CAMBRIDGE
International Education

Teaching Pack

Set Text animation

Cambridge IGCSE™ / IGCSE (9–1)
Literature in English 0475 / 0992

Cambridge O Level
Literature in English 2010

Cambridge Pathway

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Introduction

This *Teaching Pack* focuses on supporting learners to produce animations using the software *Video Scribe* www.videoscribe.co/en/, but a range of other alternative animation and storyboarding tools may equally be used:

- www.storyboardthat.com
  Online digital storytelling tool – free and pay for subscriptions available
- https://wonderunit.com/storyboarder/
  Storyboarding software – free to download, but does have to be
- installed www.powtoon.com/edu-home/
  Online video and animation creation - free and pay for subscriptions
- www.animaker.com
  Online animated video creator – free and pay for subscriptions
- https://goanimate4schools.com/public_index
  Online storyboard, scene and video creation tool – pay for subscription
- http://plasq.com/apps/comiclife/macwin/
  Downloadable and app-based tools for creating comic books

The lesson in this pack aims to help learners to understand and think about the key events and themes of the text, key quotations and their meanings, the significance of character behaviour, relationships and actions and how characters are depicted in the set text being studied. The focus of this lesson may be adapted for use with other set texts.

The lesson plan gives you a suggestion for how animation or storyboarding can be used by your learners in the classroom. You can apply most of the lesson activities to any text that you are studying with your learners. Once your learners have an understanding of how to use the software you decide to use, they can create their own animations for whole or parts of the texts they are studying.

The lesson is designed for learners who have experience of, a little experience of or no experience of using animation tools and features.

It is expected that learners should already know and have read the narrative events of the chosen Set Text.

In this pack we have included some useful lesson resource templates which you can use with the Set Text which you have chosen to animate with your learners. You may ask your learners to create their own worksheets similar to these, around a text which they are studying:

- Worksheet 4: Text summary
- Worksheet 5: Character summaries and quotations
- Worksheet 6: Character animations
- Worksheet 7: Quiz

Lesson plan – Set text animations

Resources	• Animation software • Cambridge set text animation • **Worksheet 1:** Animation viewing sheet • **Worksheet 2:** Animation success criteria • **Worksheet 3:** Reflection sheet • Class set of selected Set Text • *Padlet* site https://padlet.com/ (or similar platform)
Key words	• Animated frame: Each individual animated screen that the audience sees
Learning objectives	By the end of the lesson: • **all** learners should be able to present the key events of the selected Set Text in a coherent and appropriate animation. • **most** learners should be able to thoughtfully present the key events of a scene from the selected Set Text in a logical and imaginative way; using sound. • **some** learners will be able to effectively present the key events from the selected Set Text and incorporate comments about the: - use of quotations - writer's techniques - tone and voice - characters.

Timings	Activity
	Starter/Introduction Learners watch the set text video animation from Resource Plus. While they watch the animation, learners should write down their ideas about it by using Worksheet 1: Animation viewing sheet. In groups of four, learners discuss and complete the animation viewing sheet. **Extension activity:** Learners write some success criteria for making an effective animation. **Mini plenary:** Go over learner responses and ideas about the animation. Try to focus the discussion on what was and what was not effective about the animation and how it conveyed ideas about events, characters and temes.
	Main lesson Share success criteria for making an animation. Read through with the class and discuss any questions learners have about its content. Learners work in pairs. Assign a scene or part of the selected text for each pair to animate. Learners develop an animation using the success criteria as a guide. **Extension activity:** Learners add further background animations to enhance the setting of their scene, and import an appropriate background song into their animation by using *YouTube*. Learners should justify why they selected the song to accompany their animation.
	Plenary Each learner completes the reflection sheet (Worksheet 3) that helps them explain how they presented the text, the characters, the key quotations and the dramatic devices for the scene they animated. **Note:** If the class need longer continue with the activities in the main part of the lesson, and use the plenary as the starter activity of the next lesson. **Suggested follow up activity to this lesson:** When learners have finished their animations (and their reflection sheets), they upload them on a *Padlet* site https://padlet.com/ (or similar platform) to share with the class. Encourage learners to give feedback and suggestions for further animations.

Teacher notes

When to teach this lesson

This lesson could be used at the end of the first reading of the text to help learners reflect and investigate important moments from the text, characterisation and the chronology of events.

Differentiation

Some parts of the text will be more complicated, detailed and significant than others. Therefore, think about how you will pair your learners up for the main task of creating an animation, and consider which scene or chapter would be best suited to which pairs. The learners' ability in their use of animation software is also a factor in this.

Creating the animation digitally could be replaced by creating storyboards where learners draw on paper or cut out images from magazines to create their own visual representation of the text content.

Contingencies

Depending on your learners, you may find that this lesson extends into two, if your learners do not finish their animation in the time allocated. We suggest that no more than one and a half or two 50-minute lessons should be spent on this lesson plan.

It would be a good idea to show your learners the Cambridge animation of the part of the text that they were animating after they have finished. This could be a good way to discuss the effects that the learners were trying to create in their animations, compared to the events and effects depicted in the Cambridge one. By relating all the ideas to the text, this should allow for some effective reflection on the content of the set text you are studying.

Lesson resources

Worksheet 1: Animation viewing sheet

Worksheet 2: Animation success criteria

Worksheet 3: Reflection

Worksheet 4: Text summary

Worksheet 5: Character summaries and quotations

Worksheet 6: Character animations

Worksheet 7: Quiz

Worksheet 1: Animation viewing sheet

Make notes as you watch the Cambridge animation. This will help you when you create your own animation.

1. Did you find it easy to understand and follow the story in the animation? Why? Why not?

2. What did you think about the choice of character animations? Was it clear who they were?

3. Was there anything in the animation that surprised you?

Worksheet 1: Animation viewing sheet, continued

4. What did you enjoy or find useful about the animation?

5. What would you change or add to the content of the animation to make it clearer or more useful?

6. What text would you like to make an animation of?

Worksheet 2: Animation success criteria

Success criteria – your animation should include:	Notes
1. a clear **title** at the beginning of your animation that states which part of the text you are presenting.	
2. suitable **character** animations, to portray the different characters from the text.	
3. appropriate props and background animations to depict the different **settings** of the play.	
4. at least two key **quotations** from the text in speech bubbles, or as text in the background, in your animated frames.	
5. pauses in **time** between the events that you animate so that the audience can see, follow and understand what is happening.	
6. a variety of different **camera positions** for your different animations.	
7. **text** that helps highlight the use of any dramatic irony, symbolism, imagery or any other significant technique the writer has used.	

Worksheet 3: Reflection

Now you have completed your animation, use this sheet to reflect on the activity:

1. What do you think worked well in your animation? (Refer to the success criteria sheet.)

2. What did you find difficult or challenging when you created your animation?

3. What new things did you learn or notice about the content of the text as you created your animation?

Worksheet 3: Reflection, continued

4. What will you do differently when you create your next animation?

5. List three ways that your animation could help other learners understand and revise the text or part of the text you have animated.

6. What advice would you give about creating animations?

Worksheet 4: Text summary

Worksheet 5: Character summaries and quotations

Quotation	This suggests…

Quotation	This suggests…

Worksheet 6: Character animations

Worksheet 7: Quiz

1.

A)

B)

C)

D)

2.

A)

B)

C)

D)

3.

A)

B)

C)

D)

4.

A)

B)

C)

D)

5.

A)

B)

C)

D)

Worksheet 7: Quiz, continued

6.

A)

B)

C)

D)

7.

A)

B)

C)

D)

8.

A)

B)

C)

D)

9.

A)

B)

C)

D)

10.

A)

B)

C)

D)

Worksheet 7: Quiz answers

1.

Answer:

2.

Answer:

3.

Answer:

4.

Answer:

5.

Answer:

6.

Answer:

7.

Answer:

8.

Answer:

9.

Answer:

10.

Answer:

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