

**Programme 2: Get Creative with IT****Media Literacy****BROADCAST DATES**

BBC2 NI 10.30-10.50AM

Programme	Title	Broadcast Date
1	News	Tuesday 25 April 2006
2	Get Creative	Tuesday 2nd May 2006

**Programme 2- Get Creative with IT**

This is a programme that looks at the process of developing and producing an animation with Key Stage 2 pupils. It focuses on four main areas:

1. Story and Script development
2. Creation of characters and sets (two and three dimensional)
3. Production i.e. shooting (filming) the animation
4. Editing and sound effects

**LEARNING OUTCOMES**

*By the end of the programme and activities the students should be able to:*

- Understand the difference between Drawn, Stop Frame and CGI Animation
- Work effectively together as an 'animation production team'
- Develop entertaining stories to turn into scripts for an animation
- Breakdown their script to produce a storyboard
- Create characters and backgrounds/sets to illustrate their scripts
- Improve their numeric skills as they time and edit scripts
- Scan or shoot images or models to edit into simple films
- Identify and record sound effects

**ABOUT THE PROGRAMME**

The Programme begins with the presenter, Dan Gordon, telling us of his love of animation – from *Scooby Doo* to *Finding Nemo*. We are then told that it is possible to create our own animations in the classroom.

A good story is vital and Dan meets pupils of Legamaddy Primary school to discuss why, and how, some stories are better than others for animation, using Irish Myths as examples. The programme then looks at different sources for story ideas: from libraries or the Internet, to creating the story from scratch.

Back in the classroom we see the pupils with a flip chart, deciding who the main characters of their production are to be and later at a PC planning meeting and writing their script.

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Script in place and it's time to decide what type of animation to use. We meet Ken Simpson, an animator, who tells us about different types of animation: Cel, or drawn animation (think *Disney* or *Warner Bros*), Stop Frame animation (*Nick Park's Wallace and Grommit*) or CGI (Computer Generated Images- *Toy Story* and *Shrek*).

Meanwhile the pupils of Legamaddy are busy designing and building their wire framed models for their production of 'The Tain'. This is such an ancient story that research is vital if the visual elements are to look authentic. It's not just the models which are important, authentic looking backgrounds are also essential and we see the pupils designing and building their sets and props from a variety of materials.

Script, models and backgrounds are ready so it's time to shoot the film. We see one of the pupils giving a digital video camera demonstration followed by the presenter working with the pupils on part of the animation. They have chosen Stop Frame animation and this requires a series of still images to be taken, over and over – they move a model a tiny bit, take a picture and repeat the process until they have a scene completed.

With the filming completed, the programme moves to editing; putting all the different scenes together in order, and adjusting the timing if necessary. Editing also includes adding voice recordings and sound effects and we are given demonstrations of how easy it is to replicate everyday (and not so everyday!) sounds.

The programme closes with the Premiere of the Tain animation, obviously enjoyed by all the pupils of Legamaddy Primary school who give the finished film a magnificent ten out of ten!

**KEY WORDS USED DURING THE PROGRAMME**

*Animation, Script, Pitch, Improvise, Narrator, Scene, Frame, Exacting, Close-up, Zoom, Editing, Scan, Voice-Over, Sound Effect, Preview, Premiere.*

# **Programme 2: Get Creative with IT**

## **Media Literacy**

### **1. CLASSROOM ACTIVITIES – Before the programme**

Activity	Tasks	Worksheets	Relevance to NI Curriculum
<b>Critique</b>	Together watch a variety of animations, for example, Wallace and Grommit (Stop-Frame), Bugs Bunny (Cel), Toy Story (CGI).		English
	Discuss the visual differences between the styles.		Art and Design
	Discuss as a class what would make a good story for an animation (and why)		English

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## Media Literacy

### 2. CLASSROOM ACTIVITIES – After the programme

Activity	Task	Worksheet	Relevance to NI Curriculum
<b>Story Boarding</b>	<p>Brainstorm for a number of simple visual stories.</p> <p>Create simple storyboards</p> <p>Convert the storyboards into flip books (a flip book simply takes a storyboard and inserts the intermediary steps needed to create the illusion of motion.)</p>		<p>English</p> <p>Art and Design</p>
<b>Script Creation</b>	<p>Brainstorm for possible stories for an animated film.</p> <p>Decide on main and secondary characters and areas of action (castle, outer space, underwater etc) and work collectively to develop a script.</p>		<p>English</p> <p>ITC</p>
<b>Design of characters and backgrounds</b>	Identify all characters, backgrounds and props and make simple sketches		English

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<b>Creation of characters and backgrounds</b>	Use sketches to create models, props and backgrounds. Models could be made from plasticine (or similar), clay or papier mache (with a wire frame beneath for extra strength)		Art & Design
<b>Record Narration</b>	Record your script and time the different scenes. This is necessary to ensure you film is neither too much nor too little. (This can be done straight into the computer with the aid of a small microphone and the Voice Record application, usually found in Accessories)		English ITC Maths
<b>Start filming!</b>	Use a video camera to begin animating the scenes. If a video camera is not available it is possible to use a stills camera to take photos to illustrate your story (this is particularly good when working with younger children)		ITC

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## **Media Literacy**

<b>Editing</b>	Using a simple editing package compatible with your computer, for example iMovie (Macs) or Windows Movie Maker (PCs) bring in all your images and clips and put your movie together using your pre-recorded narration as a guide for timing.		ITC  Maths
<b>Sound Effects</b>	Identify and record any sound effects you feel would add value to the film. Footsteps, background chatter, breaking glass the possibilities are endless! Bring them in to your finished film.		English  ITC
<b>And Finally</b>	Roll out the red carpet for The Premiere!!		