

Computer Animation – CI@ssmate

These Teaching and Learning ideas can be used to develop a unit of work or teaching/learning sequence. They were originally developed to complement the CI@ssmate education content page that is published in Tuesday's edition of the Northern Territory News. To access a copy of the content page please contact DEET Education and Training Library, email: library.deet@nt.gov.au

<p>What do we want the students to learn?</p> <p>A list of possible links to NTCF outcomes is provided below. The outcomes chosen by an individual teacher will depend on the emphasis taken. Outcomes should be directly monitored and Evidence of Learning will need to be gathered.</p> <p>Exit Outcomes</p> <ul style="list-style-type: none"> • Creative Learner 1 Uses imagination and a variety of resources for self expression and to explore ideas and situations for the insights and opportunities they offer. • Collaborative 1 Listens attentively and considers the contributions and viewpoints of others when sharing own ideas and opinions. • Learning Technology R1 Use appropriate and effective search strategies to access electronic information.
<p>Links: English; Learning Technologies; Technology and Design, The Arts, Science</p>
<p>Why do we want the students to learn these things?</p> <ul style="list-style-type: none"> • The learner will have an understanding about the history, development and applications of computer animation and be able to connect their knowledge and skills in learning areas such as art, technology, science, English and social studies. • Learners will be able to identify with the genre of animation and the special skills of an animator.
<p>How will we/the learners know when they have learned?</p> <ul style="list-style-type: none"> • Learners will demonstrate gained understanding through oral and written presentation of ideas and assessment requirements. • Learners will be able to research and contribute information from a variety of sources.
<p>How best can we help them to learn?</p> <ul style="list-style-type: none"> • Class to view an animated movie such as <i>Robots</i>. • Learners to write a movie review and consider publishing in school newsletter or classmates via NT News. • As a whole class, discuss the impact of the movie <i>Robots</i> in relation to the personalities of the characters. Analyse the characters' personality traits, and compare them with people you know or actors or characters in books and plays. What is lost by not using real people? What are some of the benefits of using animation? Learners to develop character profiles for the characters in the movie <i>Robots</i> and illustrate. • In groups, learners to discuss and list what the moviemakers got right/wrong in <i>Robots</i>? How would learners have changed elements of the movie and how. As a whole class share group comments for discussion. • Learners to write a script for a computer animated movie where a discovery causes drama and affects lives. Teacher reference: <i>Summarizing and Rereading a Film Script</i>. http://www.readwritethink.org/lessons/lesson_view_printer_friendly.asp?id=200. • Learners to experiment with drawing an annotated diagram of the eye and brain showing how persistence of vision makes a series of static images appear to move. • Conduct an audit of the animation software available at school. Conduct a survey of off-the-shelf computer animation software at a video shop or specialist store. Make a catalogue of your findings. What are your animation requirements? List the many types of animation and provide an example of one. • Caricatures: highlight or exaggerate prominent features of the subject that are regularly used in animation. Have a go at a caricature of a person, animal and object. Make several preliminary sketches. Ask classmates if they can identify your subject. Make a sequence of sketches to create a flick book showing the movements of one of your characters. • 24 frames are needed to make one second of film. Calculate how many frames are needed for a 90-minute movie. • Learners to conduct a class vote to select the best computer animation. Display the results in the form of a graph. • Describe the themes of three computer animation movies you have seen. Select three stories or letters from today's paper that could inspire animations with a social or political comment. • In groups discuss some of these questions: Why animate? Do you need to act to be the voice of an animated character? Do you have what it takes to be an animator? List the skills and attributes of an animator. Within the small group practise animated voices and identify the range of talent in your group. Share talent as a whole class.
<p>Layer 2 Support Materials</p> <p>DEET Education and Training Library: library.deet@nt.gov.au</p> <ul style="list-style-type: none"> • Summarizing and Rereading a Film Script. http://www.readwritethink.org/lessons/lesson_view_printer_friendly.asp?id=200 • The Brisbane Courier mail http://thecouriermail.com.au/extras/headstart/ • History of Animation http://www-viz.tamu.edu/courses/viza615/97spring/pjames/history/main.html • Animation ThinkQuest http://library.thinkquest.org/25398/DrawnAni.html