

Lesson Plan

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| Date | |
| Period | |
| Class | Year 8: |
| Lesson | Lesson 1 – Pivot Stick Figure Animations |

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| Context of the lesson Where this fits into the “Big Picture” | Students are going to learn about different methods of animation. During the course of this project they will use different software including Pivot Stick Figure Animator, Flash and Stop Frame Animation. They will create outputs which demonstrate these different methods. | |
| MLO for this lesson. What will pupils know/understand by the end of the lesson | <p><i>Know:</i> What animation means</p> <p><i>Understand:</i> That there are different methods which can be used to create animations</p> <p><i>Be able to:</i> Write a plan that they can follow in order to create a short animation sequence</p> | |
| Teacher input/Activities. What the pupils should undertake with approximate timings. | Greet and settle students. Take register | 5 mins |
| | <p><u>Teacher led discussion</u></p> <p>Ask students if they have heard of the term ‘animation’.</p> <p>Display slide 1 from ‘animation.ppt’ and discuss the definition</p> <p>Ask students if they can think of any methods which use animation.</p> <p>Display slide 2 from ‘animation.ppt’ and discuss the different techniques.</p> <p>Explain that over the next few weeks students are going to learn different animation techniques for themselves.</p> | 5 mins |
| | <p><u>Teacher led demonstration</u></p> <p>Tell them that there is an excellent piece of software which will allow them to create simple but effective animations.</p> <p>Open Pivot Stick Figure Animator</p> <p>Go to ‘file’ > ‘open animation’ and ‘dominos’</p> <p>Then show ‘horse revenge’ followed by ‘tower_fall’</p> <p>Explain that these are three very simple examples which will give them an idea of the sort of things they could create.</p> <p>Provide a brief demonstration of how to use the software including:</p> <p>New project</p> <p>Animating a figure using options available on the screen</p> <p>Also show them how to load a background and create a new figure.</p> <p>Tell students that they can have 10 minutes to familiarise themselves with the software.</p> | 10 mins |
| | <p><u>Individual Task</u></p> <p>Students should log onto their computers, load up the software and begin to familiarise themselves with the different options.</p> | 12.5 mins |
| | <p><u>Teacher information</u></p> <p>Stop students and ask them to look at the board.</p> <p>Display slide 3 from ‘animation.ppt’.</p> <p>Go over the task – explain why it is important to write notes before they begin.</p> | 2.5 mins |

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| | Individual Task Students should begin to write notes on their planned animation. Only once these notes are written should they begin to animate their story. | 10 mins |
| Review/Summary At least 5 minutes before end. | In pairs look at one another's plans. Provide constructive feedback about what is achievable in the time frame available and suggestions for how this can be realistically achieved. | 5 mins |
| Extension work | There is sufficient work within this lesson that students will not require any extension work. | |
| Homework | Hand out a copy of 'homework 1.doc' Students are asked to identify three films that have been created using cartoon animation and three films using computer generated animation. They are asked to consider why film makers choose to use these methods despite them being more expensive than conventional film making. | |
| Materials required | Animation.ppt Pivot Stick Figure animator software Homework 1 Homework 1 answers | |

You may:

- Guide teachers or students to access this resource from the teach-ict.com site
- Print out enough copies to use during the lesson

You may not:

- Save this resource to a school network or VLE
- Adapt or build on this work

A subscription will enable you to access an editable version and save it on your protected network or VLE