Animation and Exercise
Curriculum Links

Curriculum Area: SPHE
Strand: Myself
Strand Unit: Taking care of my body

Curriculum Area: Visual Arts
Strand: Drawing
Strand Unit: Making drawings

Curriculum Area: Primary Language
Strand: Oral Language
Element: Communicating, Understanding, Exploring and using

Learning Objectives

The children should be enabled to

- Discuss what an animation is and how we can use them to give the illusion of movement
- Identify animation in our everyday lives such as movies, shows etc.
- Recognise the importance of staying active and having movement breaks even while we doing stationary activities
- Examine the purposes of new blocks of code, inputs and loops
- Investigate the different stages of various exercises
- Design a program that runs and loops different exercise animations for various button inputs

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Animation and Exercise
Episode Description

In our sixth and final episode of DreamSpace ByteSize, Michael and Niamh introduce you and your class to the idea of **animation** i.e., the process of creating an illusion of movement from many still images. We are going to be practicing this by discussing the term animation, the importance of keeping active and creating our own exercise animation to help us get moving.

However, before we design our very own animation on our micro:bit, we need to identify the exercises we want to bring to life and how we are going to do all this using input and loop blocks of code.

During our review, we reflect on how we could have improved our animations and discuss how we utilised our computational thinking skills.

WALT: <u>W</u>e <u>A</u>re <u>L</u>earning <u>T</u>o Use Animations To Help Us Exercise

Concepts

Input: In computer science, the general meaning of input is to provide or give something to the computer. In other words, when a computer or device is receiving a command or signal from outer sources, the event is referred to as input to the device.

Loops: Loops are a programming element that repeat a portion of code a set number of times until the desired process is complete.

Differentiation

• Students should be given the option to make their programs as long or as short as they want, as long as they achieve the goal of having the micro:bit display an animation of an exercise. If for whatever reason the student cannot code on the MakeCode for micro:bit web app, they can still practice with Activity 2.

Reflection
• **What problem solving skills were we using when making our animations?**
• **Why do you think we had to use loops for our animations?**

Assessment
Formative:
• Oral Discussion
• Animation in our everyday discussion
• Reflection
Summative:
• Exercise Animations

Resources
• DreamSpace ByteSize Episode 6
• Worksheets pp. 49 - 50
• Pens/pencils
• Scissors
• MakeCode.microbit.org

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