

# **iCreate**

## **Knowledge Organisers**

# 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 can take a selfie using the front facing camera app, while the iPad is rested on a flat surface.
2. Pupils can create an avatar.
3. Pupils are able to colour and design with some accuracy using a paint brush.
4. Pupils are able to use the zoom feature on the camera app.
5. Pupils understand what a collage is.
6. Pupils can describe the difference between modern and old photographs.
7. Pupils can match the colours they use on the screen with the colours in the room.

## Collage Paint



This was made using the scissor tool.

This was made using the paintbrush tool.

By tapping this, we can cut something with the camera into a shape.

By tapping this, we can use a paintbrush to draw on our collage.

## Course Overview

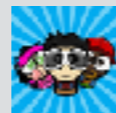
**Course overview:** The class will be taken through different art mediums. They will explore drawing and painting, interior design and computer-generated design. Throughout this course the class will also have the opportunity to explore the evolution of the camera and learn about the first photo ever taken.

**Learning objective for the course:** Pupils will learn about different art mediums and how to incorporate imagination into their artwork. Pupils will learn about physical cameras and how they have changed, as well as how they operate.

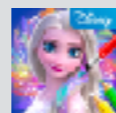
## Apps Used



**Camera**



**Toon Me Studio**



**Disney Colour and Play**



**Sketches**



**Collage Paint**

## Vocabulary Bank

**Camera**

*A piece of technology that can take photos.*

**Photo**

*An image of something in real life.*

**Art**

*An expression of creativity or imagination.*

**Drawing**

*A piece of art made using a pencil or pen.*

**Painting**

*A piece of art made using paint.*

**Collage**

*A collection of art pieces put together.*

# iCreate: iPhotograph Lite Level 1

## Course Evaluation Criteria

**Y1: We would expect all children in Y1 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.**  
**Y2: We would expect all children in Y2 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.**

1. Pupils know what the focal point of a photograph is.
2. Pupils know the difference between a foreground and a background.
3. Pupils can add more than one photo to their poster on Strip Design.
4. Pupils can take photographs without them being blurry.
5. Pupils know why light is important when we take photos.
6. Pupils can add a title to their poster and change the colour.
7. Pupils can import photos into Strip Design without assistance.
8. Pupils know how perspective changes how a picture looks.
9. Pupils can use the rule-of-thirds technique when taking photos.
10. Pupils can use speech bubbles as labels in Strip Design.

## Course Overview

**Course overview:** The iCreate Lite Level 1 course aims to introduce participants to digital photography in the modern era. They will learn about the basic principles of photography such as focal point, foreground and background, and the importance of light. Pupils will also learn about photo editing using apps such as Snapseed.

**Learning Outcome for the course:** During this course pupils will learn the fundamentals of photography. They will have a different project each week introducing a new key word. Each week they will learn how that key word translates when taking their photo and how it improves it.

## POW - Strip Design

We can add photos to our poster.

Customise styles and colours.



Add extra labels and text.

## Apps Used



**Strip Design**



**Snapseed**



**Colour Changer**

## Vocabulary Bank

### Focus

*Not letting our photograph be blurry.*

### Focal point

*What you are taking a photo of.*

### Background

*Whatever is at the back of a photo.*

### Foreground

*Whatever is at the front of a photo.*

### Rule of thirds

*Taking better photos by placing the focal point on a grid.*

### Limb chop

*Any photos of limbs are cut completely from the body, not halfway.*

### Perspective

*Changing how big or small a focal point looks with camera placement.*

### Light

*Making sure photos have enough light and not shadows.*

# iCreate: iMagazine 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 can identify key characteristics of a front page on a magazine
2. Pupils know what a fact file is
3. Pupils can name at least two different types of quizzes
4. Pupils understand there are different ways a magazine can be distributed.
5. Pupils can name what content you might see in a magazine
6. Pupils will understand which methods of distribution will be better based on different consumer needs and preferences
7. Pupils are able to write their own fictional articles as part of their magazine

## Course Overview

**Course overview:** Pupils will create a school magazine using stock photos and original text. Pupils will be required to utilise the skills covered in Lite Levels 1 iPhotograph in order to create a marketable magazine. Pupils will also learn how to format text, textboxes, photos and other content within the app Strip Designer, alongside learning the key components of a magazine.

**Learning Outcome for the course:** During iMagazine pupils will learn how to format, write and structure their own magazine. Each week they will build a new page of their publication and learn new skills on Strip Designer, building on their knowledge from Lite level 1 iPhotograph. At the end of the module pupils will learn about the distribution of magazines and take a look at the costs involved.

## POW - Strip Design



Here you can add speech bubbles, stickers and effects.

We can change the colours of the page, as well as add FX and change the layout.



## Vocabulary Bank

### Magazine

*A collection of stories, facts and articles.*

### Front Cover

*The front of a magazine, advertising what is inside.*

### Fact File

*A group of facts about something.*

### Copy & Paste

*Taking text, photos, videos, etc. and duplicating them somewhere else.*

### Print

*The process of making physical copies of magazines.*

### Contents Page

*A summary of all the pages of the magazine and the order they appear.*

### News Story

*Information about an event that has or will be happening.*

# iCreate: iStop Motion Level 1

## Course Evaluation Criteria

**Y3:** We would expect all children in Y3 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.  
**Y4:** We would expect all children in Y4 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.  
**Y5:** We would expect all children in Y5 to attain statements 1-7. If any of statements 8-10 are attained, those pupils are exceeding expectations.  
**Y6:** We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.

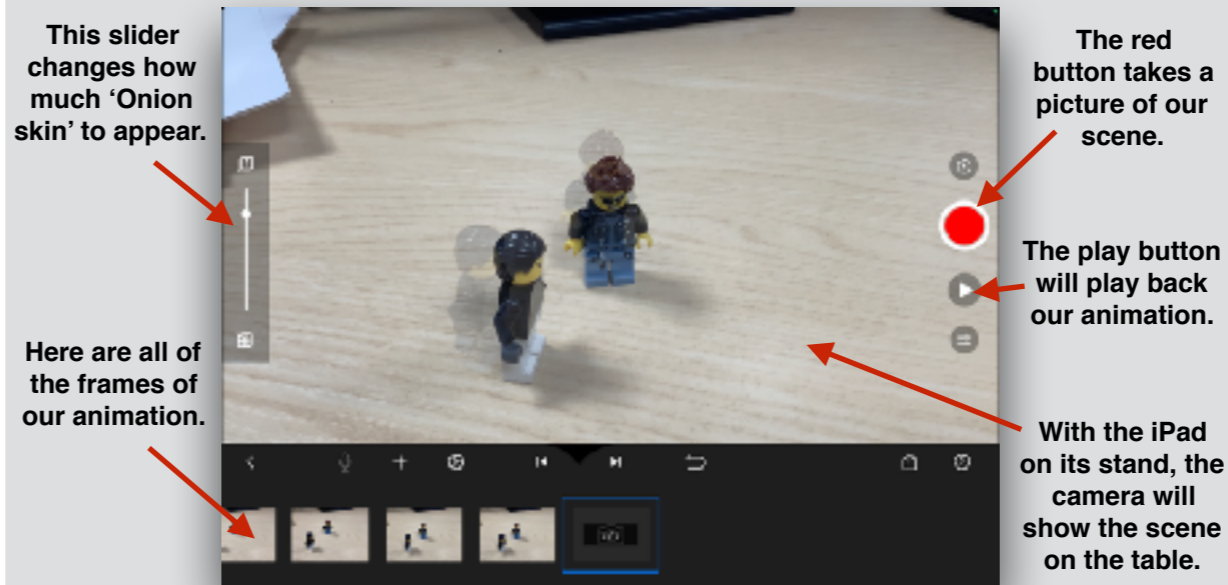
1. Pupils can name four different types of animation.
2. Pupils understand that green screens are used to change the background.
3. Pupils know why titles and credits are used.
4. Pupils know why small changes are used between pictures in stop motion animation.
5. Pupils know why sound effects are used 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.*

# iCreate: iEdit Level 2

## Course Evaluation Criteria

**Y4: We would expect all children in Y4 to attain statements 1-4. If any of statements 5-10 are attained, those pupils are exceeding expectations.**

**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.**

**Y6: We would expect all children in Y6 to attain statements 1-8. If statements 9 or 10 are attained, those pupils are exceeding expectations.**

1. Pupils can explain what fast cutting is.
2. Pupils know why a storyboard is used before filming.
3. Pupils can explain what a fan video is.
4. Pupils are able to name three different camera angles that are being used.
5. Pupils can explain what splicing means and how to do it.
6. Pupils can use lyrics to help choose suitable clips for their video.
7. Pupils can explain the advantages and disadvantages of fast cutting and when it would be used.
8. Pupils can use their emotional reactions to different editing techniques to assess their work.
9. Pupils can explain the difference between a storyboard and a call sheet.
10. Pupils are able to add text to appear alongside matching lyrics.

## Course Overview

**Course overview:** During this module pupils will learn basic and advanced editing techniques and video effects to produce a music video. Pupils will edit, cut and splice footage supplied to them in order to create their final video. Pupils will utilise search functions within the app iMovie to sift through stock videos and choose appropriate clips to match the audio.

**Learning Outcome for the course:** During iEdit the pupils learn advanced editing skills on the app iMovie. They will learn how to Splice, Cut, Trim, add sounds, record their own voice, add text over video and build in transitions 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.

## iMovie

This is a preview of what our video looks like as we are editing it.

We can film or record new video/audio content by tapping these.

This is the audio for our movie. It could be from our video takes, or imported separately.



We can import photos, videos and audio from this menu.

These are the video takes we have and the order they will play.

We can edit our videos by using the functions found here.

## Vocabulary Bank

<b>Fast Cutting</b>	<i>Consecutive film shots that only appear briefly.</i>	<b>Camera Angles</b>	<i>The location of the camera to the subject when filming.</i>
<b>Long/Mid/Close-up Shot</b>	<i>Filming from a long, medium or close distance.</i>	<b>Cutting</b>	<i>Transitioning between different film takes.</i>
<b>Editing</b>	<i>The process of cutting and arranging film shots.</i>	<b>Splicing</b>	<i>A shot that has been broken up and put back together.</i>
<b>Cue Sheets</b>	<i>A document that outlines all the music used in a film.</i>	<b>Fan Video</b>	<i>A film made by a fan of a person/show/film.</i>
<b>Pre-Production</b>	<i>The process of planning the filming for a film.</i>	<b>Post-Production</b>	<i>The process of editing a film after filming has finished.</i>

# iCreate: Advanced i2D Level 3

## Course Evaluation Criteria

**Y5:** We would expect all children in Y5 to attain statements 1-5. If any of statements 6-10 are attained, those pupils are exceeding expectations.

**Y6:** We would expect all children in Y6 to attain statements 1-8. If statements 9 or 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.

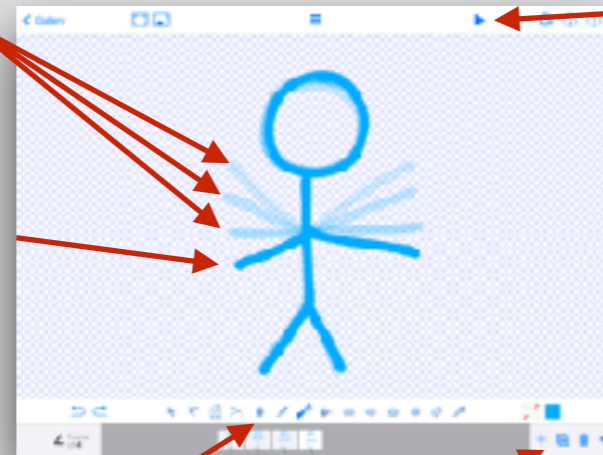
## Do Ink Animation

These are the previous three frames.

The current frame we are working on.

Here are all the tools we can use to draw on a frame.

Here we can Add, Delete or Duplicate frames.



The motion path of an animation

This is the composite timeline, showing how long each part appears for.

This will play our animation / composite.

Tap the star to add animations and backgrounds to the composite.



## 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.*

### **Squash and Stretch**

*One of the 12 basic principles of animation.*

### **Two Dimensional**

*Something with two dimensions.*

### **Composite**

*Bringing different animated characters together and adding motion paths to them.*

### **Hand Drawn**

*Something drawn by hand without computer aid.*

### **Motion Pathways**

*The path an animation follows through a scene.*

### **Vector Art**

*A animation that remains high quality when exported.*

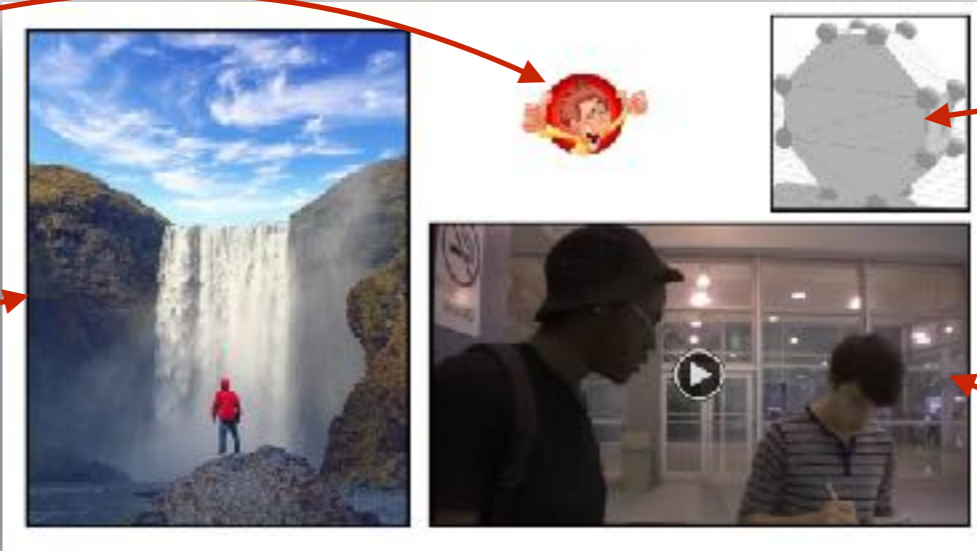
# iCreate: iDigital Level 4

## 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 name different crew roles on a film set.
2. Pupils can use master scene editing.
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 use master scene angles in their project.
8. Pupils can create gigs with timed animations included.
9. Pupils can code text in their work.
10. Pupils can animate a storyboard.

## Galloping Gallery



**GIF** (points to cartoon character)

**Cinemagraph** (points to waterfall scene)

**3D Art** (points to 3D model)

**Master Scene** (points to video frame)

## Course Overview

**Course overview:** Pupils will learn how to create different multi-media digital content. They will look at filming, 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

### Camera Angles

*The location of the camera to the subject when filming.*

### Long/Mid/Close-up Shot

*Filming from a long, medium or close distance.*

### Master Scene

*The same scene edited from multiple camera angles.*

### Fast Cutting

*Consecutive film shots that only appear briefly.*

### Storyboard

*A graphic plan of what will happen in a film scene.*

### Multimedia

*Using a variety of media outlets and platforms.*

### Content

*Entertaining media created for multiple platforms.*

### Cinemagraph

*Photos where a minor repeated movement occurs.*

### GIF

*A low quality looping animation.*

## Apps Used



**iMovie**



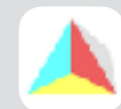
**Scratch Jr**



**Keynote**



**Motionleap**



**Tetra**