

## Animate a Story: Overview KS1

In this activity pupils will:

- Retell a Fairy tale or short story using stop-motion animation.

### Cross Curricular Links (incl. Programme of Study references for KS1)

#### Key Stage 1

##### English

##### Reading Comprehension

Year 1

- develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

Year 2

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

##### Writing – Composition

Year 1

- write sentences by:
  - saying out loud what they are going to write about
  - composing a sentence orally before writing it
  - sequencing sentences to form short narratives
  - re-reading what they have written to check that it makes sense

Year 2

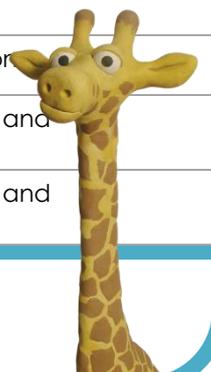
- develop positive attitudes towards and stamina for writing by:
  - writing for different purposes
- consider what they are going to write before beginning by:
  - planning or saying out loud what they are going to write about
  - writing down ideas and/or key words, including new vocabulary
  - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
  - evaluating their writing with the teacher and other pupils
  - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

##### Computing

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour

<b>Vocabulary</b>	<p><b>English:</b> perform, present, character, plot, script, review, proof-read, rehearse, structure, storyboard, vocabulary, audience, review, evaluate</p> <p><b>Computing:</b> stop motion, image, capture, movement, playback, background, action, edit, sequence.</p> <p><b>Science:</b> light, shade, shadow</p>
<b>Resources</b>	<p>iPad or Computer with webcam and Zu3D animation software</p> <p>Access to the internet for viewing of the example videos on YouTube, research and images</p> <p>Storyboard writing frames</p> <p>Self-assessment sheet</p>
<b>Prior Knowledge</b>	<p>Useful but not necessary: Knowledge of how to create a character description</p> <p>Useful but not necessary: An understanding of script writing for performance.</p>

<b>Learning Objective</b>	Create a short stop motion animation which (re)tells a short story	
<b>Success Criteria</b>	<b>All</b>	I can animate characters and a simple storyboard using stop motion animation
	<b>Most</b>	I can create characters and a simple storyboard and animate my characters and storyboard using stop motion animation.
	<b>Some</b>	I can create characters and a simple storyboard and animate my characters and storyboard using stop motion animation, incorporating voice or text.



## Animate a Story: Overview LKS2

In this activity pupils will:

- Plan and tell a short story using stop-motion animation, including titles, credits and speech bubbles.

### Cross Curricular Links (incl. Programme of Study references for LKS2)

#### Lower Key Stage 2

##### English

###### Reading Comprehension

- develop positive attitudes to reading and understanding of what they read by:
  - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - discussing words and phrases that capture the reader's interest and imagination
  - retrieve and record information from non-fiction

###### Writing – Composition

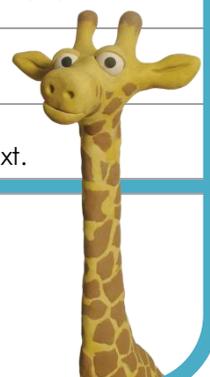
- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
  - proof-read for spelling and punctuation errors

##### Computing

- 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
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour

<b>Vocabulary</b>	<p><b>English:</b> perform, present, character, plot, script, review, proof-read, rehearse, structure, storyboard, vocabulary, audience, review, evaluate</p> <p><b>Computing:</b> stop motion, image, capture, movement, playback, background, foreground, action, edit, import, sequence, transition, subtitles, titles, credits, audio, sound effects (SFX)</p> <p><b>Science:</b> light, shade, shadow, reflection, reflective.</p>
<b>Resources</b>	<p>iPad or Computer with webcam and Zu3D animation software</p> <p>Access to the internet for viewing of the example videos on YouTube, research and images</p> <p>Storyboard, Writing frames &amp; Self-assessment sheet</p>
<b>Prior Knowledge</b>	<p>Useful but not necessary: Knowledge of how to create a character description</p> <p>Useful but not necessary: An understanding of script writing for performance</p> <p>Light &amp; shadow reinforcement of prior learning or introduction.</p>

<b>Learning Objective</b>	Create a short stop motion animation which tells a short story	
<b>Success Criteria</b>	<b>All</b>	I can animate characters, storyboard and a simple script using stop motion animation.
	<b>Most</b>	I can create characters, storyboard and a simple script and animate my characters and script using stop motion animation.
	<b>Some</b>	I can create characters, storyboard and a simple script and animate my characters and script using stop motion animation, incorporating audio and text.



## Animate a Story: Overview UKS2

In this activity pupils will:

- Plan and tell a short story using stop-motion animation, including titles, credits, speech bubbles/text, audio and drawing tools or images.

### Cross Curricular Links (incl. Programme of Study references for UKS2)

#### Upper Key Stage 2

##### English

###### Reading Comprehension

- maintain positive attitudes to reading and understanding of what they read by:
  - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

###### Writing – Composition

- plan their writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
  - in narratives, creating settings, characters and plot
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing
  - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
  - ensuring the consistent and correct use of tense throughout a piece of writing
  - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
  - proof-read for spelling and punctuation errors
  - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

##### Computing

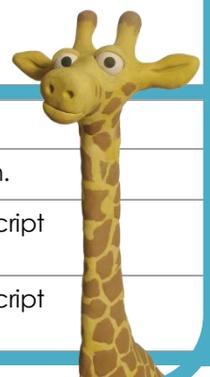
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour

##### Science

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

<b>Vocabulary</b>	<p><b>English:</b> perform, present, character, plot, script, review, proof-read, rehearse, structure, storyboard, vocabulary, audience, review, evaluate</p> <p><b>Computing:</b> stop motion, image, capture, movement, playback, background, foreground, action, edit, import, sequence, transition, subtitles, titles, credits, audio, sound effects (SFX)</p> <p><b>Science:</b> light, shade, shadow, reflection, reflective.</p>
<b>Resources</b>	<p>iPad or Computer with webcam and Zu3D animation software</p> <p>Access to the internet for viewing of the example videos on YouTube, research and images</p> <p>Storyboard, Writing frames &amp; Self-assessment sheet</p>
<b>Prior Knowledge</b>	<p>Useful but not necessary: Knowledge of how to create a character description</p> <p>Useful but not necessary: An understanding of script writing for performance.</p> <p>Light &amp; shadow either reinforcement of prior learning or introduction.</p>

<b>Learning Objective</b>	Create a short stop motion animation which tells a short story	
<b>Success Criteria</b>	<b>All</b>	I can create characters and a script and animate using stop motion animation.
	<b>Most</b>	I can create characters and a simple script and animate my characters and script using stop motion animation, incorporating sounds and text.
	<b>Some</b>	I can create characters and a simple script and animate my characters and script using stop motion animation, incorporating audio, text and drawings/images.



## Animate a Story: Lesson Structure

Min. Duration: 4 Lessons  
Max. Duration: 7 Lessons

### In this activity pupils will:

Plan and tell a short story using stop-motion animation, including titles, credits, speech bubbles/text, audio and drawing tools or images.

### Phase 1: Story Creation

Duration

3 - 4 Lessons

<b>Lesson</b>	1	<b>Task:</b>	Introduction & Character Design	<b>Year Groups</b>	KS1 & KS2
<b>Resources</b>	Computer with internet access to view the example films on YouTube Character Design Template				
<b>Prior Knowledge</b>	Useful but not necessary: Knowledge of how to create a character description				
<b>Lesson</b>	2	<b>Task:</b>	Storyboarding	<b>Year Groups</b>	KS1 & KS2
<b>Resources</b>	Computer with internet access to view the example films on YouTube Storyboard Template				
<b>Prior Knowledge</b>	An understanding of script writing for performance (Useful but not necessary)				
<b>Lesson</b>	3	<b>Task:</b>	Script Writing	<b>Year Groups</b>	<b>KS2</b> (& KS1 extrn. task)
<b>Resources</b>	Computer with internet access to view the example films on YouTube Script Writing Frame				
<b>Prior Knowledge</b>	An understanding of script writing for performance (Useful but not necessary)				
<b>Lesson</b>	4	<b>Task:</b>	Character & Prop Creation <b>(optional)</b>	<b>Year Groups</b>	KS1 & KS2
<b>Resources</b>	Materials with which to make characters and props to be used in their film Access to completed Character Design, Storyboard and Script				
<b>Prior Knowledge</b>	Pupils will need to know the size of the stage area and the camera's filming area in order to make the characters and props the correct size.				

### Phase 2: Animating the Story

Duration

2 - 3 Lessons

<b>Lesson</b>	1	<b>Task:</b>	Capturing the Frames	<b>Year Groups</b>	KS1 & KS2
<b>Resources</b>	iPad or Computer with webcam and Zu3D animation software Access to Characters, Props, Storyboard and Script				
<b>Prior Knowledge</b>	KS2: Light & shadow either reinforcement of prior learning or introduction.				
<b>Lesson</b>	2	<b>Task:</b>	Enhancements	<b>Year Groups</b>	<b>KS2</b>
<b>Resources</b>	iPad or Computer with webcam and Zu3D animation software Access to Characters, Props, Storyboard and Script				
<b>Prior Knowledge</b>	KS2: Light & shadow either reinforcement of prior learning or introduction.				
<b>Lesson</b>	3	<b>Task:</b>	Continue and Complete <b>(optional)</b>	<b>Year Groups</b>	KS1 & KS2
<b>Resources</b>	iPad or Computer with webcam and Zu3D animation software Access to Characters, Props, Storyboard and Script				
<b>Prior Knowledge</b>	KS2: Light & shadow either reinforcement of prior learning or introduction.				



## Animate a Story: Activity

### Phase 1: Story Creation

#### Lesson 1: Introduction & Character Design

##### Explore Together

Show pupils some example films from the Zu3D Gallery such as: <http://www.zu3d.com/gallery/jungle>  
<http://www.zu3d.com/gallery/owlpussycat>  
<http://www.zu3d.com/gallery/the-three-little-pigs>  
<http://www.zu3d.com/gallery/elmer>

Discuss the stories being told and the features of the films.

Encourage question asking:

- What do you notice about this film?
- Are the characters moving?
- How do you think the characters are made to look like they are moving? (are they flexible? Do they have joints?)
- How many characters are there?
- What is the story that is being told?
- What other elements help to tell this story?

Explain that:

- This film is a stop motion animation film made up of characters, stage, (sometimes props), sound (audio), text and a story
- Highlight to pupils that the story is simple.
- Today pupils will work individually to design characters for their own stop motion story
- Advise pupils of the story or title that they will base their story on
  - KS1: Retell a Fairy Tale broken into distinct parts i.e. Little Red Riding Hood
    1. Red Riding Hood walking through the woods , the wolf is hiding behind trees
    2. Red Riding Hood is in her grandma's cottage, the wolf is dressed as grandma, grandma is stuck in a cupboard or under the bed
    3. The woodcutter arrives and scares the wolf away
  - KS2: will create their own story about a character in danger who is then saved by a hero/heroine
- KS2 should include text, speech bubbles, titles and credits and should include background sounds (music or ambient sounds from the Zu3D library) and sound effects to add atmosphere
- UKS2 should also incorporate the use of images and/or drawing tools in a new layer.

##### Challenge

Pupils will:

- Create character descriptions: Superheroes, Fairy tale retold etc...
- Decide on:
  - how many characters are needed
  - what their characters will be made from: modelling clay, 2D cut out, Lego/Playmobile characters etc...

Use the Character Design Template to create each character.

#### Lesson 2: Storyboarding

##### Explore Together

Remind pupils of the overall task, discuss what has been achieved so far.

Review with pupils the example film, discuss the film's story and script (UKS2: show images/drawing tools used)

Question asking:

- How can we break down the story of the film into sections?
- How are those sections marked? (i.e. scene changes, new characters entering etc...)

Explain that:

- Filmmakers use a storyboard to plan the story to be told in their film
- A storyboard is a simple outline of the story to be told, including important information
- A storyboard does not include detail such as text, conversations, individual movements etc...
- Detail is referred to by drawings, such as arrows, or single words
- Pupils will work individually to create the storyboards of their own stop motion animation

KS2 (& KS1 Extn) ONLY: Advise that a script will support the telling of the story, to be created in the next lesson.

## Animate a Story: Activity

### Phase 1: Story Creation (... continued)

#### Lesson 2: Storyboarding (...continued)

##### Challenge

**Pupils will:**

- Create the storyboard for their animation:
  - using the Storyboard Template
  - remembering to keep their story simple
  - using characters created during previous lesson
  - considering limitations and benefits of the materials which their characters will be made from
  - remembering that their characters will always need to be on the ground or supported
- KS2 will also include in their storyboard:
  - titles and credits, text/speech bubbles
  - sound effects
  - stage directions (which side will the characters start at/enter from/leave to/move to etc...)
  - UKS2 will also include imported images and/or drawing tools

#### Lesson 3: Script Writing

KS2 (& KS1 extn task)

##### Explore Together

**Remind pupils of the overall task, discuss what has been achieved so far. Review with pupils an example film as before and discuss the film's story and script**

**Explain that:**

- Remind pupils that the storyboard is the simple outline of the story to be told, the script provides the detailed text
- Each section of text that is to be spoken or displayed as text on screen, is written included in the script
- The text for each character, each time they speak is written in order
- The name of the person speaking is detailed in the column in front of the text that the character will say

**Question asking:**

- Provide some examples of the script that was used in this film?
- Is a script needed in a film?

**Explain that:**

- Today Pupils will work individually to create the script to accompany their storyboard
- Pupils will decide together in groups which storyboard and script will be used for their animation (or a combination)

##### Challenge

**Pupils will:**

- Write the script to accompany their storyboard:
  - using the Script Writing Frame
  - using characters created during previous lesson
  - remembering to include the name of the speaker for each section of text
  - Decide on how they will give their objects a voice i.e. audio recording or adding speech bubbles/text and include this detail on the storyboard
- Decide on additions such as sound effects, add these to the storyboard
- Decide on the storyboard and script to be used

#### Lesson 4: Character & Prop Creation

##### Explore Together

**Remind pupils of the overall task, discuss what has been achieved so far.**

**Explain that:** Pupils will work in groups to create the characters and any props needed for their own stop motion animation using the Character Designs from the first lesson (and the storyboard for props).

##### Challenge

**Pupils will (unless using preformed pieces such as Lego or Playmobile):**

- Discuss the characters & props to be created and work together to:
  - make sure that no adjustments are needed
  - create the characters & props using the drawing and description on the Character Designs

## Animate a Story: Activity

### Phase 2: Animating the Story

#### Lesson 1: Capturing the Frames

##### Explore Together

Remind pupils of the overall task, discuss what has been achieved so far.

Show pupils how to:

- Set up their filming area including their background and base
- Place the camera in a static position (if using an iPad a stand is recommended), ensuring that the whole screen and the object which will be animated fits in shot
- Consider light and shadow and how it can affect the quality of the image captured
- Consider if and how props will be used within filming
- Consider the position of the characters and objects in relation to their story

Show pupils how to:

- Open Zu3D, capture a shot, move the object a small amount, capture, repeat to create movement, playback
- How to use Onion Skinning (outline of where the object was in the last shot taken) to help them decide on their object's next move
- Ensure that when further frames are captured, the timeline tool's cursor is in the correct position

Looping clips - KS2 (or as extn for able pupils)

- Find a section of clip which would work well if repeated
- Select, Copy, Position Timeline Cursor and Paste
- Stretch and Hold a clip for use with static images

Question asking:

- What must we never do when creating a stop motion animation?
- What should we always do when creating a stop motion animation?

Explain that:

- Pupils will work in groups to setup their stage and capture the images that will make up their stop motion animation
- They must use the Storyboard and Script to support the creation of their stop motion animation

Notes:

Remind pupils not to move the camera or background at any point.

##### Challenge

Showtime

Working in groups pupils will:

- Setup film area, then capture shots needed for film based on their storyboard
- Evaluate:
  - Review their films: what went well and what improvements could be made
- Discuss and agree where/when to add the text or audio that they want to incorporate



#### Lesson 2: Enhancements

KS2 (& KS1 extn task)

##### Explore Together

Remind pupils of the overall task, discuss what has been achieved so far.

Review some creations so far if relevant and ask for constructive evaluation

Show pupils how to:

- Add Fade In/Out
- Create speech bubbles or Audio recordings for the delivery of their script
- Add Subtitles or Text highlighting that Subtitles appear with a background between images and text is overlaid over an image to introduce each character
- Add in Titles and Credits
- Select and add audio from the library for ambience/background music and sound effects
- Crop audio

Question asking:

- What must we never/always do when creating a stop motion animation?

Explain that:

- Pupils will continue to work in groups to setup their stage and capture the images that will make up their stop motion animation
- They must use the Storyboard and Script to support the creation of their stop motion animation

Continued on next page.

## Animate a Story: Activity

### Phase 2: Animating the Story (... continued)

#### Lesson 2: Enhancements

KS2 (& KS1 extn task)

##### Challenge

###### Working in the same groups pupils will:

- Add in text as speech bubbles for characters delivery of script
- Add titles and credits
- Add voice recordings if using
- Add audio clips for ambience/background music
- Add sound effects
- Include Subtitles, Text and Fade In/Out to transition between the clips
- Evaluate:
  - Review their recording, discussing what went well and how they could improve their recording
  - Make changes as necessary.

Showtime



#### Lesson 3: Continue and Complete

##### Explore Together

###### Remind pupils of the overall task, discuss what has been achieved so far.

Review some creations so far if relevant and ask for constructive evaluation

###### Remind pupils how to:

- Add Fade In/Out
- Create speech bubbles or Audio recordings for the delivery of their script
- Add Subtitles or Text highlighting that Subtitles appear with a background between images and text is overlaid over an image to introduce each character
- Add in Titles and Credits
- Select and add audio from the library for ambience/background music and sound effects
- Crop audio

###### Show pupils how to:

- Import images from drawing tools
- Incorporate drawing tools

###### Question asking:

- What must we never/always do when creating a stop motion animation?

###### Explain that:

- Pupils will continue to work in groups to setup their stage and capture the images that will make up their stop motion animation
- They must use the Storyboard and Script to support the creation of their stop motion animation

##### Challenge

###### Working in the same groups pupils will:

- Evaluate:
  - Review their recording, discussing what went well and how they could improve their recording and make changes as necessary.
- Continue and complete their stop motion animation story

Showtime



##### SEN Support

Work in mixed ability groups or with adult support

##### Extension Task Further suggestions

Incorporate knowledge of a current topic (History lends itself particularly well to this).

Write instructions on how to create a stop motion animation, including the factors which may have negative impact on the film.

Locate and import alternative backgrounds for their titles, credits or subtitles

##### Assessment

Key questions:

- What type of animation have you been creating?
- Why was it important to NOT move the camera or the stage background?
- Why is it important to have a script?
- What went particularly well/What could you improve on?

## Animate a Story: Tools

### Capture Button

Click on the Capture button take an image



### Onion Skinning

This controls the relative transparency of the live image. It will show as overlaid over the last frame that was captured. The paly cursor must be at the end of the film and is great for showing how much you have moved your objects since the last captured frame

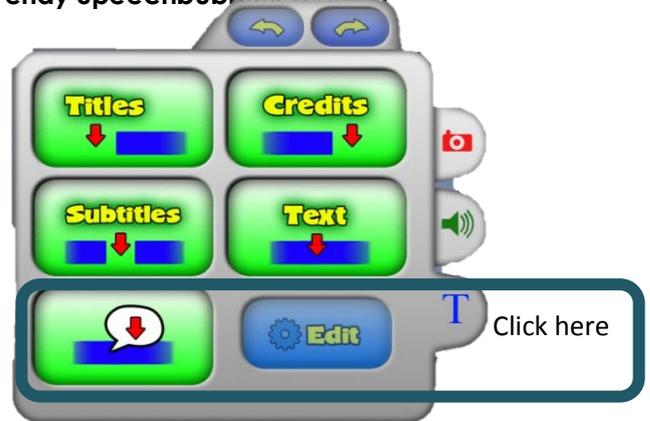


### Adding Text

Click on the T tab of the Tool Box

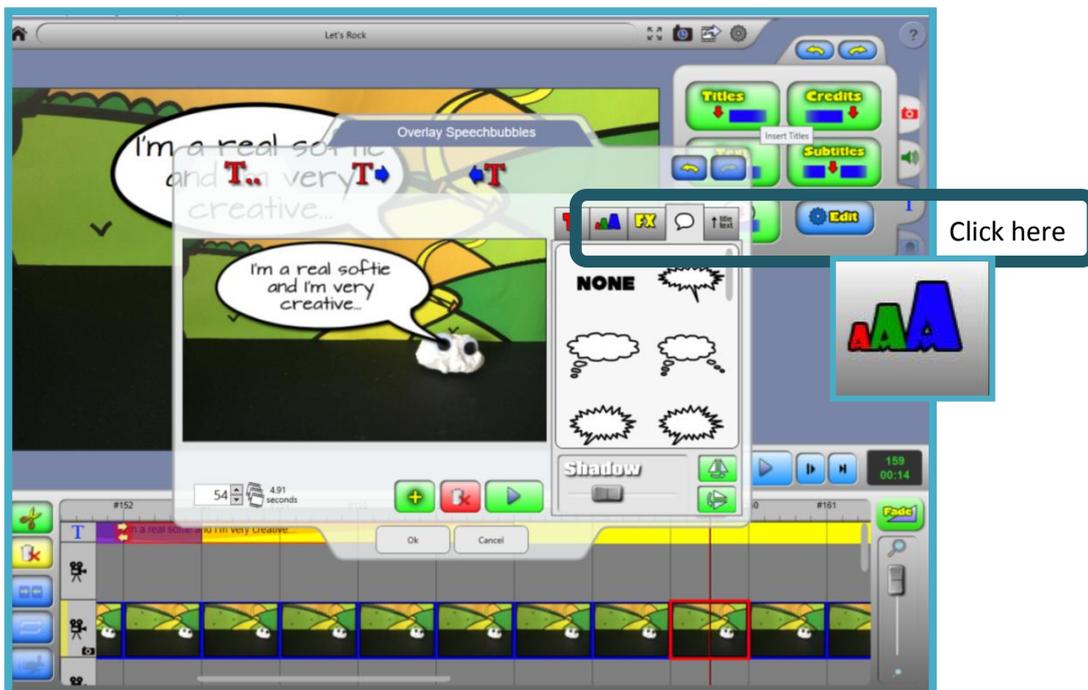


Click on the Speech Bubble button to open the **Overlay Speechbubbles** window



### Adding Text

Add text, choose your bubble type, click  to flip the speech bubble tail from one side to the other and  to flip the speech bubble tail to be above or below the main bubble  
Then click on , the Font Options tab



## Animate a Story: Tools

### Adding Text

Choose your text size by dragging the slider bar and select a colour so that you can easily read your text

Then click on **T** to affect how the speech bubble appears and **T** to affect how it exits.

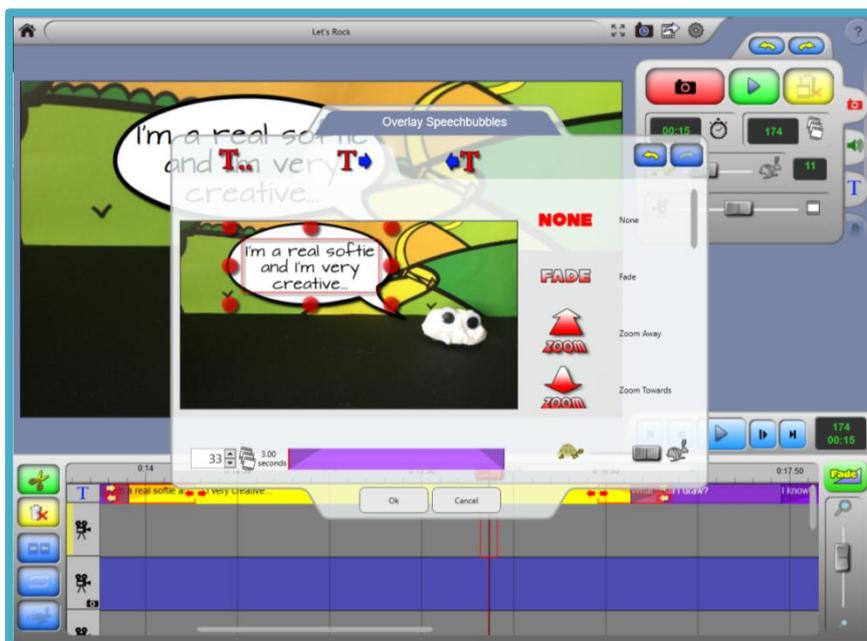


### Entry and Exit of Text

Choose from the options on the right-hand side of the Overlay Speechbubbles window to affect how the speech bubble appears, then click on text is displayed.

Use  to control the speed of entry or exit.

When you are happy with your changes click OK at the bottom of the Overlay Speechbubbles window



## Animate a Story: Tools

### Timeline Tool

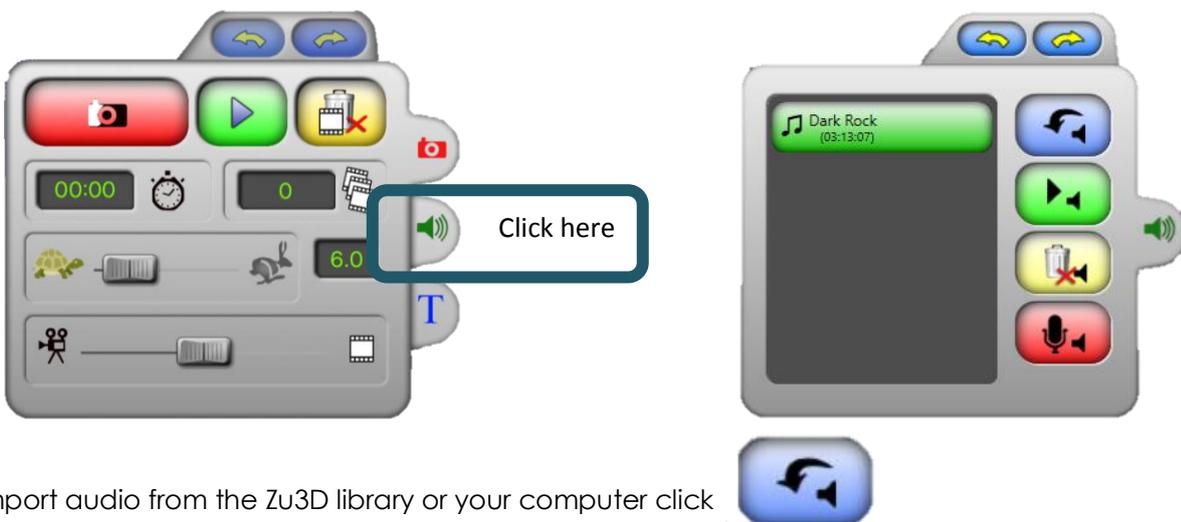
Use the timeline tool at the bottom of the screen to choose where your text will go and to reduce or extend the amount of time text is displayed. Hover over either end of a highlighted clip (yellow), when the light blue cursor appears you can click and drag to extend or reduce.

You can also use the timeline cursor (the red bar) to choose the part of the video that your text will display

You can extend the amount of time an image or audio is displayed too, by dragging to extend or reduce in the same way.



### Adding Audio



To import audio from the Zu3D library or your computer click

From here you can browse and listen to clips, then click on import when you have found the perfect clip.

Your imported clip will appear as a lozenge in the toolbox which you can click and drag to your chosen position on the timeline.

Click  to record your own sound (you will need a microphone for this)





# Animate a Story: Script Writing Frame a

Name: \_\_\_\_\_

Film Title:

Scene Number:

Setting:

Character

Dialogue (with stage directions in brackets)



# Animate a Story: Script Writing Frame b

Name: \_\_\_\_\_

Film Title:

Scene Number:

Setting:

Character

Dialogue (with stage directions in brackets)

Scene Number:

Setting:

Character

Dialogue (with stage directions in brackets)

Scene Number:

Setting:

Character

Dialogue (with stage directions in brackets)



# Animate a Story: Storyboard Writing Frame

Name: \_\_\_\_\_

Film Title:		Scene:			
1		2		3	
Description/Text:		Description/Text:		Description/Text:	
Audio & SFX:		Audio & SFX:		Audio & SFX:	
FX:		FX:		FX:	
4		5		6	
Description/Text:		Description/Text:		Description/Text:	
Audio & SFX:		Audio & SFX:		Audio & SFX:	
FX:		FX:		FX:	