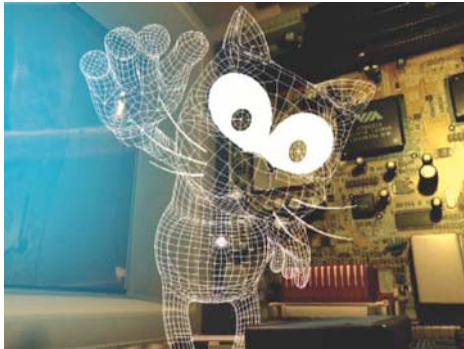


Teaching Sequence Yrs 3 and 4



Animatou

Filmmaker: Claude Luyet

This sequence focuses on children identifying the features/patterns of a particular genre and then applying them to their own stories.

Key Outcome

Children to create their own storyboard based on the chase genre.

Familiarisation

- **Children to identify and discuss chase sequences in films that they know.** Who is doing the chasing and who is chased? Is the character being chased caught? What sort of soundtrack is there in this part of the film? Children might want to bring in dvds and share the chase scenes from favourite films. (Activating prior knowledge)
- **Show the animation Animatou all the way through.** Allow children time to give a first, quick response. Watch again and invite the children to start and stop the animation when there is an element that they would like to talk about or share with the rest of the class.
- **What problems does the cat have in chasing the mouse?** (Plot) Watch another animation that involves a bigger animal chasing a smaller animal. (See the teacher booklet for some ideas and look online for examples.)
- **Children complete a similarities and differences chart comparing Animatou with the other animation watched.** Discuss with the children what they found and the use the similarities to create success criteria for their own storyboard. You may need to demonstrate generalising from the similarities, e.g. it's a cat chasing a mouse and a coyote chasing a bird – larger animal chases smaller animal. Do these success criteria fit other chase animations? (Identifying patterns in genre)
- **What is the pattern of a chase and escape scene?** Watch in sections, e.g. 1:00 – 1:18 and identify the key elements (cat sees an opportunity to chase mouse, cat chases mouse, mouse escapes in some way, cat is stopped). Do these 4 elements appear in all the chase scenes in Animatou or in other animations? Choose another chase and draw 4 boxes and storyboard a chase from the animation. Add this pattern to the success criteria. (Grammar of film)
- **In pairs choose a larger and smaller animal from a range of small world animals and toys.** Work out ways in which the smaller animal can get away from the larger animal when being chased. Freeze frame some still shots that the children have acted out with the toys of being chased or escaping. Use the pattern of 4 explored earlier. Children share their four freeze frames and describe what is happening. (Speaking and listening)
- **Listen to the sound track of the animation and ask children to identify when they think the style of animation changes.** How do you know? Choose 1 section of the animation and ask children in groups of 3 or 4 to create a sound track. This could be with percussion instruments or it might be created with software such as Garage Band. Elements that need to be explored are the rhythm, whether sounds are soft or sharp, loud or quiet.
- **Using one image from each animation style ask children if they know any other animations like it.** Collect ideas and explore the different styles/techniques. See p28 Things you might notice for more detail.

- **What role does the model maker/ animator have in the animation?** To help answer this question you may want to read the book *Chester* by Melanie Watt where the author and character (a cat called Chester) interact together. There is also a mouse involved! This book can be seen being read on YouTube. (Relationship between creator and created)
- **Capture some of the different frames in the animation** (see p52 of teacher's booklet for an explanation of frames and framing) and explore why they have been chosen for that particular moment. Some examples might be at 00:50, 1:10, 1:45, 3:15 and 4:40. Why have these been used? Are they repeated? (Writer talk)
- Take the toys that were used in the previous freeze frame activity and with a camera, ask children take photos of the freeze exploring different framings.
- Print images and write around them explaining the impact of each shot. (Grammar of film)

Capturing Ideas

- Share the success criteria with children
- Children to work in pairs to decide what their larger and smaller animal will be and whether they want to work with drawings, toys or plasticene models.
- Using the success criteria, ask children to work out a chase scene. You may need to limit the number of escapes that the smaller animal has. Using the cut-out drawings or models, act out your ideas. Share and show your ideas to another pair and ask them for feedback – does it make sense, does it flow?
- What would be the first shots and what would the last shot in your film show?

Shared Writing

- Children to draw or their storyboard or take photos to create into a storyboard. If photos are used, they could be put into software such as Photostory. Allow the children to have as many sections to draw in as they require. Some children may choose to incorporate the creation of the animated object in their storyboard.
 - Model the following aspects when drawing a storyboard
 - Identifying the key elements of your story
 - Drawing the storyboard including framing
 - Adding any relevant notes
 - Once drawn, swap storyboards around and ask other pairs to give feedback about whether they think they could make the animation from the storyboard.
- If you have the software, children could go on to make the animation.

We would really appreciate your feedback after you have used this sequence and would welcome to any variations or additional sequences so that we can share them with other teachers and educators. Please contact us using simon@filmworkshop.com

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