



Purple Mash Computing Scheme Animation

Contents

Overview

- Key Learning
- Knowledge Organiser and Learning Mat
- Concept Map and Quiz

Lesson 1: Introduction to Animation

- Aim
- Success Criteria
- Resources
- Preparation

Lesson 2: Onion Skinning

- Aim
- Success Criteria
- Resources
- Preparation

Lesson 3: Enhancing a Simple Animation

- Aim
- Success Criteria
- Resources
- Preparation

Lesson 4: Storyboarding an Animation

- Aim
- Success Criteria
- Resources
- Preparation

Lesson 5: Narrative Through Animation

- Aim
- Success Criteria
- Resources
- Preparation

Lesson 6: Evaluating Animations

- Aim

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Success Criteria

Resources

Preparation

Assessment

Overview

This unit introduces children to animation and the common techniques used by animators. Children will use traditional animation methods and compare these methods with using animation software (2Animate). Children will learn techniques, such as onion skinning, ending with the production of their own digital 2D animation.

Key Learning

- To understand what animation is.
- To understand the term onion skinning and be able to use this technique for 2D computer animations.
- To know how to enhance simple animations using animation software.
- To plan an animation.
- To create a narrative through animation.
- To evaluate animations.

Knowledge Organiser and Learning Mat

These resources can be used to support learning across the unit.

- [Knowledge Organiser](#)
- [Learning Mat](#)

Concept Map and Quiz

Use these resources to gauge children's understanding before or after the unit has been taught.

- [Concept Map](#)
- [Quiz](#)

Lesson 1: Introduction to Animation

Aim

- To understand what animation is.

Success Criteria

- I can describe what is meant by an animation.
- I can describe some common techniques used for creating animations.
- I can make a simple animation using a flick book.
- I can create a simple animation using animation software.

Preparation

- A class set of Post-It Notes or note pads to use as a flick book.
- A class set of pencils or pens.
- Set **2Animate** as a 2Do.
- Use **Example Balloon Animation** as a resource during the lesson.

Please find all lesson resources below.

Resources

- [Slideshow - Lesson 1](#)
- [2Animate](#)
- [Example Balloon](#)

Lesson 2: Onion Skinning

Aim

- To understand the term onion skinning and be able to use this technique for 2D computer animations.

Success Criteria

- I can describe what onion skinning is.
- I can create a smooth sequence of frames using the onion skinning feature.
- I can use the copy frame feature to help with creating a smooth animation.

Preparation

- Set **2Animate** as a 2Do.
- Use **Example Ball Animation** as a resource during the lesson teaching.

Please find all lesson resources below.

Resources

- [Slideshow - Lesson 2](#)
- [2Animate](#)
- [Example Ball](#)

Lesson 3: Enhancing a Simple Animation

Aim

- To know how to enhance simple animations using animation software.

Success Criteria

- I can add backgrounds to animations to enhance them.
- I can add sound effects to animations to enhance them.
- I can create an animated sequence that includes sound effects and backgrounds.

Preparation

- Set **2Animate** as a 2Do.
- Use **Example Balloon Custom Background Animation** as a lesson resource during the teaching.
- Use **Example Balloon Sound Animation** as a lesson resource during the teaching.

Please find all lesson resources below.

Resources

- [Slideshow - Lesson 3](#)
- [2Animate](#)
- [Example - Balloon Custom Background](#)
- [Example Balloon Sound](#)

Lesson 4: Storyboarding an Animation

Aim

- To plan an animation.

Success Criteria

- I can identify the features of a successful short animation.
- I can explore example animations to gather ideas.
- I can use a storyboard to plan a short animation.

Preparation

- Use the **Example - Fossil Fuels** animation within the lesson.
- Use the **Example - Fire of London** animation within the lesson.
- Print out a copy of the **Storyboard Animation Planner** for each child.

Please find all lesson resources below.

Resources

- [Slideshow - Lesson 4](#)
- [Storyboard Animation Planner](#)
- [Example Fossil Fuels](#)
- [Example Fire of London](#)

Lesson 5: Narrative Through Animation

Aim

- To create a narrative.

Success Criteria

- I can use a storyboard to create an animation that tells a story or process.
- I can use onion skinning, backgrounds and sound to enhance my animation.

Preparation

- Set **2Animate** as a 2Do.
- Ensure children have their completed **Storyboard Planners** from the previous lesson.

Please find all lesson resources below.

Resources

- [Slideshow - Lesson 5](#)
- [2Animate](#)

Lesson 6: Evaluating Animations

Aim

- To evaluate animations.

Success Criteria

- I can evaluate an animation based on set criteria.
- I can identify successes and areas for development.
- I am able to use a display board to share work and view others' work.

Preparation

- Print enough copies of the **Animation Evaluation PDF** for each child.
- Children to have their **storyboards** available.
- Set up a class display board for the animations - see the [user guide](#) for help with how to do this.

Resources

- [Slideshow - Lesson 6](#)
- [Animation Evaluation](#)

Assessment

The following information is an exemplar of what a child at an expected level would be able to demonstrate when completing this unit with additional exemplars to demonstrate how this would vary for a child with emerging or exceeding achievements.

Emerging

- Children can describe animations based on personal experience, recognising that they can be created using software, illustrations, or sequential photos. They can create both a simple flick book and a digital animation, and explain which method they found easier and why. They understand that animation software offers tools to speed up the process and attempt to use features like onion skinning for smoother transitions. With support, they use the copy-frame tool to prevent abrupt endings. Children are aware that sound and backgrounds can enhance animations and, with guidance, incorporate these elements using their storyboard as a plan

Expected

- Children understand what animation is and can describe common techniques used to create it. They recognize that animations are made from individual frames shown in sequence and that speed depends on frames per second. They can compare hand-drawn and software-based animations, using both a flick book and digital tools to explore differences. They understand how onion skinning helps create smooth transitions by aligning objects between frames and can use this feature, along with copy-frame, to avoid abrupt endings in their own animations. Children can add sound and backgrounds to their animations and apply these elements according to a storyboard planner to ensure clear sequencing.

Exceeding

- Children understand what animation is and can describe 2D, Stop Motion, and 3D animation techniques. They recognise that animations are made from sequential frames and that frame rate affects animation speed. They can compare the pros and cons of traditional versus computer animation methods and justify their preferences through creating both flick books and digital animations. They can explain and use onion skinning to achieve smoother transitions between frames, while acknowledging its limitations. They confidently use the copy frame feature to avoid abrupt endings, sometimes customising these frames. Children plan effectively for animations, considering constraints like time. They follow their plans to produce animations that include custom backgrounds and sound effects to enhance storytelling.