


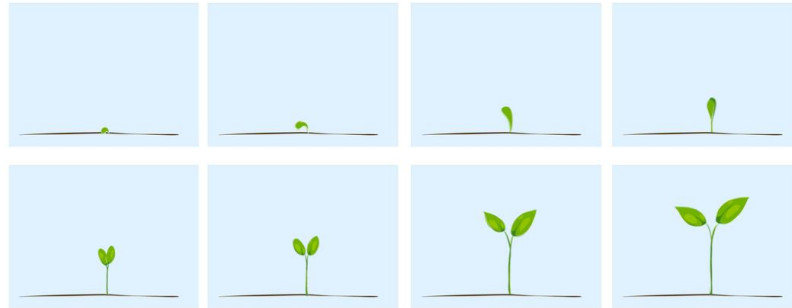
Suggested lesson plan for Groundswell Arts Story Lab - Teacher Collaboration

Concept	Curriculum Application	Creative Tips	
Animating directions with vehicles	Exploring the world EYFS Directions Imperatives Maths concepts $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, full turn Road safety Left and right	Use a road carpet Use different vehicles in high contrast to the road colour iPad Bird's Eye View - ask GSA how	
Sequence 1/6	Staff: Class teacher	Focus: Introduction and success criteria	
Learning Objectives	Content Stop, go, turn, left, right, quarter turns	Skills Listening, following instructions, speaking clearly	
Success Criteria	All Follow instructions with key direction words.	Most Use key direction words to give and receive instructions.	Some Use key direction words including partial turns to give and receive instructions.
Starter/Tuning in	Practice left and right with your partner (Twinkle worksheet for each pair) 		
Whole Class Input	Class stand in two rows facing each other - outside? Follow instructions - up, down, turn left, turn right. Add forward, back & half turn. Quarter and three quarter turn if appropriate. Children take turns giving directions to the whole class.		

	Make it into a game and play to win or teacher loses if class still standing after 2 mins.
Activities	Could collect banana boxes to make 'car' costumes for this activity. In pairs, children pretend to be car and driver. Driver gives instructions. Swap roles.
Plenary	How do you remember your left and right?

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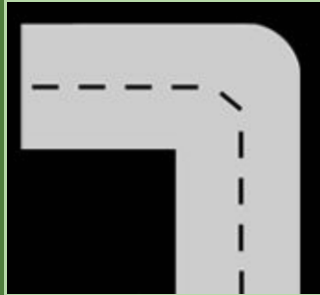
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Sequence 2/6	Staff: Class teacher with GSA	Focus: Learning animation skills	
Learning Objectives	Content 2 positions make movement = 2 frames make an animation	Skills Fine Motor Skills (haha)	
Success Criteria	All Place a vehicle in a sequence of positions to create stop-motion animation.	Most Place vehicles in a sequence of positions to create stop-motion animation using direction words.	Some Place vehicles in a sequence of positions to create stop-motion animation using all the key direction words.
Starter/Tuning in	Discuss the seedling sequence from https://cpet.tc.columbia.edu/news-press/project-based-learning-through-stop-motion-what-happens-when-you-plant-a-seed		



What do you see? What does it look like?
How can we show movement with still images?

Whole Class Input

On whiteboards in pairs - draw a road with a bend



Place your car facing forward on the left side.
Move it 2 cm and place it down again.
Repeat until the car has driven the whole road.

Activities

Use the tablet to record stop-motion sequences using matchbox cars on a larger road map.

See success criteria for differentiation.

Plenary

Pack up using robot moves like you are in an animation.

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Sequence 3/6	Staff: Class teacher	Focus: Content production	
Learning Objectives	Content Imperatives	Skills Literacy focus	
Success Criteria	All Write instructions using bossy verbs.	Most Write a sequence of instructions using bossy verbs.	Some Read your own written instructions to the class for them to follow.
Starter/Tuning in	What is a bossy verb?		
Whole Class Input	On board convert verbs to bossy imperatives.		
Activities	Watch your video back one step at a time and write instructions for the driver. Read your instructions to the class, they try to follow by drawing on a whiteboard.		
Plenary	What makes instructions easy (or hard) to follow?		

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Sequence 4/6	Staff: Class teacher with GSA	Focus: Production	
Learning Objectives	Content Apply animation skills to transport knowledge including 'keep left'	Skills Animating with iPads using Stopmotion Studio	
Success Criteria	All Animate small world figures or handwriting on whiteboard to teach key road rules	Most Animate small world figures and handwriting on whiteboard to teach key road rules	Some Animate small world figures and handwriting on whiteboard to teach 3 key road rules
Starter/Tuning in	Watch a Road Safety video *RESOURCE NEEDED		
Whole Class Input	What are the key rules to follow? Class make a list together. E.g. keep to the left, look both ways before crossing, don't cross on a corner		
Activities	Animate 3 important road safety rules using: <ul style="list-style-type: none"> • words one letter at a time on mini whiteboards • A Lego or other small character on a roadmap (also drawn on whiteboard, or printed) 		

	See SC for differentiation
Plenary	Taking care of equipment and putting things back - can you clean up carefully & safely? Reflection: What went well? What was tricky?

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Sequence 5/6	Staff: Class teacher with GSA	Focus: Production	
Learning Objectives	Content - Continue from 4/6 Apply animation skills to transport knowledge including 'keep left'	Skills Animating with iPads using Stopmotion Studio	
Success Criteria	All Animate small world figures or handwriting on whiteboard to teach key road rules	Most Animate small world figures and handwriting on whiteboard to teach key road rules	Some Animate small world figures and handwriting on whiteboard to teach 3 key road rules
Starter/Tuning in	Part 2 - discuss in pairs - what tricks did you learn last session that will make this session easier?		
Whole Class Input	Share tips with class		
Activities	Animate 3 important road safety rules using: <ul style="list-style-type: none"> • words one letter at a time on mini whiteboards • A Lego or other small character on a roadmap (also drawn on whiteboard, or printed) 		

	See SC for differentiation
Plenary	Pack up using robot moves as if living in an animation! Or, partners direct each other to pack up.

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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	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. Decide success criteria for own animations including key concept of road safety and key bossy words.		
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?		

