

## Suggested lesson plan for Groundswell Arts Story Lab - Teacher Collaboration

Concept	Curriculum Application	Creative Tips	
Animating faces molded in clay, emoji on coloured circles, faces made out of natural objects	Exploring emotions Using natural things to create familiar images KS1/2 Learning and applying the zones of regulation for self-managing behaviour	Clay - use contrasting plastic background Drawing on circles - explore placing objects on smaller objects to make them appear closer/bigger	
<b>Sequence 1/6</b>	<b>Staff: Class teacher</b>	<b>Focus: Introduction and success criteria</b>	
<b>Learning Objectives</b>	<b>Content</b> What emotions (zones of regulation) are there?	<b>Skills</b> 2 events (frames) make a story (animation)	
<b>Success Criteria</b>	<b>All</b> place faces in different positions to create stop motion such as jumping or rolling	<b>Most</b> choose to create a motion that matches the emotion	<b>Some</b> use additional props in interesting ways, such as string or sticks for a swing
<b>Starter/Tuning in</b>	What emotions do these emoji show? Can you make them with your own face?		
<b>Whole Class Input</b>	Class set of mirrors or tablet selfie camera (not recording) to copy facial expressions. Emoji worksheet - matching/drawing with adjective bank		
<b>Activities</b>	What activities do you feel like doing when you are feeling happy/sad/angry/calm? Using clay/whiteboard pen to draw on a round plate/natural objects like shells, vines, stones and berries, make faces 'jump' by placing the face in different positions one step at a time. Then try rolling and other motion. See SC for differentiation.		
<b>Plenary</b>	What happens when you do a happy activity when you feel sad? and etc		



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<b>Sequence 2/6</b>	<b>Staff: Class teacher with GSA</b>	<b>Focus: Learning animation skills</b>	
<b>Learning Objectives</b>	<b>Content</b> clay skills	<b>Skills</b> 2 events (frames) make a story (animation)	
<b>Success Criteria</b>	<b>All</b> animate one emotion changing to another in clay	<b>Most</b> animate changing through three emotions in clay	<b>Some</b> animate through an emotional range from low to neutral to high to extreme
<b>Starter/Tuning in</b>	Show & explain flipbooks - how do you make images move with pictures?		
<b>Whole Class Input</b>	class agree tips/rules for working with clay		
<b>Activities</b>	Use the Stopmotion app on iPads to record changing facial expressions: All: Animate one emotion changing to another in clay  Most: Animate changing through three emotions in clay  Some: Animate through an emotional range from low to neutral to high to extreme		
<b>Plenary</b>	What will your teacher feel if the classroom isn't tidied up well - show me their face! What face if it is? Tidy up clay and iPads. Go to break with a big smile on your teacher's face (and yours)!		



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<b>Sequence 3/6</b>		<b>Staff: Class teacher</b>		<b>Focus: Content production</b>	
<b>Learning Objectives</b>	<b>Content</b> Zones of Regulation		<b>Skills</b> Flipbooks		
<b>Success Criteria</b>	<b>All</b> Identify one or more personal ways to change own state from yellow zone to green zone  Create a flipbook animation	<b>Most</b> Identify personal ways to change own state from yellow zone to green zone Create a flipbook	<b>Some</b> Identify personal ways to change own state from blue and yellow zones to green zone Create a flipbook		
<b>Starter/Tuning in</b>	Fold and cut A4 paper or use post-its to create the pages of a short flip book				
<b>Whole Class Input</b>	Discuss how this activity is making you feel - note some children enjoy it, others find it frustrating - encourage ownership of own emotions				
<b>Activities</b>	Look at the Zones of Regulation and use an example from the class, perhaps someone got frustrated with their cutting out = yellow zone. Ask them, what 'action' would make them feel better?  All - Identify one or more personal ways to change own state from a yellow zone emotion to green zone				

	<p>Draw images of a ball in a sequence of different positions on the flipbook pages</p> <p>Most - Identify personal ways to change own state from yellow zone to green zone - can include props and other people</p> <p>Draw images of a ball or a stick figure in a sequence of different positions on the flipbook pages</p> <p>Some - Identify personal ways to change own state from blue and yellow zones to green zone</p> <p>Draw images of a ball &amp; a stick figure in a sequence of different positions on the flipbook pages</p>
<b>Plenary</b>	Share flipbooks around your group

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<b>Sequence 4/6</b>	<b>Staff: Class teacher with GSA</b>	<b>Focus: Production</b>	
<b>Learning Objectives</b>	<b>Content</b> clay skills	<b>Skills</b> 2 events (frames) make a story (animation)	
<b>Success Criteria</b>	<b>All</b> animate one emotion changing to another in clay	<b>Most</b> animate changing through three emotions in clay	<b>Some</b> animate through an emotional range from low to neutral to high to extreme
<b>Starter/Tuning in</b>	Look back through flipbooks Make additions/Begin again with an alternative idea or a more developed idea		
<b>Whole Class Input</b>	- class reminder and agree again tips/rules for working with clay		
<b>Activities</b>	As lesson 2, use the Stopmotion app on iPads to record changing facial expressions: All: Animate one emotion changing to another in clay  Most: Animate changing through three emotions in clay  Some: Animate through an emotional range from low to neutral to high to extreme		

**Plenary**

What sound conveys different emotions?

Happy?

Frustrated?

Tired?

Tidy up clay and iPads.

Children make a noise that reflects your current emotion.

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<b>Sequence 5/6</b>	<b>Staff: Class teacher</b>	<b>Focus: Post-production</b>	
Learning Objectives	Content	Skills	
<b>Success Criteria</b>	<b>All</b> Complete Animations	<b>Most</b> Add voiceover word descriptions to the emotions e.g. Yay! Or Grrr!	<b>Some</b> Add dynamic voiceover that is loud or soft, upbeat or slow to reflect the emotion.
<b>Starter/Tuning in</b>	View GSA sample Animation without voiceover, then replay with voiceover.		
<b>Whole Class Input</b>	What does voiceover add? What should it say?		
<b>Activities</b>	All - Children so far absent may still animate today.  Most - Children watch their animation and record themselves adding voiceover.  Some - Children watch their animation and record themselves adding dynamic voiceover.		
<b>Plenary</b>	How important is sound when it comes to feeling?		



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<b>Sequence 6/6</b>	<b>Staff: Class teacher</b>	<b>Focus: Viewing and Evaluation</b>	
<b>Learning Objectives</b>	<b>Content</b> Evaluate using Success Criteria agreed in 1/6	<b>Skills</b> Respond to other children's work	
<b>Success Criteria</b>	<b>All</b> Respond to animations	<b>Most</b> Write a response to animations	<b>Some</b> Evaluate animations
<b>Starter/Tuning in</b>	Paired discussion to question on board: What is animation?		
<b>Whole Class Input</b>	What are the 3 most important things in making an animation? Teacher leads whole class to write success criteria for evaluation.		
<b>Activities</b>	Watch each animation. All: Students fill in a form with assessments - 😊 😐 😞 Most: One word Some: 1 positive 1 improvement		
<b>Plenary</b>	Ask the class: What would you like to animate next?		