

PROJECT

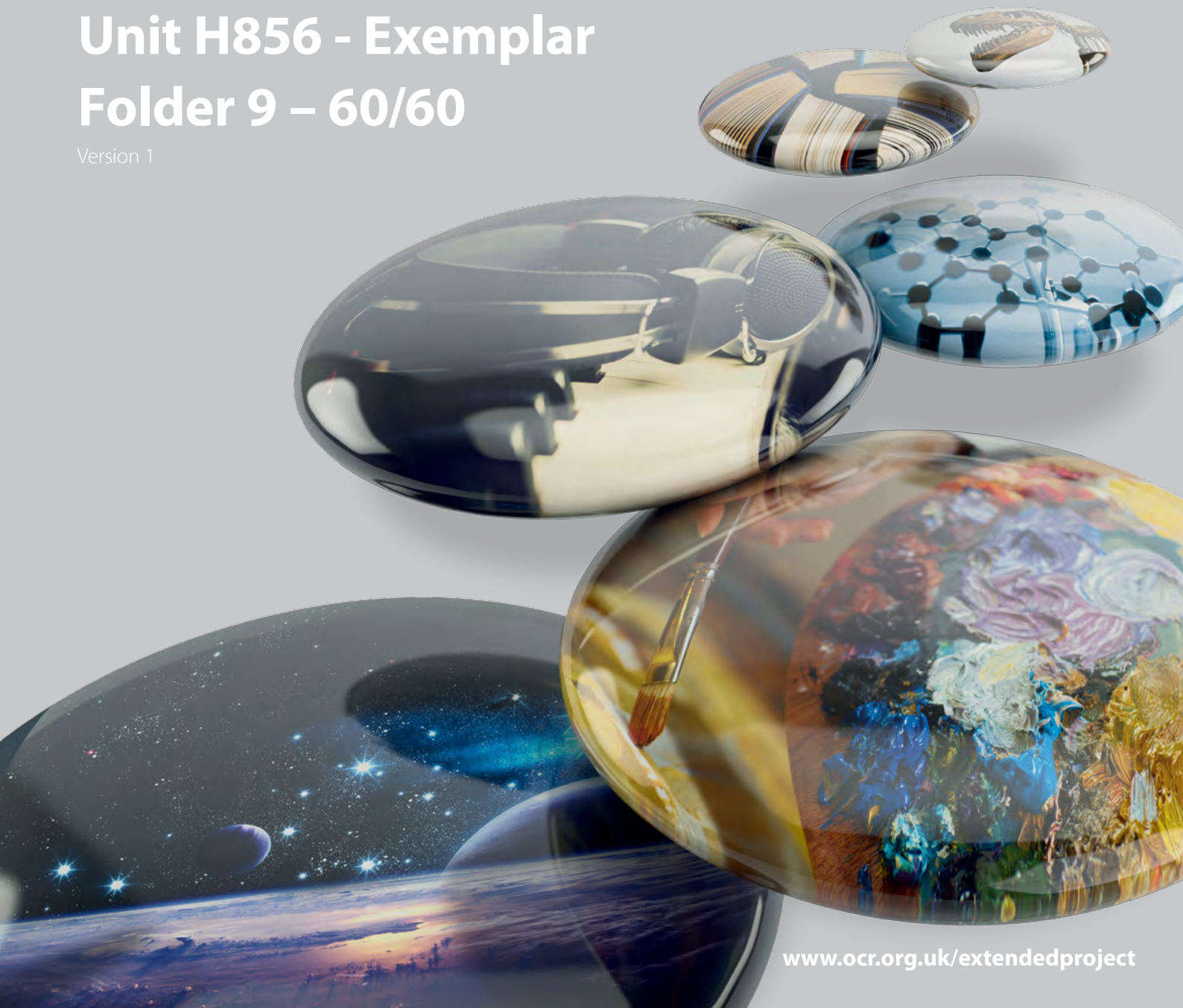
Candidate Exemplar Work

EXTENDED PROJECT

H856

Unit H856 - Exemplar Folder 9 – 60/60

Version 1



Introduction

This is one of several live projects that have been marked within OCR centres. Each one, in its own way, provides insights into what makes for an excellent project. However, none of the projects is perfect and each of them provides useful pointers to common errors that moderators encounter. Therefore, both the strengths and weaknesses of each project will be discussed as an aid to teachers and students alike.

The Unit Recording Sheets [URS] used to record both marks and comments on each project have also been included and again some comments on best practice have been made. Teachers put enormous efforts into assessing their students' work fairly, but that effort is better evidenced in some of these projects than in others. Clear, focussed comments on the URS and signposting, within the portfolio can be particularly supportive of a student's efforts. Comments should support elements of the student's work that may not be immediately obvious to the moderator from reading it. This includes reference to the student's individual triumphs, particular difficulties they have encountered, their effectiveness in overcoming obstacles and the level of individual skills development the student has achieved. The watchwords here are know each student well and let the moderator know this is the case through what you write!

Commentary can be found after the portfolio on page 80.

Extended Project

Mentor:

Tutor:

**Project title: To create a stop motion
animation of an original nursery
rhyme with a moral to it.**

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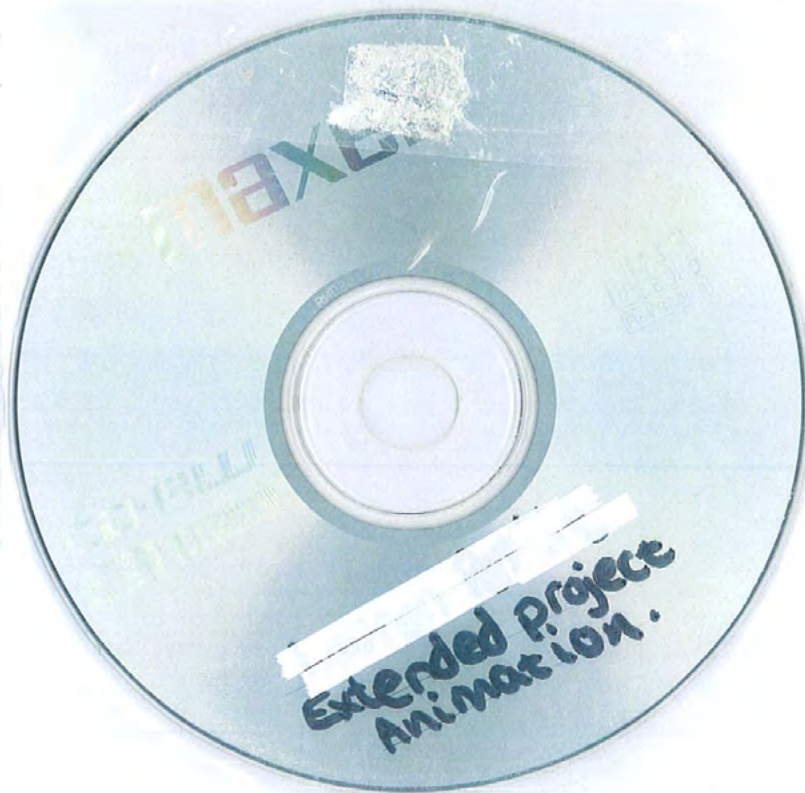
Finished Artefact:

This is my final Artefact. I have put it on a disc along with a clip of my practice Animation.

Alternatively you can watch my Animation at: <http://youtu.be/2KYqXx5tykU>

You can watch my Practice animation at: <http://youtu.be/3akaSJtofcS>

You can watch my video of my trip to the Animation Gallery (National Media Museum) for research into animation at: <http://youtu.be/PboAewRZpNg>



Artefact Commentary:

After I had decided what I was going to do for my project, I made a Gantt chart showing what I needed to do for each month during the time I would be doing the project. I found that initially this plan was sufficient as I had an aim of what to complete by the end of each month, and I stuck to it. However when it got to summer and I had more of the complicated and time consuming parts of my project to complete (mainly the actual making of the animation), I thought it would be useful to have a more detailed time plan- specifying the date and time length I would use to do each stage of the making process. Hence I made a plan of this in a table on word. This was very useful as each day I could refer to the time plan and then complete the necessary tasks listed. I generally stuck to this, although once or twice I swapped the days I was doing a part of the project as I was unexpectedly busy on the day I had planned to do it. I found this summer plan to be extremely helpful and it allowed me to have pretty much finished making my animation (apart from a couple of bits of editing here and there) by the end of summer. So by using the more detailed summer time plan I managed to also stick to my more generalised monthly plan, which was a bonus. I finished making the animation by the end of summer as I had planned to and therefore I had left myself sufficient time to review and improve it.

Moreover as far as planning is concerned I had anticipated that the software license would take a couple of days to come through, so I ordered it with plenty of time before I would actually need to use the software. Moreover I knew that if it did not come for when I needed it, I could download the software on a trial basis for 15 days so could start the animation on time either way. I downloaded the free trial anyway in order to practice using the software, as I anticipated that it would take a little time to learn how to use, and I made a little video of my practices using the software. I also had left a few days of summer empty, just in case any of my project took more time than I had anticipated, so it did not matter if I did not quite complete everything as specified in my summer time plan. I did use one of these extra days as photographing the stop motion took slightly longer than anticipated, and I decided to make another elephant armature after the initial one was slightly too heavy.

I had a lot of different things to research in order to find out the relevant information that would allow me to make my animation. This allowed me to use a wide range of resources. I used secondary research including books, websites, articles and videos to find out about animation techniques and the materials and software I would need as well as how to make an armature and how to animate and green screen. This was the most relevant way of finding out this information as there were vast quantities of animation articles, websites and books available to use. I also used primary sources in the form of a survey to find out what characters would be popular to use and what rhyming structure is favoured. Primary research was ideal for this as it is the best way to find out about people's opinions. I also tried to do an interview to be answered by an animation company, however the company never responded to my interview. This is unsurprising as they are very busy and I was half expecting this, so I had a backup plan of going to the Animation Gallery in the National Media Museum in Bradford. I went to the Gallery and I took the interview with me and managed to find out answers to most of my questions from the information in the displays and though asking the specialist staff that worked there. This provided an invaluable source of research for the making of my animation. To research animation techniques further I watched a few clips of animation from Wallace and Gromit, Morph and Pingu. Pausing these frequently, I print screened various movement

sequences to see how to create the illusion of walking and how to show facial expressions in armatures. This was really useful to refer to whilst I was animating so that I could see the sequencing I needed to do to show movement.

In order to research how to make a nursery rhyme I thought about current popular nursery rhymes. I then chose three to analyse. This allowed me to pull them apart in order to find out about the structure, rhyming pattern and syllables used, as well as any other specialist features used. From this I learnt how to structure my nursery rhyme and this allowed me to start writing my nursery rhyme. As far as researching morals I looked up morals used in Aesop's fables as these were a personal favourite of mine when I was younger. From these I decided to think of a moral that is rarely used. So through looking up other morals this gave me the inspiration to come up with my own.

I learnt a lot from doing this project including a whole array of new IT skills, using new software such as "I Can Animate 2", "Audacity" and "Musescore", as well as skills in time management, researching techniques, and general organisational skills. Overall I would say my project was a success. I managed to design and create a full animated nursery rhyme with a moral. The overall time management and planning worked well as I completed my project on time and stuck to deadlines. The making process also worked well. Using my research into materials I made 2 working armatures successfully (admittedly it took two attempts to make the elephant armature but the end product was worth it). I also managed to create a generally smooth flowing animation and wrote a nursery rhyme that incorporated the moral to be satisfied with what you have. So overall this all worked as I wanted it to. The only thing that did not work as I wanted was the green screening effect. This was generally alright except for one clip which did not green screen very accurately and hence I had to do a lot of editing with the chroma mask to get it to look okay, but a few red lines and dots still remained in the background. The reason this did not work as I had wanted it to was mainly because the software and camera I was using were not the proper professional equipment and could not give a high enough differentiation between different shades, so the chroma key did not work too well. The proper equipment is very expensive, so in order to keep costing down I had to slightly sacrifice the green screening quality, but this couldn't be helped, and with many hours of chroma masking I still managed to get a decent looking green screened background.

If I were to do this again I would make the scenery instead of using green screening as this would be a non expensive way to get rid of any of the red lines and dots in the animation caused by the chroma key. Moreover I would allow slightly more time for editing as this took longer than expected. Apart from that I think I would do the rest the same as I did this time.

So through detailed planning of my project and a lot of research I was able to then make the animation and all the components that went with it including the music and nursery rhyme with a moral. I then had a peer review done and improved upon my project due to the answers given in the peer review, so the final thing was as good as I could get it to be in the time I had. I then evaluated it, and overall I feel it turned out well.



Project Progression Record

Level 3

Line of learning (when taken as part of a Diploma)

Centre Name

Centre Number

Learner name

Learner Number

The topic chosen must allow the learner

- to be fairly assessed at the standard applicable to the Project level (level 1, 2 or 3).
- the opportunity to meet comparable demands to those made on other learners working at the same level
- to meet all of the Learning Outcomes and Assessment Objectives of the Project.

Activity	Date	Detail	Supervisor's initials	Comments
1. The date you started your project	January 2014	We had the first extended project lesson, and before I started the project I undertook a series of research lessons. Particularly helpful was the lesson on how to make a bibliography. I decided to undertake a level 3 project in order to learn new skills.	DJW	

Activity	Date	Detail	Supervisor's initials	Comments
2. First thoughts about topic and working title	January 2014	My research is split into a few sections: research into nursery rhymes; researching how to make armatures and researching how to animate. It is something completely new that I have never done before. It will be an artefact, taking the shape of a stopmotion animation. I was slightly worried as this idea did seem quite daunting as there were a lot of new skills to learn. I hoped to gain better computer skills and learn how to animate and greenscreen as well as researching skills.	DJW	
3. If completing the Diploma, <ul style="list-style-type: none"> is topic relevant to Principal Learning? If yes <ul style="list-style-type: none"> Does the project complement and develop the themes and topics for learners' principal learning set out in the relevant line of learning criteria? and/or <ul style="list-style-type: none"> does it support learner progression (skills, knowledge, understanding?) 	N/A	N/A	DJW	
4. What is the title of the project? This could be phrased as a question, hypothesis or statement.	February 2014	The title of my project was originally: Create a simple stopmotion animation of an original nursery rhyme. The title has evolved slightly from at first just being to create an animation to what the animation is of, and then to: Create a simple stopmotion animation of an original nursery rhyme with a moral to it. This gives it a lot of scope to be imaginative and the opportunity to gain lots of new skills.	DJW	

Activity	Date	Detail	Supervisor's initials	Comments
5. What do you hope to achieve by the time you complete the project?	February 2014	I hope to have achieved vital skills in gaining primary research, knowledge on how to write a nursery rhyme, and skills on how to create an animation and put it together using computer software. This project will also provide me with better time management skills and as it is all completely new to me then it will give me a large variety of new skills in many different areas.	DJW	
6. What form will the assessment evidence for the project take? (ie design, performance, report with findings from an investigation, artefact, <i>[dissertation – level 3 only]</i>)	March 2014	I chose the format of an artefact as I feel it gives a wider scope to actually make the animation and a chance to gain more skills than I would if I was just writing about animating. It allows a more creative approach to be taken which suits the project I have chosen well. It gives me the chance to use my imagination and be creative when I took a level subjects that do not involve this sort of thing.	DJW	
7. Have you produced an outline plan to show your project timeline?	January 2014	I have a plan of what I will do each month in order to be more organised and so that I know what I need to achieve by the end of each month in order to stay on top of the workload. So far this has been very helpful as I can refer to it to ensure I am up to date and on time with the work.	DJW	

Activity	Date	Detail	Supervisor's initials	Comments
8. What will you need to achieve your project? eg tools, equipment, techniques and technologies	February 2014	To complete my project I will need to get quite a lot of new computer equipment including: Animate it 2, Musescore, and Audacity. I will also use windows live movie maker and media player as well as youtube. I will use excel to create a basic gantt chart. Moreover I need to get a decent camera (must be HD) to take the photos for the stopmotion on. I will also have to set up a mini set so will need lights and stands etc for that. I will also need planning and organisation skills.	DJW	
9. Will you or have you used a range of sources for your information?	April 2014	I have used a range of sources, including secondary sources, from books, websites, and videos. These were useful as I needed to learn how to animate, so the books often included photos which made it more clear and the videos showed me step by step how to create an armature. I have also done some primary research (a survey), which was useful to see what sort of characters would be popular to use in my animation. I also went to Bradford Animation museum to find out some information from there which was not available in books, and to see some of the equipment used in professional animations, so I could try to get as close (but cheaper) versions to these as possible. I would have liked to have used a set of interview question and I did make and email some to an animation company, politely asking them to answer them, but they did not reply so I could not use this.	DJW	

Activity	Date	Detail	Supervisor's initials	Comments
10. Is the information selected suitable and sufficient to fit the question/task/brief?	April 2014	There was sufficient information to complete the project successfully. Most of my sources agreed with each other on main points, there were a few slight differences in some, but these were most likely due to the date each was published as some were published before new equipment/ software came out. The information I gained from the sources was precise and answered all my questions. Sometimes I had to verify the information in my sources by cross referencing them.	DJW	
11. Have you identified any links with other areas of study or areas of interest which relate to your project?	May 2014	My project does not link to any of the subjects I am currently studying. However it has made me want to look into how to make better, more sophisticated animations in the future.	DJW	
12. What skills need to be applied to use the information you have collected?	May 2014	To turn my research into my final project I went through and I evaluated and compared and contrasted my resources so that I knew which were the most useful and which were the most reliable.	DJW	
13. Did you apply the tools, equipment, techniques and technologies to use the information that has been collected to complete your project?	May 2014	I used all the programs mentioned earlier in my project. I also used survey monkey to make a survey as part of my primary research. Nearly all the programs were useful. Musescore took a little while to learn how to use properly, but once I had got the hang of it, it gave a good neat result. Animate it was a key program, as I could not have done such a smooth animation without it, I also used it for green screening, as I did not have any other software that I could use for this. I also used planning and organisation skills to keep up to date with the project.	DJW	

Activity	Date	Detail	Supervisor's initials	Comments
14. What outcomes/objectives have you achieved so far (mid-term review)?	May 2014	I have gained vital skills in project planning and organisation and time management, through planning my time in order to complete the project on time. I have also gained skills in cross referencing, as I have been doing a lot of cross referencing of the sources I am using.	DJW	
15. Evaluation of own learning and performance so far (mid-term review).	May 2014	So far I have achieved what I aimed to achieve by this point, having successfully researched I needed to. My main strength was that I remained disciplined in sticking to my time plan.	DJW	

Activity	Date	Detail	Supervisor's initials	Comments
16. What have you changed after reviewing your work?	May 2014	I have slightly changed my title to include a moral in the animation as from my research into nursery rhymes, quite a few taught something, so I wanted mine to as well.	DJW	
17. Final phase - Do you feel that you have achieved all of the outcomes/objectives of your project?	August 2014	I feel I have successfully achieved all the aims of my project. I have learnt a huge multitude of new skills through doing this project. I have also created the animation that I aimed to. It was not quite as professional looking as I had first imagined it would be, but considering the equipment I had available and the fact that it was the first time I have done anything of this sort then I am extremely happy with the outcome.	DJW	
18. Presentation of Portfolio <ul style="list-style-type: none"> written section (compulsory, even if the outcome is a performance or artefact) other evidence can be DVD, photographs, slides, CD, artefact, digital technologies etc 	September 2014	My portfolio includes an artefact commentary as the written section. It also includes a DVD of the final artefact. Moreover it includes many appendices as evidence of the process of making my artefact, including a diary, PPR, Rationale and VTT amongst many others.	DJW	

Diary:

Date	What I did	Successes and Failures	What I need to do next
22/01/14	I started to make my Gantt chart (Appendix 3) to show timescales.	To start with I didn't include time that will be taken for revision for my exams but I have gone back and added that in.	Next I need to write my rationale.
29/01/14	I wrote my rationale (Appendix 2) and started my diary. I also filled in a VTT (Appendix 1).	I was decisive on what I was doing and had a clear aim.	I need to begin my research, firstly looking into general animation and what I need to do.
14/02/14	I did some secondary research into armature making, animation techniques and Green Screening. (Appendix 5)	I found out the basics of animation, but I did not find out quite enough detail on animation techniques.	I need to do some further research into animation techniques to get some more detail. I also need to research materials to use in armatures
26/02/14	I continued my research, looking into the types of products to use to make the armature out of. I have made a comparative table to highlight the pros and cons of each product.(Appendix 6)	All the products that I researched do have some cons however it has shown me which product has the most easily overcome downfalls.	I need to summarise my research on armature materials.
01/03/14	I wrote a summary to go with my comparative table and decided on the material to use.	This was successful as I came to a decision on the best materials to use to make my armatures.	I need to research into nursery rhymes, so to begin this I will do a brainstorm of the existing nursery rhymes.
05/03/14	I began making a brainstorm of existing nursery rhymes.(Appendix 8)	I came up with a lot of nursery rhymes.	Next I need to analyse a few of the nursery rhymes to see the structure and way they are written in order to be able to write my own.

12/03/14	I finished my brainstorm of existing nursery rhymes. I also made a specification for my artefact.	I put down some basic specifications which I will add to later on.	Next I need to find out how nursery rhymes are structured so I am going to analyse the structure of a couple of existing ones.
19/03/14	I wrote an analysis of nursery rhyme one. (Appendix 9)	This was successful as I found out how current nursery rhymes are structured.	Next I need to do a couple more nursery rhyme analysis's to see how there structure compares to the first one.
26/03/14	I wrote an analysis of a second nursery rhyme. (Appendix 10)	These were both successful as I could compare the different structures and choose which I wanted to use.	I will next evaluate my sources used so far. Also I have now decided to include a moral in my nursery rhyme so I will look up existing morals for some inspiration to write my own.
04/04/14	I wrote an analysis of a third nursery rhyme. (Appendix 10). I also did some primary research in the form of a survey. (Appendix 15)		
05/04/14	I researched some morals and wrote my own. (Appendix 11)	This was very successful as the morals I researched gave me the inspiration to write my own.	Next I still need to start evaluating my sources.
12/04/14	I started evaluating my sources. (Appendix 14)	Most of my sources seem accurate and reliable.	I will compare and contrast my resources just to double check their accuracy.
13/04/14	I compared and contrasted some of my sources. (Appendix 13)	There were some differences between my sources, however from this comparison I could figure out which was the more reliable source.	Next there are a few more bits of research I need to do so I will put together an interview to find out the answers to my last few questions on animation.
19/04/14	I wrote a set of interview questions to ask an animator and emailed "Wonky Film company" asking them to answer the interview questions. (Appendix 16) I also wrote a specification for my artefact. (Appendix 17)	This was not successful as the company did not reply. However I am going to go to the animation museum in Bradford in order to find out the answer to these questions myself.	Next I need to write the nursery rhyme and go to Bradford animation museum.
Revising for and taking exams so no EP done during these few weeks.			
07/06/14	I wrote the first verse of the nursery rhyme. (Appendix 18)	It took a few attempts to get	I need to write the rest of it.

	25)	it to rhyme properly but worked out well.	
11/06/14	I wrote the second verse of the nursery rhyme.(Appendix 25)	This took slightly longer than expected as I wanted to intertwine my moral into this verse so it took quite a lot of time to get it right.	I need to design my armatures and write the music to my nursery rhyme.
18/06/14	I drew the design for the elephant armature.(Appendix 18)	The monkey armature design worked more successfully than the elephant.	Next I need to make my armatures.
25/06/14	I drew the design for the monkey armature. (Appendix 19)		
26/06/14	I wrote a mid project review. (Appendix 21)		
02/07/14	I started writing the music to accompany the nursery rhyme.(Appendix 26)	This took longer than anticipated as I have not composed music before. Also I had to learn how to use the software, which took about half a day to learn. Once I had learnt though the piece turned out quite well.	I need to record my nursery rhyme.
09/07/14	I continued writing the music for the nursery rhyme.		
16/07/14	I finished writing the music for the nursery rhyme.		
18/07/14	I filled out a character sheet for the monkey and Elephant.(Appendix 27)	This is done in professional animations, so I thought I would make one for each character to give a guideline of how they would move and talk etc. This was slightly too vague to start with but I added to it and it became more useful.	Next I need to make the armatures still.
19/07/14	I visited the Bradford animation gallery to gain some more research and to get answers to my interview.(Appendix 16)	There was a lot of interesting information there and I found out some answers to the	

	I also did some further research into animation techniques. (Appendix 7)	interview questions mentioned earlier.	
20/07/14	I made a short video on the history of stopmotion, and ways of animating using the information I collected from the Bradford animation gallery.	I put together a short video of things I had found out at the animation museum.	
22/07/14	I put together a bibliography of my sources. (Appendix 12)	I used the Harvard referencing system which worked well.	
23/07/14	I made an armature of an elephant (Appendix 22), then I tested it and decided to make another so drew a new design. (Appendix 20)	The first elephant armature was unsuccessful as it was slightly too heavy, so could not hold itself up effectively. However I then did a new design and decided to make a lighter armature to solve this problem.	Next I need to make a lighter elephant armature.
27/07/14	I made the frame of a lighter version of the elephant armature.(Appendix 24) I also made a summer time plan. (Appendix 4)	This was a lot more successful than the first as it was light enough to hold itself up.	Next I need to make the monkey armature.
28/07/14	I added the cotton wool, bandage and foam to create the middle of the elephant armature.		
29/07/14	I put the Newplast over the elephant and added the details (e.g eyes, mouth etc)		
30/07/14	I made the monkey armature frame.(Appendix 23)	This worked a lot better than I had thought it would. The armature was light and had a good finish to it.	Next I need to begin making the animation.
31/07/14	I finished making the monkey armature, adding Newplast over it.		
01/08/14	I set up the set and lighting (Appendix 31) and practiced animating and using the new software.	It was hard to get even lighting without shadows, but I did the best I could with my limited equipment.	
02/08/14	I made a storyboard (Appendix 28) and Dope Sheet (Appendix 29) for the animation	This was successful as I knew what I was doing for each	

		frame.	
04/08/14	I began creating the animation- photographing.	This took a long time, and was quite tedious, but definitely worth it. I had to redo a couple of scenes sue to knocking of the camera which would give a jolty animation, but when I redid them they were better.	Put the animation together.
05/08/14	I continued making the animation-photographing.		
06/08/14	I continued making the animation-photographing.		
07/08/14	I continued making the animation-putting the photos in order onto the software.		
On Holiday in France and then doing Gold DofE award so no EP done during these 3 weeks.			
28/08/14	I continued making the animation-Adding in background using chroma key.	Chroma key did not always work if there were shadows, but I used the chroma mask to fix this as best I could.	I need to make title and credits
29/08/14	I continued making the animation- Using the chroma mask to neaten up the green screening. (Appendix 32)		
30/08/14	I made the title and end sequence via a whiteboard stopmotion.	I decided to use whiteboard animation, which was really fun to do and successful as it flowed well.	I need to record and add the music to the animation.
31/08/14	I recorded my friend singing the vocals for the nursery rhyme. (Appendix 30)	This was great as my friend is a really good singer and recorded it how I had specified.	
03/09/14	I put the animated clips together and did some editing to improve the quality of them.	Unfortunately in one clip some red did still show around the monkey, but I did not have the equipment to get rid of it, so had to leave it like that.	
05/09/14	I continued editing the clips, using the chroma mask a lot as there were a lot of bits that needed neatening up.		
07/09/14	I played and recorded the backing music for the animation on the piano and added it to the vocals. However I then decided to record it on a xylophone instead (so went to my old primary school to borrow a xylophone).	When I put the backing music with the vocals the piano sounded too harsh and I wanted a lighter sound, so I decided to re record the backing music on a xylophone instead of a piano as this gives a lot lighter sound than the piano.	I need to put the music to the animation.
09/09/14	I exported the animation into a windows movie maker file in order to add the music backing to it.	This worked well as I could then fit the music to the animation quite accurately.	I need to upload my video and add any improvements.

		However I did have to use audacity to edit the music slightly in order to make it fit together and to stop the xylophone from being too loud.	
11/09/14	I uploaded my animation to youtube.	This went fine.	I need to ask a peer to review it so I can add any suggested improvements.
22/09/14	I made a peer review sheet and got a colleague to fill it in (after watching the animation on youtube). (Appendix 33) Once I got the peer review back I edited the video some more to improve the smoothness of the animation as suggested in the improvements on the initial peer review. I then uploaded the improved version to youtube.	I managed to improve the smoothness successfully, but did not manage to get rid of the red around the monkey as suggested by my peer, so this was both successful and unsuccessful.	I need to write my commentary.
26/09/14	I started writing my commentary.	To start with I wasn't sure what to write in this, however after some thought I had a lot to write.	I need to finish my commentary.
03/10/14	I finished writing my commentary.		Next I will write an overall evaluation of my project.
04/10/14	I wrote an evaluation of my project. (Appendix 34)	This went well.	Finally I need to present my project which I will do on the 20/10/14

I filled out my diary and PPR as I went along.



Project and Extended Project – Verification of topic and Title

Level: 3

Line of learning (when taken as part of a Diploma)

Centre Name:

Centre Number:

Learner name:

Learner Number:

The Project title chosen must allow the learner:

- to be fairly assessed at the standard applicable to the Project level (level 1, 2 or 3).
- the opportunity to meet comparable demands to those made on other learners working at the same level
- to meet all of the Learning Outcomes and Assessment Objectives of the Project.

Project title:	To create a stop motion animation of an original nursery rhyme with a moral to it.
Project Aim:	To learn how to animate, including learning skills such as: how to make an armature, photography for each frame of the stop motion, how to green screen, and how to use the software to put the photos into an animation. Also to learn how to structure and write a nursery rhyme and put a simple melody to it.
Project Outcome:	An animation of a simple nursery rhyme.

Appendix 1

Project related to the Diploma

The Project title, including its aim and outcome, must be reviewed until Yes can be ticked for each question in the checklist below.

Stand-alone Project

The Project title, including its aim and outcome, must be reviewed until Yes can be ticked for questions 3 to 6 in the checklist below.

Verification of Title Checklist	Yes	No	Comments
1. Is the learner completing the OCR Project/Extended Project as part of the Diploma?		x	If the answer is NO, you are not completing the project as part of the diploma, please move to question 3
2. If the Project is taken as part of the Diploma, is the Project relevant to Principal Learning in either one or both of the following stated ways: - the Project complements and develops the themes and topics for learners' Principal Learning set out in the relevant line of learning criteria? OR - the Project supports learner progression			If the answer is NO you must review the title to ensure that it is related to the relevant Principal Learning in one of these two ways.
3. Is the title a question, a task or a brief?	x		If the answer is No you must review the title to ensure that the title is one of these three options.
4. Is there an aim and outcome of the project?	x		If the answer is No you must ensure that the title is accompanied by a clear aim and outcome.
5. If this a completely new area of study/activity for the learner, does it allow development appropriate to the level?	x		If the answer is No you must amend the title to ensure that it does.
6. If this is an extension of an area of experience/ study or part of an existing course, does it allow the learner to extend their skills beyond those already developed?	x		If the answer is No you must amend the title to ensure that it does.

Rationale:

I have chosen to do my project on animation and I am going to make a short "Wallace and Gromit" style animation of an original nursery rhyme. As a child I was always fascinated by Wallace and Gromit and other similar animations and wondered how they were made, so I am going to use my Extended Project as a way of finding this out and then creating my own animation. I wanted to do something creative as the subjects I currently do, don't involve any form of creativity so I thought an animation would provide some creativity.

Furthermore I have never done anything of this sort before so I would learn a lot of new skills from it, especially IT skills of how to put together an animation and how to green screen as well as how to write a simple nursery rhyme.

I intend to use a wide variety of sources including videos and animations, websites, books, and primary research in the form of a survey. Videos and animations are a very useful research for this project as they can easily show step by step how to create the illusion of movement in a stopmotion animation. Websites and books will be used to find out about materials and equipment needed as well as the logistics of an animation e.g frame rate per second. Finally a survey will be used to find out the most popular characters to use in my animation.

My extended project will take the format of an animation with a length between 1-2 minutes. Its ultimate purpose is to entertain children and possibly teach a moral. The animation will be stopmotion, so will involve taking a lot of photos (about 18 frames per second). This project will use a wide variety of techniques including stopmotion and whiteboard animation, greenscreening, composing a nursery rhyme, and making armatures.

Time Plan:

Month/ what needs doing	January	February	March	April	May	June	July	August	September	October
Rationale+timeplan										
Research nursery rhymes					Exams					Hand in.
Research animation										
Evaluate Sources										
Analyse Research										
Write Nursery Rhyme Lyrics										
Write music to go with nursery rhyme										
Make Armatures										
Practice animating										
Create scenery/ props										
Take the photos for the animation										
Put together the animation										
Add details e.g backing music etc										

Appendix 3

Appendix 4

Summer Targets:

1. Go to the animation museum in Bradford to get some final research and tips on how to animate
2. Finish making the armatures
3. Make the animation and put it all together
4. Finish PPR and other documents
5. Peer review of project

For the actual making and putting together of the animation I am going to make a more detailed timeplan in order to ensure I get everything done over summer.

Summer Time Plan:

Date:	What I aim to do:
04/08/14	To take the photographs for scenes 1 and 2 on my storyboard.
05/08/14	To take the photographs for scenes 4,5 and 6
06/08/14	To take the photographs for scenes 7,8 and 9
07/08/14	To take the photographs for scenes 10,11 and 12
28/08/14	To put the photographs in the correct order and use the chroma key to add a background (greenscreening).
29/08/14	Make the title and end sequence using whiteboard animation.
30/08/14	Record the music for the nursery rhyme.
31/08/14	Put the music onto the animation and check it all flows and fits together. Add in any necessary bits of animation to ensure it fits together.

I tried to stick to these targets on the specific dates and I did mainly manage to. I did need an extra day than planned to finish the animation as it took slightly longer than I had anticipated and getting the music recorded and put to the animation did go slightly over into the early days of September because I got a friend to sing the voice part and she was away at the end of August so I had to wait until she got back to record the vocal part. Apart from that it all went as planned.

Appendix 5

Secondary Research:

Armature Making:

I needed to find out the process of making an armature that would be flexible and would not break during the creation of the animation.



So in order to make the armature I needed to use a flexible wire (aluminium wire) to create a frame. The main frame will take the shape of wire as this is flexible and if twisted into a double wire then it has enough strength to hold up. (animateclay, 2007)

After creating a 3D armature frame, the frame needs shape adding to it. Doing this on a rather low budget means I need to be creative as to which materials I use, so instead of using casting and moulding of plastic shells and wiring to help with movement I will use foam, cotton wool and bandage in order to add the shape to the armature. This will help to keep costings low and will still keep the armature lightweight so that it can stand on its own and doesn't collapse. (Sibley, 1998)

Animation Techniques:

Technique	How to	How I will use this:	Reference
Onion Skinning	Onion skinning shows the frames before and after the current frame you are working on. This allows you to ensure the correct positioning of the armatures. There are 3 types of onion skinning: transparent, wire frame and full image.	I will use transparent onion skinning, showing the two previous frames in order to get the positioning correct.	(Onion Skinning)
Editing	Greenscreening will be the main editing I will use and this is discussed more on the page about Greenscreening.	-	-
Frame rates	Professional animation studios use a frame rate of 24 per second. Frame rates: in cinemas the frames per second used is 24, however it does vary in different places, for example in America it is nearly 30 frames per second, and on UK televisions it is 25 frames per second. At the start and end of an animation 12 frames the same should be taken to set and end the scene. However 15 fps will also give a good quality animation and is the frame rate of choice for non professional animators.	I will use between 15 – 24 fps depending upon which gives the best results.	(Hogan, 2008)

Green Screening:

There are three options for the material to use as a greenscreen. These are solid e.g cardboard or wood, fabric or paint. Solid material are good as they do not have any wrinkles or creases. However they are rather large and impractical to carry around. Fabric is more easily transportable, however creases in the fabric can create shadows which show up in the animation. Paint is one of the best options for good quality green screening, however this is very expensive, so not viable for my project. (Wavelength Media, 2014)

You can use any colour for a green screen, so long as it is not a colour present in the subject being filmed. For this reason Blue and Green are usually the colour of choice as these are less common in clothes. (Digital Anarchy, 2014) However for my animation there are no humans in it, only armatures of an elephant and monkey, so I have chosen to use red. I did not want to use green as one of the props I will use is a green leaf, so green would not work for my animation.

Fimo Clay	-holds up under heating -firm enough to support the wire armature	-dries out -not as pliable as the other options -hardens and can crack	£11.30		(U.S Geological Survey, 2009)
Van Aken	-oil based -non hardening -very pliable - can be smoothed out	-softens under hot light	£10.25	Can only be purchased from America as that is where it is made, so would take time to be delivered and would have more expensive postage than the others.	(iKit Movie, 2013)

From my comparative chart of the different materials I could use for the armature covering it seems that Newplast is the best choice as it is not only the cheapest but fits the specification most closely. It is non drying which allows frames to be taken at different intervals of time without it setting, it is also pliable so can be moulded to fit around the wire armature. Moreover it is firm enough to hold itself up, because it is vital that the armature does not fall over during a shot as this will result in crackly and not smooth animation. The only negative feature of this clay is that it softens under hot light, however this can be overcome by not having the lights directly pointing at the armature, and also taking each set of photos with an interval between them to allow the armature to cool down before the lights are switched back on for the next set.

The Van Aken and Fimo clay are out of my price range, and the clay is not suitable as it hardens so would not stay flexible for long enough to get all the shots taken that I would need for the animation.

The plasticine is not suitable to be used for my entire armature as it does not hold its shape well enough. However it will be used to add details as it has such a large range of colours available so can be used for things such as the facial features and nails, as well as any props needed.

Fimo Clay	-holds up under heating -firm enough to support the wire armature	-dries out -not as pliable as the other options -hardens and can crack	£11.30		(U.S Geological Survey, 2009)
Van Aken	-oil based -non hardening -very pliable - can be smoothed out	-softens under hot light	£10.25	Can only be purchased from America as that is where it is made, so would take time to be delivered and would have more expensive postage than the others.	(iKit Movie, 2013)

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The Van Aken and Fimo clay are out of my price range, and the clay is not suitable as it hardens so would not stay flexible for long enough to get all the shots taken that I would need for the animation.

The plasticine is not suitable to be used for my entire armature as it does not hold its shape well enough. However it will be used to add details as it has such a large range of colours available so can be used for things such as the facial features and nails, as well as any props needed.

Appendix 7

Further research into animation techniques:

In order to better understand the movements used to create realistic animations I have watched some animated clips and analysed the movements of characters in these clips.

Firstly I watched Pingu throwing fish to get an idea of how to create a throwing movement (HQ, 2014):

Images removed for copyright purposes

This shows that the movement of the arm has to be quite large and sweeping. The arm also continued in an arc after the fish had left Pingu's arm to create the effect of force. I could use this technique of throwing in my animation.

I then watched Morph for expressions: (Morph, 2014)

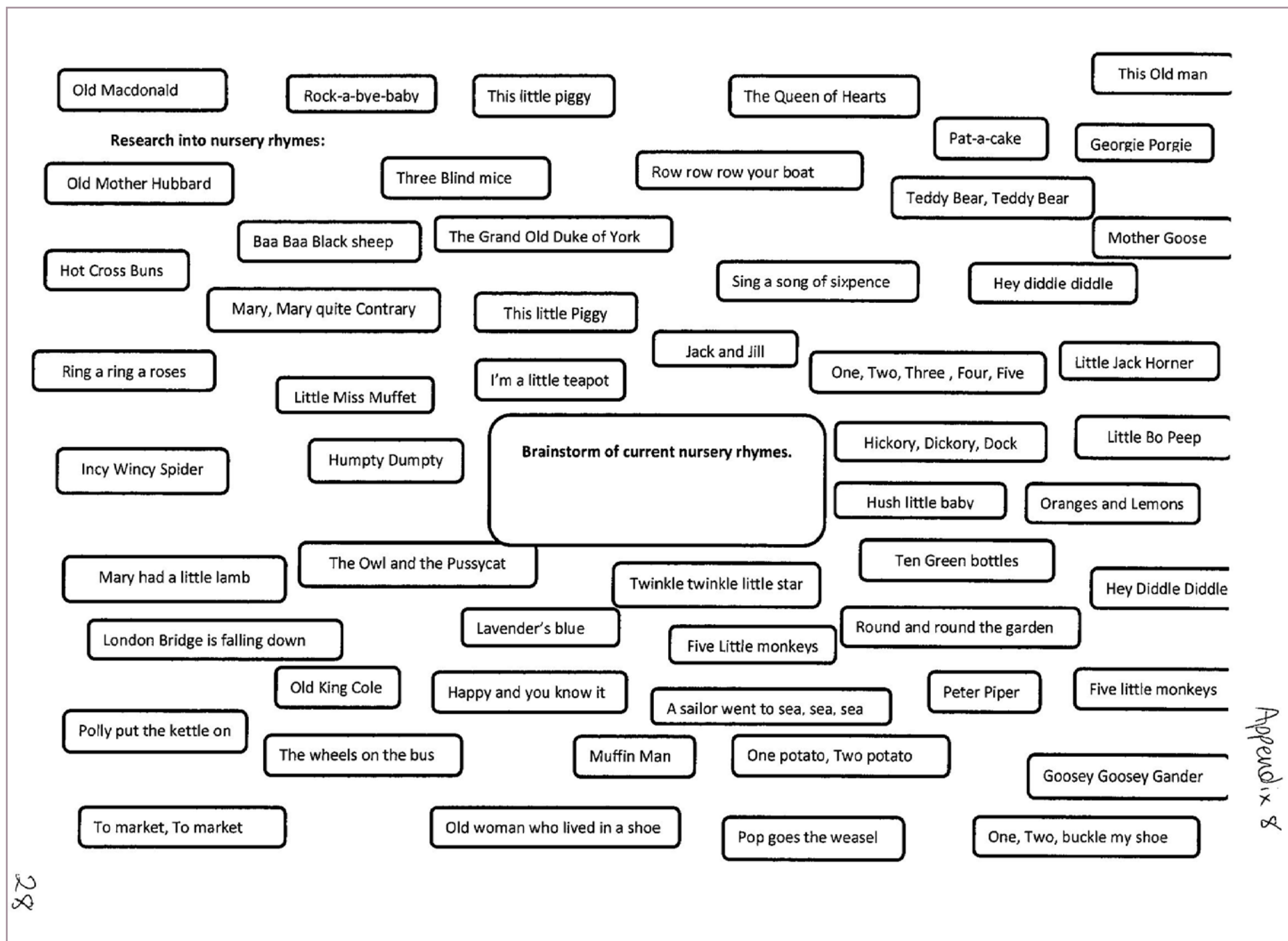
Images removed for copyright purposes

Blinking-Eyelids in	Sad/scared-	Mouth turned	Joyous-tilts head	Searching-Mouth in an
two halves with mouth	down, big eyes and leaning	back, open mouth	back, open mouth	"o" shape along
closed	back.	Smile.		with that.

I then watched Shaun the Sheep to show how to create a walking movement: (Kids HD, 2013)

Images removed for copyright purposes

This shows how to create walking in stopmotion. First place one foot slightly behind the other with the heel lifted, but toes touching the floor. Then lift that foot completely off the floor. Move the foot slightly in front of the other foot still in the air. Finally place the foot down and then repeat using the other foot to give a walking animation.



Appendix 8

Analysis of nursery rhymes:

1. The Owl and the pussycat (Author: Edward Lear)

The Owl and the Pussycat went to sea
 In a beautiful pea-green boat,
 They took some honey, and plenty of money,
 Wrapped up in a five pound note.
 The Owl looked up to the stars above,
 And sang to a small guitar,
 "O lovely Pussy! O Pussy, my love,
 What a beautiful Pussy you are, you are, you are,
 What a beautiful Pussy you are."

Pussy said to the Owl "You elegant fowl,
 How charmingly sweet you sing.
 O let us be married, too long we have tarried;
 But what shall we do for a ring?"
 They sailed away, for a year and a day,
 To the land where the Bong-tree grows,
 And there in a wood a Piggy-wig stood
 With a ring at the end of his nose, his nose, his nose,
 With a ring at the end of his nose.

"Dear Pig, are you willing to sell for one shilling your ring?"
 Said the Piggy, "I will"
 So they took it away, and were married next day
 By the Turkey who lives on the hill.
 They dined on mince, and slices of quince,
 Which they ate with a runcible spoon.
 And hand in hand, on the edge of the sand,
 They danced by the light of the moon, the moon, the moon,
 They danced by the light of the moon.

▪In the first verse the rhyming structure is ABABCDCEE.

▪In the second and third verses the rhyming structure is ABCBDEFEE.

▪The last line of each verse is a repetition of the second last line with just a four less syllables

The syllables of each line are as follows: 10, 8, 11, 7, 9, 7, 10, 13, 9 – 11, 7, 12, 8, 11, 8, 10, 13, 9 – 14, 6, 12, 9, 9, 9, 10, 12, 8

This nursery is good because it flows well and fits to a simple melody. It has quite a simple rhyming structure and is very well known.

However this rhyme has quite a sporadic pattern of syllables which would be quite difficult to base my rhyme on.

Appendix 9

Fish Alive (Original Author is unknown):

One, two, three, four, **five**.
 Once I caught a fish **alive**,
 Six, seven, eight, nine, **ten**,
 Then I let it go **again**.
 Why did you let it **go**?
 Because it bit my finger **so**.
 Which finger did it **bite**?
 This little finger on the **right**.

This nursery rhyme has a simple AABCCDD rhyming structure.

The syllables are as follows: 5,7,6,7,6,8,6,8.

This rhyme is often used to teach children counting and is a useful tool to teach this in a fun, interactive way.

It is shorter than my nursery rhyme will be, but I like the idea of the nursery rhyme teaching something (in this case numbers).

Three Blind Mice (Original Author Unknown)

Three blind mice. Three blind mice.
See how they run. See how they run.
 They all ran after the farmer's **wife**
 Who cut off their tails with a carving **knife**
 Did you ever see such a sight in your **life**
 As three blind **mice**?

This nursery rhyme has a rhyming structure of ABCCCA.

The syllables are 6,8,9,10,11,4.

The first line repeats the first three words, as does the second. This is done to add emphasis and is supposed to create a sense of surprise with the listener as three blind mice is an unusual sighting.

From this nursery rhyme I would like to incorporate the idea of adding emphasis through repetition of certain words.

So from my analysis of these three nursery rhymes and my survey results I am going to use a rhyming structure of AABB. None of these rhymes have specific syllable patterns, so I am not going to use one. I would however like my nursery rhyme to teach a moral, similar to "One, Two, Three, Four, Five..." teaching counting.

Appendix 11

Research into Morals:

This is a small selection of Aesop's fables and the morals in them. This extract of a table was taken from (Aesop, 2007):

The Ant and the Chrysalis	.Appearances are deceptive
The Ass and His Masters	.He that finds discontentment in one place is not likely to find happiness in another
The Bear and the Two Travelers	.Misfortune tests the sincerity of friends
The Boy and the Filberts	.Do not attempt too much at once
The Boys and the Frogs	.-One man's pleasure may be another's pain-
The Boy and the Nettles	.Whatever you do, do with all your might
The Crow and the Pitcher	.Little by little does the trick
The Eagle and the Fox	.Do unto others as you would have them do unto you
The Four Oxen and the Lion	.United we stand, divided we fall
The Hunter and the Woodman	.The hero is brave in deeds as well as words
The Jay and the Peacock	.It is not only fine feathers that make fine birds
The Kid and the Wolf	.If you must revile your neighbour, Make certain first that he cannot reach you
The Kings Son and the Painted Lion	.We had better bear our troubles bravely than try to escape them
Mercury and the Woodman	.Honesty is the best policy
The Old Woman and the Physician	.He who plays a trick must be prepared to take a joke
The Old Woman and the Wine Jar	.The memory of a good deed lives
The Oxen and the Axle Trees	.Those who suffer most cry out the least
The Seagull and the Kite	.Every man should be content to mind his own business
The Shipwrecked Impostor	.A liar deceives no one but himself
The Vixen and the Lioness	.Quality is better than quantity

These morals are all quite complicated and use language that would be difficult for young children to understand. Therefore I am going to make my moral more understandable. I am going to base my moral on this one "He that finds discontentment in one place is not likely to find happiness in another" (Aesop, 2007), but I am going to simplify it to "Be satisfied with what you have". This allows children to understand the moral as it does not use as challenging language as the morals in Aesop's fables, but retains the meaning that in order to be happy you first need to recognise what you have and then be satisfied that you have what you do.

Appendix 12

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Available at: <http://www.mediacollege.com/video/special-effects/green-screen/material.html>

[Accessed 12 April 2014].

Comparing and Contrasting Sources:

Source	How it connects to other sources	How it is different/contradicted by other sources	How it extended my knowledge
Hogan, M., 2008. <i>Stop Motion Basics</i> . [Online] Available at: http://www.stopmotioncentral.com/articles-7.html [Accessed 12 April 2014].	The information in this source backs up what is said in the book "Cracking Animations" and on "Animate it", which both agree with it in that between 12-15 still frames need to be taken at the beginning and end of each scene/clip in order to set and end the scene. Also these 3 sources all advocate the importance of having a storyboard to show a simple plan of what each clip will include.	"Cracking Animation" does challenge this source on the recommended frame rate overall, as it suggests 24fps, whereas in this source the suggested frame rate is 15fps. However as frame rates vary depending on purpose, "Cracking Animations" frame rate would be correct if a professional company was making the animation, but for animations made at home, the frame rate in this source seems slightly more realistic, as well as being aimed at people who are just starting to learn to animate.	From this source I have learnt more about the effects of different frame rates, and how to capture pauses between movements and make the overall animation look more realistic.
Digital Anarchy, 2014. <i>Chroma Key Studio</i> . [Online] Available at: http://www.digitalanarchy.com/demos/chroma_screen.html [Accessed 12 April 2014].	This source agrees with some of the information provided in the "I can Animate 2" manual in that you can use cardboard as a material for a green screen.	This source is challenged by "Cracking animations" which suggests that green should be used for a green screen and that other colours would not work as well, whereas this source seemed to suggest that any colour would be suitable. This source is more up to date though, so is likely to be more up to date on new types of software and hence more reliable.	This source extended my knowledge on green screening and what materials and colours could be used as an effective green screen, as I previously knew nothing about green screening.
iKit Movie, 2013. <i>What is the best clay to use for Claymation movies stop motion animation?</i> . [Online] Available at: http://www.ikitmovie.com/173/best-clay-to-use-for-	The information in this source connects with the information I found on the "U.S Geological survey" which backed up the information provided about clays properties.	This source was not challenged by any of my other sources.	I previously had very little knowledge of what materials would be best to use to cover the armatures with, and this gave me a lot of detailed knowledge about the pros and cons of each material and

Comparing and Contrasting Sources:

claymation-animation.htm [Accessed 1 March 2014].			from this I could make an informed decision as to what material I will use for my armatures.
Meridian Entertainment, 2004. <i>Clay</i> . [Online] Available at: http://www.clayanimator.com/english/clays.html [Accessed 1 March 2014].	This source was backed up by both iKit and Us Geological survey in the information provided about the properties of clays.	There was no challenge to the other sources to this source.	This source also gave more information about what is in different types of clay and why these things were used and what makes them useful in the clays. It also gave information on plasticines such as Van Aken which was not on the other websites I looked at.
Wavelength Media, 2014. <i>Green Screen Material</i> . [Online] Available at: http://www.mediacollege.com/video/special-effects/green-screen/material.html [Accessed 12 April 2014].	This source connects with the information I found on Digital Anarchy and I can Animate 2 in that it agrees with the types of materials you can use for green screening.	There was no contradiction from other sources.	This source extended my knowledge in that it gave more detailed pros and cons as to which material to use for green screening, which helped me decide which material to use.
Sibley, P., 1998. <i>Cracking Animation</i> . London: Thames and Hudson.	This source gave very similar information as "I can Animate 2" and "Animate it" as they are all produced or endorsed by Aardman Animation company. The ways of animating and the processes involved were very similar, as were the tips and tricks provided.	Some of the techniques given in this book were slightly different to those in Animate it, but this is expected as it is an older source than Animate it and hence is not fully up to date on new techniques e.g new ways of editing the frames.	This source was helpful as it gave a visual aid to the sequences of frames which was invaluable to refer to whilst making the animation.

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Evaluation of Sources:

Source:	Description of source:	What I wanted to find out:	What I've learnt from the source:	Reliability of the source:	Cross referencing with other sources:	What I need to do/ find out next:
Aardman Animations limited, 2014, Animate-it [online] Available at: http://www.animate-it.com/ URL [Accessed: 5 February 2014]	This source is a website which gives simple and easy to understand instructions of how to make an animation. It is made by Aardman animations and provides information on how to get started with making an animation.	The software I will need in order to put together each frame of the animation and also how to green screen, and the technique known as onion skinning.	I have learnt that there is a useful package of software created by Aardman called "Animate-it" which I can download which provides most of the needed software. Also there are two useful videos on there which explained how to green screen and onion skinning and how to prevent a crackly animation in order that it flows well.	This source seems very reliable as it is endorsed by Aardman animation studios which is a well known legitimate producer of animations such as the likes of Wallace and Gromit and Shaun the Sheep. It is also up to date having been last edited in 2014	This source agrees with the information provided in the book Cracking Animations by Sibley. Moreover the information also seems to agree with the types of material used to make armatures found in the video I have referenced by AnimateClay. However it does seem to infer that green screens should be green which disagrees with the information I found from Wavelength media which suggests that a green screen doesn't actually have to be green to work.	This has given me the information I was hoping to find out, so now I need to go on to find out about how to create an armature and what materials are the best to use.
Lord, P., Sibley, B., 2010, Cracking Animation, London: Thames & Hudson	This is a book that goes with source 1 but gives further detail on the more complicated parts of animation, and how to make the armatures needed. It also shows many useful strips of animation frame by frame.	More detail on the actual process of animation and the most effective way to take frames and put them together as well as how many frames per second I will need to take in order to make the animation smooth and flowing.	The source is not specific on which frame rate to use, but it does suggest to use 24 fps. I did learn the sort of movements to use in animation. Each photo must only be slightly different from the last or else it is not a smooth animation, and the photos in this book were particularly helpful in showing the positions needed for each movement in frames e.g for talking the mouth	This is a reliable as it is endorsed by Aardman Animation studios. However it is slightly less up to date than other sources I have used, so as new animation technology is constantly being developed then the information about software is probably not the	The information I have found from this source is backed up by the information from Animate-it and the information from Kudlian Software. The frame rate per second given is backed up by the frame rate quoted in the article by Hogan.	I can use this information to practice animating at 24fps and see how effective it looks. I also need to do some research into armature materials and green screening.

Appendix 14

Evaluation of Sources:

			movement was shown step by step.	most reliable.		
Digital Anarchy, 2014. <i>Chroma Key Studio</i> . [Online] Available at: http://www.digitalanarchy.com/demos/chroma_screen.html [Accessed 12 April 2014].	This is a site that sells media related software, and also gives tips on green screening and other media related subjects.	? I was hoping to find out what material I should use as a green screen and how to green screen effectively, as well as what colour material I should use for green screening.	This source was extremely helpful. It gave me three choices of green screen material I could use, as well as stating that any colour could be used, and giving the pro's and con's of possible colours to use for green screening. It was not as helpful in saying how to green screen though.	This source seems up to date, but is less reliable than the first two sources I evaluated as it is not endorsed by an animation company. Also as it sells media products it is likely to be slightly biased in order to persuade people to buy the software it sells.	This source slightly disagrees with <i>Cracking Animations</i> , as it suggests any colour can be used to green screen to whereas the book suggests green must be used. However I have tested this and red seems to work fine for green screening so therefore as this site is more up to date than the book it was also more accurate.	This has provided me with sufficient information as to what to use for green screening. I need to find out how to actually green screen now.
Hogan, M., 2008. <i>Stop Motion Basics</i> . [Online] Available at: http://www.stopmotioncentral.com/articles-7.html [Accessed 12 April 2014].	This source is an article written by Mark Hogan. It gives the basics on animation.	I wanted to find out a bit more information about the effects of different frame rates. I also wanted to find out a bit about the use of storyboards.	This source gave more detail about the pro's and con's of different frame rates. It also suggested to use between 15-24 fps. It also mentioned why people use story boards and what they show which was helpful.	This source was slightly outdated having been written in 2008, however it did reference some reliable company's e.g Kudlian and hence seems to know what it is talking about.	The frame rate given matches that given by Aardman.	After reading this I have decided I next will make a storyboard and visit the Bradford Animation Gallery in order to see some real storyboards used for animations.
Meridian Entertainment, 2004. <i>Clay</i> . [Online] Available at:	This is a website designed to teach people how to animate and to	I wanted to find out about materials used for animation and the differences between them.	I found out about a few of the possible materials (clays) I could use, but it didn't cover as broad a range as I would have liked.	This source is less reliable than other websites I have used as it is not particularly well	This source agrees with some of the pros and cons I found about clay with the U.S Geological Survey.	I need to do some more research on types of clay/plasticines I

Evaluation of Sources:

http://www.clayanimator.com/english/clays.html [Accessed 1 March 2014].	encourage people to learn. It looks as though it has been made by a graphics enthusiast as it has a lot going on on each page.			laid out, so is hard to find references and specifics. Also the actual person who made the website is not identified, it only briefly refers to a company. However after further research the information provided does all seem accurate.		could use and find out their pros and cons.
Kudlian Software, 2013. I can Animate 2. In: Bristol: Kudlian, pp. 81-82.	This is an manual that comes with the software I am going to use to create my animation. It contains a lot of detail about how to use the software and was extremely useful.	I wanted to learn about how to use the software as well as materials, sets and lighting.	This gave me a lot of information and told me about everything I had hoped it would in perhaps more detail than necessary.	This source is very reliable as it is endorsed by the software I am using and is up to date and very relevant.	The information provided in this source agrees with the information given in Cracking Animations, Animate-it, Hogan's article and clayanimator.	I think I know have sufficient information to begin the making of the animation.

Appendix 15

Primary Research:

I couldn't decide what animals to have as my two main characters in the nursery rhyme, as well as what rhyming structure would be most appropriate and whether people wanted a nursery rhyme to have a moral. In order to decide this I decided to do some primary research and to make a survey to see what people wanted.

This is my survey:

EP survey- animated nursery rhyme

+ Add Page Title

1. Rank these animals according to which you would prefer to see in an animated nursery rhyme (1 being the first preference).

☐ Hippo

☐ Elephant

☐ Giraffe

☐ Lion

☐ Monkey

☐ Parrot

2. Would you want a nursery rhyme to have a moral to it?

☐ Yes

☐ No

☐ I don't mind

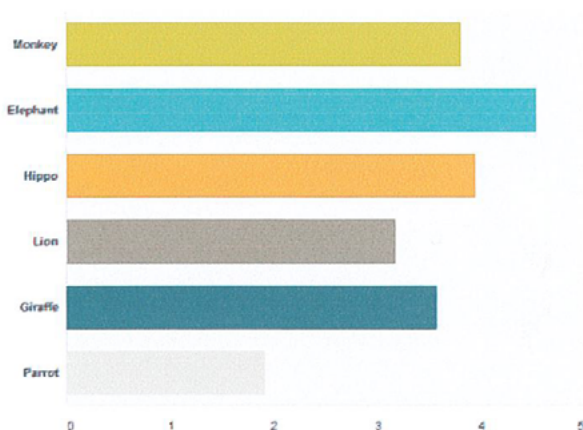
3. Which rhyming structure do you prefer for a nursery rhyme?

☐ ABAB

☐ AABB

☐ ABBA

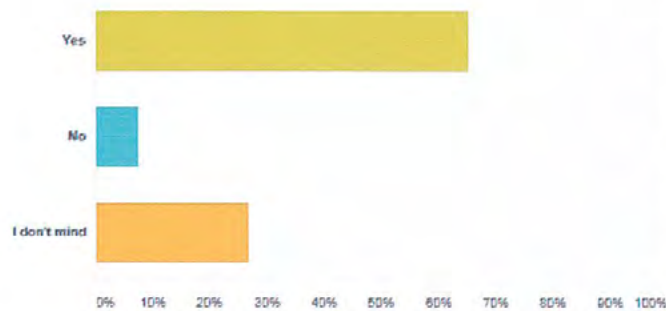
I sent it out and made it an open survey so that anyone could answer it. My results were as follows:

Question 1:

My survey showed an Elephant to be most popular with an average rank of 4.54, closely followed by Hippo at 3.96 and then monkey with 3.81. From this I have decided that as elephant was the most popular I will have an elephant as the main character. As the other main character I am going to have a monkey. This is because although it was only third most popular, I feel a Hippo (which was more popular than the monkey) is too similar to the elephant and as the nursery rhyme is aimed at a young audience this may confuse them so I have decided a Hippo is not a good character to use with an elephant.

	1	2	3	4	5	6	Total	Average Ranking
Monkey	11.54% 3	26.92% 7	26.92% 7	7.69% 2	19.23% 5	7.69% 2	26	3.81
Elephant	38.46% 10	15.38% 4	23.08% 6	15.38% 4	0.00% 0	7.69% 2	26	4.54
Hippo	15.38% 4	23.08% 6	19.23% 5	30.77% 8	7.69% 2	3.85% 1	26	3.66
Lion	19.23% 5	3.85% 1	3.85% 1	30.77% 8	34.62% 9	7.69% 2	26	3.19
Giraffe	11.54% 3	23.08% 6	19.23% 5	11.54% 3	26.92% 7	7.69% 2	26	3.58
Parrot	3.85% 1	7.69% 2	7.69% 2	3.85% 1	11.54% 3	65.38% 17	26	1.92

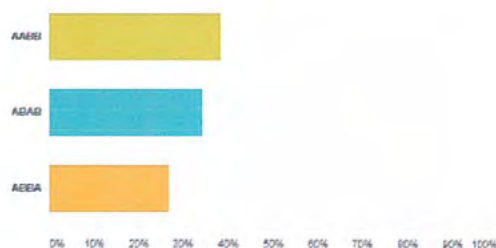
Question 2:



From my research I decided that my nursery rhyme will have a moral to it because 73.08% of people would either prefer it to have a moral or didn't mind. Only 26.92% of people surveyed answered no so therefore mine will have a moral.

Answer Choices	Responses	
Yes	65.38%	17
No	7.69%	2
I don't mind	26.92%	7
Total		26

Question 3:



Answer Choices	Responses	
AABB	38.46%	10
ABAB	34.62%	9
ABBA	26.92%	7
Total		26

Question 3 had all three answers with quite similar percentages. The answer taking the top spot was AABB, with a percentage of 38.46%, closely followed by ABAB with a percentage of 34.62%. ABBA was the least popular with a percentage of 26.92%. From this I have decided to mainly use the rhyming structure of AABB as this was the most popular.

Appendix 1b

Interview Questions: (I originally asked the Wonky Film Company to answer these questions, but I didn't get a response from them, so instead I found out the answers on my trip to the Bradford Animation Gallery in the National Media Museum.)

1. How many photos/frames per second is it best to use to create a smooth animation?
24fps is the most often used
2. How do shadows affect green screening?
Shadows prevent the chroma key from covering the shadow, so you have to make the tolerance lower, and this can result in unsmooth edges to the armature.
3. How can you minimise the effect of shadows?
Try to get rid of shadows using the lighting to cover all of the screen.
4. What programme/technology do you use for green screening?
This is a question specific to companies and so I couldn't find the answer at the animation museum.
5. What sort of camera is best to use?
As long as you use a HD camera then most are sufficient.
6. Do you change camera angles- If yes how do you change them whilst keeping the animation smooth?
In general professional animators have more than one camera they can switch between to change the camera angles to keep the transitions smooth.
7. Do you use scenery?
Most animators do create the scenery.
8. How long is the average animation?
This is very varied as you get adverts of about 30 seconds to full length films.
9. What's the most popular character/animal used in your animations?
From the animation gallery Wallace and Gromit seemed to be shown as the most prominent and popular animation there.

Appendix 17

Specification for my artefact:

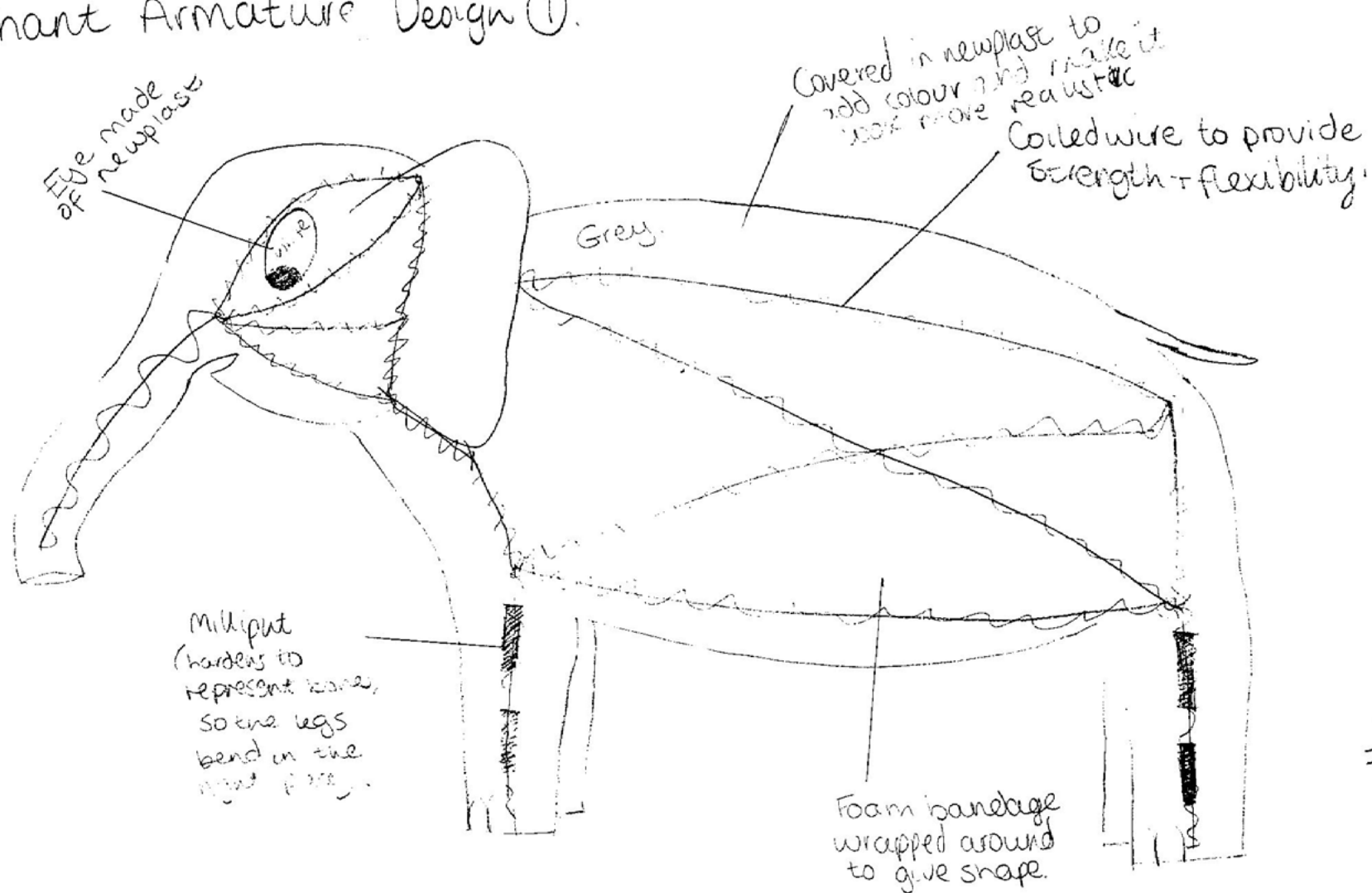
1. It must teach a moral.
2. It will be aimed at children and the music will consist of an original nursery rhyme.
3. The animation will be between 1 to 2 minutes long.
4. There should be one or two main characters (armatures) used.
5. It will either have a set or will use green screening to add an appropriate background.
6. The armatures should be about 15cm in height.
7. There will be some form of backing music.

Review of whether I stuck to my specification:

1. It did have a moral which was "to be satisfied with what you have."
2. I wrote the nursery rhyme, so it was original. It was simple and easy to understand so was aimed at children.
3. The animation was 1.38 minutes so was between 1-2 minutes.
4. There are two main characters (an elephant and a monkey).
5. I used green screening for a background of trees which was appropriate.
6. The monkey was 18cm in height and the elephant was 13cm in height, so only slightly above/below 15cm.
7. I played the xylophone to be backing music to the nursery rhyme.

So I did stick to my specification. The only one I slightly differed on was the heights of the armatures, but this was only slightly different to what I had put in my presentation.

Elephant Armature Design ①.

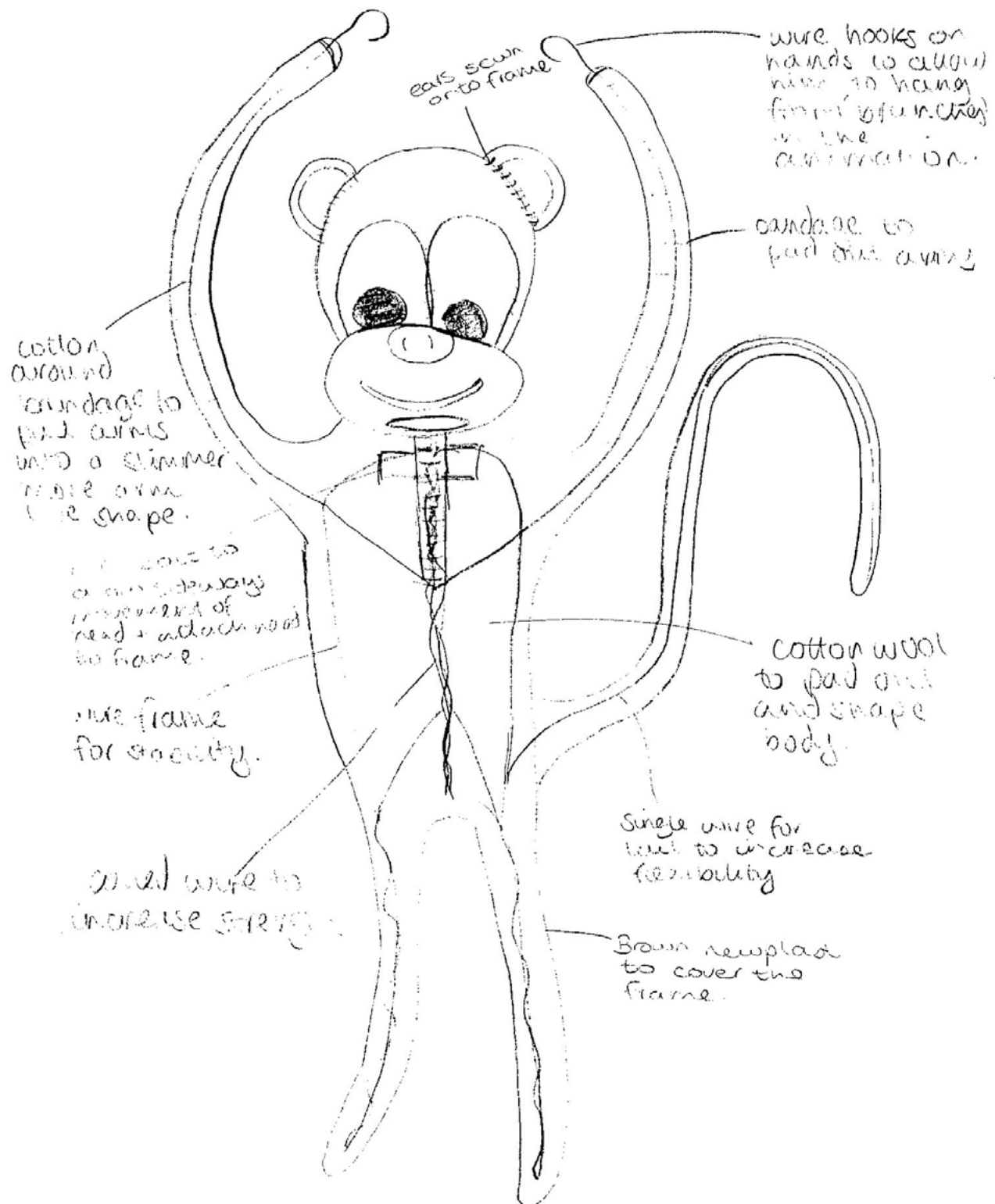


Appendix 18

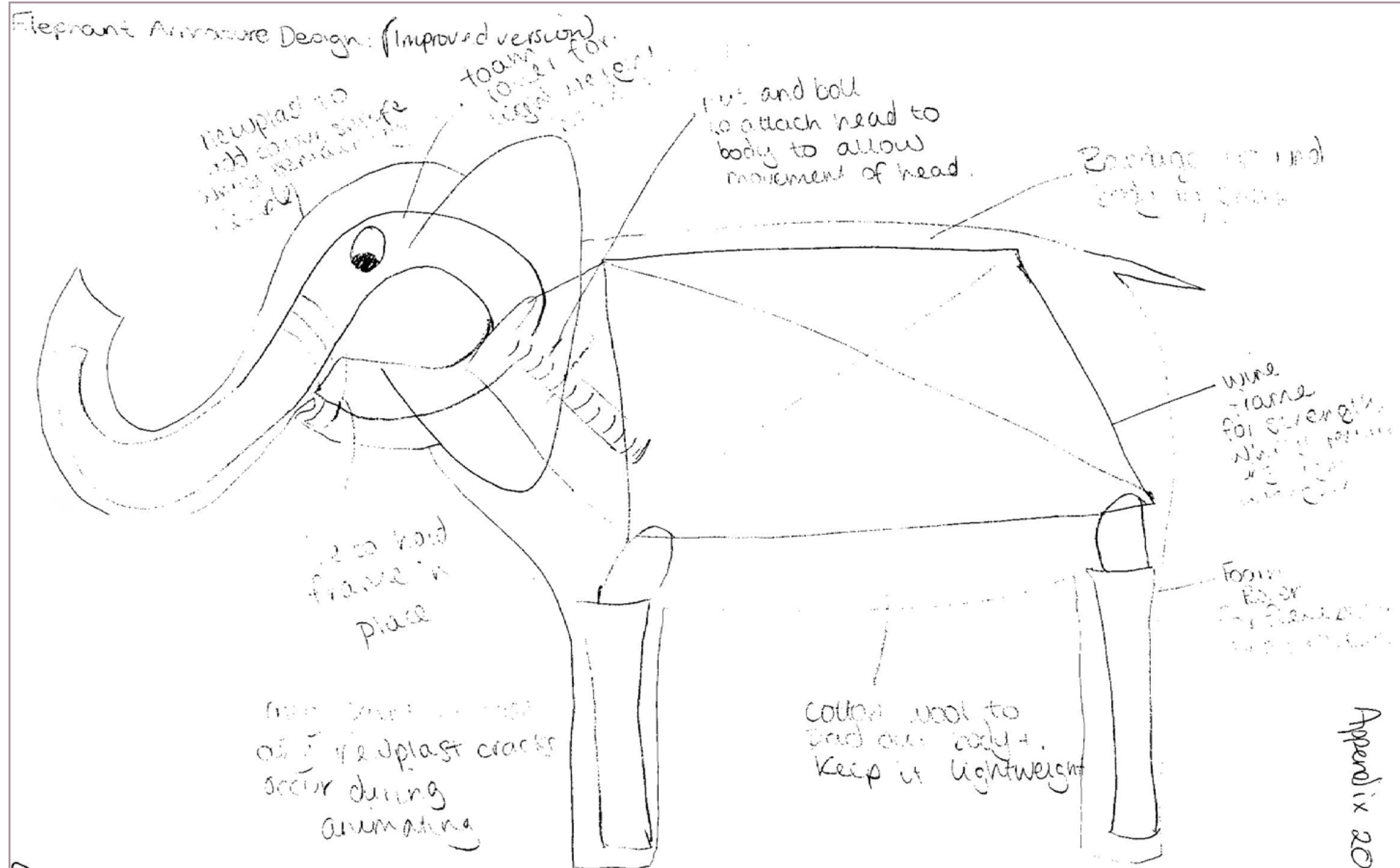
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Monkey Animatic Design:

Appendix 19



Elephant Animature Design: (Improved version)



Appendix 20

Appendix 21

Mid-Project Review

What I have done so far:

So far I have completed some research into my project (mainly secondary although I have started work on some primary research too) which has then allowed me to start designing the armatures to be in my animation.

Strengths and weaknesses of my planning, organisation and time management:

Strengths: I have been organised and have stuck to my time plan for the most part thus far.

Weaknesses: I hadn't factored in quite as much revision time for my exams as I should have, so I am slightly behind on the writing of the nursery rhyme.

How I overcame difficulties:

Initially when I was looking for sources to use, it was hard to choose which I would use as there were a lot available. However to overcome this I cross referenced sources in order to pick out and use the most reliable ones.


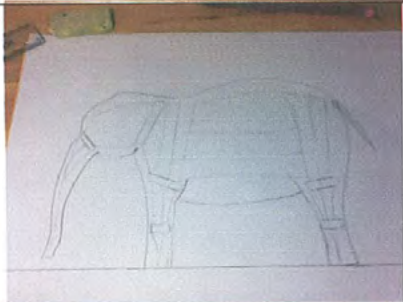


What I still need to do and how I will ensure it is completed on time:






I still have quite a lot to do on my project, including making the armatures, writing and recording the nursery rhyme and then putting the animation to it. The actual animating will need to be done within the space of a week or so. This is because the set needs to be the same because any slight movement of it will result in jolted animation. I will use one of the weeks in the summer holidays to complete the photography part of my project. I will then have to put together the photos into an animation. I will plan my time so that I have enough time to do this over summer. In order to ensure I do this over summer I will make a more detailed summer time plan.


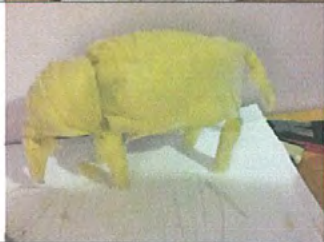



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Appendix 22

Process of making the elephant (1):

Photo	What I did
	To start with I drew a sketch of the outline of an elephant of the same size as the overall intended size of the armature.
	I then drew in roughly where the wires would sit in the armature so that I had a plan to work from.
	I used the wire to make a flat model of the shape of the elephants body to scale.
	I made the body into a 3D shape by adding a parallel set of wire which joined the other wire at the trunk and the tail.

	<p>I twizzled the wire up on the legs to give it more strength to avoid it breaking during animation as it will be being bent and moved a lot during animation.</p>
	<p>I added epoxy putty where the main bones would be to ensure solidarity, leaving gaps for the joints. I then left this to dry for a couple of hours.</p>
	<p>I began to wrap the body in bandage to bring out the shape of the elephant's body.</p>
	<p>I added smaller padded bandage to the sides to get a more elephant like shape.</p>
	<p>I bandaged the head to pad it out.</p>

	I then went on to bandage the front legs and tail.
	I finally bandaged the back legs, so that I had a fully formed elephant shape.
	I rolled out a sheet of newplast and applied it to the elephant.
	I continued to cover the elephant in newplast.
	I finished covering the elephant but a few uneven, cracked lumps showed.






	<p>I covered the elephant in Vaseline as this smoothed out all the unevenness and lumps and got rid of any creases</p>
	<p>I made eyes and toes out of white and black plasticine and added them to the elephant.</p>
	<p>I added tusks made out of white plasticine to the elephant and it was complete.</p>

As this was my first attempt at making an armature there were a few things I noticed on which I could improve. These included the weight of the elephant-it needed to be lighter, as well as making the neck, and trunk more easily manoeuvrable. Hence I decided to make a second improved armature of the elephant, which incorporated the good parts of this first practice one along with a few new improved features. These are outlined in the document entitled "My second (much more successful) attempt at making an Elephant armature:"

Appendix 23

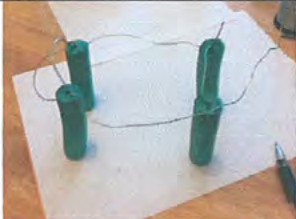





Process of making the monkey armature:

Photo of step:	What I did:	Problems I overcame:
	First I made a wire outline of the shape I wanted the monkey to be in the correct proportions.	To ensure the armature was not too weak I doubled up the wire on the limbs so that it wouldn't snap.
	I then went on to make the head using cotton wool, bandage and wire.	I used cotton wool in order to keep the head light so it wouldn't weigh down the body.
	I sewed on the ears and added a screw to act as the monkey's neck.	I used a screw for the neck so that the head could turn on the body and for ease of attachment to the body.
	I then went on to pad out the body to make it 3D using cotton wool and bandage.	This worked well.
	I then wrapped bandage around each limb to make them more of a limb shape.	The limbs became too bulky so I wrapped cotton round each to tighten the bandage and hold it in place, which made the limbs more limb shaped.
	I began to add the Newplast to the monkey.	It was hard to get the Newplast into a thin layer, but with some time and patience I managed.





		I continued adding Newplast, using a mini rolling pin to smooth it down, getting rid of cracks and bumps in the Newplast.	Some of the trickier dents in the Newplast would not come out easily so I used Vaseline to smooth them over.
		I then used a lighter shade of brown to add definition to the face.	This worked well.
		I added the eyes made from Newplast.	This worked well.
		I then added a mouth	The mouth was a pinky red colour and when I went to animate it interfered with the green screen (which was actually red), so to overcome this the step below was taken.
		I removed the previous mouth and replaced it with a more prominent nose and mouth.	This worked well.

Appendix 24

My second (much more successful) attempt at making an Elephant armature:

Photo:	What I did:
	I created a wire frame, and I used foam rollers for the legs as they are more flexible than just wire and do not break as easily.
	I added more wire to make the frame the correct shape for the elephant's body.
	I used cotton wool to stuff the elephant. This gave a more sturdy body to the elephant compared to the previous armature that did not use cotton wool.
	I did a thin layer of bandage around the body to shape it and secure the cotton wool in place.
	For the head I needed it to be a lot lighter than the previous one, so I used foam roller and a small piece of wire as this was a lot lighter weight.
	I used bandage to shape the head without weighing it down.

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	<p>I attached a screw to be the elephant's neck. So that when put in the bolt on the body I could still move the head from side to side (as in the previous armature it tended to fall off instead of moving, but in this one it moved with ease).</p>
	<p>I painted the armature grey so that if when moving the armature whilst photographing for the stopmotion the Newplast was to crack, then it wouldn't show up a different colour on the animation.</p>
	<p>I then added ears and eyes to the elephant and covered it in a thin layer of grey Newplast.</p>
	<p>Finally I added the mouth and the elephant was complete.</p>

This armature was a lot better than my first attempt as it was a lot easier to move, as well as being light enough not to fall over. Moreover the Newplast was smoother and the trunk was more proportioned. Also painting the underneath grey was another improvement to ensure no other colours showed up on the elephant in the animation.

My Nursery Rhyme:

The rhyming structure I have used is
AAABBCDD

The syllable structure is
9,12,13,12,13,11,12,11,13

The aim of this nursery rhyme is to teach children to be happy with what they have and not complain about the things that make them who they are. It's basically saying be happy with all you have.

Elephant and Monkey

A world famous elephant once **said**

I wish my ears wouldn't flap when I move my
head

And my nose is too long it doesn't fit in my
bed

There's nothing wrong with your looks the
monkey **replied**

Without your nose and ears you'd be a hippo
he **cried**

The elephant unmoved trumpeted **aloud**

If you had my nose and ears you'd avoid a
crowd

The monkey chuckled you're a fool to be **vain**

Be satisfied with what you have and enjoy
your **fame!**

Appendix 25

Nursery rhyme

Appendix 26

Piano

A world fam - ous el - e - phant once said. I wish my

Pno.

ears woul - dnt flap when I move my head. And my trunk is so long

Pno.

it won't fit in my bed. There's no - thing wrong with your

Pno.

looks a mon - key re - plied. With out your nose and your ears you'd

SS

14

Pno.

be a hip-po he cried. The el - e - phant un - moved trum-pet - ed al - oud.

17

Pno.

If you had my nose and my ears you'd a - void a crowd. The mon - key

20

Pno.

chu - ckled you're a fool to be vain. Be sat - is - fied

22

Pno.

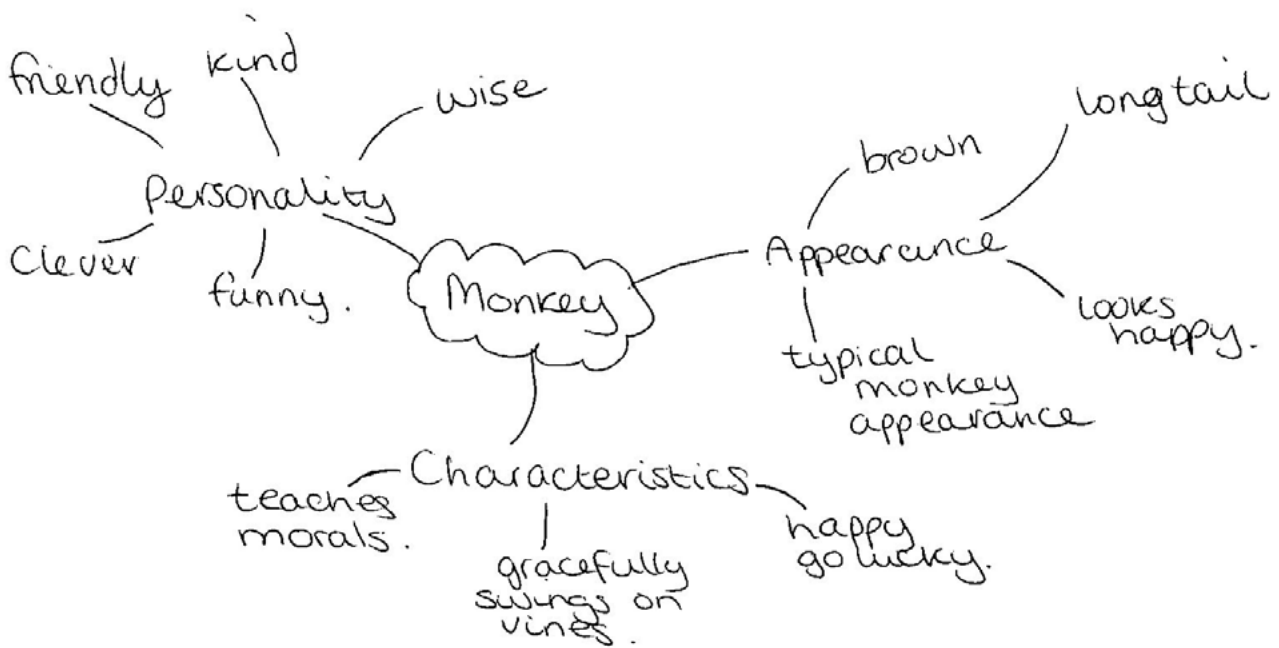
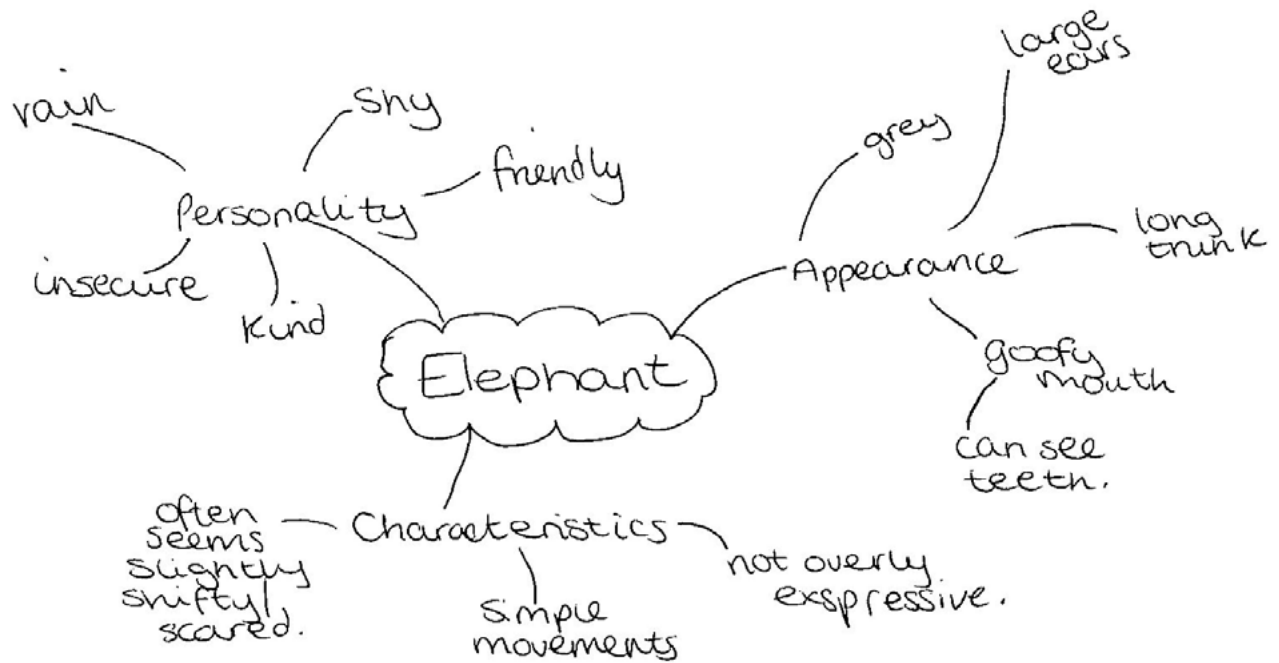
with what you have and en-joy you're fame.

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Pno.

Character sheet:

Appendix 27



Appendix 28

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Storyboard 1

Name: _____

Date: _____

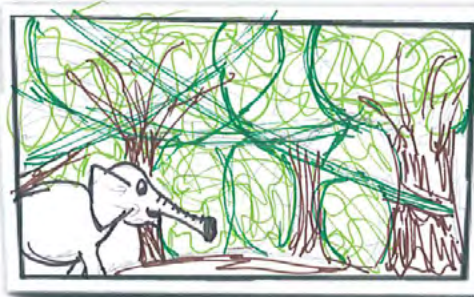
Title: Elephant and monkey
Nursery rhyme.Scene/Clip: 1 - 4

Directors Notes

Drawings/Pictures

Sounds and effects

Elephant's ears flap back and forth. Then elephant head moves side to side whilst ears flap.



Nursery rhyme lyrics:
"A world famous elephant
once said, I wish my
ears wouldn't flap
when I move
my head."

Duration: 12 seconds

Elephant head moves to face forward, then trunk curls up and sprays water.



Nursery rhyme lyric:
"And my trunk is
so long it won't
fit in my bed."

Duration: 4 seconds

Camera pans around off the elephant and onto the monkey.



Bar of background music as the camera pans.

Duration: 2 seconds

Monkey's mouth moves as though it is talking.



Nursery rhyme lyric:
"There's nothing
wrong with your
looks a monkey
replied"

I CAN ANIMATE 2

Duration: 10 seconds

Inspire, Create, Animate™

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Storyboard 2 continued.

Name: _____

Date: _____

Title: _____

Scene/Clip: 5-8

Directors Notes

Drawings/Pictures

Sounds and effects

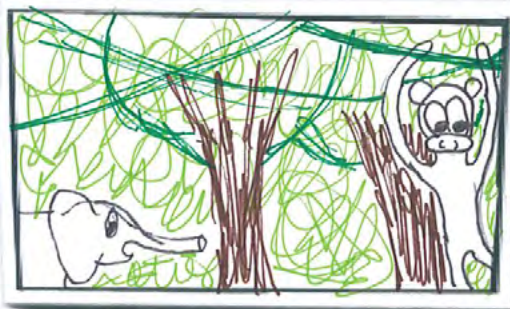
Tears fall down the monkey's face.
A thought bubble with a photo of a hippo pops up.



Nursery rhyme lyric:
"Without your nose and
your ears you'd be
a hippo he cried".

Duration: 5 seconds

Camera pans
off the monkey
and onto the
elephant.



Bar of background
music as
camera pans.

Duration: 2 seconds

Elephant's trunk
trumpets
forward.



Nursery rhyme lyric:
"The elephant
unmoved trumpeted
aboard".

Duration: 4 seconds

Elephant hides
behind foliage.
Eyes move back
and forth looking
shifty/scared.



Nursery rhyme lyric:
"If you had my
nose and my ears
you'd avoid a
crowd".

I CAN ANIMATE 2

Duration: 4 seconds

Inspire, Create, Animate™

Storyboard 3 continued.

Name: _____

Date: _____

Title: _____

Scene/Clip: 9-11

Directors Notes

Drawings/Pictures

Sounds and effects

Camera pans off the elephant and onto the monkey.



Bar of background music as camera pans.

Duration: 2 seconds

Monkey holding a banana - peels and eats it. Throws banana skin which lands on elephant's head. Elephant shrugs off the banana skin.



Nursery rhyme lyric: "The monkey chuckled you're a fool to be vain."

Duration: 6 seconds

Monkey drops down from his vine and hugs the elephant. They both blink a few times.



Nursery rhyme lyric: "Be satisfied with what you have, and enjoy your fame."

Duration: 5 seconds

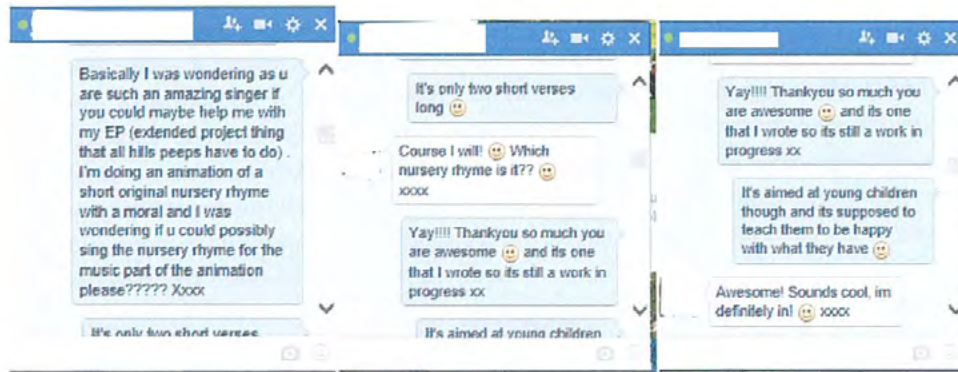
Dope Sheet

Page 87

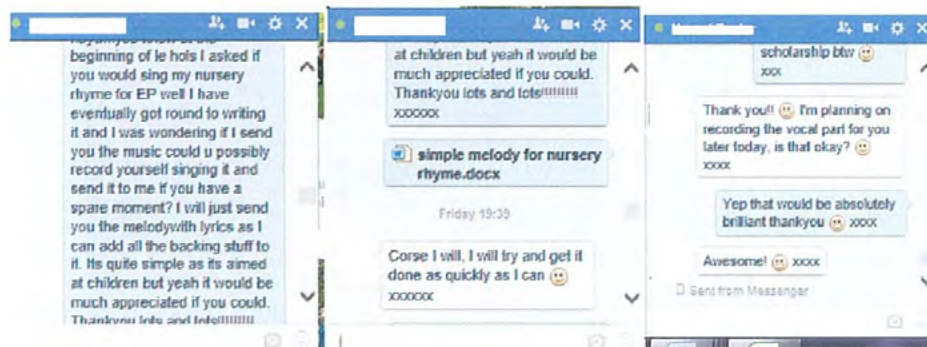
Frame Number	Time increment (no. of) Min:Sec:Frame	Action/Comment	Sound/ Resource
1	0:10:133	Elephant ear flap	Each corresponding line of the nursery rhyme plays in the background as shown on the storyboard.
2	0:12:57	Elephant trunk sprays water	
3	0:16:51	Elephant head turns	
4	0:18:15	camera pans	
5	0:28:104	monkey mouth moves	
6	0:33:59	monkey cne- hippo pops up.	
7	0:39:66	elephant's trunk trumpet+hides.	
8	0:43:66	11	
9	0:51:139	monkey eats banana	
10	0:56:106	Elephant and monkey hug.	
11			
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Appendix 30

Evidence of correspondence with a friend who is a very good singer (She got a full scholarship for WEM –West End Masterclass) who said she would sing the nursery rhyme vocal part for me:



Later correspondence once I had finalised the nursery rhyme:



✓
Apr 2/3

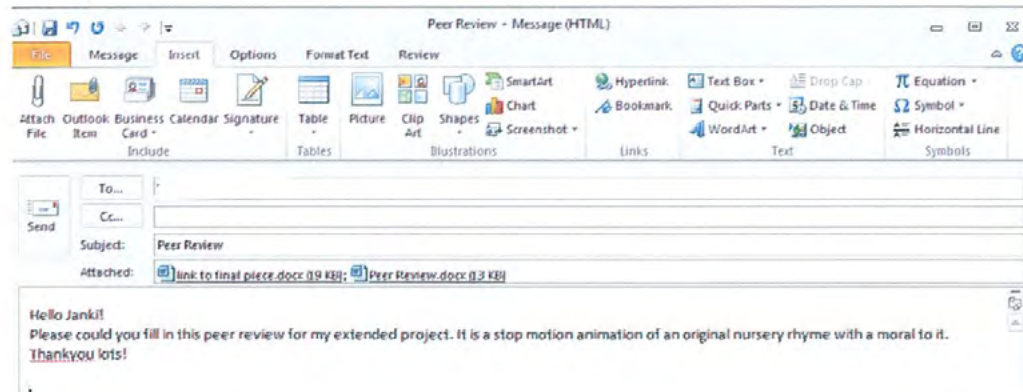
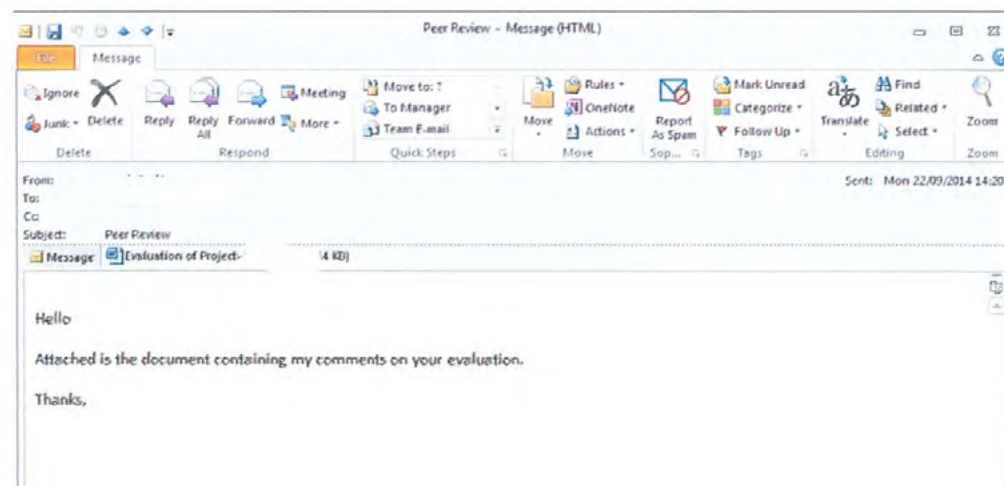
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Appendix 33

Peer Review:

I have emailed my colleague and asked her to fill in a peer review sheet for me so that I can make any final improvements to my project.

Email to :

**Her Reply:**

The peer review she attached:

Peer Review:***Quality of animation:***

The animation could flow a bit more- thus, making transitions smoother.

Moral of rhyme:

The moral of being satisfied with what you have is very original and can prove to be a real life lesson for young people in this ever changing world.

Nursery rhyme:

The lyrics are sophisticated and really do go with the background music.

Title and end screen (whiteboard animation):

The title screen is very creative and hooks the viewer to continue watching. The final screen is also awesome with great animation effects.

Armatures (elephant and monkey):

The designs of both the elephant and monkey are great!

Improvements:

The monkey could do with less of a red border! A possible fault with the equipment?

What I have done since receiving the peer review to improve my animation:

So after reading her peer review I have edited the video slightly to add in transitions between animation clips, as well as adding a smoothing effect to get rid of any shakiness from the camera. This has worked quite effectively in that the animation is now a lot smoother than previously.

Janki also suggested that the monkey "could do with less of a red border". I have tried my best to edit this out of the clip, but due to my lack of professional editing software I have not been able to completely remove the red border on one of the clips of the monkey. If I had a more sophisticated version of Chroma key that was more sensitive to the different colours then I could have removed this red border, however as this sort of software is expensive I cannot do this.

Overall this peer review has been useful in that it has pointed out the improvements and one of these I managed to improve upon to get a better quality video.

Appendix 34

Evaluation of my Project:

The main strengths of my project included the ability to pick up and learn new skills (especially using new computer software such as Musescore and I Can Animate 2) quickly, as well as my efficient and effective time management due to my careful planning of when I would do each stage of the project. Moreover I successfully translated my research into helpful information that showed me how to create an animation. The main weakness of the project which was out of my control was the lack of professional equipment for taking the photographs and editing the finished animation. I managed to overcome all other potential minor weaknesses, for example I had factored in a couple of spare days to complete the animation over summer in case anything took longer than expected, so therefore my planning factored in the possibility of being slightly slower than expected and hence I was well prepared to prevent this from becoming a weakness to my project.

From doing this project I have gained an abundance of new skills including how to design and make an armature using limited resources, composing a simple melody to go with the nursery rhyme which I wrote, taking photos for the animation, editing photos, green screening, editing music using audacity. As well as learning all these new skills I have developed on some of my other skills including learning how to manage my time more effectively through planning, improving my researching skills (e.g cross referencing and evaluating sources), and becoming a lot more patient as animation can take a few attempts to get it right. These new skills I have learnt and the ones I have developed are very useful to possess.

The extended project has been very different to doing A levels as it gave me the chance to develop other skills I don't usually use and do something completely of my own choice that was not available to do as an A level. This was especially beneficial to me as none of my A levels involve much creativity and I enjoy being creative so the extended project gave me a brilliant opportunity to be more creative. Moreover I have learnt that I find the best way of learning how to do something for me is to simply try it out and practice, for example after researching how to animate I straight away tried it out and made a couple of practice animations to test out different features of animating.

I found I was a lot more organised than I thought I was capable of being. I did stick to my planning and I think I was motivated to complete it as I enjoyed making the armatures and animating them. This project has also greatly helped improve my overall IT skills which will be very valuable after going to university when I want a job. On top of this I have looked into some animation courses since doing this project as I would like to get better at animating and possibly even work for an animation company making the armatures in the distant future.

If I were to do the project again then I would allow slightly more time for practicing animating so that I got a better overall quality. I would also use a set instead of green screening to avoid any red lines around the characters. Overall I am happy with how my project turned out.

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EP presentation powerpoint

09/11/2014

Extended project-Artefact

Deciding on the title:

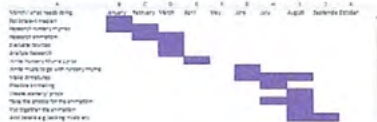
Original title: To create a stop motion animation of an original nursery rhyme

Final title: To create a stop motion animation of an original nursery rhyme with a moral to it.

Images removed for copyright purposes

Planning

- Gantt Chart
- Summer time Plan
- Diary



Time Management

- The actual making of the animation took slightly longer than expected and so did the armature making.
- However I had factored in a couple of extra days so was prepared for this to happen.



Aims:

- To gain IT skills.
- To gain an appreciation of the time and effort needed to create a stop motion animation.
- To improve my time management and research skills.



Research:

- Morals
- Animation techniques
- Armatures
- Sets
- Green Screening
- Nursery Rhymes

Images removed for copyright purposes

09/11/2014

Problems and How I overcame them:

- Not getting a reply to my interview-Overcame by visiting the Bradford National Media Museum Animation Gallery and finding out the interview question answers there.
- Timing-Overcame through making a more detailed summer time plan



Skills Acquired

- IT skills- using Musescore, I can Animate 2, Audacity, Excel, Green Screening, Windows Media Player
- Time Management
- Cross Referencing and linking sources
- Creativity- design and making armatures
- Writing Skills- the writing of the nursery rhyme



musescore

What I would Improve:



- Better equipment for better quality.
- Use a set instead of green screening.



Future

- The skills I have gained from this are easily transferable and will benefit me at University.



My final Piece:

<http://youtu.be/zRYqXx5tykU>

Thanks for Listening.

Any Questions?



Notes I used when presenting.

Chose an Artefact as more scope to develop new skills and because I already to a couple of essay writing subjects so didn't want to do a dissertation.

Say title: To create a stopmotion animation of an original nursery rhyme with a moral to it.

How the title changed.

After analysing some nursery rhymes I saw that a lot of them taught something to children e.g One two three four five teaches counting, hickory dickory dock teaches telling the time etc

So from this I decided I wanted my nursery rhyme to teach a moral to young children and hence the title developed.

Why I chose this title/project: It is something completely new to me and I have seen many stopmotion animations since I was young but never fully appreciated the work that goes into them until now and this title gave me the chance to really learn about a completely new topic

Planning

Gantt Chart showed what I aimed to achieve each month and I generally stuck to these aims.

Summer time plan- more detailed plan for summer as I had more to do over summer so had to work efficiently and manage my time well.

I also kept a diary in which I included what I needed to do next, so this helped to keep me up to date.

Time management- Initially very good-was prepared in case anything took longer than anticipated as I had a few spare days in which it could overrun into over summer.

Aims: So these were my aims -gain IT skills, gain an appreciation of animations and gain new skills. I think I have achieved these aims.

Slide 4

Research

Morals- I looked into morals used in aesops fables as these are renound for their clever morals and from this I got the inspiration to come up with my own which is to be satisfied with what you have.

Animation techniques- As well as looking these up on websites and in books I also used video clips from animations such as Wallace and Gromit, Pingu and Shaun the Sheep, pausing the videos at each frame to see the sequence of movements used. This was particularly helpful as it gave a visual image of how an animation develops.

Armatures- **Say what Armatures are** -I looked into the materials used and watched a "how to" clip that explained how to make an armature

Sets, Green screening- I used mainly websites and journal articles to research this as it gave a lot of interesting information.

Nursery rhyme- As well as analysing existing nursery rhymes I made a primary research survey to see what would be the most popular characters for a nursery rhyme (which turned out to be monkey, elephant or hippo) as well as the most favoured rhyming structure.

I still wanted more information on things like storyboards so I made an interview and emailed a film company asking them to answer it, however they were too busy to so instead I visited the Bradford Animation Gallery and I found out the answers to my interview questions there.

Problems and how I overcame them

Skills Acquired-

- IT skills- using Musescore, I can Animate 2, Audacity, Excel, Green Screening, Windows Media Player
- Time Management
- Cross Referencing and linking sources
- Creativity- design and making armatures
- Writing Skills- the writing of the nursery rhyme

Slide 6

What I would improve

If I could get better equipment and software then I would improve my animation by removing the red around the monkey that was visible in one clip as the software I was using did not have a high enough degree of differentiation between the different colours so hence the chroma key would not work on this clip and I had to use chroma masking to green screen this clip.

Use a set as this allows more flexibility and a clearer final set of clips.

Name of mentor: _____

Teacher comment sheet for student presentation

Student name/Title of Project	- To Create a stop-motion Animation of an Original Nursery Rhyme with a Moral to it (Artefact)
Style and type of presentation	PowerPoint
Communication and presentation skills (eg ability to communicate with a non-specialist audience; clear structure and focus; speaking with clarity; expertise in subject; balance between subject/process)	Clear delivery, slightly wshed on occasion, but comprehensive. Good balance of content/process and clear slides. Talks knowledgeably about process of film making. Plays animation at end.
Communication of the process of the Project (eg does the student talk about <u>planning</u> , <u>time-management</u> , the <u>process of independent research</u> , <u>source analysis</u> , <u>problem solving</u> and <u>decision making</u>)	<p><u>Why a stop-motion animation?</u></p> <p><u>Planning</u> - overall gantt chart time plan + more detailed reviewed time plan & diary to track progress. Took longer than expected to make so factored in & allowed extra time for this = <u>good</u>. Research for storyline = choosing a moral & for animation technique etc - comb. of primary & secondary research, interviewed staff at animation gallery (solution to not getting a reply from film makers originally emailed)</p> <p><u>Source analysis?</u></p>

Peer Review Sheet for Presentations

Name of student giving the presentation _____

Name of reviewer _____

Please comment on the following aspects of the presentation.

<p>Clarity of communication</p> <ul style="list-style-type: none"> Was the presentation aimed at a 'non-specialist' audience? Could you follow what was being said? Were any technical terms used clearly explained? 	<p>- Explained terms used for non-specialist audience</p> <p>- On one occasion a technical term was really well explained as opposed to just brushing over it</p>
<p>Content of presentation</p> <ul style="list-style-type: none"> How much did the speaker focus on process? How much on content? Did this feel about the right amount? Was there too much/too little/about the right amount of content in the presentation? (did the speaker seem rushed or appear to be looking for things to say?) 	<p>- A good balance between process and content.</p> <p>- Lots of things to say so never went over repeated things</p>
<p>Style of presentation</p> <ul style="list-style-type: none"> Did the speaker seem relaxed/nervous/confident? How did they communicate their ideas? Were they speaking too fast/too slow/about right? Did they use notes or a script? How did this affect their presentation? 	<p>- Relaxed speaker, didn't speak too fast and very confident</p> <p>- Didn't read off the board which was good, had a script but only looked at it a little so lots of eye contact with audience</p>

Peer Review Sheet for Presentations

Name of student giving the presentation _____

Name of reviewer _____

Please comment on the following aspects of the presentation.

<p>Clarity of communication</p> <ul style="list-style-type: none"> Was the presentation aimed at a 'non-specialist' audience? Could you follow what was being said? Were any technical terms used clearly explained? 	<p>- Yes, understood the presentation clearly- technical terms explained well</p>
<p>Content of presentation</p> <ul style="list-style-type: none"> How much did the speaker focus on process? How much on content? Did this feel about the right amount? Was there too much/ too little/about the right amount of content in the presentation? (did the speaker seem rushed or appear to be looking for things to say?) 	<p>- process was explained clearly, not too much or too little</p> <p>- could have been a bit more about content but it wasn't massively lacking. Showed animation but could have explained more</p>
<p>Style of presentation</p> <ul style="list-style-type: none"> Did the speaker seem relaxed/nervous/confident? How did they communicate their ideas? Were they speaking too fast/too slow/about right? Did they use notes or a script? How did this affect their presentation? 	<p>- seemed quite confident, talked fairly fast but not too much so</p> <p>- Had a script, used it a bit but not too much</p>

Peer Review Sheet for Presentations

Name of student giving the presentation _____

Name of reviewer _____

Please comment on the following aspects of the presentation.

<p>Clarity of communication</p> <ul style="list-style-type: none"> Was the presentation aimed at a 'non-specialist' audience? Could you follow what was being said? Were any technical terms used clearly explained? 	<ul style="list-style-type: none"> I could follow what was being said yes, technical terms of the wire used - to explain point, + ex. armature, - a non-specialist audience, but everything was very well explained could follow what was being said,
<p>Content of presentation</p> <ul style="list-style-type: none"> How much did the speaker focus on process? How much on content? Did this feel about the right amount? Was there too much/too little/about the right amount of content in the presentation? (did the speaker seem rushed or appear to be looking for things to say?) 	<ul style="list-style-type: none"> Focus on the process, eg coming up with title, + the time plan - so the use of the Gantt chart. discussion on time management was great in good detail, the research conducted - well explained - good detail, good focus on primary & secondary research, problems and the solutions - so there was the right amount of content in the presentation,
<p>Style of presentation</p> <ul style="list-style-type: none"> Did the speaker seem relaxed/nervous/confident? How did they communicate their ideas? Were they speaking too fast/too slow/about right? Did they use notes or a script? How did this affect their presentation? 	<p>seemed very relaxed and very confident.</p> <ul style="list-style-type: none"> The speaking was just right, and I was able to follow it very well, there were some notes used, but, they weren't relied upon - the content seemed very natural - didn't affect the presentation,

Evaluation of my Project:

The main strengths of my project included the ability to pick up and learn new skills (especially using new computer software such as Musescore and I Can Animate 2) quickly, as well as my efficient and effective time management due to my careful planning of when I would do each stage of the project. After doing my research I did modify the title slightly to include the animation to have a moral to it, as a lot of the nursery rhymes I researched had a purpose to them and I wanted mine to as well. Moreover I successfully translated my research into helpful information that showed me how to create an animation. The main weakness of the project which was out of my control was the lack of professional equipment for taking the photographs and editing the finished animation. I managed to overcome all other potential minor weaknesses, for example I had factored in a couple of spare days to complete the animation over summer in case anything took longer than expected, so therefore my planning factored in the possibility of being slightly slower than expected and hence I was well prepared to prevent this from becoming a weakness to my project. Furthermore luckily I had factored in time to learn how to use the software and practice animating or else this could have been a potential downfall. However due to my detailed planning I managed to avoid most pitfalls and hence managed my project effectively.

From doing this project I have gained an abundance of new skills including how to design and make an armature using limited resources, composing a simple melody to go with the nursery rhyme which I wrote, taking photos for the animation, editing photos, green screening, editing music using audacity. As well as learning all these new skills I have developed on some of my other skills including learning how to manage my time more effectively through planning, improving my researching skills (e.g cross referencing and evaluating sources), and becoming a lot more patient as animation can take a few attempts to get it right. These new skills I have learnt and the ones I have developed are very useful to possess. When researching I found that using videos as sources was particularly helpful for this type of project because it gave a visual aid and a step by step guide on how to animate so I would say that video sources were the most useful for me.

The extended project has been very different to doing A levels as it gave me the chance to develop other skills I don't usually use and do something completely of my own choice that was not available to do as an A level. This was especially beneficial to me as none of my A levels involve much creativity and I enjoy being creative so the extended project gave me a brilliant opportunity to be more creative. Moreover I have learnt that I find the best way of learning how to do something for me is to simply try it out and practice, for example after researching how to animate I straight away tried it out and made a couple of practice animations to test out different features of animating.

I found I was a lot more organised than I thought I was capable of being. I did stick to my planning and I think I was motivated to complete it as I enjoyed making the armatures and animating them. This project has also greatly helped improve my overall IT skills which will be very valuable after going to university when I want a job. On top of this I have looked into some animation courses since doing this project as I would like to get better at animating and possibly even work for an animation company making the armatures in the distant future.

If I were to do the project again then I would allow slightly more time for practicing animating so that I got a better overall quality. I would also use a set instead of green screening to avoid any red lines around the characters. Overall I am happy with how my project turned out.

I chose to present my project in the form of a PowerPoint presentation, showing the completed animation at the end of it. I had written out some prompts so that I knew what I needed to discuss with each slide and this worked very effectively along with the visual aids used on the slides and key points I had written on them. I had contemplated doing a Prezi presentation but I found that in order to integrate the video animation clip into the presentation PowerPoint was a better choice. I got the audience to fill in some comment sheets and judging from the comments provided I am satisfied that my presentation went well.

Activity	Date	Detail	Supervisor's initials	Comments
18. Presentation of Portfolio <ul style="list-style-type: none"> written section (compulsory, even if the outcome is a performance or artefact) other evidence can be DVD, photographs, slides, CD, artefact, digital technologies etc 	October 2014	I presented my portfolio as a write up accompanied by the animation on a dvd along with several appendices of various forms including video links, word documents, edexcel and powerpoint documents as well as a copy of the music I wrote (in stave form).		
19. Describe how you have presented your project to an audience	October 2014	I presented my project in the form of a powerpoint presentation, showing the animation at the end. I put up visual aids and key points on the powerpoint and then I elaborated on each point and explained it all to the audience.		
20. Have you evaluated your project, taking into account any feedback from your audience?	October 2014	I had my audience fill in some comments sheets and then I wrote an evaluation of my project taking into account what was written in the comments sheets. I found the suggestions for improvements very useful to use in my evaluation.		
21. Date of project submission to teacher	October 2014	I handed in the final project.		

Notes

This form should be used to record the progress of each learner and may also assist in forming a basis and justification for the mark awarded under each assessment criterion (for example, by indicating the level of support needed by the learner).

At Level 3 it is not intended that the supervisor gives any written feedback to the learner in the comments section. Verbal feedback may be given by the supervisor; this should not be recorded on this form. Learners may use the comments section for taking notes.

A copy of this form must accompany each learner's work when it is submitted for Moderation.

Commentary

Marks awarded

A01	A02	A03	A04	Total
12	12	24	12	60

What it is about

This student deliberately chose a creative project in contrast to her A Level subjects and in consequence the project is a real exploration of unfamiliar territory. She produced a short but engaging computer animation, complete with the soundtrack for an original, moralistic nursery rhyme, set to her own music.

General comments on strengths and weaknesses

This multifaceted project has much to commend it. It contains several original creative elements that are very well managed and the documentation is excellent. The student provides ample evidence of close monitoring of a complex research and development process. It is also good to see a student using cross-referencing of sources as a device for planning, as well as peer review as a development tool. The use of meticulous evaluation throughout is commendable. The mark of 60 may be slightly generous in the light of some minor omissions in the presentation and final evaluation and a report that gives a summary of planning for the artefact rather than a clear overview of the whole project. The report is the weakest element of an otherwise superb project.

Use of the URS and annotation

There are some very useful comments on the URS especially for the A02 and A03 skills. These give very good support to the marks awarded, but are sometimes difficult to read. There is also some sign posting of AOs in the portfolio. Some brief comments to accompany these would have further supported the rationale for marks awarded, as would teacher comments on the presentation and the typing rather than hand writing of comments on each AO on the URS.

A01

Why the marks were awarded

Full marks were awarded here. The project speaks for itself in this regard. There is a clear rationale. The project's development is planned to well-defined, time bound targets in a Gaant chart and methodically tracked in a well-used PPR and other documents. There is strong evidence of reflective monitoring and of thorough responsive planning in the report and in a helpful diary that has a very useful 'successes and failures' column. The planning for the artefact is outstanding, with sophisticated and effective use of contingency planning and modification in response to peer review and experimentation.

Any weaknesses

The report is highly successful in showing the development of the artefact but is less so in drawing all the elements of the project together in an effective overview. The portfolio has a thorough index but the ordering of items doesn't seem quite logical and has page numbering added in pencil.

A02

Why the marks were awarded

Full marks are well deserved here. The commentary tracks what is very varied and well-conceived research into several technical areas that are completely new to the student. There is also ethical research to support the moral rhyme and an abundance of primary, practical research and reflection informing the development of the product. The bibliography contains a wide variety of sources and the analysis, comparison and evaluation of sources is outstanding and has had a very positive impact on the final outcome.

A03

Why the marks were awarded

The same painstaking approach to every aspect of the development of this project tracks effectively the selection, development and sophisticated

application of the skills needed to create the animation and write the rhyme and music. Whilst a skills audit would have been useful in drawing this information together, there is ample evidence in the portfolio, especially in the final evaluation and teacher comments to support the mark of 24 that was given. A practise, as well as a final animation is provided. It is very clear throughout that the level of challenge in this project was very high. Mastery of a wide range of technical skills have been developed and applied, in addition to intelligent problem solving.

Any weaknesses

The final outcome is not perfect. However, the student shows awareness of its deficiencies and the animation works and is visually and acoustically clear and synchronised, no mean achievement for a novice.

A04

Why the marks were awarded

Very thorough ongoing evaluation of every aspect of the project is employed throughout. The presentation provides a competent evaluation and review which seems to have engaged the audience. It is clear from final evaluation that the student has gained an enormous amount from completing this challenge and is aware of how the skills gained can be applied in the future.

Any weaknesses

The mark of 12 is perhaps a little generous, but reflects the enormous effort to evaluate every aspect throughout the project's development. I would have liked to have seen a little more focus on the future in the presentation and more obvious reflection on the feedback she was given on her presentation feed through to the final evaluation.



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