English K–6 sample assessment for learning activity

Stage 2
(linked to *Pictures tell the story* sample unit)

Activity name: Animation

Context

Students have explored animation and analysed digital storytelling techniques. During shared reading sessions they have discussed the techniques used by animators to create meaning. Students have explored how films and animated movies are constructed using various camera techniques. They have examined the impact of visual techniques used by filmmakers, including facial expressions and gestures, gaze, camera distance, camera angles and camera movement. They have discussed how these techniques engage the viewer.

Description of activity

Students work in small groups to retell their favourite event in one of the stories read during shared reading. They create a tableau of three freeze frames to depict a beginning, middle and end using a digital camera.

Students then use a simple comic strip tool, such as Comic Life or Comic Strip, to storyboard their frames.

Outcomes

EN2-2A   plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language

EN2-8B   identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter

EN2-10C   thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts

EN2-11D   responds to and composes a range of texts that express viewpoints of the world similar to and different from their own

Criteria for assessing learning

Prior to commencing the activity, jointly develop assessment criteria with students, outlining the quality of work they are expected to produce. Discussion of how to use the criteria during peer-evaluation processes should occur before the completion of the assessment activity.

Students will be assessed on their ability to:

- retell their favourite story through a tableau of three freeze frames that depict a beginning, middle and end

- use various visual techniques, including facial expressions and gestures, gaze, camera distance, camera angles and camera movement to capture still images with a digital camera to engage the viewer.

Feedback

- Students will undertake self-assessment of their learning in relation to the assessment criteria in this activity.

- Students will provide feedback to their peers through peer-evaluation processes.

- During a group conference with the teacher, students will be provided with oral feedback in relation to the criteria. This discussion will provide students with the opportunity to identify areas they would like to further improve. They will then be able to set goals and devise a learning plan for how to achieve them.

Recording evidence of learning

Teachers may gather a variety of evidence of learning, informal and/or formal, during the assessment for learning activity. This may include:

- anecdotal records

- comments or notations

- conversations

- marks

- grades

- digital recordings and/or audio or visual representations.