



Year 6

How can life be celebrated through animations?



L earning Journey
 E ngaging
 A uthentic
 R ighteous
 N ova Curriculum

<p>How did animation start?</p>	<p>Making a Zoetrope https://www.bbc.co.uk/cbbc/thingstodo/art-ninja-zoetrope-make</p>	<p>Report writing- History of animations/ VIPERS</p>	<p>Experience: stop-motion/ clay animation technique. Re-create a scene from A Monster Calls</p>	<p>Potential Visits: https://www.aardman.com/work/ or https://www.wethecurious.org/exhibition-space/animate-it or http://wonkyfilms.com/contact/ or http://rumpusanimation.com/</p>
<p>Science- light and electricity- refraction Periscopes</p>	<p>Shadows/ creating backdrops for animations using black and white. Could be stencilling, mono printing?</p>	<p>Design brief: To create a set to use when making a stop-go animation, which includes lights, sounds or movement. Research: Equipment: Materials:</p>	<p>Literacy Shed animations. -The house of small cubes- Japanese animation. -Treasure.</p>	<p>Showcase/ presentation to parents. Cinema/ Premier- popcorn.</p>

Key skills and Knowledge Coverage from NC & Nova Skills Progressions

<p>As Writers we will be writing:</p> <ul style="list-style-type: none"> • Reports – history of animations • Narratives- Genre-Horror/ Fairytale 	<p>As Mathematicians we will developing our understanding of:</p> <ul style="list-style-type: none"> • Measurements –distances • Angles of refraction • Graphs
<p>As Scientists we will develop our knowledge and understanding of light.</p> <p><u>Light – We will:</u></p> <ul style="list-style-type: none"> • NC: <ul style="list-style-type: none"> - Recognise that light appears to travel in straight lines. - Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. - Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes - Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p>S</p>	<p>Through scientific enquiry, we will be:</p> <p><u>Pattern seeking</u></p> <ul style="list-style-type: none"> • Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. <p><u>Comparative and fair testing</u></p> <ul style="list-style-type: none"> • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
<p>As Designers we will:</p> <p><u>Design, make, evaluate and improve – We will:</u></p> <ul style="list-style-type: none"> • Consider the views of others when evaluating their own work. • Ensure products have a high quality finish, using art skills where appropriate. <p><u>Construction, mechanics and electronics:</u></p> <ul style="list-style-type: none"> • Control a model using an ICT control model. • Use a glue gun with close supervision. • Join materials using appropriate methods. 	<p>As Artists we will:</p> <p><u>Exploring and developing ideas– We will:</u></p> <p><u>3D Form:</u></p> <ul style="list-style-type: none"> • Develop skills in using clay inc. slabs, coils, slips, etc. • Make a mould and use plaster safely. • Create sculpture and constructions with increasing independence. <p><u>Drawing/ Painting:</u></p> <ul style="list-style-type: none"> • Create shades and tints using black and white. • Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. •

In Computing we will be :

- Creating stop start animations using ZU3D.

Handling Data and Multimedia:

- I can choose the appropriate tools to create images for a task
- I can create, edit, evaluate and combine digital images for an audience or task
- I can create music to accompany a story, presentation or digital movie
- I can create music and sound files thinking about an audience

As Musicians we will:

- Make soundtracks for our animations.

As fit and healthy citizens we will:

- Cricket and orienteering.

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Technology

Big idea: Legacy

Science: Working scientifically; Light; Electricity

DT: Design, make, evaluate & improve; Take inspiration from design; Construction, mechanics & electronics; Materials

Computing: Programming; Handling data and multimedia

Art: 3D (Sculpture); Inspiration (Bristol - Aardman)

PE: Real PE Units 5 + 6; Cricket; Orienteering

Music: Air

RSSA Focus: Article 2: You have a right to be treated fairly no matter who you are, where you are from, what language you speak, what you believe or where you live