

Australia (Victoria)

Mount Waverley Primary School.

Anim8tors@MWPS

Supplementary Information

ANNEX 1.

007 Mount Waverley Primary School. Anim8ors@MWPS

The project is well defined as an “authentic collaborative approach” and involves parents and community. There is a real concern about effectiveness by using evidence-based tools to measure learners’ progress. The project is ICT-rich, uses team-teaching and multiple literacies. We nevertheless have some questions about it:

1. Is it already taking place? If so, why is the future tense used to describe the physical environment and its utilisation? (see p.32, “will be”).

Yes, the Animation Project is in its second year. Last year in 2009, when the submission was written, the Project had only just begun, so therefore, the future tense was used to describe some aspects.

We fully utilize the flexible learning spaces as is evidenced by the attached photos and the Digital Story entitled ‘2009 – The Journey’.

Our new buildings have been designed with the aim of giving students a contemporary education so they are equipped with the skills they will need to be successful and productive members of a 21st Century workforce and society. The design of the learning areas was influenced by the need to be flexible and supportive of different learning styles. For example, the ‘great spaces’ outside the learning areas support collaborative approaches to teaching and learning as well as providing physical space for an interdisciplinary curriculum and self-directed learning. The students are able to ‘spill out’ into areas that allow for a greater degree of independence, individual learning and reflection.

2. What is the Animation process about? Could you describe in a narrative way what exactly learners are doing in this project? AND

3. Could you describe with a narrative how learning is organized?

Mt Waverley Primary Film Festival a.k.a. ‘The Moscars’

Creating an animation involves music, visual arts, script writing, story development, mathematics, science, spatial awareness, ICT, problem solving, higher order thinking skills, personal and interpersonal development - all key skills necessary for the 21st century.

These are the outcomes we are teaching towards. They include attitudinal as well as academic outcomes:

- draw on students’ multiple intelligences
- provide opportunities for students who are not typically good at school to see themselves as capable
- build on their story telling skills
- be involved in cooperative and collaborative learning
- be engaged in problem solving, higher order thinking, critical and creative thinking
- plan and reflect
- provide opportunities for personalized learning that supported different learning styles and levels
- increase students’ control of their own learning
- involvement in a multi-disciplinary project where ICT is interwoven with other VELS Domains.

..... The Apple Store Chadstone

As part of the Year 6 Film Festival Project, a series of Field Trips were organised to the Apple Store at Chadstone Shopping Centre.

The purpose of the Field Trips was to provide the students with hands-on access to the Mac computers and the expertise of select Mac trainers and Specialists. They had opportunities to create new projects and showcase some of their existing work. The emphasis was on using software to create animations and movies.



Needless to say, they were highly engaged and loved the experience.

Adam Elliot

Adam Elliot launched the Film Festival. Adam is passionate about his craft and his interest in the work of the school arises from his belief that schools should provide for more diverse forms of self-expression.

The Academy Award winning Animation Writer and Director grew up in Mt Waverley and his 2009 feature film “Mary and Max” is set in Mt Waverley Town. It incorporates many scenes and objects remembered from his childhood.

He spoke to the students and spent time with each of the animation teams, offering advice and tips and tricks. Many of the students incorporated these into their own animations.



One aspect that Adam emphasized was the importance of the story line.

Meanwhile At The Coalface

The teachers used an inquiry approach and immersed the students in examples of claymation animations. Pingu was a favourite!

Initially, students spent time further developing their understanding of the narrative genre, through a variety of different reading and writing lessons and activities with their normal class group. This culminated in the creation of a personal piece of writing in the narrative genre, which demonstrated their understanding of the narrative story structure, an integral part of scriptwriting.

Students then had a sequence of lessons with their class based on developing their understanding of narrative screenplays. Part way through this sequence, the students created their own cooperative learning groups (across the whole of Year 6) for the duration of the project. With their new animation groups, they compared stories to screenplays, formatted basic stories into screenplays, learnt how to change a story into a screenplay and how to chose appropriate dialogue. They used visual diagrams to represent story structures (through a plot rollercoaster diagram) and used this skill to write their own story as a group. Students were then able to transfer the skills they had learnt during reading and writing sessions to writing their own screenplay based on their plot rollercoaster diagram.

Students also rotated through a variety of different sessions with the four Year 6 teachers on basic movie skills. They learnt about different camera angles and shots, how to storyboard, different film genres, and critiqued last year's films to identify where they can improve this year. These skills were used when creating their own screenplays and storyboards.

Genre workshops included:

- Comedy (slapstick, parody/satire, sitcom, mockumentary)
- Drama & Reality TV
- Documentary/Current Affairs/News
- Mystery/Thriller/Suspense

The school librarian was also involved in the development of student literacy skills, further integrating the project. She worked with the students to help develop coherent, logically sequenced stories. She was also able to provide specific literacy assistance to students who were unable to create their own storyline by assisting groups to identify a book that demonstrated their value focus and then assisting them to adapt the story.



Groups then 'pitched' their movie to their animation teacher, to allow the teacher to discuss storylines with groups and suggest changes. Once their pitch was approved, they then moved on to storyboarding their screenplay, and creating characters and sets.

The students organised their own co-operative learning groups. They identified the genre they would like to use and decided upon a Production Company name. Students designed a company logo and this was attached to a specially designed Mt Waverley Film Festival lanyard. Many sessions of script writing, editing and storyboarding followed.



Specialist classes in Art involved the making of the clay figures, sets and backdrops.

Music focussed on the use of Garageband for composing the appropriate music for the sound tracks.

Information and Communication Technology sessions involved training the students in the use of the various software programs such as 'I Can Animate', iMovie and Garageband (for voice recording and sound effects) and the final editing process.



Once the animations were complete, the students designed their own movie posters to advertise our film night.

The Showcase Evening

The showcase evening was the culmination of a great deal of creative collaboration, skill development and enthusiasm. The students thoroughly enjoyed showcasing their achievements for their friends, family and Adam Elliot. Their interest and enjoyment in the ‘Claymation’ project indicated overwhelming satisfaction and engagement in the process.

The staff involved participated in a debriefing to discuss the positives and negatives. There were some aspects that we, as teachers, have refined for 2010.



**Adam Elliot speaking to the audience
Are all subjects involved? How?**



4. Does the project concern the Year 6 curriculum in a holistic way?

The Animation unit is based on the Victorian Essential Learning Standards (VELS). The Victorian Essential Learning Standards is ‘a curriculum designed to equip students for the challenging world of the 21st century to ensure students develop as people who take increasing responsibility for their own physical wellbeing, learning, relationships with others and their role in the local, national and global community.’ The table below outlines the major curriculum areas involved in Animation.

VELS DOMAINS AND DIMENSIONS		
Physical, Personal and Social Learning	Discipline-based Learning	Interdisciplinary Learning
Interpersonal Development <ul style="list-style-type: none"> Working in Teams Personal Learning <ul style="list-style-type: none"> The Individual Learner Civics and Citizenship <ul style="list-style-type: none"> Community Engagement Health <ul style="list-style-type: none"> Values 	English <ul style="list-style-type: none"> Reading Writing Speaking and Listening The Arts <ul style="list-style-type: none"> Art and Music – Creating and Making Art and Music – Exploring and responding Mathematics <ul style="list-style-type: none"> Number Working Mathematically 	Design, Creativity and Technology <ul style="list-style-type: none"> Analysing and Evaluating Producing Information and Communications Technology <ul style="list-style-type: none"> ICT for Creating Communication <ul style="list-style-type: none"> Listening, Viewing and Responding Presenting Thinking Processes <ul style="list-style-type: none"> Reasoning, Processing and Inquiry Creativity Reflection, Evaluation and Metacognition

The holistic integration of the animation project was central to our purpose. In order to develop a thorough knowledge of the film genre, students were exposed to concepts in a variety of different classroom contexts.

Creating an animation involves music, visual arts, script writing, story development, mathematics, science, spatial awareness, Information and Communication Technologies, problem solving, higher order thinking skills, personal and interpersonal development - all key skills necessary for the 21st century.

5. "Cross grade groupings" are mentioned. If it is a specific year 6 project how do these cross-grade groupings happen?

At year 6 there are four classes, each consisting of 26 students. For the Animation project, the classes are combined (cross-graded), and then divided into cooperative learning groups. These cooperative learning groups consist of 3-4 students. This year there are 33 animation groups.

Every Wednesday is Animation Day. The students work in their cooperative learning groups for the entire day. They rotate through Literacy, Art, Music and ICT activities, with the various teachers teaching to the point of need.

The Year 5 students start the animation process by using specific animation software programs such as Kahootz, Scratch and Pivot Stick Figure. The students attend a couple of sessions at the Apple Store to become familiar with specific Mac programs. They then participate in peer tutoring sessions with the more experienced Year 6 children in preparation for their participation in the Animation Project for the following year.

6. Is there any evidence about the project's effectiveness?

Evidence of student learning and improved student outcomes includes the following:

- Animation Assessment Rubric specifically related to the curriculum outcomes
- PMI (Thinking tool – Plus Minus Interesting). This is completed by teachers and students across the school
- 'Where I'm Up to' and 'Session Reports' (Reflection and self monitoring of learning)
- Video interviews with students
- Scatter graphs (Attitudinal Survey of Students)
- Student Case Study ('W' - student case study)
- Teamwork Pie Graphs
- Anecdotal Teacher Records
- Specific Feedback Comments (from students)