Short Course

Enterprise in Animation

Level 2 Specification for Junior Cycle Short Course

Contents

Short courses and Level 2 Learning Programmes

In the new junior cycle, students taking this short course should be following a personalised Level 2 Learning Programme (L2LP) alongside other curriculum components. The L2LPs are planned around a number of Priority Learning Units (PLUs) which focus on developing the personal, social and practical skills of students. In addition to the Priority Learning Units, students can study short courses with learning outcomes broadly aligned with the level indicators for Level 2 of the National Framework of Qualifications (Appendix 1). Enterprise in Animation is the first of these short courses that the NCCA has developed.

The target group of students for whom L2LPs and Level 2 short courses have been developed are typically students presenting with significant learning needs. Some of them will have had a formal assessment by an educational psychologist which will have placed them in the low-mild to high-moderate categories of learning disability and they will have had a personalised learning plan while in primary school. In this context, the L2LPs and short courses are designed for students who would benefit from opportunities to improve learning and skills in areas such as elementary literacy and numeracy, language and communication, mobility and leisure skills, motor co-ordination, and social and personal development. The L2LPs also offer the chance for students to improve the length of time they can concentrate on activities, along with their capacity to generalise and transfer knowledge and skills across situations, and to process information from more than one sensory channel.

Introduction to junior cycle

Junior cycle education places students at the centre of the educational experience, enabling them to actively participate in their communities and in society, and to be resourceful and confident learners in all aspects and stages of their lives. Junior cycle is inclusive of all students and contributes to equality of opportunity, participation and outcome for all.

Junior cycle allows students to make a strong connection with learning by focusing on the quality of learning that takes place and by offering experiences that are engaging and enjoyable for them, and relevant to their lives. These experiences are of a high quality, contribute to the physical, mental and social wellbeing of learners, and where possible, provide opportunities for them to develop their abilities and talents in the areas of creativity and enterprise. The student's junior cycle programme builds on their learning in primary school. It supports their further progress in learning. It helps students to develop the learning skills that can assist them in meeting the challenges of life beyond school.

Rationale

Enterprise is something that is highly valued in today's world. It demands creativity, resilience and good team work. Animation is something young people are attracted to. The skills related to animation in this short course promote the development of a range of social, practical and ICT skills in the context of establishing an animation-based mini company. Skills and knowledge regarding basic entrepreneurship, collaboration and appreciation of rudimentary business etiquette are developed whilst students are exposed to process-following and a range of ICT equipment. The course engages students' interest due to the potential opportunities that exist to use their imagination. Practical knowledge and skills are developed through links with creative projects, communication and literacy.

Aim

The short course in Enterprise in Animation aims to facilitate the development of entrepreneurial and technological skills while incorporating development of essential life skills such as critical thinking, innovation and collaborative decision making.

Overview: Links

Tables 1 and 2 on the following pages show how enterprise in animation may be linked to central features of learning and teaching in junior cycle.

Enterprise in animation and statements of learning

Table 1: Links between enterprise in animation and the statements of learning

Statements of learning (SOL)	
Statement	**Examples of related learning in the course**
SOL 4: The student creates and presents artistic works and appreciates the processes and skills involved.	In strands 1, 3 and 4 the student is involved in all aspects of the creative process of animation. The importance of sequencing and patience in a creative process is realised.
SOL 20: The student uses appropriate technologies in meeting a design challenge.	During set/character creations, the student learns to overcome design challenges as an individual and as part of a group by using a variety of different Apps along with programmes for tablets and laptops. The student also learns to shoot scenes from different angles using appropriate devices.
SOL 21: The student applies practical skills as she/he develop models and products using various materials and technologies.	The student uses skills learned in other subjects such as Technology and/or Materials Technology (Wood) and works on this short course in those classes.
SOL 22: The student takes initiative, is innovative and develops entrepreneurial skills.	In strand 3 and 4, the student learns to problem-solve and identify opportunities. Through the interview process, collaborative work and market research, the student develops business and entrepreneurial skills.
SOL 23: The student brings an idea from conception to realisation.	The course culminates in the creation of a short animation production. To do this the student

	works individually and as part of a group through every stage of the process

Enterprise in animation and key skills and Priority Learning Units

In addition to their specific content and knowledge, the subjects and short courses of junior cycle provide students with opportunities to develop a range of key skills. The junior cycle curriculum focuses on eight key skills.
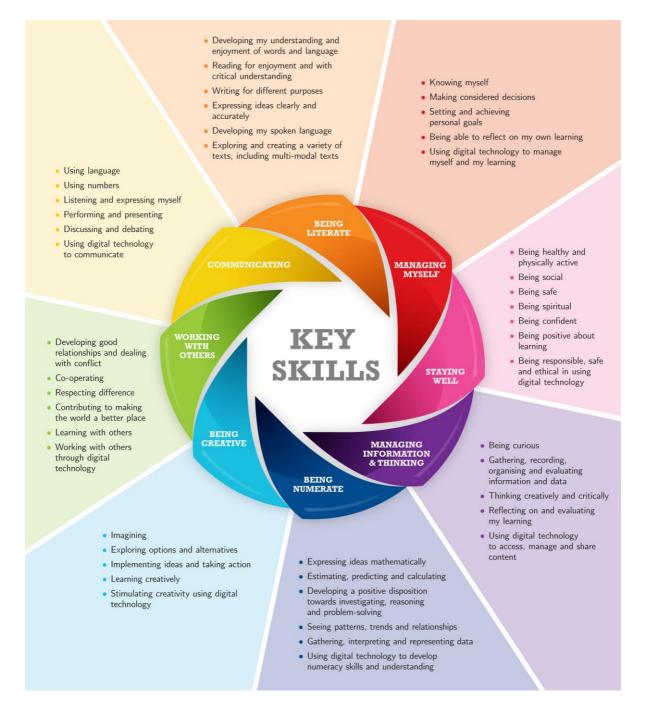
Figure 1: Key skills of junior cycle

Table 2 below lists the PLUs, some elements of those PLUs and the sorts of associated learning activities that will support students in achieving the learning outcomes and elements of the PLUs.

Teachers can also build many of the other elements of the key skills of junior cycle into their classroom planning.

Table 2: Links between the elements of the PLUs and student learning activity

PLU	PLU element	Student learning activity
Communicating and literacy	Using expressive arts to communicate. Using information and communication technologies for a range of purposes.	The student: • participates in a commercial to advertise a short animation • provides a character voice in a short animation uses stop motion technology on tablet/phone to record movements of a character.
Numeracy	Using data for a range of purposes.	The • student explores and works with data from a market research survey and charts the results. • calculates how many photographs are needed to create one second of film and the length of the movie to be created is calculated.
Living in a community	Developing good relationships.	The student works collaboratively when brainstorming for the purposes of set, character and storyboard creation.
Personal care	Making Personal Decisions	The student is faced with choices regarding the path of a storyboard. Consequences of decisions around design are explored during and on conclusion of the animation project.
Preparing for work	Preparing for a work related activity. Taking part in a work related activity.	The student learns of the various roles within a business. His/her skills are matched to these roles. Practice of completing application forms, preparing for and participating in interviews all forms part of the course.

Overview: Course

The specification for this junior cycle short course in enterprise in animation focuses on developing cognitive, social and practical skills through four inter-connected strands. The four strands presented here are: **Strand 1 –** Stop-motion animation; **Strand 2 -** Creating your animation company; **Strand 3 -** Storyboarding and set building; **Strand 4 -** Our feature presentation.

Strand 1 - Stop-motion animation.

This strand introduces students to the world of animation. They learn the vocabulary and basic processes required and make their first animated piece.

Strand 2 - Creating your animation company.

Students are introduced to the world of business, learning about roles, company identity and about the fundamental uses of market research.

Strand 3 - Storyboarding and set building.

This strand encourages the development of creativity and critical thinking. Students develop their own story board on a topic of interest and creating a set design for use in Strand 4.

Strand 4 - Our feature presentation.

This is the strand that sees the work of enterprise and animation coming together, culminating in the creative process of actually making the animation, marketing, and screening it for an audience.

The course has been designed to be undertaken in the order in which the strands are presented here. Teamwork is encouraged throughout all four strands. Students collaborate, peer-explain, seek feedback, provide feedback and reflect on their work. Practical, hands-on and problem-solving learning activities should be in evidence across all strands of the course as should opportunities for reflection on learning.

The Classroom-Based Assessment outlined below reflects the learning students undertake in this NCCA short course. Schools have the flexibility to adapt any NCCA-developed short course to suit their particular needs and school context, with the exception of the Classroom-Based Assessment, which all students taking this short course will complete. Schools may also develop their own short course(s) and related Classroom-Based Assessment. Guidelines for schools who wish to develop their own short courses are available at http://www.curriculumonline.ie/Junior-cycle/Junior-Cycle_Short-Courses.

The learning outcomes in this short course are broadly aligned with the level indicators for Level 2 of the National Framework of Qualifications (Appendix 1).

The course has been designed for approximately 100 hours of student engagement.

Expectations for students

Expectations for students is an umbrella term that links learning outcomes with annotated examples of student work. For NCCA-developed short courses, in some cases examples of work associated with a specific learning outcome or with a group of learning outcomes will be available. Schools who design their own short courses may wish to create a bank of examples of student work for discussion and for future reference.

Learning outcomes

Learning outcomes are statements that describe what knowledge, understanding, skills and values students should be able to demonstrate having completed this junior cycle short course in enterprise in animation. The learning outcomes set out in the following tables apply to all students and represent outcomes for students at the end of their period of study (approximately 100 hours).

The outcomes are numbered within each strand. The numbering is intended to support teacher planning in the first instance and does not imply any hierarchy of importance across the outcomes themselves.

Strand 1: Stop motion animation

Students learn about	Learning outcomes Students should be able to
What is Animation?	1.1 accurately use the key vocabulary involved in the stop motion animation process 1.2 recognise different types of stop motion animation 1.3 list and classify items used in examples of animated movies e.g. characters, props or sets used
Learning to be Creative	1.4 identify equipment needed to create animation 1.5 find items in the classroom and at home that could be used as props for characters or as part of a set 1.6 use visitors to the classroom or an educational trip to learn more about animation processes 1.7 use materials to create characters to feature in an animated video clip 1.8 demonstrate patience when animating
Equipment and Process **First Animation clip**	1.9 follow the basic rules of animation 1.10 use a movie-making app/programme on an electronic device to photograph frames 1.11 show how to move a character on a set effectively
	1.12 demonstrate special effects and tricks 1.13 produce a ten second video clip of a character in action

Strand 2: Creating your animation company

Students learn about	Learning outcomes Students should be able to
Basics in Business **Assigning Company Roles**	2.1 list the different jobs/roles that exist in an animation company 2.2 briefly outline the responsibilities associated with each role 2.3 name own talents and decide on preferred roles 2.4 complete an application form and/or curriculum vitae
Company Identity	2.5 participate in a very short interview (2 mins) for a role in the group company 2.6 participate in deciding on a company name, in appointed roles within groups[1]
Market Research	2.7 explain the importance of a suitable company name/logo 2.8 contribute to the collaborative decision-making on a company logo 2.10 describe market research and its uses 2.12 create and conduct a survey/ to determine storylines that other classes would like to see in an animated film 2.13 create a chart to illustrate results of the survey 2.14 make a company decision regarding the genre of the feature presentation based on results of the survey

[1] Ideally no more than seven in a group

Strand 3: Storyboarding and set building

Students learn about	Learning outcomes Students should be able to
Storyboards	3.1 identify the function of storyboards 3.2 use the technique of brainstorming to identify a set and a cast of characters for the group's story 3.3 work collaboratively within the group to create a storyboard involving characters already agreed upon 3.4 place the storyboard frames in the correct sequence
Set Design and Creation	3.5 identify methods for successfully building strong and sturdy characters /sets 3.6 contribute to the group effort in creating all necessary props, characters, sets….

Strand 4: Our feature presentation

Students learn about	Learning outcomes Students should be able to
Shooting of scenes	4.1 follow the storyboard to use the correct group of props, characters and sets in the right order 4.2 use techniques learned in strand 1 to manipulate characters in each scene 4.3 check the progress of the animation regularly to make sure that it flows smoothly
Sound, introduction and credits	4.4 participate in a group decision to choose music for the opening and closing credits 4.5 provide an appropriate character voice in at least one scene in the movie 4.6 create a set of drawings/paintings/slides to introduce the movie 4.7 create end-of-feature credits in a group situation
Marketing	4.8 list the ways that the movie could be advertised 4.9 advertise the movie by creating a poster or a short audio commercial to be broadcast on intercom or record a mock TV or digital advertisement
Host a screening of our	4.10 assist in selecting a suitable location for the screening
feature presentation.	4.11 participate in preparation for the hosting by using appropriate organisational skills

	4.12 reflect on the experience of producing a short animated clip as part of a group, identifying successes, challenges and how things might be done differently next time

Assessment and reporting

Essentially, the purpose of assessment and reporting at this stage of education is to support learning. This short course supports a wide variety of approaches to assessment. Some learning outcomes lend themselves to once-off assessment, others to assessment on an ongoing basis as students engage in different learning activities such as discussing, explaining, presenting, planning, taking action and, at an appropriate level, finding out information. In these contexts, students with their teachers and peers reflect upon and make judgements about their own and others' learning by looking at the quality of particular pieces of work (according to their ability). They plan the next steps in their learning, based on feedback they give and receive. Ongoing assessment can support the student in their learning journey and in preparing for the Classroom-Based Assessment related to this short course.

It is envisaged that students will provide evidence of their learning in a variety of ways including digital media, audio recordings and written pieces.

Assessment is most effective when it moves beyond marks and grades and reporting focuses not just on how the student has done in the past but on the next steps for further learning. Student progress and achievement in short courses, both in ongoing assessments and in the specific Classroom-Based Assessment relating to this short course will be communicated to parents in interim reporting and in the Junior Cycle Profile of Achievement (JCPA). To support teachers and schools, an Assessment Toolkit is available online. The Assessment Toolkit will include learning, teaching, assessment and reporting support material.

Classroom-Based Assessment

Classroom-Based Assessments are the occasions when the teacher assesses the students in the specific assessment(s) that are set out in the subject or short course specification. Junior cycle short courses will have one Classroom-Based Assessment.

Classroom-Based Assessment: My enterprise in animation story

This Classroom-Based Assessment is the culmination of the work undertaken in the four strands of the enterprise in animation short course. The Classroom-Based Assessment should begin after work in the four strands has been completed.

The story completed for the Classroom-Based Assessment is an account of the student's experience including a reflective element to demonstrate lessons learned and what might be done differently in future. It provides an opportunity for the student to 'show what they know' about preparing for an interview, about the process of animation and an appropriate understanding of roles and procedures in companies using a format of their choice. It may require collaboration with others to research, find information, plan and organise what information to share and how to do that. It builds confidence and encourages social interaction with others. It may also provide an opportunity to demonstrate skills in working with digital technology. The title is open to wide interpretation. The Classroom-Based Assessment can include any format – conversation, interview role-play, storyboard, animated video[2]. It may be spoken, signed or make use of an electronic device(s) which allow(s) the learning story to be told by the student. The choice of format is determined by the potential it has to draw attention to the student's finest achievements in relation to knowledge or concepts learned and skills developed.

Features of quality

The features of quality support student and teacher judgement of the Classroom-Based Assessment and are the criteria that will be used by teachers to assess students' Classroom-Based Assessments.

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[2] For students showing particular skill in animation the option of making a second animated clip recounting the student's experience of the learning might be offered.

More detailed material on assessment and reporting in this junior cycle short course, including features of quality and details of the practical arrangements related to assessment of this Classroom-Based Assessment, will be available in separate assessment guidelines for enterprise in animation. The guidelines will include, for example, the suggested length and formats for the Classroom-Based Assessment and support in using 'on balance' judgement in relation to the features of quality.

Inclusive assessment

Inclusive assessment practices, whether as part of ongoing assessment or the Classroom-Based Assessments, are a key feature of teaching and learning in schools. Accommodations, e.g. the support provided by a special needs assistant or the support of assistive technologies, should be in line with the arrangements the school has put in place to support the student's learning throughout the year.

Where a school judges that a student has a specific physical or learning difficulty, reasonable accommodations may be put in place to remove, as far as possible, the impact of the disability on the student's performance in the Classroom-Based Assessment.

Accommodations which enable all students to access curriculum and assessment are based on specific needs. For example, a student who cannot physically type may use free dictation software to complete ongoing assessments and the Classroom-Based Assessment. Equally, a student who cannot speak may sign/draw/write/type/create visuals and subtitles to present and communicate ideas. A student with a specific learning difficulty may benefit from having learning tasks and activities presented in a different way. Comprehensive guidelines on inclusion in post-primary schools are available here and guidelines for teachers of students with general learning disabilities are available here.

Appendix 1: Level indicators for Level 2 of the National Framework of Qualifications

This short course has been developed in alignment with the level indicators for Level 2 of the National Framework of Qualifications. Usually, Level 2 certification and awards involve basic learning with well-supported direction. The range of knowledge is usually narrow. Learning is developmental but may include knowledge, skills and competence related to particular fields of learning, e.g. aspects of literacy and numeracy and learning within familiar contexts.

NFQ Level	2
Knowledge	Knowledge that is narrow in range
Breadth	
Knowledge *Kind*	Concrete in reference and basic in comprehension
Know-how and skill *Range*	Demonstrate limited range of basic, practical skills, including the use of relevant tools
Know-how and skill *Selectivity*	Perform a sequence of tasks given clear direction
Competence *Context*	Act in a limited range of predictable and structured contexts
Competence *Role*	Act in a range of roles, under direction
Competence *Learning to learn*	Learn to learn in a disciplined manner in a well-structured and supervised environment
Competence *Insight*	Demonstrate awareness of independent role for self