Prior Knowledge

I am aware that email is used beyond school.
I can develop speed when typing and use a simple document with increasing control.
I can word process work, changing the font, font size, colour.
I can cut, copy and paste an image, text box, word art and clipart onto a document.
I can format text to refine and improve. e.g underline, italics, bold.

NC Learning Objectives

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

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

What will I know by the end of this unit?

I know how to edit digital content to improve it with clear purpose and after teacher feedback
I can evaluate my own and existing digital content
I can select media independently to present information on a topic (e.g. text, images, video, sound in a presentation or short film)
I can design and create digital content in the form of an animation for a specific purpose

SWIPE RIGHT → Move the line to where you want your picture
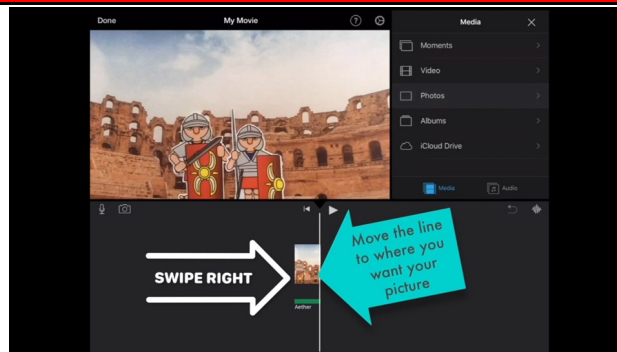
Scheme of Lessons– Raspberry pi Animation (Link to Romans)

Use a range of techniques to create a stop-frame animation using tablets. Next, apply those skills to create a story-based animation. Then add other types of media to their animation, such as music and text.

1) Can a picture move?

2) Frame by frame

3) What's the story?

4) Picture perfect

5) Evaluate and make it great!

6) Lights, camera, action!

Imovie app (ipads)   **Stop Motion Studio (Kindle tablets)**

Evidence and assessment

Animation Project- Children will record the process of their animation project in their topic books. The finished product can be saved and then be uploaded onto the google drive.

Desktop Publishing– these can be saved onto busy things or google drive to be accessed digitally.

Vocabulary

Animation - A process by which still pictures appear to move.
Frame – A single image in an animation.
Background – A non-moving image that appears behind the animated images
Play – Press this button to make the animation start.
Stop motion – A technique whereby the camera is repeatedly stopped and started, for example to give animated figures the impression of movement.
Publishing – prepare and issue (a book, journal, piece of music, etc.) for distribution
Text – data in the form of words or alphabetic characters.
Images – a picture
Font – a set of type of one particular face and size.
Purpose - the reason for which something is done or created
Audience – the intended readers. A writer uses a particular style of language, tone, and content according to what they know about the audience.

Cross Curricular Desktop Publishing

As well as the core learning on animation– the children should have the opportunity to use desktop publishing software. Learners will:
- consider careful choices of font size, colour and type
- edit and improve premade documents.
- be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template.
- start to add text and images to create their own pieces of work using desktop publishing software.
- look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.

Resources and software

Busy paint and publisher
Use our simple paint and publishing program to create amazing work.

Google Slides
Easy to save and retrieve files through google accounts.

Busy Things– Busy paint and publisher User friendly with lots of templates.
See added page for info on saving.