

Motion: Slide Animations, Video Cuts, CapCut Effects

60 minutes

ICT Specialism 2: The Presentation of ideas

Outcome M2.U3.2

WHAT THIS LESSON DOES

In this lesson you will learn to use motion to direct audience attention in slides, videos and carousels. Apply the rule of one or two motion elements and remove any that distract from your message.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M2.U3.2	Identify key features of best practice in presentation to engage an audience and apply these features.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Use restrained motion across slides, CapCut video, and animated carousels
- Apply the one-to-two motion elements rule
- Distinguish motion that directs attention from motion that distracts

BEFORE THE BELL

- Open the introduction step on your own screen beforehand so you know the restrained versus over-the-top comparison image is showing, and have a twenty-second CapCut still or clip and a Canva one ready to flash for the students who are not working in slides.
- Confirm CapCut and Canva open on the student devices, or arrange the fallback: your own demonstration machine, or the browser-based editor the class has already used in sm2.
- Have the two short GAA hand-pass shots (wide, then close-up) on a shared drive for the CapCut students, so nobody loses practice time hunting for footage.
- Confirm students can open their format 1 file in Project_Portfolio/09_specialism/sm2/, and prepare a stand-in for anyone whose file is missing. Have the sm2 filename roster to hand to read out before independent practice.
- Load img_intro_motion_compare and one restrained vs over-the-top pair for the room majority format, plus a quick bad-motion still or clip for CapCut and Canva. Students need format 1 (or a stand-in) in Project_Portfolio/09_specialism/sm2/. Confirm CapCut/Canva open on student devices (or plan the fallback in step 3 notes).
- No prep needed beyond the intro demos already loaded.
- Confirm CapCut/Canva open on student devices or prepare teacher-machine / browser fallback. Classroom screen ready with majority slides path plus CapCut and Canva practice demos. Students signed into cloud storage with Project_Portfolio open.
- Have the sm2 format 1 filename roster ready to call out. Students need their existing format 1 file in Project_Portfolio/09_specialism/sm2/. Support CapCut and Canva users as well as slide users. Verify success criteria in class with a path/name/motion desk checklist.

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HOW THE LESSON RUNS

5 min	introduction	Introduction
6 min	content	Key concepts
15 min	activity	Step-by-step task
4 min	content	Common issues
20 min	activity	Independent practice
5 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Demonstrate in depth only the path most of the room is working in, and run CapCut and Canva as teacher-led follow-along with pauses after each checklist item, since three interfaces taught to the same depth in one period leaves nobody confident.
- Nobody edits format 1 until you have watched them name and remove one junk effect on motion_practice; a student who cannot spot a junk effect on a throwaway file will not spot one on the piece that matters.
- As you circulate during independent practice, check the same three things at each desk: the right path for their format, the existing format 1 filename, and the one or two motions named with a job each.
- If CapCut is unavailable, the video students work on your demonstration machine or in the sm2 browser editor; if you cannot demonstrate CapCut or Canva at all, have those students list the junk effects on a template while you strip one shared example back on the board.

WHAT TO WATCH FOR

- Animating each bullet separately so the slide takes forever, select the text box and apply one fade to the whole block.
- Keeping template animations with no clear purpose, ask students to state the job of each effect before they keep it.
- Saving practice as Untitled or overwriting format 1, hold the line on motion_practice for practice and the existing name for format 1.
- Reading the one-to-two rule as two effects per shot or per page, it applies across the whole piece.

DIFFERENTIATION

- Support: break the step-by-step task into smaller chunks, checking in after each animation or cut.
- Support: sit beside a student on the first entrance and the first transition, then let them do the count and the deletions themselves, since removing the extras is where the learning is.
- Extension: ask students who finish early to play their piece to a partner with the sound off and have the partner say what each movement was for.