



Project 1 Friends

Progression steps

Progression step 1 — Plug in and go

Progression step 2 — Evaluating

Progression step 3 — Deleting

Lesson aim

To make a short animated film on the theme of friendship using toys

Lesson objectives

Children should be able to:

- animate toys using stop frame animation techniques
- tell a story about friendship using animation
- understand and use appropriate vocabulary
- position the webcam to take photographs
- take photographs with *I Can Animate* software to create a film strip
- delete frames

Learning outcomes

Children should:

- make a short animated film about friendship
- have an understanding of how animation works
- be able to discuss the theme of friendship

Vocabulary

stop frame animation, animate, webcam, photographs, frames, film strip, *I Can Animate* software, shoot, camera icon, play, delete, save

Cross-curricular links

- PSHE/Citizenship – relationships with others

Resources

- laptop/computer
- *I Can Animate* software
- webcam
- sheets of plain paper for film backgrounds
- KS1 'Planning sheet' and 'Storyboard' (see CD-ROM)
- a simple story idea about friendship
- large character toys (e.g. dolls and teddy bears)

Advance preparation

- Prepare a simple background of plain paper for your demonstration and for the groups to use.
- Create an original short story about friendship that can be easily animated using toys, e.g. a teddy bear that helps other teddy bears find their lost ball. It is important to keep the story simple so that it is not hard to finish. Ideally, move only one character in this introductory activity, e.g. one teddy could move and other toys could remain still in the background.
- Find suitable toys. Make sure that you can make the toys stand up 'on their own', or at least sit.

Differentiation

- During the introductory lesson you may have observed children with limited fine motor control. These children will probably find it easier to move larger toys rather than small ones.
- Similarly, children with limited fine motor control might find it easier to take photographs using the camera icon on an interactive whiteboard.
- Show more able and ICT-confident children some of the different ways of taking photographs such as pressing the number 1 key, or on a PC, pressing the space bar or the enter button on the keyboard.

Teach

Activity 1

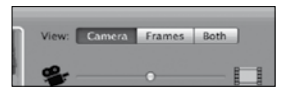
- Introduce the WALTs and WILFs table from the CD-ROM table from the CD-ROM (these should be modified to match the abilities of the children).
- If you have not carried out the Introductory lesson, explain to the children that you are going to show them how to bring a toy to life using the computer, a special camera attached to it and a program called *I Can Animate*.
- Position your example background and toy/s, which you prepared before class as described in advance preparation.
- Use *I Can Animate* on a whiteboard in front of the class to demonstrate how to shoot, play and delete frames, animating a toy and bringing it to life. (Recap/introduce vocabulary as appropriate.)

Plug in and go

1. Plug in the webcam – always plug in the camera before starting the animation program.
2. Start the program, *I Can Animate*.
3. Position the webcam in front of a toy.
4. Click on the camera icon within *I Can Animate* to take a photograph. Take 12 photographs of the toy to set the scene. (Twelve frames last one second.)
5. Move the toy a little bit then take one or two frames. The movement should be quite small and for every small movement take one or two frames. Taking more frames will slow the film action down and make the film longer, but playback may be jerky.
6. Explain that the camera is only recording when the camera icon on the software is clicked. (NB: The camera icon will not work if you switch the viewing mode in the top right of the program window to *Frames*. Make sure that the *Camera* tab is selected.)
7. Repeat step 5 about 18 times, making the toy move towards the webcam.



step 4



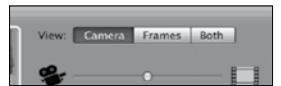
step 6

Evaluating

8. Click the play icon to watch the animation. It is important to watch your work as it develops as this is the first step in evaluating it.
9. Save the film each time after it is viewed by clicking on *File* then *Save* – don't wait until the end of the story.
10. Click on the word *Camera* in the top right of the program window to go back to filming mode. Repeat step 5 about six more times, making the toy advance forward.



step 8



step 10

Deleting

11. Deliberately take a photograph in which your hand is on the character and then click the play icon to evaluate the film. Ask the class what is wrong.
12. Select the frame with the hand in it. (A frame that is selected is highlighted blue.) Press the delete or backspace key on the keyboard to delete the frame. Click play and evaluate the animation again, this time without the hand.

Evaluating

13. Continue to animate the toy for three more frames and then click play to review it.

Practise

The *Practise* section is a chance for the children to make a mini film so that they can try out the techniques and processes that you have modelled for them in the *Teach* section. Ensure that groups of four or five children work quickly through the *Practise* activities, as they should spend more time on the main film project in the *Apply* section. Do all three *Practise* activities as a whole class, setting the scene and planning the film together, then doing each step of making the film at the same time. Ensure that children contribute to the planning process.

Activity 1: Set the scene

- Engage the children by inviting them to discuss what friendship means to them. Ask the children to share the names of some of their friends with the group and to say what they like about them, what they do together, and why they are friends. (Be sensitive to any issues that may exist among your group of children.)
- Tell the children that they will be making a simple animated film about two good friends, using some toys.



- Show the children a selection of toys and ask a volunteer to pick out two toys that could be friends. Make up a little story about the toys, e.g. *This is Freddie the teddy and this doll is called Sarah. They are best friends and they have known each other for a very long time. They like to play together.*
- Organise children to work in groups and invite them to select two toys to be the friends in their film.

Activity 2: Practise planning your film

- Assign roles to the children in each group so that two children move the toys, while other children take the photographs. One child could have the role of looking closely to make sure there are no hands, elbows, etc in the frames.
- Ensure the children rotate these roles every five minutes or so.
- Display the KS1 'Planning sheet' (see CD-ROM) on an interactive whiteboard and work through the relevant parts as a whole class, deciding on a title for the story, saying what the film is about and deciding on the characters. You do not need to complete the setting, props or dialogue sections at this stage.
- Then model how to use the KS1 'Storyboard' (see CD-ROM) as a way of planning where the characters will go. Display the storyboard on the interactive whiteboard and ask for a volunteer to suggest two starting positions for the toy characters. Draw these on the storyboard, e.g. if one character is to start on the left, draw a picture of it on the left-hand-side of the box and similarly with the other character.
- Then ask for another volunteer to show, using their characters, how/where the characters could move in the scene. Show them how to plot this on the storyboard by redrawing the characters into the box for the next scene and then indicating their routes with tiny dotted lines. Explain that using a dotted line helps to show that the characters will be moving in tiny steps.
- If you like, you can also describe the characters' moves under the 'Character moves' heading in the second column of the storyboard, e.g. doll moves to the right, teddy moves down.
- Together, complete the storyboard and ensure that everyone is clear about the whole-class plan to be used for the film.

Activity 3: Practise making your film

- Ensure that the equipment and software is set up and working correctly, encouraging the children to get involved.
- Instruct the children to begin by positioning their characters to match the plan on the whiteboard. Then ask each child to take two opening frames showing the characters before they are moved, making sure that both toys are visible, to establish the scene.
- As the children work on their films, direct them at each step, referring to the plan on the whiteboard, e.g. move your first character a small bit to the left, then take one or two shots; move your second character a small bit to the right, then take one or two shots, and so on.
- As you all work through the task, start writing up a list of the techniques and skills that the children are using. Keep this list on display to act as prompts for the children and also to show them how much they are learning all the time. Tell them to be proud of their achievements every time that you can add a new skill to the list.
- Remind the children to keep to their roles, take turns, and then to swap their roles.
- Prompt the children to recap on what they have to do and what they need to avoid, e.g. to keep hands out of pictures.
- Model how to delete unwanted frames by selecting the frames and pressing delete or backspace.
- Observe the children as they work, making a note of any real difficulties that they have with the basics, as simple interventions at this point might prevent bigger problems later.

Plenary

- Ask the children to play back their films and to say how well they thought the process went. Make a note of the things that went well and why they went well. Similarly, ask about things that were more difficult or problematic and what the issues were. Ask for suggestions about how these might be resolved as some groups may have overcome them.



Apply

The *Apply* section allows groups of children to carry out an independent film-making project using the techniques and processes that they have learnt and practised in the *Teach* and *Practise* sessions. Set the scene and then support each group as they plan and then make their film.

Activity 1: Set the scene

- Recap on the discussion about friends. Ask children whether they need to know somebody well or for a long time before they can be friends with them. Praise all their contributions and say that there is no right or wrong answer to this question.
- Tell the children a short story about a child who has just started school, e.g. *Peter was new at school and on his first day he didn't know anybody*. Ask them how they would feel if they were Peter. Can they suggest any ideas for what they might do to make Peter feel welcome if he was new to their school? Draw out ideas such as inviting Peter to join in a game at playtime, offering to share their crayons with him, showing him where things are in the classroom. If your school has a 'buddy spot' where children can go if they are feeling lonely or unhappy, you can discuss this system.
- Tell the children that they will be working in small groups to create an animated story about friendship.

Activity 2: Plan your film

- Organise the children into small groups and challenge them to make up a short story about friendship. Ask them to use just two or three characters and to think about how they could animate their tale.
- Remind them about the planning sheet and the storyboard. Support them as necessary in using these sheets to write down the characters, what their story is about, and to position their characters and plot their movements.
- Also prompt them to think about who will do what, deciding on roles for each child in the group.
- Make a note of how long this planning activity takes per group.

Hints and tips:

- Keep ideas very simple to encourage focused outcomes.
- Use a small number of characters.

Activity 3: Make your film

- Observe the groups while they make their films, giving support and guidance where needed.
- Build in enough time for the children to evaluate their work as they go – reviewing and discussing their film. Remind/prompt groups to do this, and evaluation will hopefully become second nature as they work on more projects.
- There are several prompts to help initiate discussion in the planning and evaluation section on page 41.
- Make a note of how long this activity takes per group as this will help you to plan future sessions, and to know when to intervene to keep the children focused on finishing their films in time.

Plenary

- Ask the children to play back their films and to say how well they thought the process went. Did the outcome match their initial ideas?
- Discuss any difficulties that the groups encountered and ask for suggestions of how these might be resolved. Did any groups overcome potential problems?
- Ask the children how they feel about the amount of time they had. Did they feel rushed or did they feel that they could have used their time better?
- Review some of the films and evaluate collectively, perhaps using the 'three stars and a wish' approach (as outlined in the planning and evaluation section on page 41).
- Make a list of the good features, as well as the things to improve on, as they can be used to inform future planning.
- Ask children for ideas about how they might use animation to communicate stories or messages.

Project 6

The Gingerbread Man

Progression steps

Progression step 1 – Plug in and go

Progression step 2 – Evaluating

Progression step 3 – Deleting

Progression step 4 – Duplicating frames

Progression step 5 – Adding dialogue (and sound)

Progression step 6 – Matching time/dialogue

Progression step 7 – Duplicating multiple frames

Progression step 10 – Adding titles and credits

Lesson aim

To make a film based on a picture book, adding a refrain, adding titles and credits

Lesson objectives

Children should be able to:

- animate/bring objects to life using stop frame animation techniques
- understand and use appropriate vocabulary
- position the webcam to take photographs
- take photographs with *I Can Animate* software to create a film strip
- delete frames
- extend their films by duplicating multiple frames
- record dialogue and save a film
- identify what makes a 'good' film and note things to avoid
- export a film
- use a video editing program to add a soundtrack
- calculate how many frames are needed for dialogue, or for clips that last a specified amount of time
- choose an appropriate style for the titles and credits to match the purpose/audience

Learning outcomes

Children should begin to:

- understand and apply some of the planning approaches that can be used to make an animated film that synchronises with a soundtrack
- understand the purpose of titles and credits, considering the film's audience/purpose

Vocabulary

stop frame animation, animate, webcam, photographs, frames, film strip, *I Can Animate* software, shoot, camera icon, play, delete, save, props, scenery, background, character(s), duplicate, dialogue, record, narration, export, import, soundtrack, microphone, time sequence, frames per second (FPS), file types, titles, credits, evaluate

Cross-curricular links

- **Literacy** – understanding the use of a refrain in a picture book; retelling a narrative

Resources

- laptop/computer
- webcam
- *I Can Animate* software
- video editing program such as *Windows Movie Maker* (PC) or Apple's *iMovie* (Mac)
- microphone
- KS2 'Planning sheets 1&2' and KS2 'Storyboard' (see CD-ROM)
- sheets of plain paper for film backgrounds and for displaying text
- examples of titles and credits from a variety of sources, including commercial ones
- two models to represent a pig and a wolf from 'The Three Little Pigs' story
- stopwatches
- gingerbread man templates (one per group)
- selection of picture books that include a refrain
- selection of materials for the children to use to make models, props, etc
- optional – magnetic or cut-out letters

Advance preparation

- Collect some examples of titles and credits from films, TV programmes, etc. These may be from DVDs, the Internet, etc.
- Find or make a model pig and a model wolf to recreate the story of 'The Three Little Pigs' in the *Teach* section. (You can choose any familiar story with a refrain to retell in the *Teach* film.)
- Prepare cardboard templates for a gingerbread man so there is one per group.

Differentiation

- Hopefully, children will have had experience of creating simple animations, adding dialogue and matching the number of frames to the dialogue. Some children may need support with the various stages of making a film. This should be available from adults or peers.
- Some children may need help with spelling in this project, so appropriate support should be available, e.g. dictionaries, word wallets or peer support.
- If any children have difficulties in using a video editing program to add dialogue and titles and credits, they might need access to a prompt sheet or additional support.
- Children with an aptitude for ICT might like to try displaying words on screen by creating their own text sheets. They can do this by writing or painting the text on a sheet of paper large enough to cover the background. They then take a frame of the text sheet and duplicate it the appropriate number of times to match the dialogue length.

Teach

Activity 1

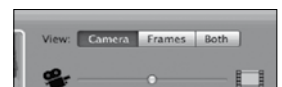
- Introduce the WALTs and WILFs table from the CD-ROM (these should be modified to match the abilities of the children).
- Position your example background and pig and wolf characters, which you prepared before class as described in advance preparation.
- Use *I Can Animate* on a whiteboard in front of the class to demonstrate how to shoot, play and delete and duplicate frames and add dialogue, titles and credits, animating a character from a picture book and bringing it to life. (Recap/introduce vocabulary as appropriate.)

Plug in and go

1. Plug in the webcam – always plug in the camera before starting the animation program.
2. Start the program, *I Can Animate*.
3. As a class discuss the film set – the characters and any scenery or props. Can the children guess what the story is going to be? Draw out that you are going to animate part of the story of ‘The Three Little Pigs’. Say that you are aiming it at an audience of young children.
4. Position the webcam in front of the two characters and background. Place the pig near the middle of the frame with the wolf off to one side.
5. Click on the camera icon within *I Can Animate* to take a photograph. Take 12 photographs to set the scene. (Twelve frames last one second.)
6. Move the wolf a tiny bit towards the pig, then take one or two shots. The movement should be quite small and for every small movement take one or two frames. Taking more frames will slow the film action down and make the film longer, but playback may be jerky.
7. Explain that the camera is only recording when the camera icon on the software is clicked. (NB: The camera icon will not work if you switch the viewing mode in the top right of the program window to *Frames*. Make sure that the *Camera* tab is selected.)
8. Repeat step 6 until the wolf has walked up to the pig.



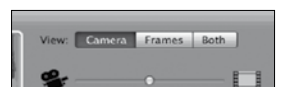
step 5



step 7



step 9



step 11

Evaluating

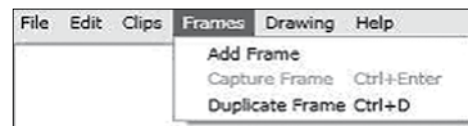
9. Click on the play icon to watch the animation. It is really important to watch your work as it develops as this is the first step in evaluating it.
10. Save the film by going to *File* then *Save*. Save your work each time after it is viewed – don't wait until the end of the film.
11. Click on the word *Camera* in the top right of the program window to go back to filming mode.

Deleting

12. Show the children how to delete an individual frame. Deliberately take a photo of your hand on the character, then click play to evaluate. Ask the class if they notice anything wrong. Select the frame you want to delete and it will turn blue. Then press backspace or delete on the keyboard of your computer.
13. Play the film again to show the children that the mistake has been rectified.

Duplicating frames

14. Show the children how to duplicate frames. Select a frame of when the wolf is walking so that it turns blue. Then click on the word *Frames* in the menu bar at the top left of the screen and select the option *Duplicate Frame*.



15. Duplicate about six frames. Play the film back and ask the children to spot what has changed. Draw out that you have copied (duplicated) a frame a number of times, making it look as if the wolf has stopped moving. step 14

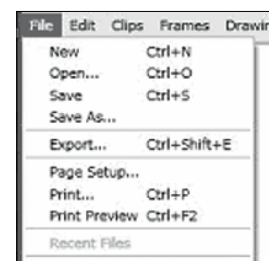
Adding dialogue (and sound) and Matching time/dialogue

16. Say that you are going to add some dialogue to the film. Record two volunteers pretending to be the wolf and the pig saying: 'Little pig, little pig, let me come in!'; 'Not by the hair of my chinny, chin, chin'.

17. Time the dialogue with a stopwatch and round it to the nearest second. Model how to multiply the number of seconds by 12 in order to calculate the number of frames needed to match the audio. Keep taking frames and duplicating frames until you have the right number of frames to match the dialogue.

18. Play back the film and say that to add the dialogue you need to export the film and then import it into another application. Discuss what export and import mean. (Exporting is when you save files in one program so that they can be used in another program. Importing is when you bring in files to a program that were created in another program.)

19. Now model how to export the film into another program such as *Windows Movie Maker* (PC) or Apple's *iMovie* (Mac) so that you can add the soundtrack. Save the animation and then, go to *File* in the menu bar and select *Export* (PC) or *Share* (Mac). On a PC, select *WMV* for *Movie Maker*. On a Mac, export the film as a *QuickTime* movie and then import it into *iMovie*.

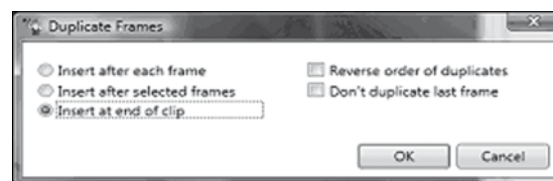

Evaluating

20. Play back the film with the soundtrack and review it as a class, noticing how well the dialogue matches the film length and action. step 19

Duplicating multiple frames

21. Show the children how to duplicate multiple frames in order to show the wolf meeting three pigs on separate occasions – but only filming one sequence. Select the frames you want to duplicate by holding down the shift key on your keyboard while selecting and clicking the frames. You will know they are selected, as they turn blue. If you want to select more frames than you can see on your screen at a time, select either the first or last frame of the section to be duplicated, hold down the shift key and use the left or right arrow on the keyboard to reach the last or the first frame – they will all turn blue. To select all the frames press control and 'A'.

22. Click on the word *Frames* in the menu bar at the top left of the screen and select the option *Duplicate Frames*. You will be presented with a range of options. For this film, select 'Insert at end of clip'.


Evaluating

23. Watch the film play back and notice how the action sequence has been repeated so that it happens twice. However, it will probably look a bit odd as the wolf will go up to the pig in the middle and stop, and then suddenly the wolf will be back at the edge of the screen, and then going up to the pig again. step 22

24. To fix this problem, show the children another way of using the tool for duplicating multiple frames. Go to *Edit* and click *Undo* to undo your last step (inserting a duplicated sequence at the end of the clip). Alternatively, select the duplicated frames and delete them using the delete key.

Duplicating multiple frames

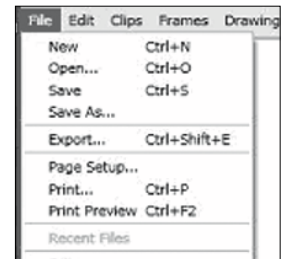
25. Select all of the frames again (the action sequence of the wolf going up to the pig). As before, click on *Frames*, then *Duplicate Frames*, but this time select the options 'Reverse order of duplicates' and 'Insert at end of clip'. Play back the film and you should see the wolf approaching the pig, pausing, and then walking backwards to its original position. Explain that you have copied (duplicated) the action sequence of the wolf walking up to the pig and you have selected reverse order, so that the frames are copied backwards.

26. Now select all of the frames and duplicate the whole sequence, selecting the 'Insert at end of clip' option. Play back the film and you should see the wolf approaching the pig twice.

27. Recap on the reasons for duplicating multiple frames that you have modelled – to repeat units of action and to reverse an action.

Adding titles and credits

28. Say that all good animation films should have titles and credits. Explain these terms, saying that titles and credits show the names of the people that helped to make the film (saying what their job was). Say that titles appear at the beginning of a film, and credits appear at the end of a film.
29. You can create inventive titles and credits using animation to show letters moving into place (e.g. using magnetic letters) or you can use a video editing program such as *iMovie* or *Movie Maker* to produce professional-looking film titles and credits.
30. Model how to add a simple film title and a credit. Write out a title and credit on separate pieces of paper that fill the screen and take a shot of each one, e.g. 'The Three Little Pigs' (title); 'Made by Class 4b' (credit). Duplicate these frames so that they remain on screen long enough for the audience to read the text. Play it back to review how it looks.
31. Delete the hand-made title and credit from the film sequence and model how to add professional-looking titles and credits using a video editing program. Save the film and export it by clicking on *File* then *Export (PC)* or *Share (Mac)* select *WMV for Movie Maker*. On a Mac, export the film as a *QuickTime* movie and import it into *iMovie*.
32. Import your new file into a video editing program such as *Windows Movie Maker* or Apple's *iMovie* where you can easily add titles and credits by following the on-screen options.
33. Play back the films and review the impact of adding a professional-looking title and credit.



step 31

Practise

The *Practise* section is a chance for the children to make a mini film so that they can try out the techniques and processes that you have modelled for them in the *Teach* section. Ensure that groups of four or five children work quickly through the *Practise* activities, as they should spend more time on the main film project in the *Apply* section. Do all three *Practise* activities as a whole class, setting the scene and planning the film together, then doing each step of making the film at the same time. Ensure that children contribute to the planning process.

Activity 1: Set the scene

- Engage the children by telling them you are going to read them a story. Read the story of 'The Gingerbread Man' or another story with a refrain that you have chosen. Briefly ask them questions about the story.
- Invite the children to repeat the refrain that they heard in the story: 'Run, run as fast as you can. You can't catch me I'm the Gingerbread Man'. Ask the children to practise saying this as a class, then record it so that you can use it later in the children's films.

Activity 2: Practise planning your film

- Organise the children into groups of four or five.
- Display the KS2 planning sheets and the KS2 storyboard (see CD-ROM) on the interactive whiteboard. Discuss how you could make an animated film of the story of 'The Gingerbread Man'.
- Involve the children in using planning sheet 1 and the storyboard to flesh out a precise film plan and a clear storyboard of the action to be filmed, including details of the dialogue.
- Draw out that you can be efficient by filming one sequence and re-using it over and over again with the multiple duplicate tool, including reversing units of action, such as the gingerbread man walking forwards then backwards. You can make a note to do this on the plan.
- Model how to use the storyboard as a way of planning how/where the gingerbread man will move. Ask for a volunteer to suggest a starting position for the character. Draw this on the storyboard, i.e. if the character is going to start on the left, draw a picture of it on the left-hand side of the box.
- Ask for another volunteer to describe how/where the gingerbread man will move in each scene. Model how to plot this on the storyboard by drawing the character into the box for each scene and then indicating its route with tiny dotted lines. Explain that using a dotted line helps to show that the character will be moving in tiny steps.
- You can also describe the character's moves under the 'Character moves' heading in the second column of the storyboard, e.g. gingerbread man runs to the right, stops, then runs backwards. Remember that as this is a film with a refrain and repetitive action you could just complete one or two scene boxes and make a note next to them to duplicate the frames and re-use them.
- If you have sufficient time, you could make a note of the timings for the dialogue and add these to the planning sheet, calculating the number of frames required by multiplying the number of seconds by 12.



- You could also display 'Planning sheet 2'. Give each group an enlarged copy that will give them enough room to write in the boxes. Spend some time looking at the planning steps in each box and discuss the order the actions should be in. Explain that there is no one correct order for planning and making a film, and that the children don't have to use all the boxes. Say that this flowchart approach is a useful way of making sure that everything is planned in advance.
- You could display the list below as one possible plan of action:
 1. Choose a story and plan how it will be developed using planning sheet 1.
 2. Script the storyboard using the storyboard.
 3. Create the background(s).
 4. Create the characters.
 5. Create the wording sheets and practise the narration, working out how many frames will be needed to synchronise the narration and the wording.
 6. Film the animation, save it, then export it in the appropriate file format.
 7. Import the film into a video editing program.
 8. Record the dialogue.
 9. Add titles and credits.
 10. Evaluate the film.
- Ensure that everyone is clear about the plan to use for their film.

Activity 3: Practise making your film

- Ensure that the equipment and software is set up and working correctly, encouraging the children to get involved.
- Hand out the gingerbread man templates. Encourage the children to follow what you do at each stage.
- Ask the children to begin by positioning their character to match the plan on the whiteboard. Then ask them to take two opening frames each, showing the character before it is moved.
- Tell the children they will film an action sequence and then they will practise adding dialogue and titles and credits in a video editing program.
- Instruct the children to take it in turns to move the character and take one or two frames. They should repeat this process, taking turns at moving the character and taking the shots.
- Remind them to play back their film as they work to evaluate it, remembering to save their work each time.
- As the children work on their films, direct them at each step, referring to the plan on the whiteboard.
- Remind the children to keep to their roles, take turns, and then to swap their roles.
- Give the children practise in duplicating multiple frames to repeat action sequences and to also reverse them, as modelled in the *Teach* section. They could animate the gingerbread man running forwards then backwards.
- Tell them how many frames they need to match the dialogue and see if they can duplicate enough frames to match the dialogue duration.
- Allow time at the end of this session for the children to practise adding dialogue and titles and credits in a video editing program, as modelled in the *Teach* section.

Plenary

- Briefly recap on the processes that the children found the most challenging – perhaps this is adding dialogue, or adding titles and credits, or duplicating multiple frames. Refer to the instructions in the *Teach* section and make (or add to) the class prompts list of skills and techniques.
- Look at some of the examples of titles and credits you have collected. Discuss what might be an appropriate style for a particular type of film. If the film is serious, would it be appropriate to have really bright colours for the titles and credits?
- Discuss a variety of film genres and ask the children to think about audience and purpose, e.g. science fiction, a child's cartoon, a horror film, a factual historical film, etc. Spend some time discussing what suitable film titles might look like for each of these. You could talk about colours, font style and size, and readability. It might be easiest if you have a video editing program open, so that you can try out suitable and unsuitable options as a whole class.

Apply

The *Apply* section allows groups of children to carry out an independent film-making project using the techniques and processes that they have learnt and practised in the *Teach* and *Practise* sessions. Set the scene and then support each group as they plan and then make their film.

Activity 1: Set the scene

- Remind the children of the refrain running through 'The Gingerbread Man': 'Run, run as fast as you can. You can't catch me, I'm the Gingerbread Man'.
- Tell the children that they are going to make an animated film for younger children based on a picture book. Perhaps their audience could be younger children in the school? Say that they can use any picture book with a refrain, explaining that this means a story with repetitive dialogue. Challenge the children to think of stories with refrains, seeing if they can remember the title of the story and the refrain, e.g. 'I'll huff and I'll puff and I'll blow your house down' from 'The Three Little Pigs'; 'We can't go over it. We can't go under it. Oh no! We'll have to go through it.' from *We're going on a Bear Hunt*; 'Who's that trying to cross my bridge?' from 'The Three Billy Goats Gruff'.

Activity 2: Plan your film

- Organise the children into small groups and hand out a selection of picture books for inspiration. Invite them to choose a story and to plan a film based on it using the storyboard and planning sheets.
- Discuss how much time they think they will need to create their film. This could be based on how long it took them last time. Agree a time limit with the children.
- Remind the groups to think carefully about the refrain they will use and how they might be able to duplicate multiple frames in order to quickly and easily re-use any repetitive action in the story, e.g. a billy goat going across the bridge.
- Prompt them to record their refrain and to time it, working out how many frames they will need to match the dialogue's duration.
- Tell them to include titles and credits in their film, making sure they create them in a suitable style for the genre of the film and the intended audience.
- Allow the children to make their characters and any props or scenery out of materials of their choice. Together, quickly list all the possible materials they could use on the whiteboard, asking the children to think about what they have used so far, e.g. plasticine, pipe cleaners, Lego, etc.
- Observe the children as they work, assessing how confidently and competently they engage in all aspects of the planning process.

Activity 3: Make your film

- Invite the children to make their children's film featuring a refrain, following their plan and remembering to add dialogue, titles and credits.
- Observe the children as they work, assessing how confidently and competently they engage in all aspects of the film-making process. Only intervene to keep the activity on track or when groups request assistance, as this will help you to make a note of strengths and weaknesses.

Plenary

- Watch the films as a class. Encourage each group to evaluate their own film and share these evaluations. *Does the class agree with these evaluations?* Have a discussion.
- Display the finished films on the school website or Learning Platform. You could hold a special screening for younger children in the school.
- If possible, spend time with each group and have a more detailed conversation about this activity. Use the APP chart on page 9 as a starting point for discussion.
- Encourage individuals to identify an ICT target and a personal development target for themselves. They might want to discuss this with their peers.