

Suggested lesson plan for Groundswell Arts Story Lab - Teacher Collaboration

Concept	Curriculum Application	Creative Tips	
Green screen comic strips	Literacy and Speaking and Listening ICT, Media, Photography History, Politics, Drama Data analysis in Maths	3 layers of video - 1. Photos of hand-drawn comic strip 2. Photos of superhero poses 3. Photos of speech bubbles (optional)	
Sequence 1/6	Staff: Class teacher	Focus: Write and recite the message	
Learning Objectives	Content Features of a superhero comic strip	Skills Using symbols to represent sound Key words and conventions for comic strips	
Success Criteria	All Identify conventions of superhero comic strips	Most Use some conventions of superhero comic strips in my own	Some Use frame, text and image conventions of superhero comic strips in my own
Starter/Tuning in	Watch a Dangermouse episode and an old Batman strip video.		
Whole Class Input	Class volunteer conventions of superhero comic strips and teacher creates a list: e.g. Speech bubbles Capes Primary colours Jagged edged boxes Explosions and onomatopoeia like Bang! In an illustrative font Close ups on emotions Long shots on action		

Activities	Worksheet on narrative shape - character, foe, problem, resolution. Children draft 6-8 boxes of their own comic strip story. Could be a hero on a PSHE theme, such as resilience, bullying or LGBTQ+, BHM etc.
Plenary	Share with a partner and use feedback to make it clearer and include more comic strip conventions.

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Sequence 2/6	Staff: Class teacher	Focus: Content production	
Learning Objectives	Content Refine comic strip	Skills Narrative Drawing Applying comic conventions	
Success Criteria	All Draw comic strip with empty space for main character to be added as a photo.	Most Draw conventional comic strip with empty space for main character to be added as a photo.	Some Draw original comic strip with empty space for main character to be added as a photo.
Starter/Tuning in	Show GSA model comic movie strip		
Whole Class Input	Direct class to deconstructing the separate pieces of the example - talkover repeat viewing: Comic strip. Superhero photo poses. Text as a separate layer possibility		
Activities	Pairs read each other's comic strips from before. Give feedback. Redraw and improve final comic strip 6-8 frames, leaving out drawings of the main character to be replaced by photos.		

	<p>Check work for comic strip features - add more to framing, text and images.</p> <p>See SC for differentiation.</p>
Plenary	<p>What props do you need for photographs? Who can bring them?</p>

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Sequence 3/6	Staff: Class teacher with GSA	Focus: Learning animation skills	
Learning Objectives	Content Superhero	Skills Take photos and create superhero poses	
Success Criteria	All Insert photos of superhero poses on timeline in Green Screen app with help	Most Insert photos of superhero poses on timeline in Green Screen app with minimal help	Some Insert photos of superhero poses on timeline in Green Screen app and support classmates.
Starter/Tuning in	Choose a prop from a selection on your table. Discuss with a partner what kind of action you want to create in a comic strip frame with this prop and what the text box would say.		
Whole Class Input	 <p>What's happening here? Discuss - frame is inside another frame and it's crooked, but they are both portrait (explain portrait and landscape, and put a coloured piece of paper in landscape</p>		

	<p>orientation on the board for reference)</p> <p>Get students to try using iPad camera to photograph a person in portrait to waist and in full body view in landscape.</p> <p>When do we use portrait?</p> <p>When do we use landscape (all broadcast TV and movies)</p> <p>In comic strips, the frame can be a different size and shape every time, so long as it fits on the page.</p>
Activities	<p>Photograph, using iPad camera (not Green Screen app yet)</p> <ol style="list-style-type: none">1) Green screen background superhero poses to overlay on your frames2) Each individual frame of your comic strip with no character in them
Plenary	<p>Make note of your iPad number so you can access your footage next lesson.</p> <p>Look around for portrait and landscape images - which are there more of? Why?</p>

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Sequence 4/6	Staff: Class teacher with GSA	Focus: Production	
Learning Objectives	Content Comic strip conventions	Skills Composite Green Screen	
Success Criteria	All Compositing, with help.	Most Compositing, mostly independently.	Some Compositing, with minimal help.
Starter/Tuning in	Collect iPad you've been using. Open Green Screen by Do Ink and view the practice project.		
Whole Class Input	Teacher and GSA model importing multiple photos to different layers of the timeline. Place comic strip on bottom layer. Place superhero pose photos on middle layer.		
Activities	Children work in pairs to import their photos in order on the timeline and on the correct layers. If everything is in place, keep iPad close for end of lesson but draw some of your text		

	boxes or speech bubbles in artistic styles by hand and photograph.
Plenary	Use the settings cog wheel (next to the question mark) to put 'your name Comic' as the title on your project.

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Sequence 5/6	Staff: Class teacher with GSA	Focus: Production	
Learning Objectives	Content Comic strip conventions	Skills Composite Green Screen	
Success Criteria	All Compositing, with help.	Most Compositing, mostly independently.	Some Compositing, with minimal help.
Starter/Tuning in	Watch a short cartoon clip - can ask class for preference.		
Whole Class Input	<p>In comic strips, different fonts and colours can be used to represent different moods. What do you think these mean?</p> <p>Whiteboard examples of shouting, whispering crying speech bubbles etc.</p> <p>Teacher and GSA model -</p> <ul style="list-style-type: none"> Take a photo using iPad camera, of a handwritten speech bubble in any colour except green on a background of green (or blue, but speech bubble must not be blue) paper if possible. Import photo to top layer of the timeline. Composite tools to adjust chroma key and use mask and rubber to delete any unwanted 		

	extra areas.
Activities	Children complete their comic strips this session. May include drawing some speech bubbles and text boxes.
Plenary	Make a survey on your table of how many different moods of text people have included. Which ones do you find most powerful?

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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 Comic Strips	Most Write a response to Comic Strips	Some Evaluate Comic Strips
Starter/Tuning in	Sorting activity with praise images/vocab and improvement images/vocab E.g. fun, great photos, good text designs vs more action please, add speech bubbles etc		
Whole Class Input	What are the 3 most important things in a video comic strip? Adult leads whole class to write success criteria for evaluation.		
Activities	Watch each Comic strip. All: Students fill in a form with assessments - 😊 😐 😞 Most: One word Some: 1 positive 1 improvement		
Plenary	Ask the class: What other projects could we bring to life with green screen technology?		

