

Teacher Notes (Lower Key Stage 2)

Prezidente chats to Tasha the Animator



Tasha is an Animator. An animator creates an extensive series of images that form the animation seen in movies, commercials, television programs, and video games. They typically specialize in one of these media and may further concentrate on a specific area, such as characters, scenery, or background design. Other related jobs:

Graphic Designer
Illustrator
Film / Video editor

Web Designer
Concept Artist
Visual FX Artist (VFX)



Guided Reflection – to structure a conversation after the film



- ☐ What was the most interesting thing you found out from Tasha the Animator?
- ☐ What did you like about Tasha's job?
- ☐ What would you enjoy most about Tasha the Animator's job and what would you find most difficult?
- ☐ What have you learnt about being an animator?
- ☐ How might you go about becoming an animator?

5
mins

Discover & Do Activities – to run alongside the Discover & Do printed worksheets

Activity 1 – Were you listening carefully?

10
mins



In this activity, pupils apply Steps 2 and 3 of Listening from the Skills Builder Framework.
Listening Step 2: I can listen to others and ask questions about what I heard.
Listening Step 3: I can follow a conversation and tell somebody else what it was about.

Share the definition: "Listening is the receiving, retaining and processing of information or ideas".

Using the Discover & Do worksheet, ask pupils to:

- ☐ Write down 3 questions they would ask Tasha the Animator
- ☐ Tell a partner what they recall from the conversation

Activity 2 – Character Animation

15-20
mins

In this activity, pupils will design their own character based on a given sketch.

Discuss with pupils the process of animation. Animations often begin with a simple sketch like the one detailed on their worksheet. Using this sketch as their inspiration, ask pupils to transform this stick man into their own character. Their character could be anything they want it to be but it must be drawn in same 'falling position' shown in the sketch.



Reflection Question: Why do you think an animator starts with sketches?

Activity 3 – Animation Storyboard

Extended
project

In this activity, pupils will design a storyboard to plan an animation.

Ask pupils to create a storyboard to plan a short story for an animation. Encourage them to think about the setting of their animation and the experiences or journey of their character. Pupils could use pictures only, short sentences to explain their storyboard or detailed descriptions for each picture.



Reflection Question: When might Tasha need to use story boards to explain her ideas?