

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

Concept	Curriculum Application	Creative Tips	
Animating weights	Exploring the world EYFS Weights Maths concepts	Use a stick (or a straw with the bend cut off) on a triangle base rather than string 2D objects on paper - could be magazine bits iPad Bird's Eye View - ask GSA how	
<b>Sequence 1/6</b>	<b>Staff: Class teacher</b>	<b>Focus: Introduction and success criteria</b>	
<b>Learning Objectives</b>	<b>Content</b> Weight - lighter, heavier, equal	<b>Skills</b> Using scales	
<b>Success Criteria</b>	<b>All</b> Use scales to compare heavier and lighter objects.	<b>Most</b> Use scales to compare heavier and lighter objects of different sizes.	<b>Some</b> Use scales to order objects lightest to heaviest.
<b>Starter/Tuning in</b>	Explore uneven weights e.g. elephant vs ant Bowl/box of objects for them to compare and discuss and/or What examples can you think of?		
<b>Whole Class Input</b>	Everyone stands on one side of the room. Pretend classroom is a ship. The ship is sinking because one side is heavier than the other. Nominate 2 children to take care of balancing the ship. If they don't do it systematically, use questioning to encourage that. If anyone mentions the teacher being heavier say teacher = 2 children. Pretend everyone weighs the same and offer praise to anyone who points out otherwise.		

<b>Activities</b>	Using a range of kitchen objects, Maths objects, small animals etc, compare their weight on kitchen scales.  See success criteria for differentiated outcomes.
<b>Plenary</b>	If you wanted to lift something that weighed an equal amount to you, could you do it with your arms? If not, how would you do it? What would the scales do if the weights were equal?



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

Concept	Curriculum Application	Creative Tips	
Animating weights	Exploring the world EYFS Weights Maths concepts	Use a stick (or a straw with the bend cut off) on a triangle base rather than string 2D objects on paper - could be magazine bits iPad Bird's Eye View - ask GSA how	
<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> 2 positions make movement = 2 frames make an animation	<b>Skills</b> Fine Motor Skills	
<b>Success Criteria</b>	<b>All</b> Place 2D Maths shape in different positions to create a stop-motion story.	<b>Most</b> Place 2D Maths shapes in different positions to create a stop-motion story.	<b>Some</b> Place 2D Maths shapes in different positions to create a stop-motion story. Use more than one shape and make them bump into each other.
<b>Starter/Tuning in</b>	Discuss the horse picture from Wikipedia page on Onion-skinning <a href="https://en.wikipedia.org/wiki/Onion_skinning">https://en.wikipedia.org/wiki/Onion_skinning</a> What do you see? What does it look like? How can we show movement on a piece of paper?		
<b>Whole Class Input</b>	On whiteboards in pairs - draw & share: <ul style="list-style-type: none"> <li>• a ball falling in 2 steps</li> <li>• a ball falling in 3 steps</li> <li>• a worm (or a line) jumping and landing in 3 steps</li> </ul>		

	<ul style="list-style-type: none"><li>• an X rolling over</li></ul>
<b>Activities</b>	<p>Use the tablet to record stop-motion sequences using 2D maths shapes:</p> <p>All: Make a circle 'bounce' and another shape fall to the bottom of the screen.</p> <p>Most: As above, and make the shapes roll across the screen.</p> <p>Some: As above, and get the shapes to bump into each other and react.</p>
<b>Plenary</b>	Pack up using robot moves like you are in an animation.

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

Concept	Curriculum Application	Creative Tips	
Animating weights	Exploring the world EYFS Weights Maths concepts	Use a stick (or a straw with the bend cut off) on a triangle base rather than string 2D objects on paper - could be magazine bits iPad Bird's Eye View - ask GSA how	
<b>Sequence 3/6</b>	<b>Staff: Class teacher</b>	<b>Focus: Content production</b>	
<b>Learning Objectives</b>	<b>Content</b> Measuring weight	<b>Skills</b> Reading measurements on the scales	
<b>Success Criteria</b>	<b>All</b> Weigh and record objects in multiples of 100g	<b>Most</b> Weigh and record objects in multiples of 50g and 100g	<b>Some</b> Weigh and record objects in combinations of 50g and 100g
<b>Starter/Tuning in</b>	Looking at the scales - What's the heaviest weight the scales can measure? What's the smallest difference the scales can measure?		
<b>Whole Class Input</b>	Estimate weights of objects as a class before teacher weighs them.		
<b>Activities</b>	What does 100g feel like? What does it look like on the scale measure? What about 50g? Can you pick up a number of objects & guess how much they weigh without weighing them?  In pairs or threes, take turns to place, read and record the measurement of different things.  Complete a differentiated worksheet about weight.		

**Plenary**

Guess how much a child/the teacher weighs!  
Use bathroom scales to confirm.

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

Concept	Curriculum Application	Creative Tips	
Animating weights	Exploring the world EYFS Weights Maths concepts	Use a stick (or a straw with the bend cut off) on a triangle base rather than string 2D objects on paper - could be magazine bits iPad Bird's Eye View - ask GSA how	
<b>Sequence 4/6</b>	<b>Staff: Class teacher with GSA</b>	<b>Focus: Production</b>	
<b>Learning Objectives</b>	<b>Content</b> Showing heavier, lighter, equal	<b>Skills</b> Animating with iPads using Stopmotion Studio	
<b>Success Criteria</b>	<b>All</b> Animate 2D Maths shapes to show an unbalanced scale	<b>Most</b> Animate 2D Maths shapes to show a scale moving and balancing	<b>Some</b> Animate 2D Maths shapes to explore heavier, lighter and equal
<b>Starter/Tuning in</b>	Watch GSA model or the teacher and GSA create an Animation in front of class and replay.		
<b>Whole Class Input</b>	What are the key instructions? - Looking after the iPad - Working in pairs or threes: button pusher and 2 shape movers - What might be tricky?		
<b>Activities</b>	Groups work together recording in their different roles. May want to swap roles part-way through.		

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

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

Concept	Curriculum Application	Creative Tips	
Animating weights	Exploring the world EYFS Weights Maths concepts	Use a stick (or a straw with the bend cut off) on a triangle base rather than string 2D objects on paper - could be magazine bits iPAd Bird's Eye View - ask GSA how	
<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> Record an animation using 2D shapes to create a bigger image with help	<b>Most</b> Record an animation using 2D shapes to create a bigger image independently	<b>Some</b> Record an animation using 2D shapes to create a bigger image showing application of techniques from 2 previous animation sessions
<b>Starter/Tuning in</b>	View GSA sample animation of animals from 2D shapes		
<b>Whole Class Input</b>	What have you learnt about animating 2D shapes?		
<b>Activities</b>	Children work in pairs or threes to create an animation showing the forming and breakdown of (e.g. animal faces) using 2D shapes		
<b>Plenary</b>	Taking care of equipment and packing up safely. Do we have everything?		



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

Concept	Curriculum Application	Creative Tips	
Animating weights	Exploring the world EYFS Weights Maths concepts	Use a stick (or a straw with the bend cut off) on a triangle base rather than string 2D objects on paper - could be magazine bits iPad Bird's Eye View - ask GSA how	
<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>	Teacher leads whole class to write definition or if more support needed, by giving examples. Include criteria for showing key concepts - lighter, heavier and equal.		
<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 else could you animate with?		