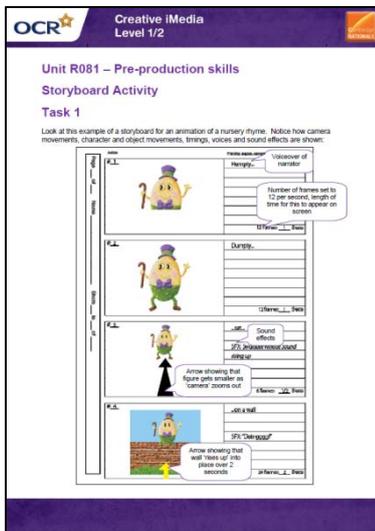


Unit R081 – Pre-production Skills

Storyboard Activity

Instructions and answers for teachers

These instructions should accompany the OCR resource ‘Storyboard Activity’, which supports Cambridge Nationals in Creative iMedia Level 1/2 Unit R081, Pre-production Skills.



Associated Files:
Storyboard Activity

Expected Duration:
Task 1 – 5 minutes
Task 2 – 30 minutes
Task 3 – 10 minutes



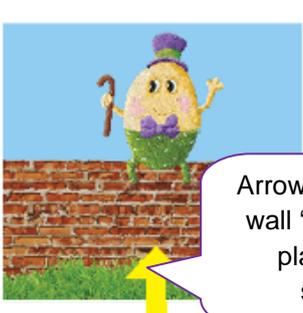
This activity offers an opportunity for English skills development.

Task 1

Even though it is a short extract of a storyboard, learners may still be able to ‘identify areas for improvement’ such as suggesting alternative ways to reveal the character, or a different way for the wall to appear (brick by brick for instance).

Learner instructions:

Look at this example of a storyboard for an animation of a nursery rhyme. Notice how camera movements, character and object movements, timings, voices and sound effects are shown:

Page ___ of ___ Name _____ Shots ___ to ___ of ___	Action	Framing, angles, camera
	# 1	Humpty...
		Voiceover of narrator
		Number of frames set to 12 per second, length of time for this to appear on screen
		12 frames: <u>1</u> Secs
# 2	Dumpty...	
		
		12 frames: <u>1</u> Secs
# 3	...sat...	Sound effects
	SFX: Swazzee wazzee sound rising up	
	Arrow showing that figure gets smaller as 'camera' zooms out	
		6 frames: <u>1/2</u> Secs
# 4	...on a wall	
	SFX: "Doingggg!"	
	Arrow showing that wall 'rises up' into place over 2 seconds	
		24 frames: <u>2</u> Secs

Can you think of any way that the storyboard could be improved? Would you change any of the parts (pictures, movement, effects, timing)?

Task 2

Group work is incorporated by asking learners to work together, splitting the nursery rhyme up into couplets (pairs of lines). Emphasise that the storyboard template does not require perfect artwork – simple sketches are fine as long as the meaning is clear. The important thing is for learners to consider a variety of types of shots and angles.

Learner instructions:

Work in groups of 4. Using the Storyboard Template provided, create a storyboard for an animation of the following nursery rhyme:

Split the nursery rhyme up into couplets (pairs of lines). Person A will storyboard lines 1 and 2, person B will storyboard lines 3 and 4, person C will storyboard lines 5 and 6, and person D will storyboard lines 7 and 8.

Before you begin, discuss how you can make sure there is **continuity** between the different storyboards – for example, who is telling the story, and what does this character look like? If your character begins as a fishing cartoon frog, it must appear like this in all 4 parts of the storyboard!

Try to include a range of different angles and types of shot in your plan. Think about:

- which parts of the rhyme are best suited to a close-up?
- how many 'characters' are needed to tell this story? (There are questions and answers, how will you deal with these?)

Make sure you show 'camera movement' such as zoom, pan or tilt and character and object movement using arrows as in the example. You must also include timings to indicate how long each part of the storyboard takes.



Task 3

Learners will revisit the review work from Activity 1, this time applying their skills to each other's work. In completing this activity learners should make sure that they suggest improvements and offer constructive criticism.

Learner instructions:

When you have completed your part of the storyboard, swap with another member of your group. Suggest possible improvements for each other's work.

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