

Suggested lesson plan for Groundswell Arts Story Lab - Teacher Collaboration

Concept	Curriculum Application	Creative Tips	
Green screen video cards	Families project PSHE Character monologues	3 layers of video - 1. card photo or video of card opening 2. Video message 3. streamers/additional images to show	
Sequence 1/6	Staff: Class teacher	Focus: Write and recite the message	
Learning Objectives	Content Create cards - art and design	Skills Recite message	
Success Criteria (for lessons 1 and 3)	All Children make a card for a festival with a message box inside and write a message separately.	Most Children use key words and images to make a card with a message box inside and write a message separately.	Some Children use key words and symbolic images to make a card with a message box inside and write a message separately.
Starter/Tuning in	Watch and listen to an example video message and/or look at an example of a card on your table		
Whole Class Input	Class discuss Christmas/Eid/Duwali/Hanukkah etc messages and adult lists key words on board		
Activities	Class learning about religious festival Design the front of a card (best use of space is to make it landscape) to give to family member to celebrate the religious festival, and inside design a frame for an empty box		

	Depending on timings, draft your festival message using key words.
Plenary	Which key words and symbols did you include? Are there any you forgot that you'd like to add next time?

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Sequence 2/6	Staff: Class teacher with GSA	Focus: Learning animation skills	
Learning Objectives	Content Key words and symbols associated with religious festival	Skills Take a photo or video of your card Insert photo on timeline in Green Screen App	
Success Criteria	All Insert image of own card on timeline in Green Screen app with help	Most Insert image of own card on timeline in Green Screen app with minimal help	Some Insert video of own card on timeline in Green Screen app
Starter/Tuning in	Look around the room/count your coloured pencils etc - how many different colours can you see?		
Whole Class Input	 <p>What's wrong here? (NB obviously this is a deliberate choice, but in this case we are using it to illustrate how to improve your framing)</p>		

	<p>Discuss - frame is too big for the smaller picture and it's crooked, but at least they are both portrait (explain portrait and landscape, and put a coloured piece of paper in landscape orientation on the board for reference)</p> <p>Get students to try using ipad camera to photograph their landscape card neatly in the full frame.</p>
Activities	<p>Use the Green Screen app on iPads to insert card on bottom layer of timeline (see SC for differentiation)</p> <p>The focus for this session is that each child begins to get familiar with the app. If any cards are not finished, this can be done next lesson & they can still be photographed now, in their incomplete state, as a part of learning the app tools.</p>
Plenary	<p>Look around the room again at all the colours. Imagine if everything that is green, was a window instead! Tell your partner what you can see instead (use your imagination)</p>

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Sequence 3/6	Staff: Class teacher	Focus: Content production	
Learning Objectives	Content Complete any unfinished cards Write message	Skills Recite message	
Success Criteria	All Children complete a card for a festival with a message box inside and write a message separately.	Most Children use key words and images to complete a card with a message box inside and write a message separately.	Some Children use key words and symbolic images to complete a card with a message box inside and write a message separately.
Starter/Tuning in	On whiteboards write and draw key words and symbols for the religious festival you are studying		
Whole Class Input	Class stand in a circle facing each other. Look at the person on the other side of the circle from you. Practice saying Merry Christmas/Eid Mubarak or an appropriate phrase, in unison as a class. Discuss: What does it look like when someone is wishing you a happy celebration? Remember to use these techniques when recording your message, as it's easy to forget in front of a camera.		

Activities	<p>Write a festival message for a family member between 2-6 sentences.</p> <p>Practice each sentence until you can recite it.</p> <p>Practice saying it with feeling - can help to do this in partners.</p> <p>See SC for differentiation.</p> <p>If you finish early, you may be able to make some improvements to your card.</p> <p>NB Design the front of a card (best use of space is to make it landscape) to give to family member to celebrate the religious festival, and inside design a frame for an empty box.</p>
Plenary	<p>Depending on time, a couple/ few of the most confident children to present their message to the class while a child or adult records them.</p> <p>Give positive feedback and correct any mispronunciation. Troubleshoot what to do if they make a mistake.</p>

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Sequence 4/6		Staff: Class teacher with GSA Focus: Production	
Learning Objectives	Content Recording	Skills Recite and record	
Success Criteria	All Recite message for recording and import to timeline with card, with help.	Most Recite message for recording and import to timeline with card, mostly independently.	Some Recite message for recording and import to timeline with video card layer, with minimal help.
Starter/Tuning in	2 pieces of A4 (or any size but with same proportions) paper. Could use 2 exercise books and label with post-its. Place one in portrait and one in landscape. Write a P and L on them or draw a smiley face and a mountain.		
Whole Class Input	Distribute iPads in pairs. Hold them up in portrait and turn to landscape. Open Green Screen app. Take new photo (or possibly short video for some) of finished card front page and inside and		

	place both on timeline.
Activities	Either record messages one at a time as presented to the class, for minimum background noise. Or record messages in pairs using microphones. Or use additional classroom staff to facilitate moving a table at a time to another room to record etc.
Plenary	Use the settings cog wheel (next to the question mark) to put your name as the title on your project.

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Sequence 5/6	Staff: Class teacher with GSA	Focus: Production	
Learning Objectives	Content Recording session 2	Skills Recite and record	
Success Criteria	All Recite message for recording and import to timeline with card, with help.	Most Recite message for recording and import to timeline with card, mostly independently.	Some Recite message for recording and import to timeline with video card layer, with minimal help.
Starter/Tuning in	Reminder of portrait and landscape. Use 2 books and place one in each orientation. What do the words portrait and landscape refer to?		
Whole Class Input	Distribute iPads in pairs. Hold them up in portrait and turn to landscape. Open Green Screen app. If starting today, take new photo (or possibly short video for some) of finished card front page and inside and place both on timeline. If continuing, open project with own name as the title & watch it. Place iPad on table and cross arms when ready for next steps. Teacher and GSA model using mask tool with rubber & resizing (pinch and stretch) message layer to fit inside the frame of card page.		

	Expert group may want to learn trimming the end of the message or split tool with the red cursor line and delete the front section.
Activities	Editing in pairs
Plenary	Play your message to others on your table.

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Sequence 6/6	Staff: Class teacher	Focus: Viewing and Evaluation	
Learning Objectives	Content Evaluate using Success Criteria	Skills Respond to other children's work	
Success Criteria	All Respond to animations	Most Write a response to animations	Some Evaluate animations
Starter/Tuning in	Sorting activity with praise images/vocab and improvement images/vocab E.g. clear, fun, colourful vs face the camera, make it fun etc		
Whole Class Input	What are the 3 most important things in festival message? Adult leads whole class to write success criteria for evaluation.		
Activities	Watch each card message. All: Students fill in a form with assessments - 😊 😐 😞 Most: One word Some: 1 positive 1 improvement		
Plenary	Ask the class: What would you like to film next?		

