



ASSIGNMENT COVER SHEET

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TITLE / TOPIC OF ASSIGNMENT: A2 Program Inquiry using ICT	DUE DATE: 1st May
UNIT CODE / UNIT NAME EDUC5464	COURSE Information and Communication Technology Curriculum I

DECLARATION

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Signed: Thomas Golovoda Date: 24/04/18

FACULTY OF EDUCATION
TEACHING & LEARNING PROGRAM
 (Secondary)

SCHOOL: UWA

YR: 8

SUBJECT: Digital Technologies

TOPIC: Designing a Simple Animation in Flash.

PROGRAM OVERVIEW FOR (6 lessons) PERIOD (date) 01/05/18 TO (date) 12/06/18

Week/ Lesson	Curriculum Digital Technologies Strands- Sub Strands / ICT Capability	Links to General Capabilities/ Cross Curricular	Objectives Aims that you want them to achieve	Learning & Teaching Experiences/Content What students are doing/learning/engaging activities?	Resources What they will use?	Assessment Formative or summative How achievement will be judged? How results will be recorded?
Wk 1 - Lesson 1	Produce a simple plan designed to solve a problem, using a sequence of steps (WATPPS50) Produce simple plan by: Drawing a storyboard as a blueprint for an animation. Solving the problem by: Thinking about the guidelines given and creative thinking to produce a storyboard that will be	General Capability: - Literacy. - Numeracy. - ICT. - Critical and creative thinking. -Personal and social capability.	- Define what animation is. - Be able to list the 4 main types of animation and give examples for each. - Understand the origins of animation and how the early animations were created. - Understand the connection between old forms of animation and storyboards. - Be able to think creatively to produce a storyboard for an animation.	Lesson: 1 Introduction to Animation – Early Animation and storyboard creation. (Design thinking stages: Empathise & Define) Introduction: <ul style="list-style-type: none"> - Begin with sway presentation of earliest forms of animation. Definition of animation “Creating the illusion of movement“. Ask students if they can provide examples for any of the types of animation that are listed. - Talk about early forms of animation. (Egyptian drawings, Phénakisticope, flipbooks). This is connected to the first part of creating their own animation. Ask students if they have ever created anything similar to the oldest forms of animation. - Explain to students that these old forms of animation now mimic one of the first steps in creating modern animation, storyboards. Tell class that today they start the process to creating their own animation. Provide design brief handout which has guidelines for the animation – - That it’s created with Adobe Flash. - Minimum of 5 seconds of animation. 	Computers and devices. Projector. Paper, pencil and rubber. Storyboard template printout. <i>Teacher ICT tool 1:</i> Sway Presentation – On earliest animation and storyboards. https://sway.com/55FheS4D1c8fXGDg?ref=Link	Formative: Can students define the term animation? (Observation) Can students list the 4 main types of animation as well as provide examples for them? (Discussion) Do students understand how early forms came to be and work? (Discussion) Can students think creatively with the guidelines in mind to create a storyboard? (Observation)

	used to create an animation.			<ul style="list-style-type: none"> - Must involve 2 different objects moving. - A background where the action takes place. - The scene must be fully coloured. - Utilise a minimum of 3 animation techniques. <p>Bring up animation techniques covered in previous classes (squash and stretch, anticipation, slow in slow out) before beginning activity. Ask students to think about two objects and how they would interact with each other. Provide examples such as a person walking and bouncing a ball.</p> <p>Activity:</p> <ul style="list-style-type: none"> - Hand out storyboard printout for students to create their own storyboard for their animation. The storyboard will be 6 panels long. Students need to write a brief description for each panel, the duration for a panel and relevant animation techniques that will be used. - Students will need to take the guidelines into consideration to come up with a creative idea and scene for their animation to take place. - Provide assistance throughout the process; bring up animation techniques and ideas for simple objects to animate. <p>Conclusion:</p> <ul style="list-style-type: none"> - Ask if any of the students would like to show the class their storyboard. - Remind students that the objects will be animated so try to implement two objects that won't be too difficult to animate. - Remind students to work on their storyboards before next class. <p>Lesson: 2 Implementing storyboards in flipbook. (Design thinking stage: Define & Ideate)</p>		
Wk 1 - Lesson 2	Safely apply appropriate techniques to	General Capability: - Literacy.	- To further students comprehension of the		Computers and devices. Projector. Paper, pencil and rubber.	Formative: Do students now know about the early works of

<p>make solutions using a range of components and equipment. (WATPPS51)</p> <p>Apply techniques by: Using their knowledge of animation techniques and applying it to their flipbook animation.</p> <p>Make solution by: Using their storyboard as reference to create an animation in flipbook.</p>	<p>- ICT. - Critical and creative thinking. - Personal and social capability.</p>	<p>history of animation.</p> <ul style="list-style-type: none"> - To be able to interpret why animation was created the way it was in that era. - To know and understand how the multiplane camera works. - Understand how parallax works in animation. - Being able to translate a storyboard into an animation on flipbook. - To be able to produce a simple animation using the website flipbook. 	<p>Introduction:</p> <ul style="list-style-type: none"> - Talk about Renaissance of animation (Early Disney era). Disney’s first project the Alice Comedies, (hand drawn animation, integrated into live action film). Transitioning to Snow White and the Seven Dwarfs, the first feature film in English and technicolour. Ask students what their favourite Disney movies are. - Talk about how the animation was done for Snow White and the Seven Dwarfs. The traditional animation process drawing each frame by hand and utilising the Multiplane camera. Give explanation of parallax animation technique. Question students to confirm understanding of concept. Explain to students they could use parallax to add another moving object into their animation. Students could have an object move in the foreground and have the background move as well. <p>Activity:</p> <ul style="list-style-type: none"> - Inform students that before they implementing their storyboard in Adobe Flash. Students will use the site Flipbook to test out their storyboard and see if it’s viable. Give students a quick rundown before allowing them to use flipbook. - Give feedback on students’ animations, provide suggestions on what to add or scale back on. - Once students have finished their animation they need to publish it to site and export the animation as a pdf. They then also need to copy the link into a word document. Name both files, compress them in a zip file and move them to the class’s drop box. <p>Conclusion:</p> <ul style="list-style-type: none"> - Ask students if anyone would like to showcase their animation. - Ask if their storyboard transitioned well into animation. Do they need to rethink the objects that 	<p>Storyboard template printout.</p> <p><i>Teacher ICT tool 2:</i> Google Docs Presentation – Presentation on early Disney, the multiplane camera and the parallax animation technique.</p> <p><i>Student ICT tool 1:</i> Flipbook - http://www.benettonplay.com/toys/flipbookdeluxe/guest.php</p>	<p>Disney and their importance in the development of animation as a medium? (Observation) Do students understand how the multiplane camera works? (Observation) Were students able to understand the parallax animation technique and provide examples? (Discussion)</p> <p>Summative: Were the students able to convert their storyboard into a flipbook animation? (View flipbook animation and pdf.) Passing mark if completed, fail mark if work was not completed. This will give an indication of students’ progress and ideas for their animation.</p>
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<p>Wk 2 - Lesson 3</p>	<p>Evaluate and apply a given <u>brief</u> (WATPPS47)</p> <p>Evaluate by: Looking at created storyboard and thinking about how to best transfer it into Flash.</p> <p>Apply brief by: Implementing created storyboard into an animation in Flash.</p>	<p>General Capability: - Literacy. - Numeracy. - ICT. - Critical and creative thinking.</p>	<ul style="list-style-type: none"> - See the expectations of their finished animation. - Further understanding of animation techniques and how they're done in Adobe Flash. - Identify techniques in an animation. - Come up with ideas to improve an animation. - Create panels of their storyboard in Adobe Flash (background, colouring, key poses). 	<p>are being animated? Was their storyboard too difficult to animate or too simple? Were they able to apply animation techniques and did they look visually pleasing?</p> <ul style="list-style-type: none"> - Tell students if they need to work on their storyboard to do so before next class. <p>Lesson: 3 Starting animation. (Design thinking stages: Define & Prototype)</p> <p>Introduction:</p> <ul style="list-style-type: none"> - Firstly a discussion of the flipbook animations that were done in the last class. Talk in general terms about what the class did well, and what they need to focus on when creating their animations in Adobe Flash. - Then proceed to open prepared Flash document showing a completed animation that fulfils the brief. Break down each object's movement; ask students what techniques are used in the animation (Parallax, staging, anticipation and secondary action). Then the full animation will be watched. Ask students how they would improve the animation. What elements were lacking, could other animation techniques be implemented and could the ones used be improved upon? - Tell students to focus on creating the background and the key poses from their storyboard in today's lesson. Reminder of things to think about when using flash (Motion paths, onion skinning, tweens, shape/symbol, scene panel). <p>Activity:</p> <ul style="list-style-type: none"> - Students will utilise their previously made storyboards and work on flipbook to create their animation in Flash. 	<p>Computers and devices. Projector. Paper, pencil and rubber. Storyboard template printout.</p> <p><i>Teacher ICT tool 3:</i> Prepared Adobe Flash document to show what a finished project may look like and supplement students learning.</p> <p><i>Student ICT tool 2:</i> Adobe Flash - Student will use Flash to create their animation.</p>	<p>Formative: Can students identify animation techniques? (Discussion) Can students provide feedback on how an animation can be improved? (Discussion) Were students able to effectively use their storyboards to plan for and effectively begin their animations in Flash? (Observation) Are students making good progress on their animations? Have they successfully completed the background and key poses? (Observation)</p>
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<p>Wk 2 - Lesson 4</p>	<p>Consider components/resources to develop solutions, identifying constraints(WAT PPS48)</p> <p>Consider components/resources by: Reviewing the 12 principles of animation.</p> <p>Develop solution by: Using knowledge of animation</p>	<p>General Capability:</p> <ul style="list-style-type: none"> - Literacy. - ICT. - Critical and creative thinking. - Ethical understanding. 	<ul style="list-style-type: none"> - To test and activate students prior knowledge on the 12 principles of animation. - To help students think about how to implement animation techniques in their own work. - To be able to provide examples of animation techniques. - To begin animating their work in Adobe Flash by filling in the key frames between 	<ul style="list-style-type: none"> - Students will focus on creating their main background for the animation, colouring and the key poses from their storyboard. - If students are able to create all the main poses from their storyboard and the background they may begin the animation process. <p>Conclusion:</p> <ul style="list-style-type: none"> - Tell students to save their work and quit out of Flash. - Ask if anyone had trouble translating their storyboard into Flash? - Let students know that the storyboard is a guideline, focus on implementing it into Flash first. Then afterwards creative changes can be made to improve it. - Inform students they will continue to work on their Flash Animation in the next 3 lessons. The final version needs to be finished by the end of lesson 6. <p>Lesson: 4</p> <p>Revision of the 12 Principles of Animation. (Design thinking stages: Define & Prototype)</p> <p>Introduction:</p> <ul style="list-style-type: none"> - Tell students to save their work and quit out of Flash. - Inform class to copy link off the whiteboard to go to a Google Forms questionnaire on animation techniques. This is to test and activate students' past knowledge of animation techniques. - Ask students how well they did on the quiz. Once this is done tell students to go to the other two links outlined on the white board. Both links outline the 12 principles of animation (animation techniques). The website is a more detailed rundown. The Infographic is provides a straightforward reminder of the principles. Tell students to refer to these when working on their animations. 	<p>Computers and devices. Projector. Whiteboard, whiteboard markers.</p> <p><i>Student ICT tool 3:</i> Google Forms – 12 Principles of Animation Quiz. Used to test past knowledge of students and supplement further discussion of techniques in class.</p> <p>Understand the 12 principles of animation website. https://www.creativebloq.com/advice/understand-the-12-principles-of-animation</p>	<p>Formative:</p> <p>Do students know the 12 principles of animation? (Google Forms results)</p> <p>Can student give examples of animation techniques in real life and how they would translate to animation? (Discussion)</p> <p>Have students gained a broader understanding of modern animation? (Observation)</p> <p>Are students progressing with their animations, are they implementing animation techniques and making good progress? (Observation)</p>
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<p>Wk 3 - Lesson 5</p>	<p>techniques to develop animation in Adobe Flash Identify constraints by: Evaluating their work and whether anything they planned in their storyboards needs revising.</p> <p>Design, develop, evaluate and communicate alternative solutions, using</p>	<p>General Capability: - Literacy. - Numeracy. - ICT - Critical and</p>	<p>key poses. - To be able to use their knowledge of animation techniques in their own animation.</p> <p>- To teach students how stop motion animation works. - To be able to provide examples of</p>	<ul style="list-style-type: none"> - Ask students what they think is the most important animation technique. Then pick random techniques and ask a student to provide a real life example of the technique and how they would translate that to animation. - After this is done ask the students to think about their animations so far and how they could further implement more animation techniques. This is important to think about, as students will begin animating the key frames between their key poses today. <p>Activity:</p> <ul style="list-style-type: none"> - Students will open their Flash animation projects and begin drawing the key frames of animation between the key poses from their storyboards. - Students should refer to the website 12 principles of animation website when animating for guidance. <p>Conclusion:</p> <ul style="list-style-type: none"> - Ask the students how they found drawing in the key frames between their key poses. Did they have to rethink the main poses or the path to which the object gets to those poses? - Ask the students if they were able to implement any other animation techniques they hadn't previously thought to. - Let students know they will continue to work on their flash animations next week and they can work on their animation between lessons if they want to. <p>Lesson: 5 Advanced Flash Animation and Peer Feedback. (Design thinking stages: Prototype & Test)</p> <p>Introduction:</p> <ul style="list-style-type: none"> - Begin with a YouTube video ("Showreel Howard 	<p><i>Student ICT tool 4:</i> Venngage Infographic – Infographic on 12 Principles of Animation.</p> <p><i>Student ICT tool 2:</i> Adobe Flash - Student will use Flash to create their animation.</p> <p>Computers and devices. Projector.</p> <p><i>Teacher ICT tool 4:</i> Youtube – A show-reel of a person's work in Adobe Flash. Used</p>	<p>Formative: Do students know more about what Adobe Flash is capable of? (Discussion) Are students able to identify animation</p>
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<p>appropriate technical terms and technology (WATPPS49)</p> <p>Design, develop by: - Working on Adobe Flash animation.</p> <p>Evaluate by: - Students watching each other's animations.</p> <p>Communicate alternative solutions by: Students providing feedback on each other's animations.</p> <p>Using technical terms and technology by: Giving feedback using prior knowledge of animation.</p>	<p>creative thinking. - Ethical understanding.</p>	<p>stop motion animation. - Students should be able to fill in the frames between the key poses of their simple object. - To listen to feedback and make the desired changes. - To be able to give feedback on peers work.</p>	<p>Wimshurst 2015"). Before playing the video let students know all animation was created in Adobe Flash. Tell students to also think about the animations techniques used and the fluid motion of the animation.</p> <ul style="list-style-type: none"> - After video ends ask if students knew if such advanced animation was capable with Flash. Further questioning on what their favourite part of the animation was. Go to that part of the video and discuss the techniques used, break it down bit by bit. - After this students will be split into groups of 3. Groups will be chosen with the app 'Randomly for Educators'. <p>Activity:</p> <ul style="list-style-type: none"> - Students will show each other their work in the groups they're in. Students are to provide feedback of what they liked and what they can improve upon. Then they will try to pick out all the techniques displayed in the animation. This will help provide feedback for students on if they need to emphasise a technique in their animation. - Once this is done students will return to working on their own animations, taking into account the feedback given by their peers. Students will continue to animate, aiming to be close to finishing their work by the end of the class. <p>Conclusion:</p> <ul style="list-style-type: none"> - Tell students to save their work and quit out of Flash. - Ask if the feedback given by peers was helpful in proceeding with their animation. - Ask if students found it difficult to come up with feedback and were they able to pick out their peers animation techniques? - Inform students that they will be finishing of their Flash animations in that class. 	<p>to show off the advanced capabilities of Flash. Shows animation techniques being used in interesting ways and helps gives students ideas for their own animations. https://www.youtube.com/watch?v=qMtsaliwiaA</p> <p><i>Student ICT tool 2:</i> Adobe Flash - Students will use Flash to create their animation.</p> <p><i>Teacher ICT tool 5:</i> Randomly for Educators – An app that randomly chooses students name to create a group.</p>	<p>techniques in advanced animation? (Discussion) Were students able to take on feedback and provide effective feedback to their peers? (Observation) Are students progressing effectively with their animations, will they be able to complete them next lesson? (Observation)</p>
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<p>Wk 3 - Lesson 6</p>	<p>Safely apply appropriate techniques to make solutions using a range of components and equipment. (WATPPS51)</p> <p>Apply techniques by: Using prior knowledge and peer feedback.</p> <p>Make solution by: Completing Adobe Flash animation to the design brief's guidelines.</p>	<p>General Capability:</p> <ul style="list-style-type: none"> - Literacy. - ICT. - Critical and creative thinking. - Personal and social capability. 	<ul style="list-style-type: none"> - To provide constructive feedback on peer's work - To their Adobe Flash animation. - To follow the guidelines of a given design brief. 	<p>Lesson: 6 Final Lesson – Completing Animation (Design thinking stages: Test)</p> <p>Introduction:</p> <ul style="list-style-type: none"> - Students will be completing their animation by the end of class. Before anything remind students about design brief and to make sure all guidelines have been met. - Tell students focus on meeting the briefs parameters and then continue to touch up and add details to animation. Before this there will be another short feedback session between peers. <p>Activity:</p> <ul style="list-style-type: none"> - Students will get into a new group of 3 to watch and provide feedback on each other animations. Tell students providing feedback to see if they can identify techniques. Provide feedback based on what they think needs the most attention. - Students will then work to finish off their Flash animations by the end of the lesson. - When time is up students will save their animation file and export it as an mp4 video. Both will be compressed in a zip file and place in the classes drop box. - Students will also hand in their storyboards they used to make the animation. <p>Conclusion:</p> <ul style="list-style-type: none"> - Ask if any student would like to show their final animation to the class. - Overview of what was learnt throughout the 6 lessons. - Discussion about creation process storyboard to flipbook and then creating the animation in Flash. 	<p>Computers and devices. Projector.</p> <p><i>Teacher ICT tool 5:</i> Randomly for Educators – An app that randomly chooses students name to create a group.</p> <p><i>Student ICT tool 2:</i> Adobe Flash - Student will use Flash to create their animation.</p>	<p>Formative: Did students give effective feedback to their peers? (Observation) Will students be able to complete their final animation? (Observation)</p> <p>Summative: Students will be marked on their Flash animation. The criteria for the assessment is:</p> <ul style="list-style-type: none"> - Whether all the brief's guidelines were met. - The implementation of animation techniques. - Quality of animation. - Visual style and creativity of the animation.
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Teacher Reflection: Identify what are the most and least effective changes you would make in future.

Self Evaluation:

Was the design brief for the animation project fair to students?

Was the creation process effective for students (Storyboard, Flipbook, Adobe Flash)?

Were students engaged and was their prior knowledge activated in lessons?

Was the project interesting for students, did it assist them in getting better at using Adobe Flash?

Were students assessed on their progress appropriately from lesson to lesson?

Student Evaluation:

Were students able to create effective storyboards?

Were students able to identify, understand and effectively implement animation techniques?

Were students able to collaborate and provide effective feedback to their peers?

Were students able to complete their Adobe Flash animation in accordance with guidelines set by the design brief?

Were students able to improve their ability to use the program Adobe Flash?

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