

Suggested lesson plan for Groundswell Arts Story Lab - Teacher Collaboration

Concept	Curriculum Application	Creative Tips	
Green screen video talking pictures e.g. newspaper article photos, art, propaganda, introducing things you've made	Literacy History Art Politics PSHE Character monologues and duologues	3 layers of video - 1. (Framed?) picture 2. Close up of face on child speaking to superimpose on picture 3. 2nd speaker/props/weather etc	
Sequence 1/6	Staff: Class teacher	Focus: Write and recite the message	
Learning Objectives	Content Learning the facts around the source picture	Skills Apply knowledge of image facts to create own writing	
Success Criteria (for lessons 1 and 3)	All Children write a speech pretending to be the Mona Lisa including factual information	Most Children write a speech pretending to be the Mona Lisa including factual information using key words	Some Children write a speech pretending to be the Mona Lisa including factual information using key words and an appropriate tone

Starter/Tuning in	<p>On A3, children annotate a copy of Mona Lisa by Leonardo da Vinci</p> <p>Possible questions for board or pre-written around the image:</p> <p>What type of image is this? Photo/Painting/Drawing</p> <p>Guess - how old is this person?</p> <p>What word would you use to describe their mood?</p> <p>Describe the clothing</p> <p>What colours can you see?</p> <p>What is the style? Realistic (like a photo)/Symbolic (like a cartoon)</p> <p>What can you see in the background?</p> <p>What era do you think this picture shows?</p> <p>Do you know the title or the artist's name?</p>
Whole Class Input	<p>Teacher or adult pretends to be Mona Lisa and takes questions from the class</p>
Activities	<p>Class complete differentiated worksheet with facts on Mona Lisa and Leonardo da Vinci</p> <p>Children write their own speech pretending to be Mona Lisa</p>
Plenary	<p>One or two children share and possibly answer questions</p>

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Sequence 2/6	Staff: Class teacher with GSA	Focus: Learning animation skills	
Learning Objectives	Content Key facts associated with Mona Lisa and Leonardo da Vinci	Skills Take a photo of the Mona Lisa Insert photo on timeline in Green Screen App	
Success Criteria	All Insert image of Mona Lisa on timeline in Green Screen app with help	Most Insert image of Mona Lisa on timeline in Green Screen app with minimal help	Some Insert image of Mona Lisa on timeline in Green Screen app and support classmates
Starter/Tuning in	Choose a wall picture from a selection on your table		
Whole Class Input			

	<p>What's wrong here? (NB obviously this is a deliberate choice, but in this case we are using it to illustrate how to improve your framing)</p> <p>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)</p> <p>Get students to try using ipad camera to photograph their wall image neatly in the full landscape frame.</p>
Activities	<p>Use the Green Screen app on iPads to insert their chosen 'wall' on bottom layer of timeline (see SC for differentiation)</p> <p>Take a photo of your copy of the Mona Lisa. Place this image on the 2nd layer.</p> <p>Use the mask tool and the rectangle selector to remove any background from the Mona Lisa photo. Pinch the screen to resize the painting and place it on the wall.</p>
Plenary	<p>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)</p>

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Sequence 3/6	Staff: Class teacher	Focus: Content production	
Learning Objectives	Content Write 1st person speech for Mona Lisa	Skills Recite 1st person speech for Mona Lisa	
Success Criteria	All Children complete a 1st person speech and practice reading it aloud	Most Children complete a 1st person speech and practice reading it aloud, memorising it.	Some Children complete a 1st person speech and rehearse it fully before reciting it.
Starter/Tuning in	Practice sitting like the Mona Lisa and copy her posture. Pairs give each other feedback.		
Whole Class Input	Share some example speeches and teacher leads feedback on strengths and how to improve.		
Activities	Write a 1st person speech as Mona Lisa. Practice each sentence until you can recite it.		

	<p>Practice saying it with emotion - can help to do this in partners.</p> <p>See SC for differentiation.</p>
Plenary	<p>Depending on time, a couple/ few of the most confident children to present their message to the class while a child or adult records them using iPad camera.</p> <p>Give positive feedback and correct any mispronunciation. Troubleshoot what to do if they make a mistake.</p>

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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 Recite message for recording and import to timeline layer 2, with help.	Most Recite message for recording and import to timeline layer 2, mostly independently.	Some Recite message for recording and import to timeline layer 2, 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 landscape and turn to portrait. Film (or show an example recorded in plenary last lesson) using iPad camera in portrait. Open Green Screen app. Import video to layer 2, above wall.		

Activities	Either record messages one at a time as presented to the class, for minimum background noise. Or record messages in pairs using microphones. Or use additional classroom staff to facilitate moving a table at a time to another room to record etc.
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 Recording session 2	Skills Recite and record	
Success Criteria	All Recite message for recording and import to timeline with card, with help.	Most Recite message for recording and import to timeline with card, mostly independently.	Some Recite message for recording and import to timeline with video card layer, with minimal help.
Starter/Tuning in	Reminder of portrait and landscape. Use 2 books and place one in each orientation. What do the words portrait and landscape refer to?		
Whole Class Input	Distribute iPads in pairs. Hold them up in landscape and turn to portrait. Film using iPad camera in portrait. Open Green Screen app. If continuing, open project with own name as the title & watch it. If not titled yet, show how (see 4/6)		

	<p>Place iPad on table and cross arms when ready for next steps.</p> <p>Teacher and GSA model resizing (pinch and stretch) message layer to position Mona Lisa on the wall.</p> <p>Repeat with using mask tool with rubber on layer 3 to superimpose own face within Mona Lisa image.</p> <p>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.</p>
Activities	<p>Complete filming - cut length if necessary.</p> <p>Focus on editing session.</p>
Plenary	<p>Play your talking picture to others on your table.</p>

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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 talk pictures	Most Write a response to talking pictures	Some Evaluate talking pictures
Starter/Tuning in	Sorting activity with praise images/vocab and improvement images/vocab E.g. clear, sounds like Mona Lisa, surprising vs face the camera, speak in 1st person etc		
Whole Class Input	What are the 3 most important things in a talking picture? Adult leads whole class to write success criteria for evaluation.		
Activities	Watch each card message. All: Students fill in a form with assessments - 😊 😐 😞 Most: One word Some: 1 positive 1 improvement		
Plenary	Ask the class: What did you learn in this project?		

