

The Oaks (PRU)

Summer 2008

Digital animation



Our idea

To help our pupils make sense of their place in the world and to develop ways of working that would increase self-esteem.



Our partners

- Judy Munday,
our Creative Agent
- Iona Fabian,
our Creative Partner, a
digital animation artist



Why digital animation?

Because:

- it has a great power to engage
- it is new to all pupils
- it gives a mode of expression to children not comfortable with written work
- it requires teamwork, negotiation and discussion
- it requires planning and sequencing
- The end result is great fun

Our context

We focus on promoting good behaviour and a positive self-image.

Our pupils often lack self-esteem.

They often struggle with the traditional classroom curriculum, especially writing.

We encourage the creative use of ICT so they learn that they can produce work to be proud of, even if they have difficulties with traditional skills.

Our Question

“ How does my world fit together and what is my place in it?”

This proved a rather hard question for most of our pupils, so as we worked it became more about our fears and what we felt about being a particular age.



Overview

Context

Initial
Questions

Process

Impacts
on Young
People

Young
People's
Creativity

Adult
Learning &
organisation
change

What
didn't
work so
well ?

Next
questions

The start of the process



First, Iona showed us some of her animations she had made with other schools.



Then we had a chance to play with some unusual materials and discuss how almost anything can be used for animation.

The start of the process



Children made some drawings to use with the praxinoscope

Iona showed us a praxinoscope to demonstrate how the eye sees a succession of pictures as movement.



Impact on Young People

Our young people enjoyed the chance to express their ideas freely.



There was a wide range of responses to Iona's initial questioning.

Impact on Young People

Children wanted to work in different ways.



Some using drawing, others preferred to make models.

Impact on Young People

Iona's way of working was very non-directive.

She supported all their ideas and helped them find an appropriate means of expression.

She gently helped them find a way to deal with any technical problems.



Impact on creativity

- Children enjoyed the freedom to make what they wanted, not what the teacher had directed.
- All children were able to work through some of their ideas and find a way to express them.
- Some children were able to build on the skills learned and make more films of their own.



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This caused some frustrations when a child's vision exceed their model-making skills.

- Helping children to learn to deal positively and creatively with frustrations is a major part of our work at The Oaks.



Adult learning

All staff enjoyed the process.

We all learned:

- That you can animate almost any object
- That it was much easier using the AppleMac computer rather than the PC
- That we should trust the children's ideas.

As much as the children, we were learning about the process of animation and the way an artist works.

From Iona we learned:

- Explore all ideas
- Let ideas evolve
- Let them tell their own story – not ours.
- Let the children solve their own technical problems



Problems

- Technical problems with ICT equipment
- Our initial question was too broad for the children



What we would do differently next time

- Manage the equipment better now we are familiar with it.
- Maybe begin by animating objects so the children become used to the process, then move to animating their own models or drawings.
- Maybe a tighter design brief but still allow exploration and evolution of ideas.



Next questions

- How can we use animation more extensively in the curriculum?
- How can we encourage all members of The Oaks community to be more creative?
- How can we make our curriculum less prescriptive, valuing process rather than product, whilst still celebrating achievement?