

Digital Animator



	Exploratory Learner will	Developing Learner will	Confident Learner will	Independent Learner will	Transformational Learner will
Awareness	<p>View a range of animations from a variety of genres e.g. Wallace and Gromit, Toy Story etc.</p> <p>Understand that animations do not necessarily show real life.</p>	<p>Understand basic differences between types of animation. E.g. Digital Animation, Cartoon, Stop Motion.</p> <p>Understand that animation is made up of a series of ‘frames’ that play back quickly to create the illusion of movement.</p>	<p>Have a basic understanding of film language, as applied to animation (e.g. Different shot types).</p> <p>Understand the importance of timing and frames in animation to create smooth movement and drama.</p>	<p>Have a sophisticated understanding of the language of animation and of how animators use different techniques to create emotional impact.</p> <p>Be aware of the on-going work of commercial animators.</p>	<p>Be aware of detailed technical details and limitations of different animation types.</p> <p>Regularly watch and appreciate animated films from a variety of genres.</p>
Planning	<p>Contribute to decisions when planning a class animation eg subject, characters and setting.</p> <p>Share ideas about the sequencing of a simple class storyboard.</p>	<p>Work independently or with other learners to plan simple animations e.g. using storyboards.</p>	<p>Plan animations with a clear narrative and structure eg using storyboards.</p> <p>Adopt roles within a team when creating an animation.</p>	<p>Makes decisions about which type of animation is appropriate for a particular project.</p> <p>Prepare detailed storyboards for projects, and actively evaluate and modify these before creating animations.</p>	<p>Investigate techniques learned from professional animators to improve the mood and storytelling of animated films.</p> <p>Combine animations with other media and software, including live film (using green screen technology).</p>
Skills	<p>Help create models appropriate for stop-motion animation.</p> <p>Prepare simple staging and backdrops.</p>	<p>Work independently or with other learners to create models and backdrops.</p> <p>Create a simple stop-frame animation using appropriate software.</p> <p>Create a simple 2D animation using appropriate software.</p>	<p>Make appropriate use of key features and concepts when using animation software – e.g. ‘onion skinning’ and ‘tweening’.</p> <p>Prepare a suitable audio track to accompany animations including narration, music and sound effects.</p>	<p>Plan, film and edit increasingly sophisticated animations.</p> <p>Synchronise animation to speech and music.</p> <p>Use a range of software packages to create animations in different genres, including stop-frame animation, 2D (e.g. Flash) and 3D digital animation.</p>	<p>Use ‘prosumer’ or industry-standard software packages to create animations of a consistently high standard.</p>
Sharing	<p>Share animations within the classroom, and view the work of other children.</p>	<p>Share animations within the school and seek opinions from teachers and other learners.</p>	<p>Share animations within the school community e.g. via a learning platform.</p>	<p>Share animations beyond the school e.g. onto the school website.</p>	<p>Share animations for public consumption online eg YouTube.</p>
Feedback / Evaluation	<p>Express a simple opinion about an animation.</p>	<p>View animations, notice potential improvements and modify animations accordingly.</p>	<p>Watch own animations and evaluate against agreed success criteria.</p>	<p>Watch own animations, evaluating the structure and content and seek to improve</p>	<p>Interact with an online audience using forums or social media, and use feedback from</p>

		Share an opinion, with reasons, on the quality of a digital work from other learners.	<p>Give useful feedback to other learners about their animations e.g. using a survey on a learning platform.</p> <p>Respond positively to feedback from peers and teachers, and make changes to improve animations.</p>	<p>these if necessary.</p> <p>Give detailed feedback to other learners about the content, structure and style of their animations.</p> <p>Respond positively to feedback from peers and teachers, and make detailed changes to improve animations and to inform the planning of future animations.</p>	the audience to improve future animations.
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