



Working with Moving Images or Animation

Level 1

Typically, pupils should show evidence of being able to:

- Access existing examples the teacher provides and take part in a teacher-led discussion about different types of moving image or animation products. Explore basic features in the movie-editing or animation software package. (Explore)
- Take digital photos as a stimulus for digital story-telling ideas and view them on screen with the teacher's help. (Express)
- Be aware that they can use digital methods to communicate. (Exchange)
- Talk about examples of moving image and/or animation they have seen, led by the teacher. (Evaluate)
- Display one or more digital photos for later use in storyboarding with the teacher's help. (Exhibit)

Level 2

Typically, pupils should show evidence of being able to:

- Choose images from a range of given sources to use in their work. View examples, with the teacher's help, of animations or moving images to see that they are made up of a sequence of still images that create the impression of motion when played back at the right speed. (Explore)
- Create a basic story or narrative with the teacher's help. *This might involve taking several digital photographs or experimenting with a range of teacher-provided images to put into a sequence.* (Express)
- Identify and talk about how they can use different digital methods to communicate. (Exchange)
- Talk about how to improve their work, prompted by the teacher. (Evaluate)
- Save their work and/or show it to the class or group with the teacher's help. (Exhibit)

Level 3

Typically, pupils should show evidence of being able to:

- Research moving image or animation products from a range of given sources and identify story structures. Experiment with a range of features available in the chosen software package. *This might include using the moving image or animation software to try out what the tools and features of the software package can do. Pick which tools and features to use when making their own moving image or animation.* (Explore)
- Create a narrative, with the teacher's help. *This might include creating a bank of images from a range provided or from their own digital photographs or film footage, and using them to arrange a series of images in sequence.* (Express)



- Use a contemporary digital method to communicate or contribute to a supervised online activity. *This might involve sending an email or making a post to a wiki, blog or discussion thread. The email or post might be to a teacher.* (Exchange)
- Make some modifications to improve their product. *This might include using a more appropriate feature in a particular section, for example adding transitions.* (Evaluate)
- Save their product with a filename and/or show it to the class or group. (Exhibit)

Level 4

Typically, pupils should show evidence of being able to:

- Research and select assets from a range of online sources to help to develop ideas and how to realise them. Experiment with a range of tools and controls to make short narrative sequences to solve the problem set in the task brief. *This might include adding basic sound or music and effects.* (Explore)
- Create a moving image or animation product that demonstrates an awareness of the audience and purpose defined in the task brief, by planning and shooting footage using a digital video camera or stills camera, and importing it into editing software. *This might include preparing music, voiceover or captured sound in an appropriate sound editing application to add to a short narrative.* (Express)
- Use one or more contemporary digital methods to communicate, exchange and collaborate in supervised online activities. *This might include sending an email with a storyboard attached or making several relevant posts to a wiki, blog or discussion forum.* (Exchange)
- Use appropriate ICT tools and features to improve work. *This might include experimenting with different transitions and documenting the improvements made to their moving image or animation.* (Evaluate)
- Save the moving image work in a named folder or class e-portfolio. (Exhibit)

Level 5

Typically, pupils should show evidence of being able to:

- Research and select relevant assets for the moving image or animation product from a range of sources, with the target audience and purpose in mind. Investigate and solve the problem set in the task brief by selecting an appropriate moving image or animation product and using a range of tools and features. (Explore)
- Create a moving image or animation product that demonstrates a clear understanding of the audience and purpose defined in the task brief, by planning, shooting and editing footage, showing an awareness of pace, rhythm and tempo. *This might include preparing additional assets such as titles and captured sound.* (Express)
- Use one or more contemporary digital methods to communicate, exchange and share their information and multimedia products, collaborating online with their peers. *This might include working online to create a moving image product, or discussing, debating or negotiating online which features to include in their product.* (Exchange)



- Use the 'plan, do, review' cycle to improve their work and ask peers to give feedback on their image. *This might include designing, drafting and refining their animation or moving image work to make it relevant for the audience and purpose defined in the task brief.* (Evaluate)
- Organise, store and maintain the moving image or animation product and any associated files or materials in a personalised area to showcase learning digitally across the curriculum. (Exhibit)

Level 6

Typically, pupils should show evidence of being able to:

- Research and select relevant assets from a range of digital sources to include in their moving image or animation product considering the specific audience and purpose, and retaining references where appropriate. Investigate and experiment with a range of tools and features in the editing software and when using hardware such as cameras and microphones to capture footage, taking account of the specific audience and purpose defined in the task brief. (Explore)
- Identify user requirements and plan, develop and test a moving image or animation product that includes a range of more sophisticated features and has a consistent look and feel for the audience and purpose specified in the task brief. *This might include systematically planning a shoot, using a storyboard and script, capturing and editing footage, showing an awareness of pace, rhythm and tempo and preparing additional assets such as titles and captured sound for including in the final product.* (Express)
- Use a range of contemporary digital methods to communicate, exchange and share their information and multimedia products, collaborating with peers, experts and end users. *This might include collaborating on the movie or animation with peers, for example sharing it in a discussion forum and giving contributors the opportunity to use collaborative features available in the software to add quality comments and justifications.* (Exchange)
- Justify the software application chosen to complete the task, the alternatives considered and the process undertaken in the production of the moving image or animation product. Justify how their moving image or animation product meets the requirements of specified audience and purpose. *This might include identifying and describing the development process and identifying key points where they made value judgements that enhanced the final version of the image or product.* (Evaluate)
- Organise, store and maintain their moving image or animation work in a personalised area to showcase learning digitally across the curriculum. (Exhibit)



Level 7

Typically, pupils should show evidence of being able to:

- Research, select and evaluate assets from a range of digital sources, found and created, discriminating between these for relevance, reliability and accuracy, justifying and referencing their sources. Select and justify the most appropriate features to use to meet the end user requirements defined in the task brief and work between various software applications to realise a complete project. *This might involve researching and selecting movie clips, animations and other assets and systematically experimenting with a range of effects, deciding on the most appropriate to meet the expectations of the target audience, using a development cycle to routinely test and adjust their prototype presentation, and justify choices and decisions based on their original intentions, group discussions and feedback from end users.* (Explore)
- Set out clearly defined user requirements and plan, develop and test an original multipage presentation suitable for audience and purpose that includes a range of advanced features and assets that have been appropriately edited. *This might involve systematically planning for a shoot, using a storyboard and script, constructing meaning as they capture and edit footage, showing an awareness of pace, rhythm and tempo, and preparing additional assets to produce a complete moving image or animation product. This may include adding sound, music, voiceover, transitions and effects, making creative use of moving image conventions to meet the needs of a specific audience and purpose.* (Express)
- Exploit contemporary communication methods to exchange, share and collaborate on their developed ideas and information with peers, experts and end users, contributing to a collaborative global environment. *This might involve uploading the movie or animation to a blog to gather feedback from peers, experts or end users, acting on this in a discriminating way to further enhance the high quality and suitability of the product assembled for an end user defined in the task brief.* (Exchange)
- With increasing discernment, identify the requirements of the user and the purpose of the task at the outset, and systematically review the final moving image or animation product against the requirements at the end of the process, clearly identifying which they have met and which they have not met. *This might include gathering end-user feedback and making further refinements or setting out recommendations for high quality enhancements.* (Evaluate)
- Manage and present a logically structured digital bank of work to showcase learning across the curriculum, taking account of format, portability, size, copyright and versioning. *This might include backing up files to an alternative location, managing multiple versions and choosing appropriate formats and resolutions.* (Exhibit)

Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety, including acceptable online behaviour.