Suggested lesson plan for Groundswell Arts Story Lab - Teacher Collaboration

Concept	Curriculum Application	Creative Tips
Green screen video body x-ray	Science Inside the body - heart, respiratory system, digestive system, skeleton	3 layers of video - 1. Room (optional) 2. Skeleton 3. Video layer - long shot (whole body) on child speaking, holding green paper

Sequence 1/6	Staff: Class teacher		Focus: Write and recite the message
Learning Objectives	**Content** Learning about the skeleton		**Skills** Recalling names of bones and location
Success Criteria (for lessons 1 and 3)	**All** Children learn facts about skeletons	**Most** Children learn and recall facts about skeletons	**Some** Children learn facts about different parts of the human skeleton
Starter/Tuning in	Matching activity of skeletons to a range of living creatures		
Whole Class Input	Watch video at BBC Bitesize: What does your skeleton do? https://www.bbc.co.uk/bitesize/topics/z9339j6/articles/zqfdpbk		
Activities	Class complete BBC Bitesize online gap-fill using iPads. In pairs take turns to complete 2 sentences. Use start again for second person. Then pairs complete quiz together. Differentiated skeleton labelling worksheet		
Plenary	Simon Says: touch your skull, the part of your body with the most bones etc.		

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Sequence 2/6	**Staff: Class teacher with GSA**	**Focus: Learning animation skills**	
Learning Objectives	**Content** Using green screen to see inside your body! Portrait vs Landscape	**Skills** Insert an image on bottom layer of the timeline in Green Screen App	
Success Criteria	**All** Insert image of a human skeleton on timeline in Green Screen app with help	**Most** Insert image of human skeleton on timeline in Green Screen app with minimal help	**Some** Insert image of human skeleton on timeline in Green Screen app and support classmates. Use mask tool to remove unwanted areas.
Starter/Tuning in	Watch BBC Bitesize Skeletons https://www.bbc.co.uk/bitesize/clips/ztfnvcw		

Whole Class Input	 What's wrong here? (NB obviously this was a deliberate choice, but in this case we are using it to illustrate how to improve your framing) 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) Get students to try using ipad camera to photograph their skeleton image neatly in the full portrait frame.
Activities	Use the Green Screen app on iPads to insert their skeleton on middle layer of timeline (see SC for differentiation) As an additional activity, depending on time, children may draw a lab on A4 landscape, take a photo of it and place it on the bottom layer. Make note of which child has which iPad for next lesson. Show students the settings cogwheel and how to add their name as a title.
Plenary	Look around the room 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)

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Sequence 3/6	**Staff: Class teacher**	**Focus: Content production**	
Learning Objectives	**Content** Write a description of the human skeleton	**Skills** Presentation skills, using key words	
Success Criteria	**All** Children complete a description of the skeleton and its 2 key functions	**Most** Children complete a description of the skeleton and its 2 key functions; practice reading it aloud and memorising it.	**Some** Children complete a description of the skeleton and its 2 key functions (using key words) and rehearse it fully before reciting it.
Starter/Tuning in	Rewatch BBC Bitesize Skeletons https://www.bbc.co.uk/bitesize/clips/ztfnvcw		
Whole Class Input	Share some example speeches and teacher leads feedback on strengths and how to improve.		
Activities	Write a description of the different parts of the skeleton and its 2 key functions. Practice each sentence until you can recite it.		

	See SC for differentiation.
Plenary	Choose 2 or 3 of the most confident children to present their message to the class while a child or adult records them using iPad camera. Give positive feedback and correct any mispronunciation. Troubleshoot what to do if they make a mistake e.g. when to stop and start again.

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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** Read skeleton description for recording and import to timeline top layer, with help.	**Most** Recite skeleton description for recording and import to timeline top layer, mostly independently.	**Some** Recite skeleton description for recording and import to timeline top 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. Everyone with an iPad films a volunteer (in front of green screen, moving green paper up and down their body) using iPad camera in landscape. Teacher and GSA model how to import to project.		

	Open Green Screen app. Import video to top layer of your named project. Touch top layer twice and open the chroma key to adjust which green is keyed out if needed. (This can changed depending on lighting)
Activities	ALL: Record a description of the human skeleton while moving a piece of green paper up and down your body - one at a time as presented to the class, for minimum background noise. SOME: As above, in front of green screen for anyone who has placed a lab background on the bottom layer.
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** Compositing - putting green screen and other layers together		**Skills** Editing in Green Screen App
Success Criteria	**All** Recite message for recording and import to middle layer of timeline, with help.	**Most** Recite message for recording and import to middle layer of timeline, mostly independently.	**Some** Recite message for recording and import to middle layer of timeline, with minimal help.
Starter/Tuning in	Check in - open Green Screen app on iPad you've been using. 1. Title √ 2. Optional lab drawing on bottom layer √ 3. Skeleton on middle layer √ 4. Import video to top layer √ Write on your mini whiteboard and hold up for review		
Whole Class Input	● If some not titled yet, show how to use the settings cog wheel (next to the question mark) to title your project. ● If most need to see how to import their video, show whole class. Otherwise show one to one.		

	Teacher and GSA model compositing between video layer and skeleton. Including: ● resizing (pinch and stretch) skeleton layer to position in size and place under the body 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	ALL: Children composite their own films or take turns in pairs. MOST: Touch the skeleton layer twice to bring up the tools. Touch the mask and use the rubber to remove any unwanted area outside the skeleton. SOME: As above. Use the mask tool to remove any unwanted areas from the video layer, so that the lab shows through.
Plenary	Share your finished video with 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 x-ray skeleton films	**Most** Write a response to x-ray skeleton films	**Some** Evaluate x-ray skeleton films
Starter/Tuning in	Sorting activity with praise images/vocab and improvement images/vocab E.g. good information, good editing, entertaining vs face the camera, stand still, speak clearly etc		
Whole Class Input	What are the 3 most important things in our non-fiction x-ray skeleton films? Adult leads whole class to write success criteria for evaluation.		
Activities	Watch each x-ray skeleton film. All: Students fill in a form with assessments - 😊 😐 🙁 Most: One word Some: 1 positive 1 improvement		
Plenary	Ask the class: What else could you bring to life and teach with green screen?		