Junior Jam

iCreate

Knowledge Organisers

This document is the intellectual property of Junior Jam and is subject to copyright. We give the customer the right to distribute this within your school and display on your website.

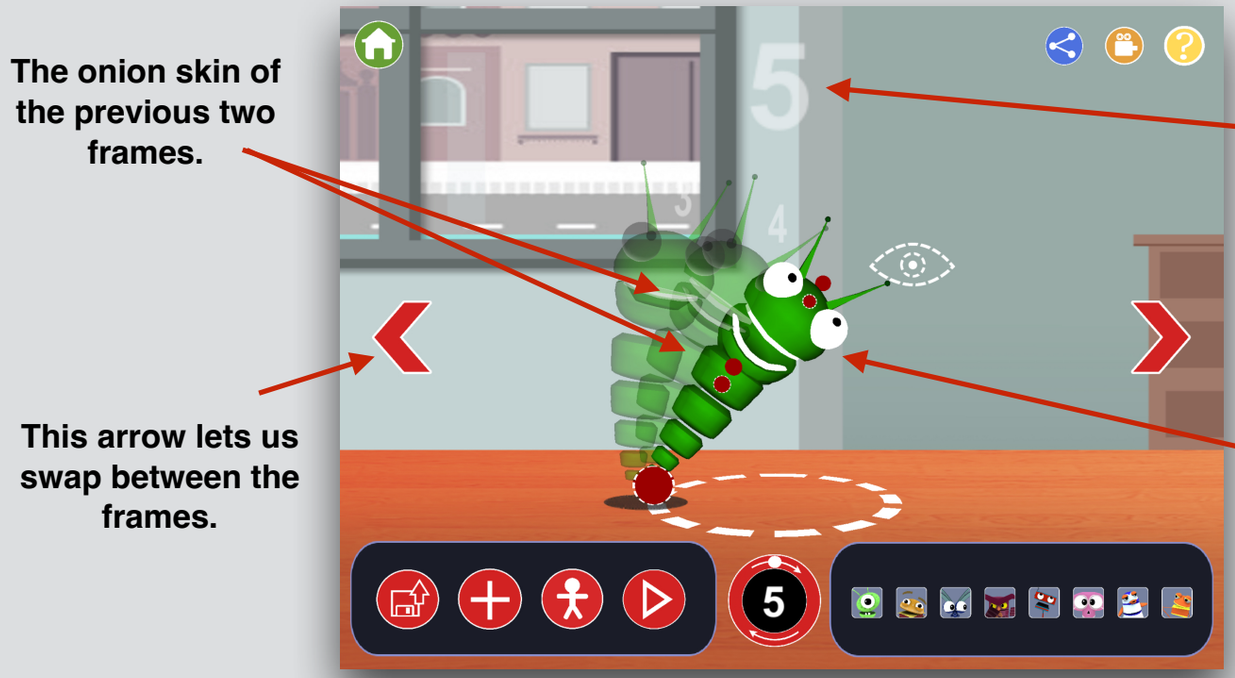
iCreate: rCreate EYFS

Course Evaluation Criteria

Reception: We would expect all children in reception to attain statements 1-5. If statements 6 or 7 are attained, those pupils are exceeding expectations.

1. Pupils know that 2D means a flat drawing.
2. Pupils can mimic emotions given to them by an instructor.
3. Pupils know that cartoons are made by a process called animation.
4. Pupils can draw and animate a 2D object.
5. Pupils can record their voice into an animation and play it back.
6. Pupils can use 'onion skin' proficiently to help them animate.
7. Pupils are able to manipulate both a characters facial features and position on the screen.

Animation

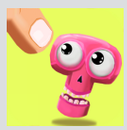


Course Overview

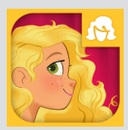
Course overview: Pupils will learn about 2D and 3D animation. Using a variety of apps pupils will animate characters and draw cartoons, thinking about how to express emotion by manipulating facial expressions and recording their voices.

Learning objective for the course: Pupils will learn how to create different 2D animations across two apps. They will learn how to record their voices into the animation, making it more of a story then a drawing. They will learn how to create a flip book and draw in a consistent manner with the use of an 'Onion Skin' to help with continuity. Pupils will also animate without the onion skin and learn how it aids with animation.

Apps Used



Animate Me: Kids



GoldieBlox & The Movie Machine



Puppet Pals 2

Vocabulary Bank

Animation	*Making something still look like it has come to life.*
Onion Skin	*Viewing the previous position/photo in an animation.*
2D	*A flat drawing with only 2 dimensions.*
Flip Book	*Animating by flipping through pages of drawings.*

This document is the intellectual property of Junior Jam and is subject to copyright. We give the customer the right to distribute this within your school and display on your website.

iCreate: iMove Lite Level 1

Learning Outcomes

Y1: We would expect all children in Y1 to attain statements 6-4. If any of statements 7-10 are attained, those pupils are exceeding expectations

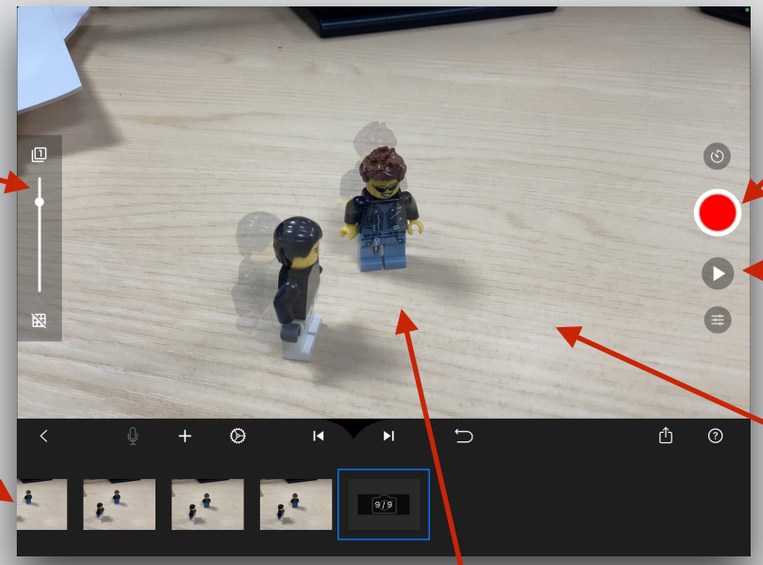
1. Pupils know that stop motion is a type of animation.
2. Pupils are able to create a stop motion animation unassisted.
3. Pupils can animate two objects moving at the same time.
4. Pupils can use a whiteboard to create a stop motion animation.
5. Pupils can use the onion skin feature to assist with their animations.
6. Pupils understand why the changes between photos needs to be small.
7. Pupils know how to use stop motion to create magic tricks.
8. Pupils can explain why we benefit from evaluating our work.
9. Pupils can create a stop motion animation whilst keeping the iPad still throughout.
10. Pupils can plan and create an animation with a clear story.

Course Overview

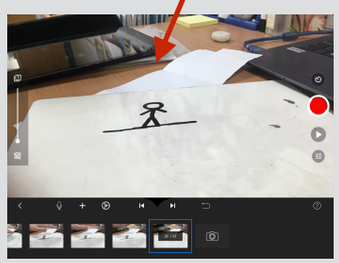
Course Overview: During iMove, pupils will learn about 'Stop Motion' animation. They will gain a number of animating skills to create their own stop motion animation on an iPad. Pupils will have to create a plot and overcome the challenges involved in animating multiple objects and characters within one frame.

Learning objective for the course: During iMove pupils will learn the fundamentals of 'Stop Motion' animation and how to produce one. Pupils will learn how to animate characters, how to get 'clean shots' and to avoid 'earthquakes'.

Stop Motion Studio



We can make our animations with Lego Characters or by hand drawing on whiteboards and taking photos with each small thing we draw.



Apps used

Stop Motion Studio

Vocabulary Bank

Stop Motion Animation	*A type of animation created by taking pictures and moving objects.*
	Making something look like it has come to life.
2D	*A flat drawing with only two dimensions.*
Frame	*The individual photos of a complete animation.*
Quality Control	*Making sure our final product is to a great standard.*
Movement	*Changing the position of our characters.*

This document is the intellectual property of Junior Jam and is subject to copyright. We give the customer the right to distribute this within your school and display on your website.

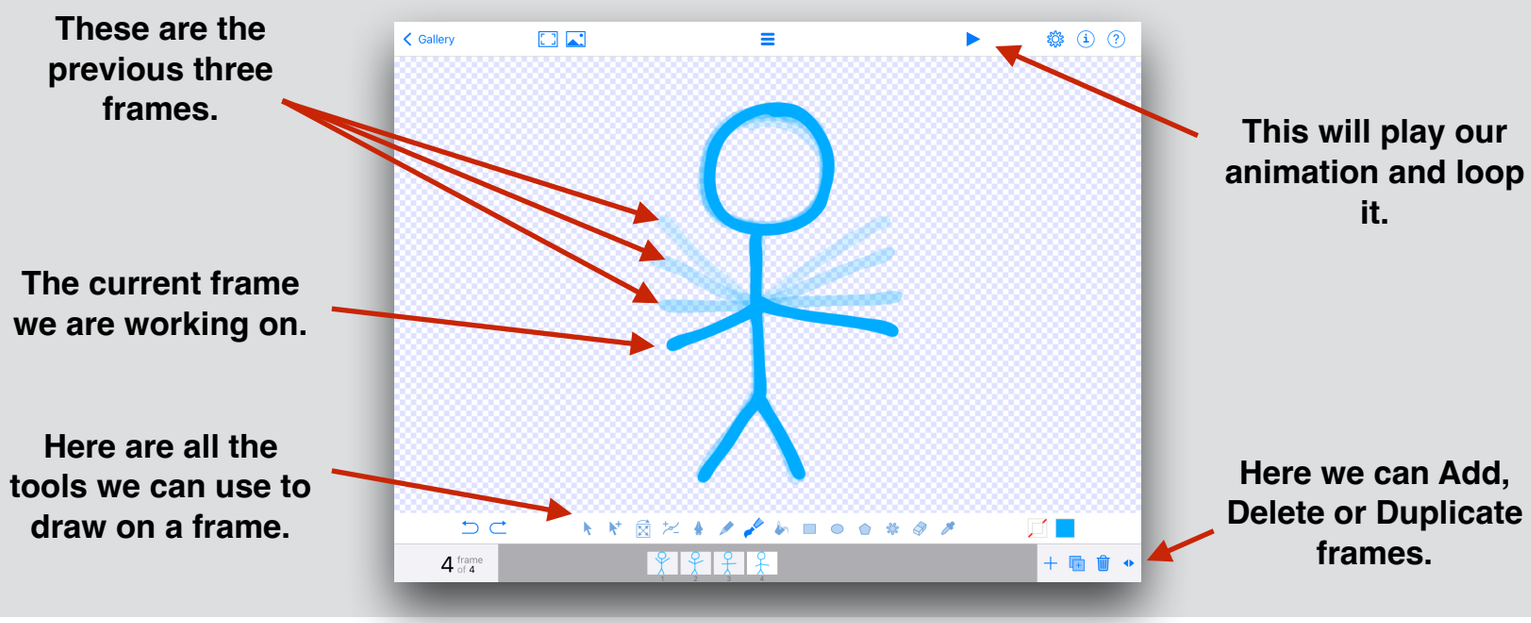
iCreate: i2D Lite Level 2

Course Evaluation Criteria

Y2: We would expect all children in Y2 to attain statements 1-5. If statements 6 or 7 are attained, those pupils are exceeding expectations.

1. Pupils understand how a flip-book is created.
2. Pupils know the difference between 2D and 3D animation.
3. Pupils can create features using a character.
4. Pupils can animate a drawing changing over time.
5. Pupils will understand why planning is important before creating an animation.
6. Pupils can give examples of advantages and disadvantages of 2D and 3D animation.
7. Pupils will incorporate a clear story into their animation.

Learning Outcomes



Learning Outcomes

Course overview: This course focuses on 2D and hand-drawn animation. Pupils will learn how to bring two-dimensional drawings to life through use of the app 'Do Ink Animation'. They will animate a given story line on 'Scratch Jr', mixing coding into their creativity, as well as creating their own animated Lego figure and finally create a flip-book.

Learning objective for the course: Throughout i2D pupils will learn what 2D animation is and how to create one. They will learn the difference between 2D and 3D as well as creating a flip-book.

Apps used

Stop Motion Studio

Do Ink Animation

Strip Design

Scratch Jr

Vocabulary Bank

Flip-Book	*A type of animation made by flipping through paper drawings.*
Animation	*Making something look like it has come to life.*
2D/Hand-drawn	*Something with two dimensions.*
3D/Computer-generated	*Something with three dimensions.*
Frame	*The individual photos of a complete animation.*
Quality Control	*Making sure our final product is to a great standard.*
Movement	*Changing the position of our characters.*

This document is the intellectual property of Junior Jam and is subject to copyright. We give the customer the right to distribute this within your school and display on your website.

iCreate: iStop Motion Level 1

Course Evaluation Criteria

Y3: We would expect all children in Y3 to attain statements 1-7. If any of statements 7-10 are attained, those pupils are exceeding expectations.

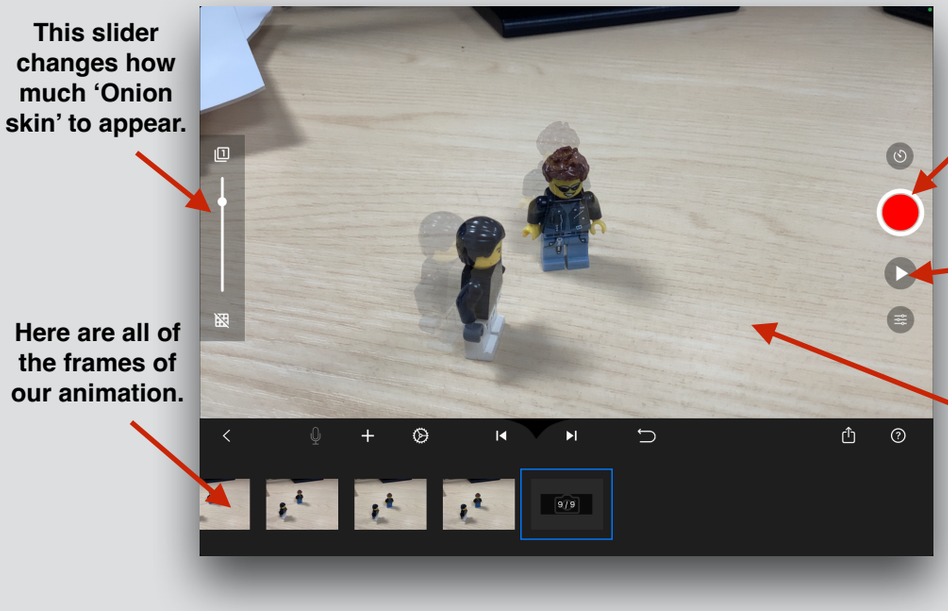
1. Pupils can name four different types of animation.
2. Pupils understand that green screens are used to change the background.
3. Pupils know why titles and credits are used.
4. Pupils know why small changes are used between pictures in stop motion animation.
5. Pupils know why sound effects are used in animation.
6. Pupils name what FPS stands for.
7. Pupils know what the role of a foley artist is in film.
8. Pupils can explain why collaboration is needed on large-scale productions.
9. Pupils can explain how 2D and 3D computer-generated animations are made.
10. Pupils understand the difference between a green screen and chroma key.

Course Overview

Course overview: During the first half of iStop Motion, pupils will learn about stop motion animation and create a short stop motion film. Following this, pupils will learn about post-production effects such as 'Chroma key' and 'Foley'. Pupils will finish by combining their animation and post-production skills together to create a final piece with sound, video effects, chroma key and animated 2D titles.

Learning Outcome for the course: Throughout iStop Motion pupils will learn about five different types of animation before continuing the rest of the course solely on Stop Motion. Pupils will learn multiple techniques to complete a short animation by the end of the course. Pupils will learn about Chroma Key and Sound FX before adding these techniques to their animation to create a finished piece.

Stop Motion Studio



Apps Used

Stop Motion Studio

iMovie

Vocabulary Bank

Stop Motion	*Animation created by taking pictures and moving objects.*	***2D***	*Something with two dimensions.*
3D	*Something with three dimensions.*	***Computer-generated***	*Something that has been created with the aid of a computer.*
Motion Capture	*Giving real-life movement to animations.*	***Foley***	*Reproducing everyday sounds for film/TV.*
Frame	*The individual photos of a complete animation.*	***Green Screen***	*A green background that can be chroma keyed over.*
Chroma Key	*Replacing a image/video with another based on colour.*	***Sound FX***	*Artificially created or enhanced sounds.*
FPS	*Frames Per Second.*		

This document is the intellectual property of Junior Jam and is subject to copyright. We give the customer the right to distribute this within your school and display on your website.

iCreate: iEdit Level 2

Course Evaluation Criteria

Y4: We would expect all children in Y4 to attain statements 1-7. If any of statements 7-10 are attained, those pupils are exceeding expectations.

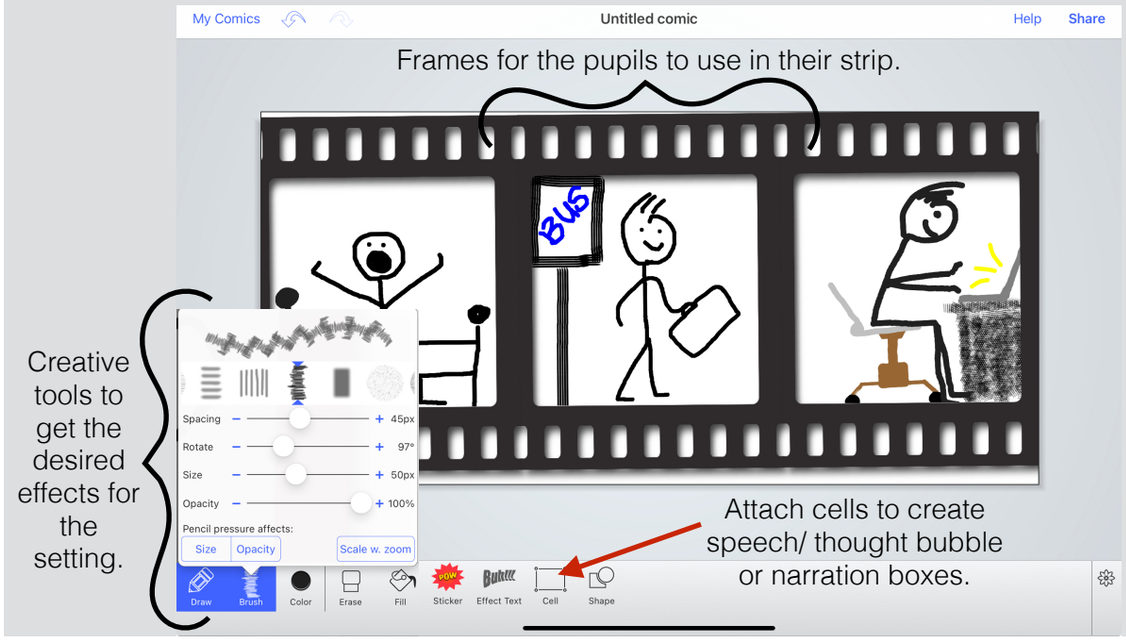
1. Pupils can explain the different between speech and thought bubbles.
2. Pupils can create a setting that suits their story arc.
3. Pupils can create a full story arc.
4. Pupils can design a character that suits their story arc.
5. Pupils can draw images that show movement in a still image.
6. Pupils can draw faces that show emotion
7. Pupils can name all of the different components of the comic book.
8. Pupils can create a full storyboard with speech and annotation.
9. Pupils can use different frame shapes to create interest in their work.
10. Pupils understand that setting, character design and story must all match for a 'good' comic.

Course Overview

Course overview: This course introduces children to the world of comic books and how they tell stories through images and words. Pupils will explore how characters show emotions, how settings support the story, and how dialogue, thoughts, and narration are used. They'll learn to show movement in still images and understand story arcs through storyboarding. The course ends with children creating their own comic book using everything they've learned.

Learning Outcome for the course: By the end of this course, pupils will understand how comic books tell stories using characters, settings, and visual techniques. Using the iPads pupils develop computing skills such as digital drawing, layout design, and sequencing. Pupils will combine these with storytelling elements to plan, design, and create their own digital comic book.

Strip Designer



Apps Used

Strip Designer - Comic book formats

Vocabulary Bank

Comic strip	*A series of drawings that tell a story in sequence.*	***Thought bubble***	*A cloud-shaped bubble showing a character's thoughts.*
Frames	*The individual boxes that contain each scene or moment.*	***Speech bubble***	*A bubble showing what a character is saying.*
Guttering	*The space between frames in a comic strip.*	***Narration box***	*A box with text giving extra information or narration.*
Genre	*The category or type of story (e.g. comedy, mystery).*	***Storyboards***	*A visual plan of a story using drawings in sequence.*
Setting	*Where and when a story takes place.*	***Story Arc***	*The beginning, middle, and end structure of a story.*

This document is the intellectual property of Junior Jam and is subject to copyright. We give the customer the right to distribute this within your school and display on your website.

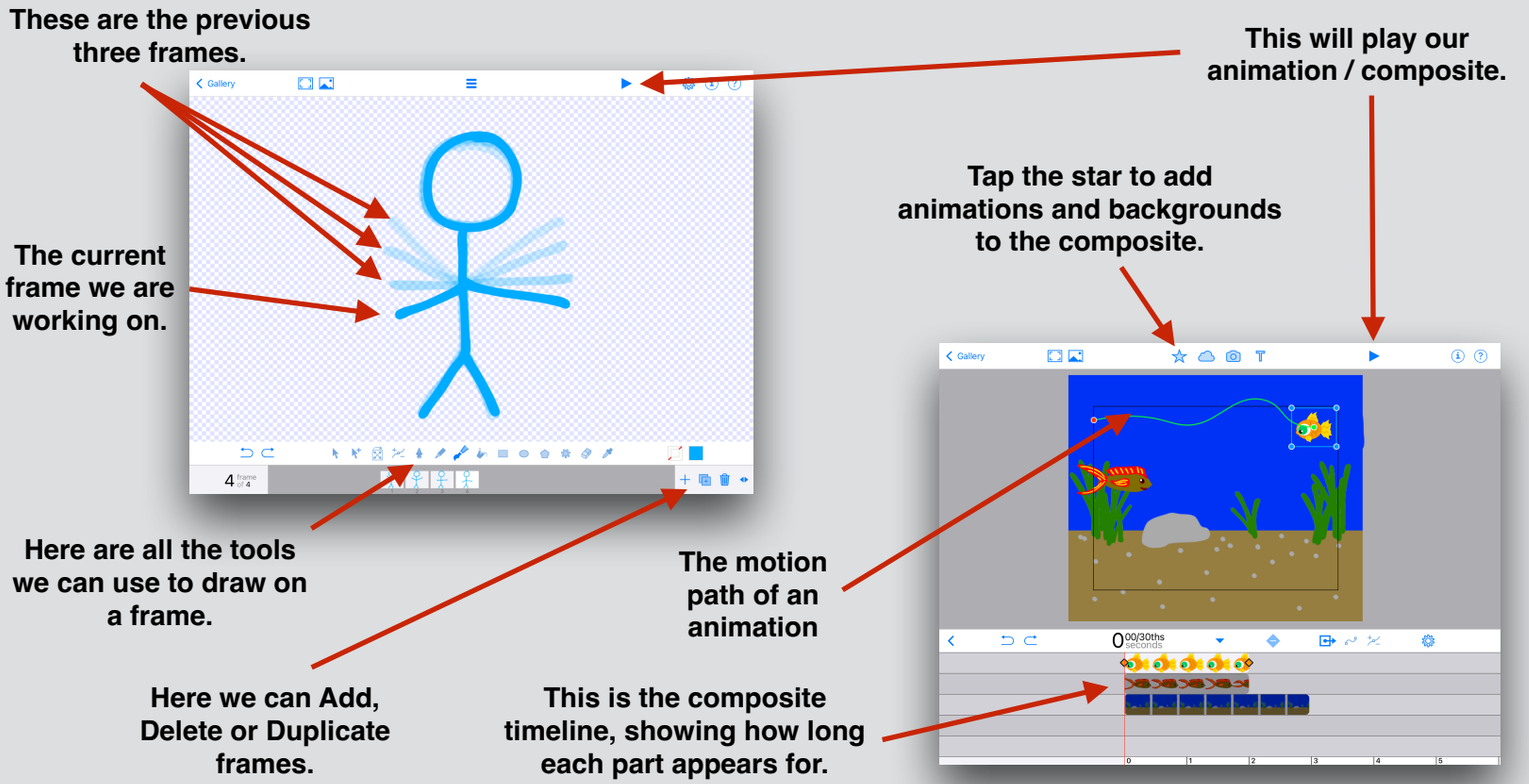
iCreate: Advanced i2D Level 3

Course Evaluation Criteria

Y5: We would expect all children in Y5 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.

1. Pupils can explain what 2D animation is.
2. Pupils understand how squash and stretch changes how something looks when it is animated.
3. Pupils can draw 3D shapes without assistance.
4. Pupils can explain confidently how to create a flip-book animation.
5. Pupils know what vector art is.
6. Pupils can change a motion path by editing the nodes.
7. Pupils can animate a character spinning in a circle.
8. Pupils can explain the difference between animation and motion paths.
9. Pupils can animate facial expressions onto their character.
10. Pupils can change how extreme they use the squash and stretch technique to visually represent the weight of different objects.

Do Ink Animation



Course Overview

Course overview: This module looks into early 2D animation and its development over time. Pupils will start with basic flip books before developing different skills to produce a 2D piece of vector art. Students will focus on character design, plot development and how characters will interact.

Learning Outcome for the course: Pupils will learn to refine the skills learnt in i2D. This course includes more detailed hand-drawn animation and teaches the pupils to create more rounded pieces including backgrounds and movement pathways.

Vocabulary Bank

Flip-Book	*A type of animation made by flipping through paper drawings.*	***Hand Drawn***	*Something drawn by hand without computer aid.*
Squash and Stretch	*One of the 12 basic principles of animation.*	***Motion Pathways***	*The path an animation follows through a scene.*
Two Dimensional	*Something with two dimensions.*	***Vector Art***	*A animation that remains high quality when exported.*
Composite	*Bringing different animated characters together and adding motion paths to them.*		

This document is the intellectual property of Junior Jam and is subject to copyright. We give the customer the right to distribute this within your school and display on your website.

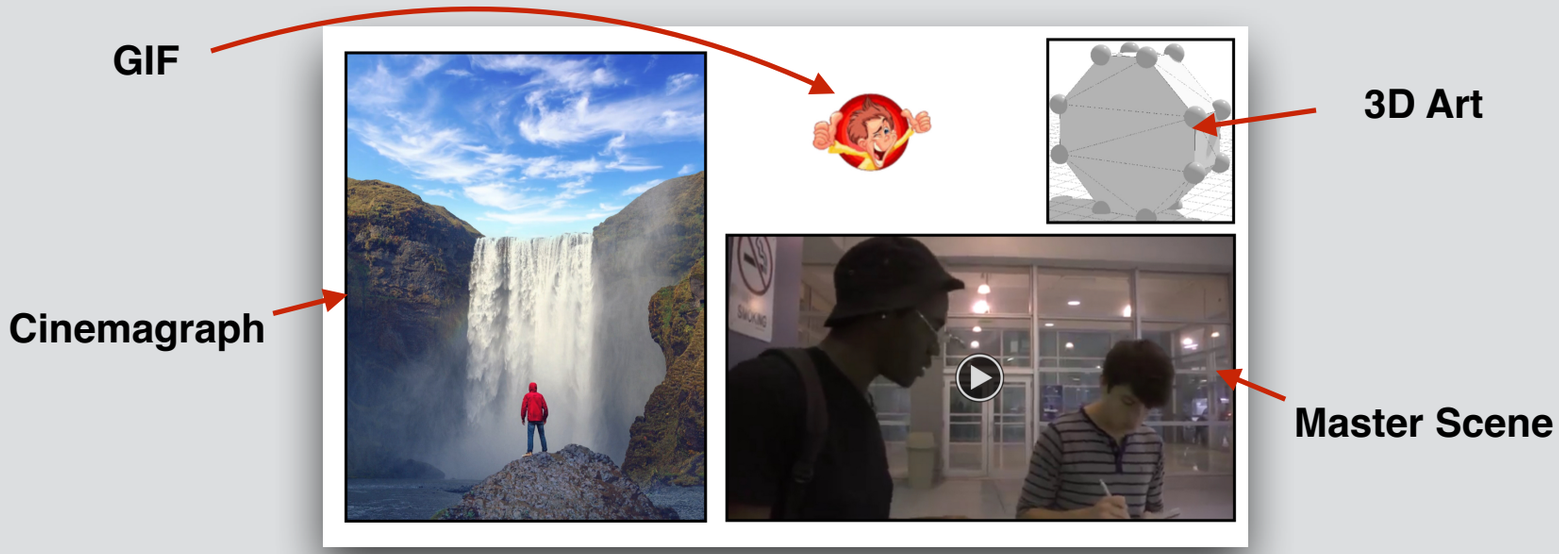
iCreate: iDigital Level 4

Course Evaluation Criteria

Y6: We would expect all children in Y6 to attain statements 1-6. If any of statements 7-10 are attained, those pupils are exceeding expectations.

1. Pupils can use the fast cut editing technique
2. Pupils can use GarageBand and Logo Foundry to create an advert.
3. Pupils can define and create a gif.
4. Pupils can define cinemagraph.
5. Pupils can manipulate 3D models on all three axes.
6. Pupils can import their work into a galloping gallery.
7. Pupils can animate a storyboard.
8. Pupils can create gigs with timed animations included.
9. Pupils can code text in their work.
10. Pupils can define CGI.

Galloping Gallery



Course Overview

Course overview: Pupils will learn how to create different multi-media digital content. They will look at coding storyboards, complex editing, GIFS, Cinemagraph, AR and 3D drawing. Pupils will learn how these are applied in real-world contexts to create content for online and digital applications including websites and IOS software. At the end of the half term pupils will produce a digital gallery of their work and present it to the class in the app Keynote.

Learning Outcome for the course: The aim of iDigital is to teach pupils to express themselves using an array of different media. Pupils will learn how to film from different camera angles and edit them together. They will learn about storyboarding and how vital it is to the planning process. They will learn how to create Cinemagraphs and 3D models. Pupils will also be expected to create a Digital Gallery of their work.

Vocabulary Bank

Storyboard	*A graphic plan of what will happen in a film scene.*	***Fast Cutting***	*Consecutive film shots that only appear briefly.*
Content	*Entertaining media created for multiple platforms.*	***Multimedia***	*Using a variety of media outlets and platforms.*
GIF	*A low quality looping animation.*	***Cinemagraph***	*Photos where a minor repeated movement occurs.*

Apps Used

- ***iMovie***
- ***Scratch Jr***
- ***Keynote***
- ***Motionleap***
- ***Tetra***
- ***StoryZ***
- ***GarageBand***
- ***Boosted***

This document is the intellectual property of Junior Jam and is subject to copyright. We give the customer the right to distribute this within your school and display on your website.