

Project 1

The toy box

WALTs: We are learning to:	WILFs: What I'm looking for:
<ul style="list-style-type: none">• animate/bring toys to life• understand and use appropriate vocabulary: webcam, <i>I Can Animate</i> software, photographs, animate, stop frame animation, frames, film strip, shoot, camera icon, delete (frame), play, save• position the webcam to take photographs• take photographs with <i>I Can Animate</i> software to create a film strip• delete frames• play the film strip• save the film strip	<ul style="list-style-type: none">• little movements of the toys• use of the correct vocabulary• using the camera icon to take photographs• knowing how to delete frames• knowing which icon is used to play the film• knowing which menu is used to save the film



Project 2

The seven dwarves

WALTs: We are learning to:	WILFs: What I'm looking for:
<ul style="list-style-type: none"> • animate a face • understand and use appropriate vocabulary: webcam, <i>I Can Animate</i> software, photographs, animate, stop frame animation, frames, film strip, shoot, camera icon, delete (frame), play, save • position the webcam to take photographs • take photographs with <i>I Can Animate</i> software to create a film strip • delete frames • play the film strip • save the film strip 	<ul style="list-style-type: none"> • slow facial movements • use of the correct vocabulary • using the camera icon to take photographs • knowing how to delete frames • knowing which icon is used to play the film • knowing which menu is used to save the film



Project 3

Magic shapes

WALTs: We are learning to:	WILFs: What I'm looking for:
<ul style="list-style-type: none"> • animate different shapes to create interesting pictures • understand and use appropriate vocabulary: webcam, <i>I Can Animate</i> software, photographs, animate, stop frame animation, frames, film strip, shoot, camera icon, delete (frame), play, save • position the webcam to take photographs • take photographs with <i>I Can Animate</i> software to create a film strip • delete frames • play the film strip • save the film strip 	<ul style="list-style-type: none"> • little movements of the shapes • use of the correct vocabulary • using the camera icon to take photographs • knowing how to delete frames • knowing which icon is used to play the film • knowing which menu is used to save the film



Project 4

Message in a bottle

WALTs: We are learning to:	WILFs: What I'm looking for:
<ul style="list-style-type: none"> • animate simple words • understand and use appropriate vocabulary: webcam, <i>I Can Animate</i> software, photographs, animate, stop frame animation, frames, film strip, shoot, camera icon, delete (frame), play, save • position the webcam to take photographs • take photographs with <i>I Can Animate</i> software to create a film strip • delete frames • play the film strip • save the film strip 	<ul style="list-style-type: none"> • little movements of the letters • use of the correct vocabulary • using the camera icon to take photographs • knowing how to delete frames • knowing which icon is used to play the film • knowing which menu is used to save the film



Project 5

Nursery rhyme time

WALTs: We are learning to:	WILFs: What I'm looking for:
<ul style="list-style-type: none"> • animate a nursery rhyme • understand and use appropriate vocabulary: webcam, <i>I Can Animate</i> software, photographs, animate, stop frame animation, frames, film strip, shoot, camera icon, delete (frame), play, save • position the webcam to take photographs • take photographs with <i>I Can Animate</i> software to create a film strip • delete frames • play the film strip • save the film strip • make a film long enough to match the words in the rhyme 	<ul style="list-style-type: none"> • little movements of the characters and objects • use of the correct vocabulary • using the camera icon to take photographs • knowing how to delete frames • knowing which icon is used to play the film • knowing which menu is used to save the film • checking the film length to see if it matches the words being spoken



Project 1

Friends

WALTs: We are learning to:	WILFs: What I'm looking for:
<ul style="list-style-type: none"> • animate/bring toys to life • present a story using animation • understand and use appropriate vocabulary: webcam, <i>I Can Animate</i> software, photographs, animate, stop frame animation, frames, film strip, shoot, camera icon, delete, play, save • position the webcam to take photographs • take photographs with <i>I Can Animate</i> software to create a film strip • delete frames • play the film strip • save the film strip 	<ul style="list-style-type: none"> • little movements of the toys • interesting stories about friendship • use of the correct vocabulary • using the camera icon to take photographs • knowing how to delete frames • knowing which icon is used to play the film • knowing which menu is used to save the film



Project 2

Man on the moon

WALTs: We are learning to:	WILFs: What I'm looking for:
<ul style="list-style-type: none"> • animate/bring toys to life • present a story using animation • understand and use appropriate vocabulary: webcam, <i>I Can Animate</i> software, photographs, animate, stop frame animation, frames, film strip, shoot, camera icon, delete, play, save, props, scenery, background, character(s) • position the webcam to take photographs • take photographs with <i>I Can Animate</i> software to create a film strip • delete frames • play the film strip • save the film strip 	<ul style="list-style-type: none"> • little movements of the toys • interesting fantasy stories about space • use of the correct vocabulary • using the camera icon to take photographs • knowing how to delete frames • knowing which icon is used to play the film • knowing which menu is used to save the film



Project 3

Fun with rhymes

WALTs: We are learning to:	WILFs: What I'm looking for:
<ul style="list-style-type: none"> • animate/bring characters to life • present a nursery rhyme using animation • understand and use appropriate vocabulary: webcam, <i>I Can Animate</i> software, photographs, animate, stop frame animation, frames, film strip, shoot, camera icon, delete, play, save, props, scenery, background, character(s), duplicate, dialogue, record • position the webcam to take photographs • take photographs with <i>I Can Animate</i> software to create a film strip • delete frames • play the film strip • save the film strip • duplicate frames • record dialogue 	<ul style="list-style-type: none"> • little movements of the characters • film action that shows the nursery rhyme • use of the correct vocabulary • using the camera icon to take photographs • knowing how to delete frames • knowing which icon is used to play the film • knowing which menu is used to save the film • knowing how to duplicate frames • knowing how to make an audio recording

Project 4

Story time

WALTs: We are learning to:	WILFs: What I'm looking for:
<ul style="list-style-type: none"> • animate/bring characters to life • present a story using animation • understand and use appropriate vocabulary: webcam, <i>I Can Animate</i> software, photographs, animate, stop frame animation, frames, film strip, shoot, camera icon, delete, play, save, props, scenery, background, character(s), duplicate, dialogue, record, narration, export, import, soundtrack, microphone • position the webcam to take photographs • take photographs with <i>I Can Animate</i> software to create a film strip • delete frames • play the film strip • save the film strip • duplicate frames • record dialogue • export a film • add a soundtrack in a video editing program 	<ul style="list-style-type: none"> • little movements of the characters • film action that tells the story • use of the correct vocabulary • using the camera icon to take photographs • knowing how to delete frames • knowing which icon is used to play the film • knowing which menu is used to save the film • knowing how to duplicate frames • knowing how to make an audio recording • knowing how to export a film • knowing how to add a soundtrack in a video editing program



Project 5

The Great Fire of London

WALTs: We are learning to:	WILFs: What I'm looking for:
<ul style="list-style-type: none"> • animate/bring characters to life • present a story using animation • understand and use appropriate vocabulary: webcam, <i>I Can Animate</i> software, photographs, animate, stop frame animation, frames, film strip, shoot, camera icon, delete, play, save, props, scenery, background, character(s), duplicate, dialogue, record, narration, export, import, soundtrack, microphone • position the webcam to take photographs • take photographs with <i>I Can Animate</i> software to create a film strip • delete frames • play the film strip • save the film strip • duplicate frames • record dialogue • export a film • add a soundtrack in a video editing program 	<ul style="list-style-type: none"> • little movements of the characters • film action that tells the story • use of the correct vocabulary • using the camera icon to take photographs • knowing how to delete frames • knowing which icon is used to play the film • knowing which menu is used to save the film • knowing how to duplicate frames • knowing how to make an audio recording • knowing how to export a film • knowing how to add a soundtrack in a video editing program

Project 1

Computer game: Treasure quest

WALTs: We are learning to:	WILFs: What I'm looking for:
<ul style="list-style-type: none"> • animate/bring characters to life • present a computer game concept using animation • understand and use appropriate vocabulary: webcam, <i>I Can Animate</i> software, photographs, animate, stop frame animation, frames, film strip, shoot, camera icon, delete, play, save, props, scenery, background, character(s) • position the webcam to take photographs • take photographs with <i>I Can Animate</i> software to create a film strip • delete frames • play the film strip • save the film strip 	<ul style="list-style-type: none"> • little movements of the characters • a film that looks like a computer game • use of the correct vocabulary • using the camera icon to take photographs • knowing how to delete frames • knowing which icon is used to play the film • knowing which menu is used to save the film

Project 2 **Blast off!**

WALTs: We are learning to:	WILFs: What I'm looking for:
<ul style="list-style-type: none"> • animate/bring characters to life • make a film about a space rocket • understand and use appropriate vocabulary: webcam, <i>I Can Animate</i> software, photographs, animate, stop frame animation, frames, film strip, shoot, camera icon, delete, play, save, props, scenery, background, character(s), duplicate • position the webcam to take photographs • take photographs with <i>I Can Animate</i> software to create a film strip • delete frames • play the film strip • save the film strip • duplicate frames 	<ul style="list-style-type: none"> • little movements of the characters • a film with a space setting • use of the correct vocabulary • using the camera icon to take photographs • knowing how to delete frames • knowing which icon is used to play the film • knowing which menu is used to save the film • knowing how to duplicate frames

Project 3 Litter bug

WALTs: We are learning to:	WILFs: What I'm looking for:
<ul style="list-style-type: none"> • animate/bring characters to life • make a film about an environmental issue • understand and use appropriate vocabulary: stop frame animation, animate, webcam, photographs, frames, film strip, <i>I Can Animate</i> software, shoot, camera icon, play, delete, save, props, scenery, background, character(s), duplicate, dialogue, record, narration, export, import, soundtrack, microphone, file types • position the webcam to take photographs • take photographs with <i>I Can Animate</i> software to create a film strip • delete frames • play the film strip • save the film strip • duplicate frames • record dialogue • export a film • add a soundtrack in a video editing program 	<ul style="list-style-type: none"> • little movements of the characters • a film that presents an environmental issue • use of the correct vocabulary • using the camera icon to take photographs • knowing how to delete frames • knowing which icon is used to play the film • knowing which menu is used to save the film • knowing how to duplicate frames • knowing how to make an audio recording • knowing how to export a film • knowing how to add a soundtrack in a video editing program

Project 4

Head, shoulders, knees and toes

WALTs: We are learning to:	WILFs: What I'm looking for:
<ul style="list-style-type: none"> • animate/bring characters to life • make a film featuring a foreign language • understand and use appropriate vocabulary: stop frame animation, animate, webcam, photographs, frames, film strip, <i>I Can Animate</i> software, shoot, camera icon, play, delete, save, props, scenery, background, character(s), duplicate, dialogue, record, narration, export, import, soundtrack, microphone, file types, evaluate, frames per second (FPS) • record dialogue and add a soundtrack that matches the film action • calculate the number of frames needed for sections of action and dialogue • adjust the length of clips by duplicating frames • duplicate multiple frames for different purposes such as extending the clip or to repeat a sequence of actions • plan films carefully • evaluate our films as we make them 	<ul style="list-style-type: none"> • little movements of the characters • a film that features a foreign language • the ability to use the software with increasing independence • use of the correct vocabulary • knowing how to use a microphone and how to export a file and import it into a video editing program to add a soundtrack • understanding of how to calculate the number of frames needed • ability to duplicate single and multiple frames • understanding of the different purposes of duplicating frames • appropriate use of planning sheets and a storyboard • evaluating as you work, adjusting the film and the number of frames so that the action and soundtrack work well together

Project 5

Wartime stories

WALTs: We are learning to:	WILFs: What I'm looking for:
<ul style="list-style-type: none"> • animate/bring characters to life • present a story with a war theme that includes dramatic pauses • understand and use appropriate vocabulary: • stop frame animation, animate, webcam, photographs, frames, film strip, <i>I Can Animate</i> software, shoot, camera icon, play, delete, save, props, scenery, background, character(s), duplicate, dialogue, record, narration, export, import, soundtrack, microphone, time sequence, evaluate, frames per second (FPS), pausing • record dialogue and add a soundtrack that matches the film action • match action sequences to specific frames by calculating the number of frames • adjust the length of clips by duplicating frames • duplicate multiple frames for different purposes such as extending the clip or to repeat a sequence of actions • include dramatic pauses to 'punctuate' our films • plan films carefully • evaluate our films as we make them 	<ul style="list-style-type: none"> • little movements of the characters • a dramatic war film that uses pauses to punctuate the story • use of the correct vocabulary • the ability to use the software with increasing independence • knowing how to use a microphone and how to export a file and import it into a video editing program to add a soundtrack • knowing how to calculate the number of frames needed • ability to duplicate single and multiple frames • understanding of the different purposes of duplicating frames • effective use of dramatic pauses in the film • appropriate use of planning sheets and a storyboard • evaluating as you work, adjusting the film and the number of frames so that the action and soundtrack work well together

Project 6

The Gingerbread Man

WALTs: We are learning to:	WILFs: What I'm looking for:
<ul style="list-style-type: none"> • animate/bring characters to life • present a story with a refrain • understand and use appropriate vocabulary: stop frame animation, animate, webcam, photographs, frames, film strip, I Can Animate software, shoot, camera icon, play, delete, save, props, scenery, background, character(s), duplicate, dialogue, record, narration, export, import, soundtrack, microphone, time sequence, evaluate, frames per second (FPS), file types, titles, credits • calculate the number of frames needed to match dialogue to action • record dialogue and add a soundtrack to a film • adjust the length of clips by duplicating frames • duplicate multiple frames for different purposes such as extending the clip or to repeat a sequence of actions • plan films carefully • evaluate our films as we make them • add titles and credits to a film 	<ul style="list-style-type: none"> • little movements of the characters • a film that uses a repeated sequence • use of the correct vocabulary • the ability to use the software with increasing independence • knowing how to calculate the number of frames needed to match action to dialogue • knowing how to record dialogue and how to export a file and import it into a video editing program to add a soundtrack • ability to duplicate single and multiple frames • understanding of the different purposes of duplicating frames • appropriate use of planning sheets and a storyboard • evaluating as you work, adjusting the film and the number of frames so that the action and soundtrack work well together • titles and credits in a style that is suitable for the film

Project 1

Where does pollution come from?

WALTs: We are learning to:	WILFs: What I'm looking for:
<ul style="list-style-type: none"> • animate/bring objects to life • present an issue-based film • understand and use appropriate vocabulary: stop frame animation, webcam, photographs, frames, film strip, <i>I Can Animate</i> software, shoot, camera icon, play, delete, save, props, scenery, background, character(s), duplicate, frames per second (FPS) • position the webcam to take photographs • take photographs with <i>I Can Animate</i> software to create a film strip • delete frames • play the film strip • save the film strip • to duplicate frames 	<ul style="list-style-type: none"> • little movements of the objects • a factual film about pollution • use of the correct vocabulary • using the camera icon to take photographs • knowing how to delete frames • knowing which icon is used to play the film • knowing which menu is used to save the film • knowing how to duplicate frames

Project 2 E-safety

WALTs: We are learning to:	WILFs: What I'm looking for:
<ul style="list-style-type: none"> • animate/bring objects to life • make a film about e-safety • understand and use appropriate vocabulary: stop frame animation, webcam, photographs, frames, film strip, <i>I Can Animate</i> software, shoot, camera icon, play, delete, save, evaluate, props, scenery, background, character(s), duplicate, dialogue, record, narration, export, import, soundtrack, microphone, frames per second (FPS) • position the webcam to take photographs • take photographs with <i>I Can Animate</i> software to create a film strip • delete frames • play the film strip • save the film strip • duplicate frames • record dialogue and add a soundtrack to a film • calculate the number of frames needed for sections of action and dialogue • plan films carefully • evaluate our films as we make them 	<ul style="list-style-type: none"> • little movements of the objects • a film that teaches other people about e-safety • use of the correct vocabulary • using the camera icon to take photographs • knowing how to delete frames • knowing which icon is used to play the film • knowing which menu is used to save the film • knowing how to duplicate frames • knowing how to use a microphone and how to export a file and import it into a video editing program to add a soundtrack • understanding of how to calculate the number of frames needed • appropriate use of planning sheets and a storyboard • evaluating as you work, adjusting the film and the number of frames so that the action and soundtrack work well together

Project 3

The Viking invasion

WALTs: We are learning to:	WILFs: What I'm looking for:
<ul style="list-style-type: none"> • animate/bring characters to life • make a film about an historical event • understand and use appropriate vocabulary: stop frame animation, webcam, photographs, frames, film strip, <i>I Can Animate</i> software, shoot, camera icon, play, delete, save, evaluate, props, scenery, background, character(s), duplicate, dialogue, record, narration, export, import, soundtrack, microphone, frames per second (FPS), file types • record dialogue and add a soundtrack that matches the film action • calculate the number of frames needed for sections of action and dialogue • adjust the length of clips by duplicating frames • duplicate multiple frames for different purposes such as extending the clip or to repeat a sequence of actions • experiment with the speed of films using the 'Limiting Factor' • plan films carefully • evaluate our films as we make them 	<ul style="list-style-type: none"> • little movements of the characters • a film that tells us about the Vikings • the ability to use the software with increasing independence • use of the correct vocabulary • knowing how to use a microphone and how to export a file and import it into a video editing program to add a soundtrack • understanding of how to calculate the number of frames needed • ability to duplicate single and multiple frames • understanding of the different purposes of duplicating frames • understanding of how changing the Limiting Factor changes the speed of the film • appropriate use of planning sheets and a storyboard • evaluating as you work, adjusting the film and the number of frames so that the action and soundtrack work well together

Project 4

At the continental café

WALTs: We are learning to:	WILFs: What I'm looking for:
<ul style="list-style-type: none"> • animate/bring characters to life • make a film using a modern foreign language • understand and use appropriate vocabulary: stop frame animation, webcam, photographs, frames, film strip, <i>I Can Animate</i> software, shoot, camera icon, play, delete, save, evaluate, props, scenery, background, character(s), duplicate, dialogue, record, narration, export, import, soundtrack, microphone, time sequence, frames per second (FPS), file types • record dialogue and add a soundtrack that matches the film action • calculate the number of frames needed for sections of action and dialogue • adjust the length of clips by duplicating frames • duplicate multiple frames for different purposes such as extending the clip or to repeat a sequence of actions • plan films carefully • evaluate our films as we make them 	<ul style="list-style-type: none"> • little movements of the characters • a film that features a modern foreign language • the ability to use the software with increasing independence • use of the correct vocabulary • knowing how to use a microphone and how to export a file and import it into a video editing program to add a soundtrack • understanding of how to calculate the number of frames needed • ability to duplicate single and multiple frames • understanding of the different purposes of duplicating frames • appropriate use of planning sheets and a storyboard • evaluating as you work, adjusting the film and the number of frames so that the action and soundtrack work well together

Project 5

When art comes alive

WALTs: We are learning to:	WILFs: What I'm looking for:
<ul style="list-style-type: none"> • animate/bring objects to life • bring a painting to life with animation • understand and use appropriate vocabulary: stop frame animation, webcam, photographs, frames, film strip, <i>I Can Animate</i> software, shoot, camera icon, play, delete, save, evaluate, props, scenery, background, character(s), duplicate, dialogue, record, narration, export, import, time sequence, frames per second (FPS), punctuation, pauses, credits, titles, long-shot, mid-shot, close-up • adjust the length of clips by duplicating frames • duplicate multiple frames for different purposes such as extending the clip or to repeat a sequence of actions • include pauses to 'punctuate' our films • plan films carefully • add titles and credits to a film • include different types of camera angle and shots in our films 	<ul style="list-style-type: none"> • little movements of the objects • a film that explores a famous painting using different types of camera angles and shots • the ability to use the software with increasing independence • use of the correct vocabulary • ability to duplicate single and multiple frames • understanding of the different purposes of duplicating frames • effective use of pauses in the film to help explore particular aspects of the painting • appropriate use of planning sheets and a storyboard • titles and credits in a style that is suitable for the film • the effective use of different types of shots and camera angles such as long-shot, mid-shot and close-up

Project 6

The life cycle of a frog

WALTs: We are learning to:	WILFs: What I'm looking for:
<ul style="list-style-type: none"> • animate/bring characters to life • make a film to show the life cycle of a frog • understand and use appropriate vocabulary: stop frame animation, webcam, photographs, frames, film strip, <i>I Can Animate</i> software, shoot, camera icon, play, delete, save, evaluate, narration, time sequence, dialogue, soundtrack, sound effects, export, import, frames per second (FPS), long-shot, mid-shot, close-up, onion-skinning • record dialogue and add a soundtrack that matches the film action • calculate the number of frames needed for sections of action and dialogue • adjust the length of clips by duplicating frames • duplicate multiple frames for different purposes such as extending the clip or to repeat a sequence of actions • experiment with the speed of films using the 'Limiting Factor' • plan films carefully • evaluate our films as we make them • include different types of camera angle and shots in our films • use the technique of onion-skinning 	<ul style="list-style-type: none"> • little movements of the characters • a film that tells us about the life cycle of a frog • the ability to use the software with increasing independence • use of the correct vocabulary • knowing how to use a microphone and how to export a file and import it into a video editing program to add a soundtrack • understanding of how to calculate the number of frames needed • ability to duplicate single and multiple frames • understanding of the different purposes of duplicating frames • understanding of how changing the Limiting Factor changes the speed of the film • appropriate use of planning sheets and a storyboard • evaluating as you work, adjusting the film and the number of frames so that the action and soundtrack work well together • the effective use of different types of shots and camera angles such as long-shot, mid-shot and close-up • using onion-skinning so that you look where the character or object was last, before you make a very tiny movement

Project 7 **Bullying**

WALTs: We are learning to:	WILFs: What I'm looking for:
<ul style="list-style-type: none"> animate/bring characters to life 	<ul style="list-style-type: none"> little movements of the characters
<ul style="list-style-type: none"> make a film about a social issue 	<ul style="list-style-type: none"> a film that explores the issue of bullying the ability to use the software with increasing independence
<ul style="list-style-type: none"> understand and use appropriate vocabulary: stop frame animation, webcam, photographs, frames, film strip, <i>I Can Animate</i> software, shoot, camera icon, play, delete, save, evaluate, dialogue, narration, time sequence, soundtrack, sound effects, export, import, frames per second (FPS), punctuation pauses, long-shot, mid-shot, close-up, onion-skinning, green screen, chroma key 	<ul style="list-style-type: none"> use of the correct vocabulary
<ul style="list-style-type: none"> record dialogue and add a soundtrack that matches the film action 	<ul style="list-style-type: none"> knowing how to use a microphone and how to export a file and import it into a video editing program to add a soundtrack
<ul style="list-style-type: none"> calculate the number of frames needed for sections of action and dialogue 	<ul style="list-style-type: none"> understanding of how to calculate the number of frames needed
<ul style="list-style-type: none"> adjust the length of clips by duplicating frames 	<ul style="list-style-type: none"> ability to duplicate single and multiple frames
<ul style="list-style-type: none"> duplicate multiple frames for different purposes such as extending the clip or to repeat a sequence of actions 	<ul style="list-style-type: none"> understanding of the different purposes of duplicating frames
<ul style="list-style-type: none"> experiment with the speed of films using the 'Limiting Factor' 	<ul style="list-style-type: none"> understanding of how changing the Limiting Factor changes the speed of the film
<ul style="list-style-type: none"> plan films carefully 	<ul style="list-style-type: none"> appropriate use of planning sheets and a storyboard
<ul style="list-style-type: none"> evaluate our films as we make them 	<ul style="list-style-type: none"> evaluating as you work, adjusting the film and the number of frames so that the action and soundtrack work well together
<ul style="list-style-type: none"> include different types of camera angle and shots in our films 	<ul style="list-style-type: none"> the effective use of different types of shots and camera angles such as long-shot, mid-shot and close-up
<ul style="list-style-type: none"> use the technique of onion-skinning 	<ul style="list-style-type: none"> using onion-skinning so that you look where the character or object was last, before you make a very tiny movement
<ul style="list-style-type: none"> film against a green screen and use the 'chroma key' function 	<ul style="list-style-type: none"> being able to use the chroma key tools to change the background of the animation so that the green screen 'disappears'