



# Animation

*Wendy Renshaw*

Teacher Designer



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This Learning Element is published by Common Ground Publishing for the Teacher as designer project, a joint project of Common Ground Publishing, The Le@rning Federation, the Primary English Teaching Association and RMIT, Victoria.

The Teacher as designer project, brought together 12 primary teachers from Queensland, NSW, ACT, Victoria, Tasmania and South Australia to write learning elements. Teachers integrated new digital content from The Le@rning Federation into their learning elements using the Learning by design approach to pedagogy developed by Mary Kalantzis and Bill Cope. Learning elements resulting from the project are available on the partner websites:

Common Ground: <http://.tad.CGPublisher.com>  
The Le@rning Federation: [www.thelearningfederation.edu.au](http://www.thelearningfederation.edu.au)  
Primary English Teaching Association (PETA): [www.peta.edu.au](http://www.peta.edu.au)

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## LEARNING FOCUS



### **Knowledge Domain**

English and The Arts.

### **Scope of Learning**

Information and Communication Technologies.  
Thinking.

### **Learning Level**

Years 5/6

### **Prior Knowledge**

“It is widely recognised that although students live in multi-modal, visual worlds, the dominant forms of learning encountered at school continue to be print-based literacy.” (p.17 Comber & Kamler, 2005).

It was decided, that in recognising student motivation to work in an electronic world, that a greater emphasis would be placed on developing visual and multi-modal literacy through the topic of animation.

Student prior knowledge will be ascertained through KWL strategy.  
(what I **K**now, what I **W**ant to **L**earn, what I have **L**earned)

## WHAT WE'RE LEARNING



### **Our Subject**

Media – animated films: content, techniques and creation.

### **Our Topic**

Animation

### **Our Class**

Years 5/6

### **What We Already Know**

What do I know about animated films? History, technique, narrative, examples, meaning of animation and other.

What I would like to know?

- Complete a KWL chart and share with the whole group.

## KNOWLEDGE OBJECTIVES



As a result of completing this Learning Element, students will be able to:



- View animated films. Some possibilities include *Robots*, *Shrek*, *The Lion King*, *Monsters Inc.*



- Identify and name concepts of film animation.
- Develop their awareness and understanding of visual narrative: characterisation, theme, stereotype, setting, plot, and sound scape.
- Investigate and identify the different styles used in animated films.
- Identify the different animation techniques: cartooning (*Snow White*), claymation and pixilation (*Robots*) and computer-generated (*Finding Nemo*).



- Analyse animated film narrative, settings and reviews.

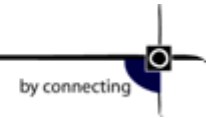
## FINDING OUT



As a result of completing this Learning Element, students will be able to:



- View animated film narrative.



- Read and understand the structure and features of a film review in order to write their own.
- Write a script or storyboard.
- Develop an appreciation of animated film and film literacy knowledge and skills.
- Note-take aspects relating to animated film narrative – character, setting, plot and theme.



- Compare and contrast narrative in animated films.
- Identify viewpoint in film reviews.
- Write a film review.
- Contribute to the construction of an animated film narrative timeline.
- Discuss animated film settings.



- Explore techniques for creating animation.
- Design and create a character and storyboard for animation.
- Create story settings.
- Produce an animated film.
- Self-assess created animated film final product and process.



- Understand animated film techniques by experimenting with different techniques.
- Produce and present to an identified audience, an animated film.
- Produce a watercolour of a setting.
- Self-assess created animated film final product and process.



## KNOWLEDGE PROCESSES

experiencing  
the known

### Learning Activity 1: Animated film exploration - narrative

Focus: Analysis of an animated film in terms of narrative.

Learning activity 1.1

Students view *The Lion King* (3x30min sessions).

Viewing of *The Lion King* will provide students with an opportunity to explore animated film narrative in terms of structure – central theme, characterisation, setting, orientation, complication and resolution.

Resource: DVD, Walt Disney (Special Edition), *The Lion King*.

conceptualising  
by theorising

Learning activity 1.2

Whilst viewing *The Lion King* students complete a [retrieval chart](#).

A retrieval chart is a framework that promotes student note-taking when viewing the film.

| Retrieval chart: <i>The Lion King</i> |  |
|---------------------------------------|--|
| Theme and sub-themes                  |  |
| Characters                            |  |
| Settings                              |  |
| Storyline                             |  |
| Classification                        |  |
| Audience                              |  |
| Personal response                     |  |

Resource: Evely, C. (2003), *The Lion King, Study Guide*. Australian Teachers of Media. [www.findarticles.com](http://www.findarticles.com) Download study guide – ideas on using *The Lion King* in the classroom.

## KNOWING THINGS

by being:  
in your world

### Learning Activity 1: View – Storyline

Focus: Analysis of an animated film in terms of storyline.

Learning activity 1.1

- View Walt Disney DVD, *The Lion King*

by connecting:  
different types of things

Learning activity 1.2

- Complete a retrieval chart.



### Learning activity 1.3

Students summarise a couple of the events and record these on paper strips. As a class plot the events in order they took place in the film to form a time-line. Discussion to focus on the orientation, series of events/adventures, complication and resolution, of the animated film. This will also assist students refine their understanding of central theme and sub-themes.



### Learning activity 1.3

- Use your retrieval chart to summarise two parts of the film, and then place these on a class timeline.



## Learning Activity 2: Animated film exploration - setting

Focus: Analysis of animated film settings.

Learning activity 2.1

Students explore the different settings within *The Lion King*, through viewing the settings section on *The Lion King* DVD Special Edition.

Resource: DVD, Walt Disney (Special Edition), *The Lion King*.



Learning activity 2.2

*The Lion King* discussion focusing on settings:

What setting is featured in each episode?

What is the importance of the setting to each episode?

How does the setting help tell the story?

Why do different characters live in different settings?

Resource: Evely, C. (2003), *The Lion King, Study Guide*. Australian Teachers of Media. [www.findarticles.com](http://www.findarticles.com)



Learning activity 2.3

Students to produce a watercolour of one setting.

## Learning Activity 2: View – Setting

Focus: Analysis of animated film settings.

Learning activity 2.1

- View 'Film Journey, Art: African Influence', from *The Lion King* DVD.



Learning activity 2.3

- Discuss film settings.



Learning activity 2.3

- Produce a watercolour of one setting.

### Learning Activity 3: Film review

Focus: Analysis and writing of a film review.

Learning activity 3.1

Students read, compare and contrast three *Robots* film reviews. By completing a [discoveries chart](#) students are able to form generalisations as to the structure and features of a film review, for example, opinion, point of view, rating, and so forth.

Resources: Sunday Times, [www.sundaytimes.news.com.au](http://www.sundaytimes.news.com.au)

The Age

Tiscali Entertainment

ATOM (Australian Teachers of Media Inc.) *Robots Study Guide*,

[www.metromagazine.com.au](http://www.metromagazine.com.au)

Film Education (2005), [www.filmeducation.co.uk](http://www.filmeducation.co.uk)

Learning activity 3.2

Students apply their understandings of a film review by writing a review for *The Lion King*.

### Learning Activity 3: Film review

Focus: Film review – Who writes them? How are they written? Structure and features.

Learning activity 3.1

- Read reviews of *Robots* taken from different sources and written by different reviewers. Complete a discoveries chart.

Learning activity 3.2

- Write a film review for *The Lion King*. Use your retrieval chart and review checklist.

## Learning Activity 4: Experience

If opportunity permits, organise an excursion to *The National Museum*, Canberra, and allow students to design a vehicle or building in a futuristic Australian world and then view it in a 3D virtual reality theatre. This is a hands-on computer-based interactive exhibit in the kSpace section at the museum. At *Questacon*, Canberra, students can explore through hands-on, early animation techniques, for example, a zoetrope. Science background is also provided for each of the techniques.

Resources: *The National Museum*, Canberra, kSpace. [www.nma.gov.au](http://www.nma.gov.au)  
*Questacon*, *The National Science and Technology Centre*, Canberra, experiences with early animation techniques. [www.questacon.edu.au](http://www.questacon.edu.au)

## Learning Activity 5: View, compare and contrast

Learning activity 5.1

Students view *Monsters, Inc* (3x30min sessions) so that they can compare and contrast this animated film with *The Lion King*.

Resource: DVD, Walt Disney, Pixar (G), *Monsters, Inc*.

Learning activity 5.2

For a venn diagram (graphic organiser) students organise the similarities and differences between story elements in two overlapping circles (similarities in the middle).

Resource: *Inspiration* computer application.

## Learning Activity 4: Experience

- Whilst in Canberra, visit kSpace at *The National Museum* and design a vehicle or building in a futuristic Australian world and view in a 3D virtual reality theatre.
- Also visit *Questacon* and explore and study early animation techniques.

## Learning Activity 5: View, compare and contrast

Learning activity 5.1

- View Walt Disney DVD, *Monsters Inc*.

Learning activity 5.2

- Use a venn diagram to compare and contrast the story elements of *Monsters Inc*. and *The Lion King*.

## Learning Activity 6: Early Animation techniques, inc. science explanation.

Focus: procedural text.

Students follow procedural text in order to explore and create an early animation technique, as follows:

1. Thaumatrope – a thaumatrope was a toy created by Dr.J.A.Paris and put on sale in 1825. It was made of a disc that had a bird painted on one side and a bird cage on the other. Strings were attached to opposite edges of the disc. When the strings were wound up and pulled, the disc rotated rapidly. This simple toy was a forerunner of the cartoons and films we watch today. The procedure to make one is available online at ScreenSound Australia.
2. Phenakistoscope – a phenakistoscope was invented in 1832 by the Belgian physicist Joseph Plateau. The early motion camera and projectors were developed from this idea. A series of pictures showing small progressive movement is drawn on a circular shape with slits in it and when rotated and viewed in a mirror, the illusion of movement is seen.
3. Flip book – small movements are recorded page by page and when flicked, create the illusion of movement.
4. Zoetrope – a zoetrope is an optical toy in the form of a cylinder with a series of pictures on its inner surface. When these pictures are seen through slits in the rotating cylinder, they appear to come to life. The procedure for the flip book and zoetrope is available online at the Australian Children’s Television Foundation site.

Resources: Screen Sound Australia, National Screen and Sound Archive, [www.screensound.gov.au](http://www.screensound.gov.au)

Australian Children’s Television Foundation, Learning Centre, [www.actf.com.au](http://www.actf.com.au)

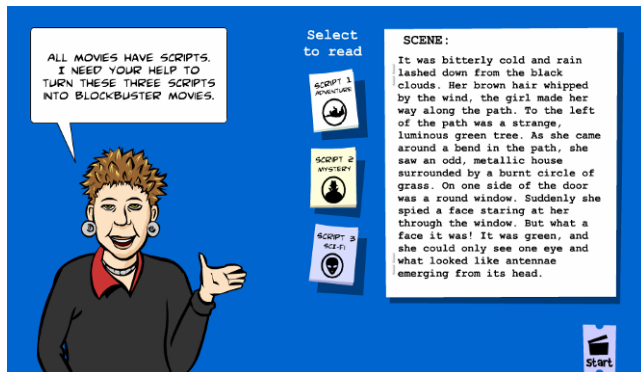
## Learning Activity 6: Early Animation techniques, inc. science explanation.

Focus: Follow instructions to create and experiment with an early animation technique.

- 1 Thaumatrope
- 2 Phenakistoscope
- 3 Flip book
- 4 Zoetrope

Discuss the effectiveness of these techniques.

## Learning Activity 7: Write a script and create



Students complete TLF Learning Objects # 342 and 343 – “Make a Movie - Level 2 and Level 3. The learning objects in Make a movie require students to use the ‘picture in your head’ visualisation strategy to decode and interpret descriptive texts in spoken and written form.

They turn an adventure, mystery or science fiction script into an animated movie.

Resources: TLF Learning Objects # 342 and 343 – “Make a Movie - Level 2 and Level 3.

*Kahootz*, computer application.

## Learning Activity 8: Plan an Animation

With today’s technology there are numerous ways to create animation in a classroom. 3D animations can be created using computer applications like *Kahootz*, *Movie Maker* or *Claymation*. 2D animations can be created by inserting still digital images into the computer application, *PowerPoint*.

## Learning Activity 7: Write a script and create

- Complete TLF Learning Objects # 342 and 343 – “Make a Movie - Level 2 and Level 3.
- Use the descriptive text presented in the digital Learning Objects to write a script of your own.
- Create your script using *Kahootz*.
- Share with the whole group.

## Learning Activity 8: Plan an Animation

Focus: to consider animation creation possibilities and how to plan an animation.

- View student creations from Activity 7 and other. Discuss.
- Use a template to storyboard your animation or write a script.

Note: The choice and range of computer applications made available to students may depend on teacher and student skills and confidence.

Resources: [www.anim8or.com/main/index.html](http://www.anim8or.com/main/index.html)



### **Learning Activity 9: Animation Construction**

‘Just-time-learning’ in relation to the use of technologies.



### **Learning Activity 10: Sharing of created animation**



### **Learning Activity 9: Make an animation**

- Decide on means of production and produce.



### **Learning Activity 10: Share your animation**

- Decide on your audience and share your animation.

KNOWLEDGE OUTCOMES



### Animation Rubric

See Appendix A

The animation rubric will:

- Provide students with an opportunity to take an active role in the assessment process,
- Make the learning task explicit,
- Provide a structure for students to assess process and final product,
- Permit teacher feedback, and
- Provide students with the language to talk about their learning.

HOW WELL HAVE YOU LEARNT?



### Animation Rubric

Complete an animation rubric.

See Appendix A

## LEARNING PATHWAYS



Follow-on activities and learning experiences might include:

The use of the film *Robots* to springboard into the exploration of robotics.

## MOVING ON



What might we learn about next?

How about robotics?



## About this Learning Element

### *Description*

In this Learning Element students will be encouraged to develop knowledge and understandings related to animated film narrative, reviews and techniques.

They will plan, make, present and assess their own animated film.

### *Knowledge Domain*

English and The Arts.

### *Learning Level*

Years 5/6.

## About the Author

*Author:* Wendy Renshaw, Beechworth Primary School

*Position:* 5/6 Classroom Teacher

*Affiliated Organisation:* Department of Education, Victoria.



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*Affiliated Organisation:* Department of Education, Victoria.

Name/s:

Activity: Animated film

Title:

| CRITERIA                 | Above expected   | Expected   | Developing  |
|--------------------------|--|--|---|
| <b>Story/script</b>      | Story has an orientation, complication and resolution. Detail is clear and appropriate.  | Storyline is evident in much of the product. Detail is clear and appropriate.  | An attempt to create a storyline is evident. Some detail is confusing.  |
| <b>Storyboard</b>        | Storyboard used extensively as a guide. Storyboard indicates change/s in scene, camera direction and music.  | Storyboard used as a guide.<br>Storyboard indicates change/s in scene.   | Limited use was made of the storyboard.<br>Storyboard contains only some detail.                              |
| <b>Characters</b>        | Fully developed characters appropriate to the storyline and in size for the scenes.  | Characters aligned with the storyline, matched to the scale of the scene and are detailed and appropriate to the story.  | Characters are random and not scaled to the size of the scene.  |
| <b>Scene/s</b>           | Detailed scene/s to meet the needs of the storyline. Scene/s can be viewed from 3 sides so that the camera angles can be changed or include wide or short camera shots.  | Scene/s contain some detail to meet the needs of the storyline. Can be viewed from 3 sides so that the camera angles can be changed or include wide or short camera shots.   | Scenes do not meet the needs of the storyline. Can only be viewed from 1 side. Little change in camera shots. |
| <b>Final animation</b>   | Animation is smooth. Story is followed and is very clear. Voices, music and sound effects are a part of the film and are relevant to the story. Title and credits are well designed and appropriate to the 'look' of the film. | Animation is smooth. Animation follows the story. Music and sound effects are a part of the film. Title and credits, <i>for example, name of producer, director, scene maker, photographer, sound effects</i> , are added to the film. | Animation is somewhat smooth. Story is evident. Music and sound not included. Title and credits not included. |
| <b>Teacher comments:</b> |  |  |   |

Insert an **image** of your main character.

Insert a **hyperlink** to your animated film.

Student comments: