can break down a story into settings, characters and events</li> <li>I can describe an animation that is achievable on screen</li> <li>I can create a storyboard</li> </ul>
4 Picture perfect	In the previous lesson, learners 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.  <a href="#">Lesson 4 Picture perfect (teachcomputing.org)</a>	To identify the need to work consistently and carefully <ul style="list-style-type: none"> <li>I can use onion skinning to help me make small changes between frames</li> <li>I can review a sequence of frames to check my work</li> <li>I can evaluate the quality of my animation</li> </ul>
5 Evaluate and make it great!	Last lesson, learners 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.  <a href="#">Lesson 5 Evaluate and make it great! (teachcomputing.org)</a>	To review and improve an animation <ul style="list-style-type: none"> <li>I can explain ways to make my animation better</li> <li>I can evaluate another learner’s animation</li> <li>I can improve my animation based on feedback</li> </ul>
6 Lights, camera, action!	Last lesson, learners perfected their stop-frame animations. This lesson, they will add other media and effects into their animations, such as music and text.  <a href="#">Lesson 6 Lights, camera, action! (teachcomputing.org)</a>	To evaluate the impact of adding other media to an animation <ul style="list-style-type: none"> <li>I can add other media to my animation</li> <li>I can explain why I added other media to my animation</li> <li>I can evaluate my final film</li> </ul>

### Subject knowledge

Teachers will need to understand that animations are a series of still images stitched together to create a motion video. Animations can be created using on-screen or off-screen (flipbooks) images. Teachers need to understand how to create a simple flipbook (see lesson 1 for support) and how to use software to create an on-screen animation (support is provided in the lessons).

Teachers will need to have an understanding of using their chosen software. Within the software, teachers will need to be aware of how to take images, ‘onion skinning’ (showing a part transparent photo to demonstrate the previous frame to make small movements more consistent), deleting frames and saving.