

Suggested lesson plan for Groundswell Arts Story Lab - Teacher Collaboration

Concept	Curriculum Application	Creative Tips	
Animating number representations	Counting EYFS Exploring Numicon Explore form and function of Lego Explain number features Multiples of 2/Even and Odd	Light Box Remove Lego pieces one layer at a time to create 'disappearing' effect	
Sequence 1/6	Staff: Class teacher	Focus: Introduction and success criteria	
Learning Objectives	Content 2 positions make movement = 2 frames make an animation	Skills Fine Motor Skills	
Success Criteria	All Place Numicon in different positions to create a stop-motion story	Most Create a picture that shows movement in steps, by colouring the Numicon holes each time you move	Some Draw in additional props in interesting ways e.g. Lego people, marbles etc.
Starter/Tuning in	Discuss the horse picture from Wikipedia page on Onion-skinning https://en.wikipedia.org/wiki/Onion_skinning What do you see? What does it look like? How can we show movement on a piece of paper?		
Whole Class Input	On whiteboards in pairs - draw & share: <ul style="list-style-type: none"> • a ball falling in 2 steps • a ball falling in 3 steps • a worm jumping and landing in 3 steps • an X rolling over 		

Activities	<p>All: Place Numicon on paper in a sequence of positions to create movement.</p> <p>Most: Colour around/in the Numicon to record each position</p> <p>Some: Use Lego or marbles as well to count the value of the Numicon and draw these in too</p>
Plenary	<p>How does animation work? (Still images in different positions make it look like it's moving)</p> <p>Which animations do you watch and like?</p> <p>Create 3 whole class success criteria for making own animations.</p>

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Sequence 2/6	Staff: Class teacher with GSA	Focus: Learning animation skills	
Learning Objectives	Content 2 positions make movement = 2 frames make an animation	Skills Record an animation sequence	
Success Criteria	All Use own body to create stop-motion walking sequence	Most Make a Lego figure walk using 2 positions	Some Make a Lego figure play with Numicon
Starter/Tuning in	Watch a strobe-light dance video e.g. https://www.youtube.com/watch?v=aC-d2VckqUw Explain: different positions put together make our brains see movement		
Whole Class Input	Practice robot moves around the circle copying teacher at first, each other, then a little freestyle.		
Activities	Use the tablet to record stop-motion walking sequences: All: Using your own body in 2 positions Most: Using a Lego figure in 2 positions Some: Use a Lego figure to walk around and jump in the holes in a Numicon piece		
Plenary	Teacher records whole class synchronised star jump & replays to class		



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Sequence 3/6	Staff: Class teacher	Focus: Content production	
Learning Objectives	Content Numicon Maths lesson 1-10 number recognition	Skills No technology focus	
Success Criteria	All Place matching number of tokens (marbles, stones or other natural materials etc) in holes of Numicon.	Most Arrange tokens in same shape (distribution) next to Numicon and be able to say they show the same number	Some As above and discuss different look between even and odd numbers.
Starter/Tuning in	Class counting 1-10 and down again, then quietly, singing etc.		
Whole Class Input	Counting round the room.		

Activities	<p>What do numbers look like? Can you look at a number of objects & tell how many without counting them?</p> <p>In pairs, take turns to hold up different Numicon - What number does each Numicon represent?</p> <p>Take a number one Numicon and place one token in the hole. Take the token out and place it next to the Numicon. One Numicon = 1 token.</p> <p>Repeat for 2-10.</p> <p>Most - Arrange the token in the same array shape as the Numicon when you take them out.</p> <p>Some - Give a worksheet or with a slide on the board showing even in one column and odd in the other, as children to explore what is different about the 2 columns.</p>
Plenary	Teacher holds up (or use visualiser on board/slide of) Numicon for children to see, and they collect (All) or arrange (Most) matching number of tokens.

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Sequence 4/6	Staff: Class teacher with GSA	Focus: Production	
Learning Objectives	Content Numicon 1-10	Skills Animating with iPads using Stopmotion Studio	
Success Criteria	All Animate Numicon	Most Animate Numicon with tokens	Some Animate Numicon with Lego figures interacting
Starter/Tuning in	Teacher and GSA create a Numicon Animation in front of class and replay.		
Whole Class Input	What are the key instructions? - Looking after the iPad - Working in pairs: button pusher and Numicon mover - What might be tricky?		
Activities	Pairs work together recording or moving Numicon and any tokens/Lego minifigures. All - Animate Numicon		

	<p>Most - Animate Numicon with tokens</p> <p>Some - Animate Numicon with Lego figures interacting</p>
Plenary	<p>Taking care of equipment and putting things back - can you clean up carefully & safely?</p> <p>Reflection: What went well? What was tricky?</p>

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Sequence 5/6	Staff: Class teacher with GSA	Focus: Post-production	
Learning Objectives	Content	Skills	
Success Criteria	All Complete Animations	Most Add voiceover counting to the value of the Numicon	Some Add voiceover explanation
Starter/Tuning in	View GSA sample Animation without voiceover, then replay with voiceover.		
Whole Class Input	What does voiceover add? What should it say?		
Activities	All - Children absent for 4/6 animate today. Most - Children watch their animation and record themselves counting to the value of the Numicon. Some - Children record an explanation of what their animation shows about number.		
Plenary	Taking care of equipment and packing up safely. Do we have everything?		



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Sequence 6/6	Staff: Class teacher	Focus: Viewing and Evaluation	
Learning Objectives	Content Evaluate using Success Criteria agreed in 1/6	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	Paired discussion to question on board: What is animation?		
Whole Class Input	Teacher leads whole class to write definition or if more support needed, by giving examples		
Activities	Watch each animation. 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 animate next?		