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|  Term: Advent 2: Subject Computers Year 3 Medium Term Planning  |
| **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.
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|  | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| Learning intention for each lesson: | I know that animation is a sequence of drawings or photographs |  I know how to relate animated movement with a sequence of image | I know how to plan an animation | I know how to identify the need to work consistently and carefully | I know how to review and improve an animation | I know how to evaluate the impact of adding other media to an animation |
| Recall and retrieval | Pre topic assessment: What do you already know about animation? | How does a flipbook animation work? | Can you explain why small, not large changes are needed for each frame? | Talk about how an animation has been made. | What is onion skinning? What is your opinion of an animation? How could you improve it? | How could you improve my animation? |
| Sequence of knowledge throughout the lesson | Key KnowledgeI know how to draw a sequence of picturesI know how to create an effective flipbook—style animation* I know and be able to explain how an animation/flip book works
 | Key KnowledgeI know how to predict what an animation will look like.I know and be able to explain why little changes are needed for each frame* I know how to create an effective stop-frame animation
 | Key Knowledge* I know how to break down a story into settings, characters and events
* I know how to describe an animation that is achievable on screen
* I know how to create a storyboard
 | Key Knowledge* I know how to use onion skinning to help them make small changes between frames
* I know how to review a sequence of frames to check their work
* I know how to evaluate the quality of their animation
 | Key Knowledge* I know and explain ways to make their animation better
* I know how evaluate another learner’s animation
* I know ways they could improve their animation based on feedback
 | Key Knowledge* I know how to add other media to my animation
* I know and explain why they added other media to my animation
* I know how to evaluate their final film
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| Scaffolding | Fewer and more simple pictures | Short stop frame animation with few changes. | Options for setting, characters and events to choose from. | To make fewer frames and change just one thing. | Stem questions to support evaluating. | Supported to add media |
| Challenge | More complex pictures and more pages. | More changes to stop frame animation. | Independent choice of options for story. | To make small changes to morethan one aspect of the animation.  | Offer ways to improve animation. | Choice of media to add. |
|  | **Key Vocabulary**Animation, flip book | **Key Vocabulary**Stop-frame animation, frame, sequence, image, photograph | **Key Vocabulary**Setting, character, events, stop-frame animation, onion skinning | **Key Vocabulary**Animation, flip book | **Key Vocabulary**Evaluation, animation, onion skinning, delete, frame | **Key Vocabulary**Animation, media, import, transition |