

Lesson Plan Template

Date:	Year Level & Learning Area: 7 & 8	Time: 45 mins Room:
Topic: Introduction to After Effects – Learning the basic toolset		
<p>Course Descriptors:</p> <p>WATPPS51:</p> <p>Safely apply appropriate techniques to make solutions using a range of components and equipment.</p>	<p>Specific Objectives/Learning Goals:</p> <p><i>As a result of this lesson, students will know how to:</i></p> <ul style="list-style-type: none"> • Outline the applications of After Effects and why it's used. • Demonstrate an understanding of how to implement basic tools within After Effects. • Devise creative problem solving skills in the creation of a project in After Effects. 	
<p>General Capabilities & Cross-Curricula Priorities:</p> <p>General Capabilities:</p> <ul style="list-style-type: none"> • Literacy • Information and Communication Technology Capability • Critical and Creative Thinking • Personal and Social Capability <p>Cross-Curricula:</p> <ul style="list-style-type: none"> • Media • Graphic Design • Art 		
<p>Prior Learning:</p> <ul style="list-style-type: none"> • Basic understanding of how to use a computer. • Creative problem solving skills in design. • In Digital Technologies, students develop solutions and identify the purpose for a given digital task by considering constraints and components/resources. • Following sequenced steps to a problem-solving plan. • Students apply safe procedures to make solutions, using a range of components, equipment and techniques. 	<p>Resources/Materials required:</p> <ul style="list-style-type: none"> • Projector hooked up to a computer. • Internet to access YouTube (ICT tool for learning). • Computers for all students. • After Effects installed on all computers. • After Effects assets. • Pre-made video for class. 	
<p>Student Diversity:</p> <p>High achiever:</p> <ul style="list-style-type: none"> • Further participation with discussion by providing them with further questioning. • Show how they can develop the basic techniques they learnt in After Effects. • Show them more complex animation techniques. <p>Low achiever:</p> <ul style="list-style-type: none"> • Purposefully get student involved with discussion to try and engage them in the class. • Keep an eye on the student to see if they're keeping up with the class. • Help student out when they're not sure how to execute something in After Effects. 		

Physical disability – Broken arm:

- Allow more time than usual for students to complete an instruction given out by the teacher.
- In order to ensure student is keeping up, make sure the student is positioned closer to the front of the class.
- Be prepared to provide the student with additional help if they are unable to do as instructed.
- Ask the students sitting close by to provide assistance if needed and only if they've completed the instructed step.

Lesson Steps

Time:	Procedure	References/Resources
5-10 minutes	<p>Pre-Lesson –</p> <ul style="list-style-type: none"> • Prepare YouTube videos playlist to be shown to the class (ICT teaching tool). • Have first video ready to play. • Start After Effects so its ready to be used. • Prepare After Effects assets and supplementary videos created for the lesson so they are easily accessible <p>Introduction/Motivation –</p> <p>Greet students entering the classroom in an enthusiastic manor and ask them to log in to their computers. Once all students have entered, begin explanation of the lessons content (basic introduction to After Effects).</p> <p>Then play video showcasing the different applications of After Effects. The video shows off various ways After Effects is used in creating videos. The video allows students to see what is capable with After Effects as well as inspire and motivate students to use it. Ask class what they saw in the video to gauge their understanding of some of the following – even if they do not know the correct terminology – that can lead to a teaching point in follow up lessons. (Motion graphics, colour grading, special effects, animation and motion tracking). Ask the class where they've seen similar techniques used.</p> <p>After discussion is over, show video about motion graphics. The video gives a brief explanation of what motion graphics are and what their applications. For example creating an eye-catching video to engage students. This video shows a clear example of a motion graphic as well as explaining what it is the class. After video finishes go into further explanation of what</p>	<p>Birbeck Film, Television & Filmmaking Society. (2014). What can be done with After Effects. Retrieved from: https://www.youtube.com/watch?v=RNzWCzdDrX0</p> <p>Bawnanable. (2015). What is a Motion Graphic?. Retrieved from: https://www.youtube.com/watch?v=SjzoQSa_I78</p>

<p>15 Minutes</p>	<p>motion graphics are. Ask class if they've seen motion graphics before and if so examples of where they've seen them (TV, movies and ads). Explain why creating motion graphics is a good way to start using After Effects.</p> <p>Direct Instruction/ Introduction to After Effects –</p> <p>Tell students to open After Effects on their computers (ICT teaching tool). Let students know from this point on to listen and follow directions closely. Provide direct instruction, going through step by step how to execute a function in After Effects. Instructions will be explained clearly with visual representation on the projector screen showing exactly what to do for the class. Once a step is shown, walk around the classroom watching the students complete the step and provide assistance to those who need it. When the entire class has completed the step move on to the next step.</p> <p>Outline of what will be taught in instructional period</p> <ul style="list-style-type: none"> • How to set up a document in After Effects. • Create basic shapes in their After Effects scene. • How to change the shapes, colour and outline. • How to scale and rotate shapes. • How to create complex shapes with the pen tool. • How to create a text layer in After Effects and how to manipulate the text. • How to use the timeline and layers panel. • How to lock layers so they can't be edited and hide layers. • How to create key frames on the timeline. • Basic animation of layers, position, scale, rotation, anchor point and opacity. • How to create a mask for layers. 	
<p>10-15 Minutes</p>	<p>Student Project –</p> <p>Once the direct instruction has been completed, show students pre-made video of the project they're going to begin in the final part of the lesson. With the tools learnt through direct instruction, students are to create a simple animation with their full name.</p> <p>Ask students to create a new text layer for their first and second name. Ask for one students name and use that as an example for how to move forward with the activity. Talk about</p>	<p>Show pre-made 5-second video of animated name.</p>

<p>5 Minutes</p>	<p>the positioning of layers, font and ways you could animate the letters. Once this explanation is over, the students will use their basic skillset to animate a few letters (1-4 letters).</p> <p>Walk around the class giving feedback to students on how they can animate their name. Also involve other students in giving their peers creative feedback for their work. Provide assistance to anyone having trouble and more complex methods of animation for students who excel. Ask the student's if anyone would like to share their work with the rest of the class (discuss, positive feedback).</p> <p>Conclusion –</p> <p>Ask students to now save their work, close After Effects, log out of their computers and then to listen.</p> <p>Summarise what the lesson objectives were and how the students achieved them.</p> <p>Talk about how the students will continue to work on their short name animation in the next class. Also mention more animation techniques they can utilise for their project. Which they can learn in future classes. Ask the students if they have any more questions related to what was learnt in the class or about the project.</p> <p>End Lesson.</p>	
<p>Evaluation of Student Learning:</p> <ul style="list-style-type: none"> • Did the students engage with the videos shown and understand the content in them? • Are all students engaging within the class discussion? • Do the student's have a basic understanding of what's capable using After Effects? • Were students able to listen and keep up with the instructions presented to them? • Are the students able to apply the basic tools they learnt in After Effects themselves? • Were the students able to build upon and apply the basic skills they've learnt in creative ways? • Did the students use creative problem solving skills in the name animation project? 		
<p>Self-Evaluation/Reflection:</p> <ul style="list-style-type: none"> • Did the videos engage students, give them inspiration and motivate them to use After Effects? • Was the explanation accompanying videos sufficient? • Was the discussion created interesting and informative for the students? • Were students given the opportunity to contribute to discussion? • Do students understand the various uses of after effects and why it's used? 		

- Were verbal and visual instructions clear enough for students to be able follow?
- If students weren't able to keep up or understand how to do something were they helped sufficiently to be able to continue along with the class?
- Did students understand how to implement what they were taught in After Effects and why?
- Did students achieve the lesson objectives?