



PUPPETRY IN PRACTICE



STOP-MOTION ANIMATION:
Landmarks of NYC
A Project for 2nd Graders

For the 2014-2016 school years, Puppetry in Practice is honored to be the recipient of special funding through multiple school partnerships made available through two new initiatives developed by the New York City Department of Education, through the office of Schools Chancellor Carmen Fariña.

The Department of Education's Arts for English Language Learners and Students with Disabilities is a program that funds arts partnerships that serve a diverse group of student participants, including ELL and Special Education students. The DOE's Arts Continuum is a new arts partnership initiative designed to bridge arts learning between the elementary and middle schools.

Under the umbrella of the Arts for ELLs and Students with Disabilities, school recipients working with Puppetry in Practice include PS 217, PS 159 and PS 228 in Brooklyn, and Junior High School 185 in Queens and the Joan Snow Pre-K Centers in Brooklyn. For the Arts Continuum programs, Puppetry in Practice is working with PS 193 and IS 240 Hudde Middle School.

Through these new initiatives Puppetry in Practice is enlarging its reach to language learning student populations, incorporating a variety of art forms through dynamic, interactive programming.

STAFF

Founder/CEO - Dr. Tova Ackerman
Art Director - Xun Ye
Education Director - Jason Leinwand
Program Development Director - Michael Perreca
Resident Puppeteer/Pre-K Specialist - Luciano Cohen
Resident Author/Illustrator - Angelo DeCesare

Teaching Artists

Nadine Grisar - Storyteller
Meredith Holch - Animation and Puppetry
Andrew Murdock - Puppetry and Film
Thierry Remion - Music

Puppetry in Practice

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PUPPETRY IN PRACTICE



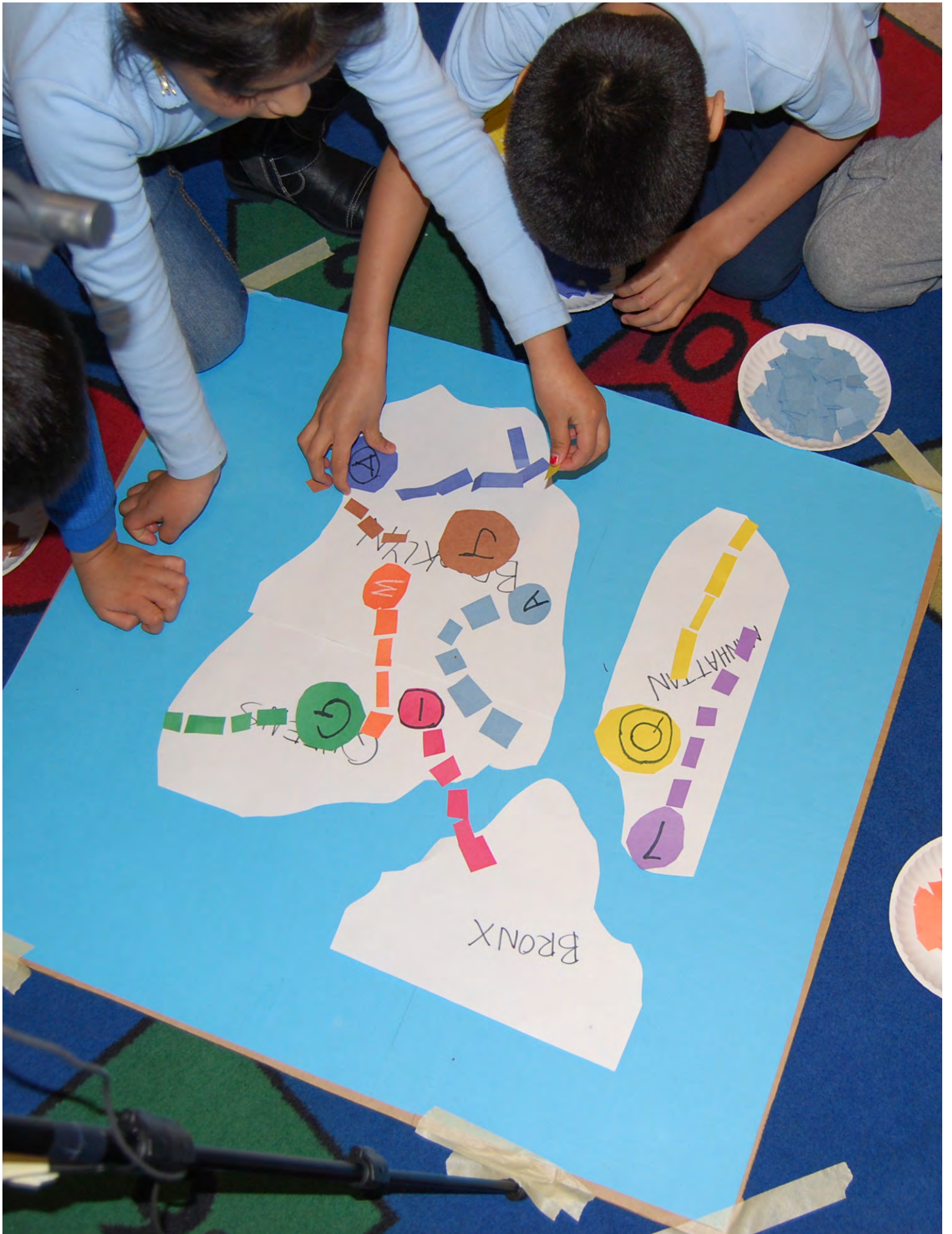
MY NEW YORK: An Exploration of What Makes New York City Great

Responding to New York City social studies curriculum for multiple grades, Puppets in Practice expanded its popular Bridging Brooklyn artist residency into a citywide exploration called MY NEW YORK. Technology-driven arts programs are in high demand, combining time-honored traditions such as puppetry with contemporary techniques such as stop-motion animation and filmmaking. The MY NEW YORK program uses these art forms, and others, to explore historic figures, neighborhoods, current issues and landmarks of New York City. General population, English Language Learner and Special Education students are engaged on multiple levels as these residencies develop creative problem-solving, critical-thinking, communication and collaboration skills through hands-on learning.

This program centers around the 2nd grade social studies unit on the Landmarks of NYC. Students become virtual tourists and tour guides as they explore important facts about some of New York City's most historic places. Throughout the process, students must rely on the contributions of their teammates to find success. As a result, a project like this fosters improvisation, experimentation and a willingness for students to interact with each other in a creative environment, where every possible idea or suggestion has merit.

With Stop-Motion Animation, the computer and the camera become tools for showcasing and sharing collaborative work. Students use technology and teamwork to gain a deeper understanding of some of the city's most colorful, historic figures and neighborhoods. Students become virtual tour guides of their surrounding boroughs via the computer and animation.





MY NEW YORK

RESIDENCY TIMELINE

Stop-Motion Animation Residency for Grade 2
One class period, once-a-week for 10-weeks
Artist-in-Residence: Jason Leinwand

Pre-Production

Week 1 – Animation Exploration (Animating the Credits)

Week 2 – Introduction to Animation and NYC Landmarks

Week 3 – Let’s Make Our Puppets!

Week 4 - Animation Checklists (Backgrounds, Puppets and Props)

Week 5 – Complete Animation Checklists

Production

Week 6 – Animation 1

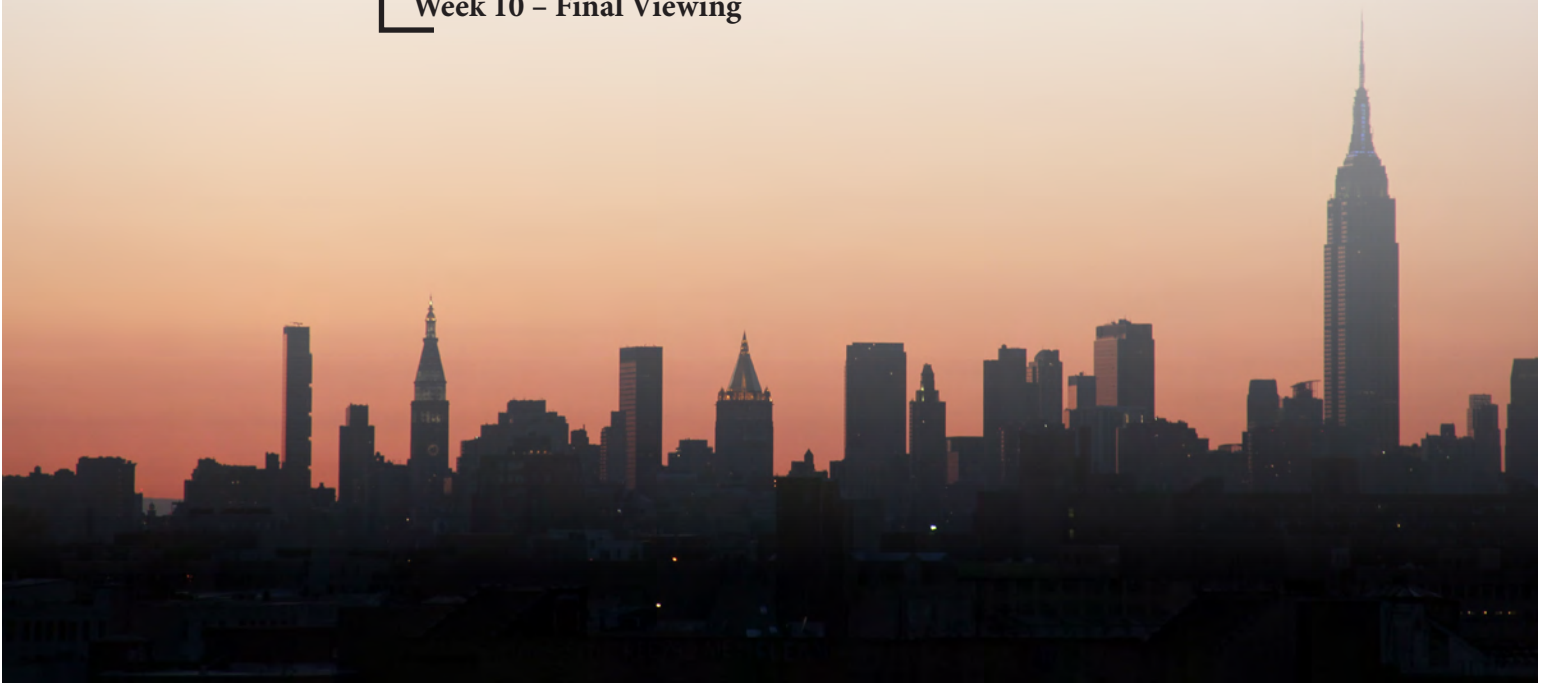
Week 7 – Animation 2

Week 8 – Animation 3

Post-Production

Week 9 – Narration and Audio Recording

Week 10 – Final Viewing



Week 1 – Animation Exploration (Animating the Credits)

OBJECTIVE

To explore stop-motion animation and to animate the credits sequence.

The focus of the lesson is for students to:

- Familiarize themselves with stop-motion animation
- Explore and experiment with a new medium
- Develop teamwork and collaborative skills
- Create the credits sequence for the completed animation project

MATERIALS

Laptop computers with Animation software, webcams, tripods, Scotch tape, 12”x18” colored construction paper, pre-cut colored paper rectangles, markers

KEY TERMS/CONCEPTS

Stop-motion animation, exploration, experimentation, credits

PROCEDURE

1. Greetings and Introductions
2. Classroom rules and expectations
3. Distribute colored paper rectangles and markers for everyone to make a name tag
“Will you use bubble letters or script? Will you include patterns or designs? Will you use many different colors?”
4. While students are designing their name tags, distribute webcams and computers
5. Using the SmartBoard, demonstrate set-up of equipment and software
6. Student groups set-up their animation stations
7. Ask the students to create stop-motion animation sequences of their name tags moving.
8. How many different ways can you make your names move?
“Will your names move up and down? Side to side? Can you make them spin?”
“What other “magic tricks” can you invent using animation?”
9. Students can share their work with one another
“Does anybody see a short movie? A long movie? Does anybody see a fast movie? A slow movie? Did anybody discover something that surprises them?”
10. Wrap up, pack up, clean up!

SUGGESTIONS FOR FOLLOW-UP

Explore the history of stop-motion animation. Start by making flipbooks with your students or trying to find old 32mm or 16mm film reels for them to look at and investigate. Students in today's digital era will gain a better understanding of how our animation software was created to emulate and improve the processes of the past.





BLUEPRINT for the MOVING IMAGE: 2nd Grade ANIMATION | STRAND 1

Students understand that cel animation is a way to express their imagination and illustrate their feelings.

LESSON 2 - Introduction to Animation and NYC Landmarks

OBJECTIVE

To deepen understanding of stop-motion animation and introduce famous landmarks of NYC.

The focus of the lesson is for students to:

- Be introduced to a variety of stop-motion animation terms and techniques
- Take a virtual tour of New York City that highlights famous NYC landmarks
- Brainstorm and plan a way of making an animation about a famous NYC landmark

BLUEPRINT for the MOVING IMAGE: 2nd Grade ANIMATION | STRAND 2

Students understand the vocabulary and concepts needed to create simple cel animation projects.

MATERIALS

Various animation samples for presentation, NYC landmark slideshow

Sample Animations:

- **Born Free** - <https://www.youtube.com/watch?v=HySMqyTDY5k>
- **Elephant Trap** by Tiny Circus - <https://www.youtube.com/watch?v=ZsiGnd1knyw>

KEY TERMS/CONCEPTS

Stop-motion animation, puppets zoom-in, close-ups, point of view, pixilation, persistence of vision, teamwork, pre-production, production and post-production, NYC landmarks

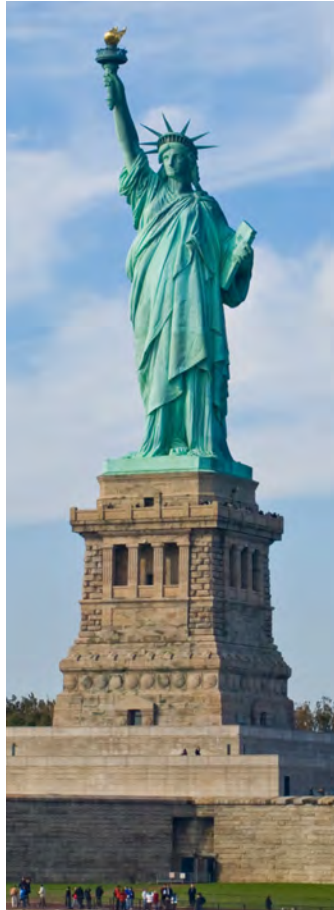
PROCEDURE

1. Review previous lesson
 - “Last week we explored stop-motion animation. What did we learn?”
 - “What other things do you think we can animate with?”
2. View a variety of sample animations using cut-paper, claymation, pixilation and more
 - “After seeing all these different ideas, what can WE do with stop-motion animation?”
 - “Are there any famous places in NYC that we could make an animation about?”
3. Slideshow presentation about different famous NYC landmarks
 - “If we wanted to make an animation about one of these famous landmarks what would it be about?”
 - “What would we need to make?”
 - “Let’s brainstorm a list of things we’ll need to get started.”
4. Discuss and brainstorm the process of creating an animation from start to finish:
 - Characters/Puppets
 - Animation Checklists
 - Background and Props (colored paper collage)
 - Animating with computers, software and webcams
 - Audio Recording
 - Editing
 - Viewing and Sharing
 - “Seems like we have a plan. Next week we will start our PRE-production!”
5. Wrap up, pack up and clean up!

SUGGESTIONS FOR FOLLOW-UP

Start researching the NYC landmark that the class is focusing on in their animated tour. With the teacher, students should be able to generate a list of questions they have about the landmark. Throughout the entirety of the residency, teachers can revisit these questions to see what knowledge the students are learning.

FAMOUS NYC LANDMARKS - SLIDESHOW



LESSON 3 - Let's Make Our Puppets

OBJECTIVE

For each student to create a miniature paper puppet of themselves that will be able to visit a famous NYC landmark in the final animated movie.

The focus of the lesson is for students to:

- Use paper collage techniques (selecting, arranging, cutting, glueing)
- Create a representational puppet of themselves
- Use basic shapes (circles, rectangles, ovals) to create a puppet

MATERIALS

Colored paper, patterned paper, scissors, glue sticks, markers, crayons, puppet body templates on card stock, camera, photographs of every student's face, movable animation paper joint, group animation folders

KEY TERMS/CONCEPTS

Puppet, character, collage, selecting, decision-making “*What shape, color or paper will I use for...?*”, self-portrait, pre-production

PROCEDURE

1. Review the project, the theme and the brainstorming from last week
 - “*Last week we made a plan for our movie. Let's start with the characters!*”
 - “*If we want ourselves to be the characters in the animation, how will we do that?*”
 - “*How can we make puppets of ourselves out of paper?*”
2. Dialogue about creating a personalized paper puppet
 - “*How will you, make you??*”
 - “*I brought some shapes for us to start with? Which shape will you chose? I have an oval, a circle or a triangle?*”
 - “*How will we add clothes? What kinds of designs can you make on your shirt?*”
 - “*What shape could be use to add arms and legs? Will you create hands and shoes?*”
 - “*How much detail will your puppet have?*”
3. Distribute materials onto the table
4. Students create their collaged paper puppet
5. Allow students time to play with and puppeteer their puppets
 - “*What can your puppet do that you CAN'T do?*”
6. Put everything in the group animation folder for storage and safety
7. Wrap up, pack up and clean up!

SUGGESTIONS FOR FOLLOW-UP

Just because the puppets get to visit famous landmarks of NYC does not mean students do not have to! Nothing beats an actual visit to whatever landmark the class is studying. It is understood that planning a field trip with a class is both difficult and involved, however sometimes a famous landmark is closer than you think. A visit will only make the animation project stronger by providing a perspective other than pictures on the SmartBoard.



BLUEPRINT for the MOVING IMAGE: 2nd Grade ANIMATION | STRAND 3

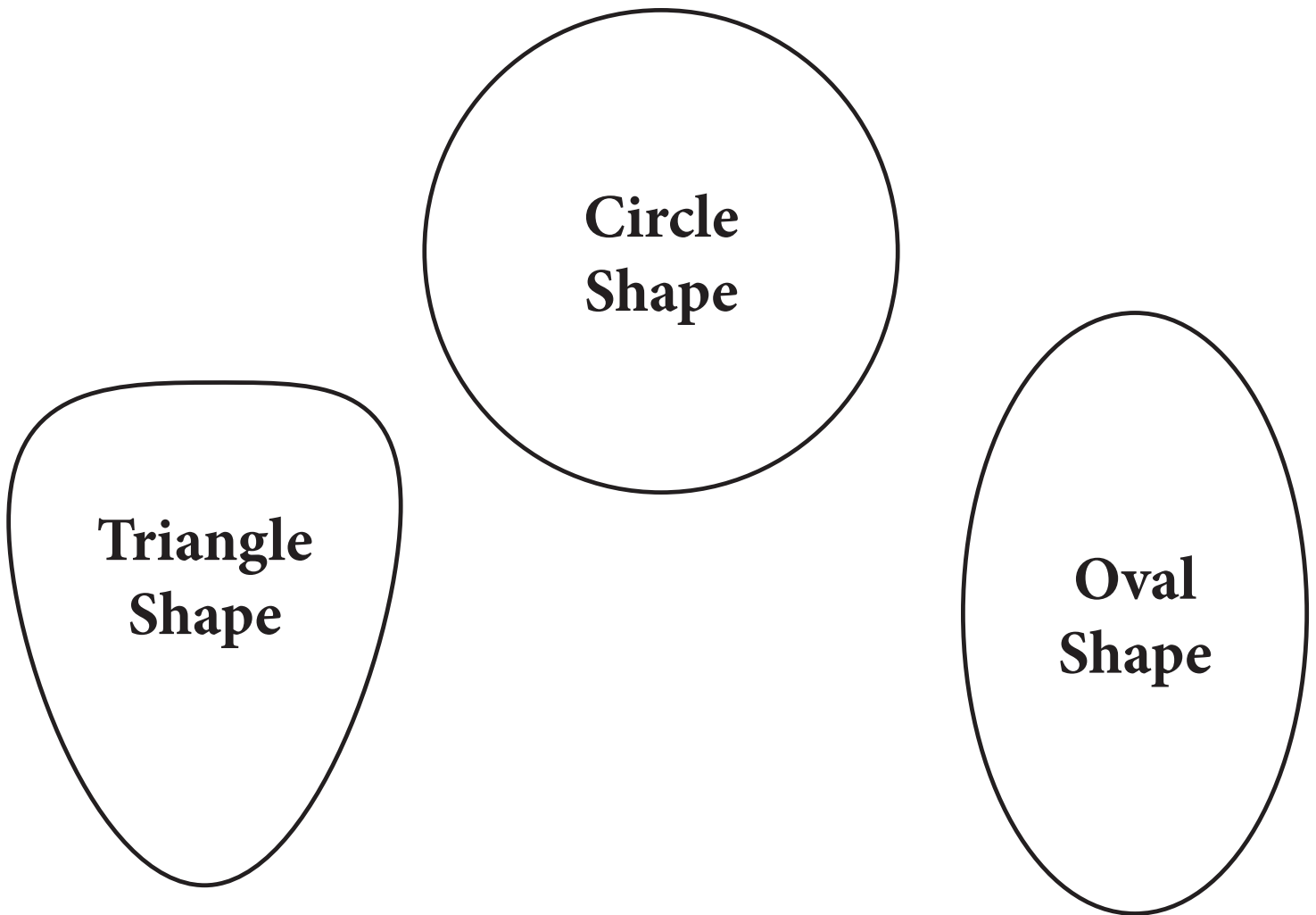
Students understand that animation is a visual art form that includes the elements of design such as color, shape, composition, line and texture.

BLUEPRINT for the VISUAL ARTS: 2nd Grade - Art Making

Through an exploration of art materials and techniques, students exercise imagination, construct meanings, and depict their experiences; work in two-dimensional and three-dimensional art forms, use basic art tools, and gain knowledge of media and compositional elements.



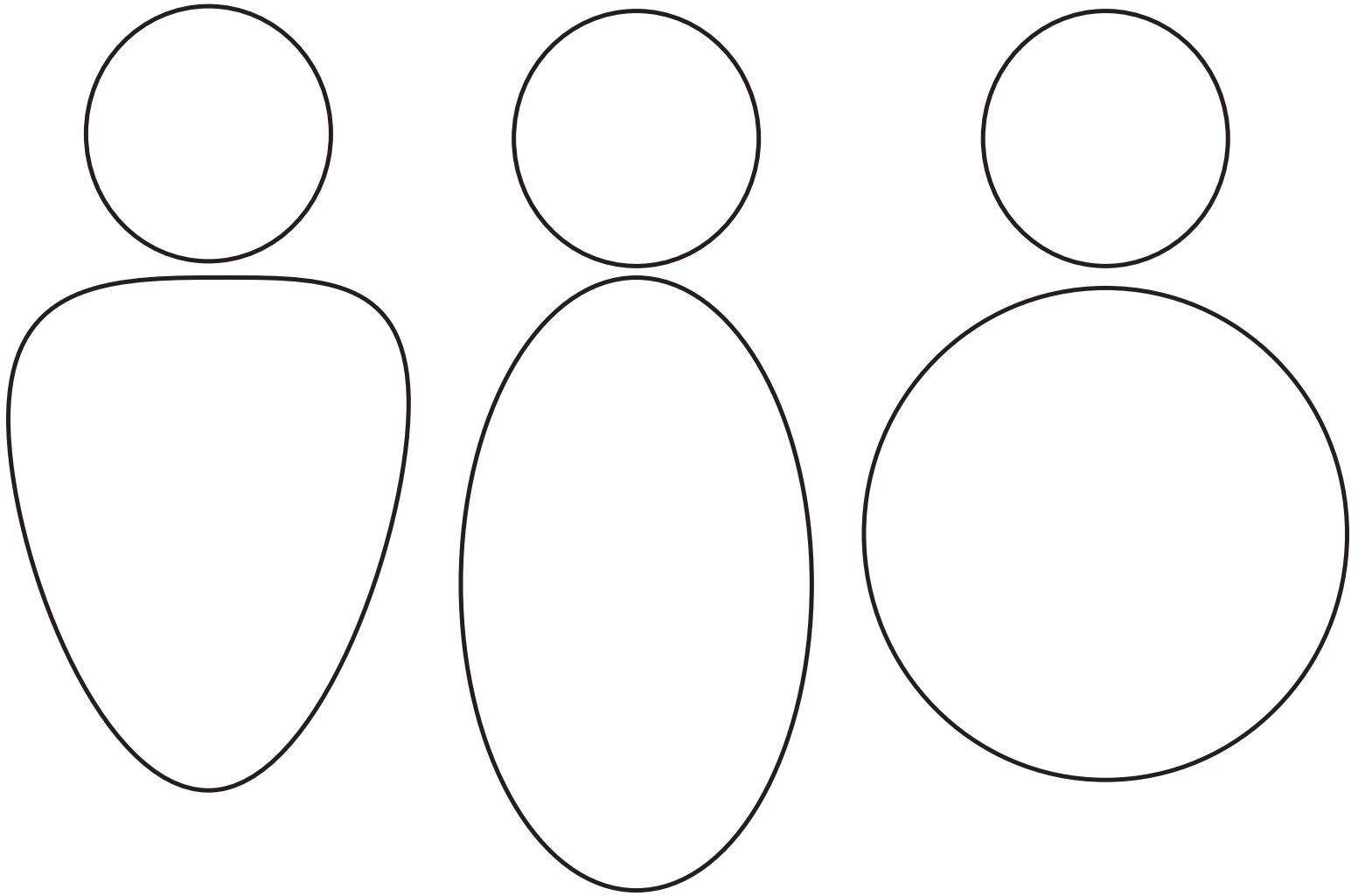
PUPPET BODY TEMPLATES



We use the above templates as a starting shape for our personal puppets. Students choose the shape they want for themselves.

ESSENTIAL QUESTIONS?

- *How will you make yourself as a puppet?*
- *What kinds of designs will your clothes have?*
- *How will you make the rest of you? What shapes could you use to make legs?*
 - *What other details will you add?*



RESEARCHING THE LANDMARK



Research is a key component to this Social Studies unit. Students who are unable to visit the landmark in person can still gain a tremendous amount of insight from images, videos and books that students can find on their own or that the teacher can help provide.

Sources that illustrate the history, tell stories or provide additional perspective of the landmark will help students construct their own ideas, questions and understandings about the place.

ESSENTIAL QUESTIONS?

- *What makes a place a landmark?*
- *Why does NYC have so many famous landmarks?*
- *What are some similarities and differences between several different landmarks?*

CONEY ISLAND



Coney Island History





Thrill Rides



- The Zipper
- The Cyclone
- The Wonder Wheel

Nathan's



The Subways



New York City Subway with bus and railroad connections

Key

The subway operates 24 hours a day but not all lines operate at all times. This map depicts morning to evening weekday service. Call our Transit Information Center at 511 for more information. English or Spanish (24 hours) or ask an agent for help in other languages (8AM to 10PM).

visit www.mta.info

30 station services are marked, primarily on this map has been modified. © 2011 Metropolitan Transportation Authority. February 2011

- Local service only
- All trains stop (local and express service)
- Normal service
- Additional express service
- Free subway transfer
- Free out-of-system subway transfer (including single-ride tickets)

Bus or AIRTRAIN to airport
Police
Full line service
Part line service
Terminal

Local service only
All trains stop (local and express service)
Normal service
Additional express service
Free subway transfer
Free out-of-system subway transfer (including single-ride tickets)

Service Note

The subway map depicts weekday service. Service differs by time of day and is sometimes affected by construction. Overhead directional signs on platforms show weekend, evening, and late night service. Visit www.mta.info for detailed guides to subway service: click on Maps, then "Individual Subway Line Maps," "Service Guide," or "Late Night Service Map." For construction-related service changes, click on "Planned Service Changes" in the top menu bar. On weekends, the Weekend website and app show construction-related scheduled service changes. This information is also posted at station entrances and on platform columns of affected lines.



THE SUBWAY MAP



ALL THE SUBWAY TRAINS

1 2 3 4 5 6 7

A B C D E F G J

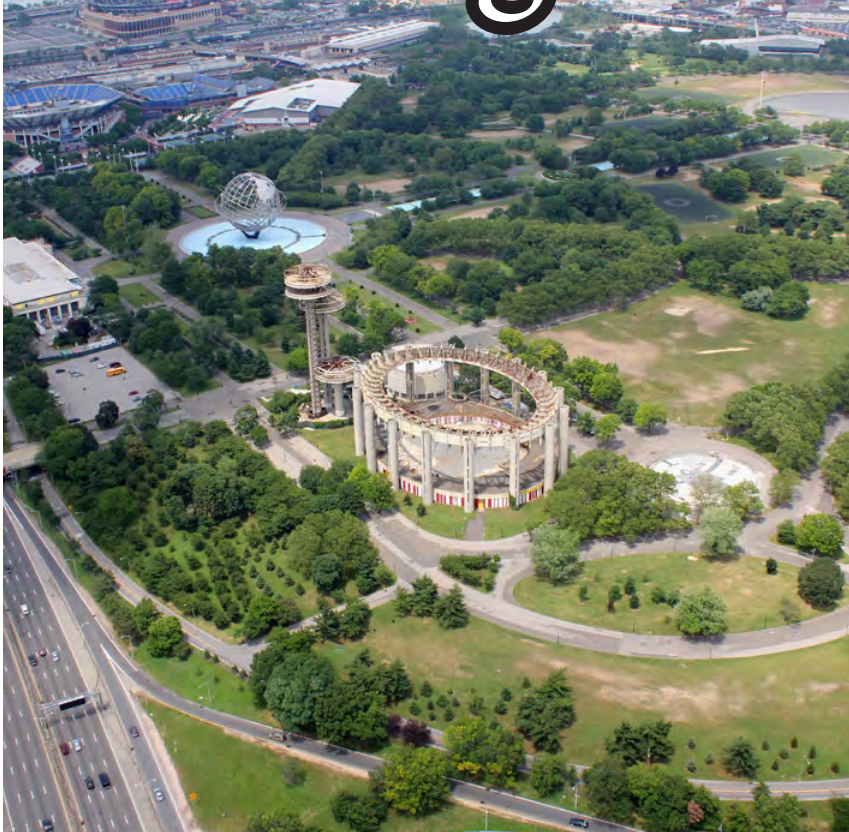
L M N Q R S Z



ENTERING AND EXITING



Flushing Meadow Park



WHERE IS FLUSHING MEADOW PARK?





Flushing Meadow Park Petting Zoo





Things to do in Flushing Meadow Park



The Carousel in Flushing Meadow Park



One of the world's most unique amusement rides, this attraction was created for the 1963-1964 World's Fair by combining two historic Coney Island carousels. Choose any of the ravishing horses or chariots for a whimsical ride on this Flushing Meadows-Corona Park classic. This iconic New York City fun machine is the largest carousel in the entire borough of Queens!

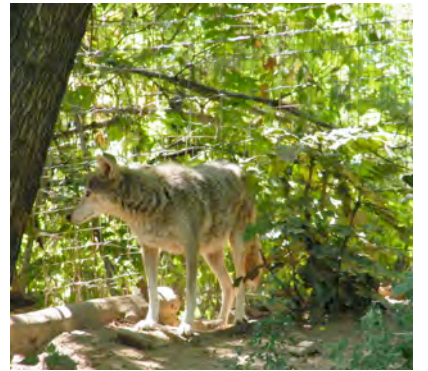
Ticket Price: 3 tickets

3 tickets: \$3.00 4 tickets: \$4.00 12 tickets: \$10.00 25 tickets: \$20.00 50 tickets: \$38.00 1 ticket: \$1.00



FLUSHING MEADOWS CAROUSEL
PRICE LIST
1 Ride* = 3 Tickets
3 Tickets = \$1.00
4 Tickets = \$1.00
12 Tickets = \$10.00
25 Tickets = \$20.00
LISTA DE PRECIOS
1 Paseo* = 3 Tarjetas
3 Tarjetas = \$1.00
4 Tarjetas = \$1.00
12 Tarjetas = \$10.00
25 Tarjetas = \$20.00

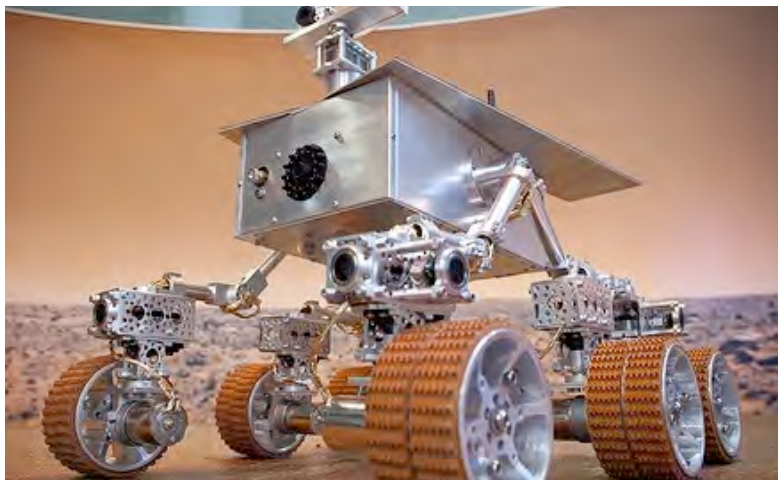
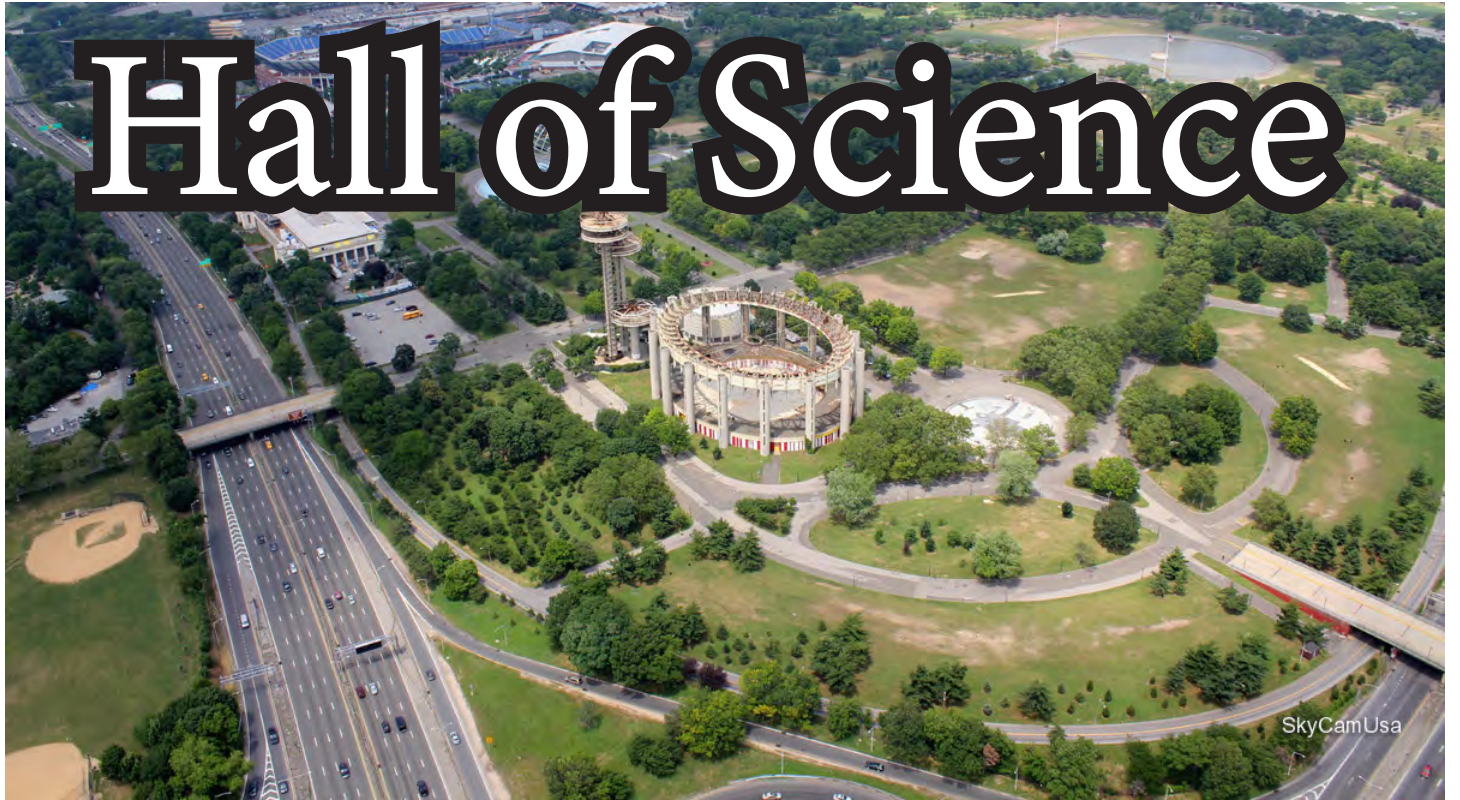






Aquatic Center

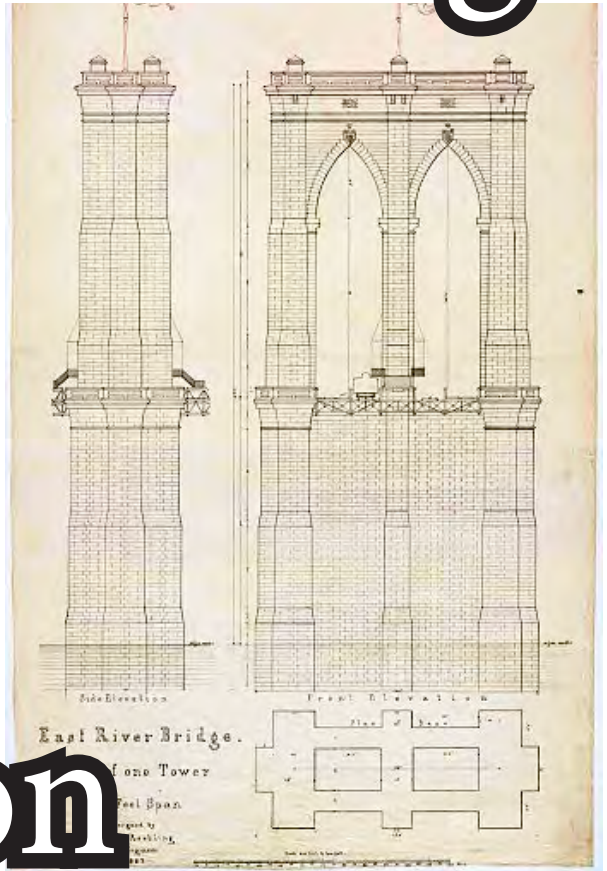
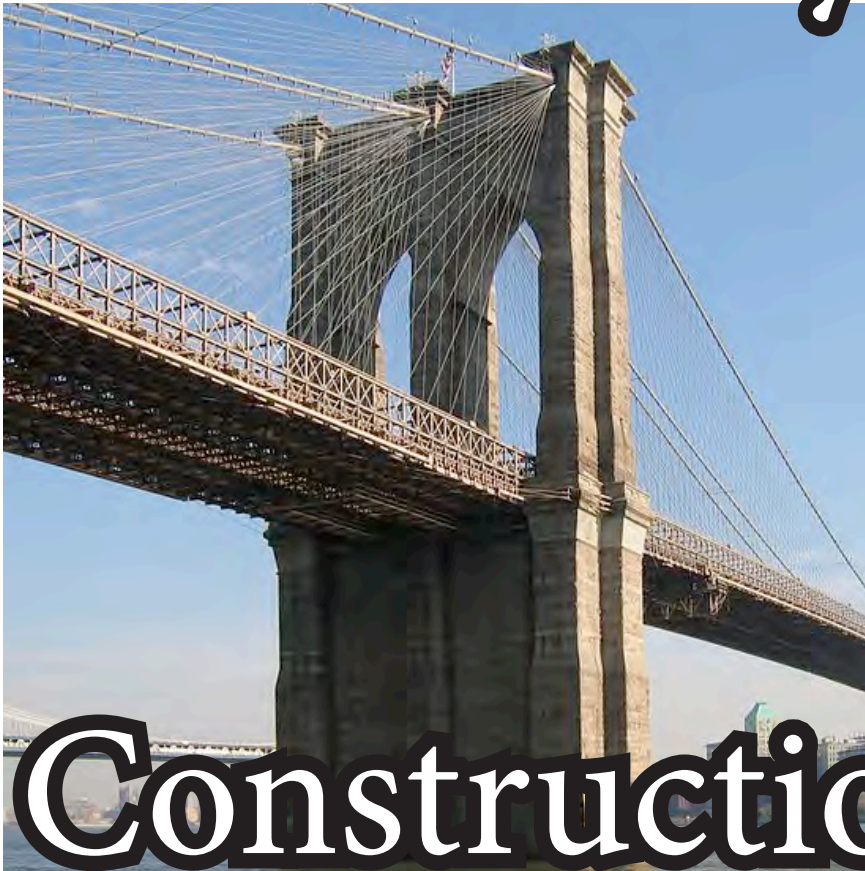




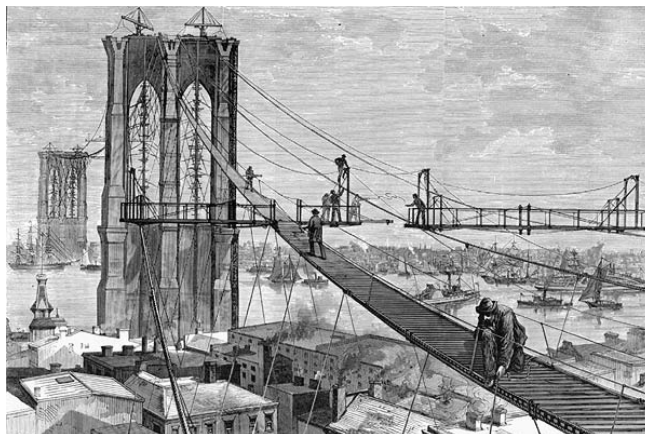
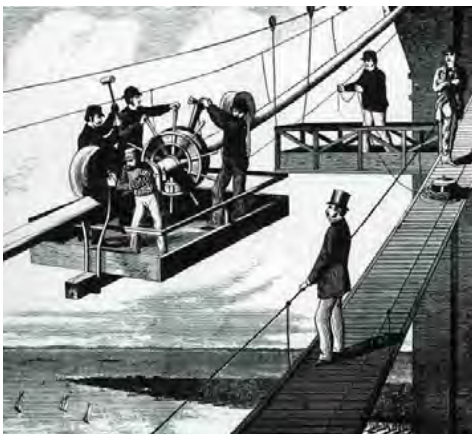
WORLDS FAIR



The Brooklyn Bridge



Construction



The Brooklyn Bridge is a bridge in New York City and is one of the oldest suspension bridges in the United States. Completed in 1883, it connects the boroughs of Manhattan and Brooklyn by spanning the East River. It has a main span of 1,595.5 feet, and was the first steel-wire suspension bridge constructed. The towers are built of limestone, granite, and cement. They used steel cables to hold up the road.



Traveling

The Brooklyn Bridge has a wide pedestrian walkway open to walkers and bike riders in the middle of the bridge and higher than the automobile lanes. More than 4,000 walkers and 3,100 bicyclists cross the Brooklyn Bridge each day. While the bridge has always allowed the passage of pedestrians across its span, its role in allowing thousands to cross takes on a special importance in times of difficulty when usual means of crossing the East River have become unavailable.





BEFORE THE BRIDGE?

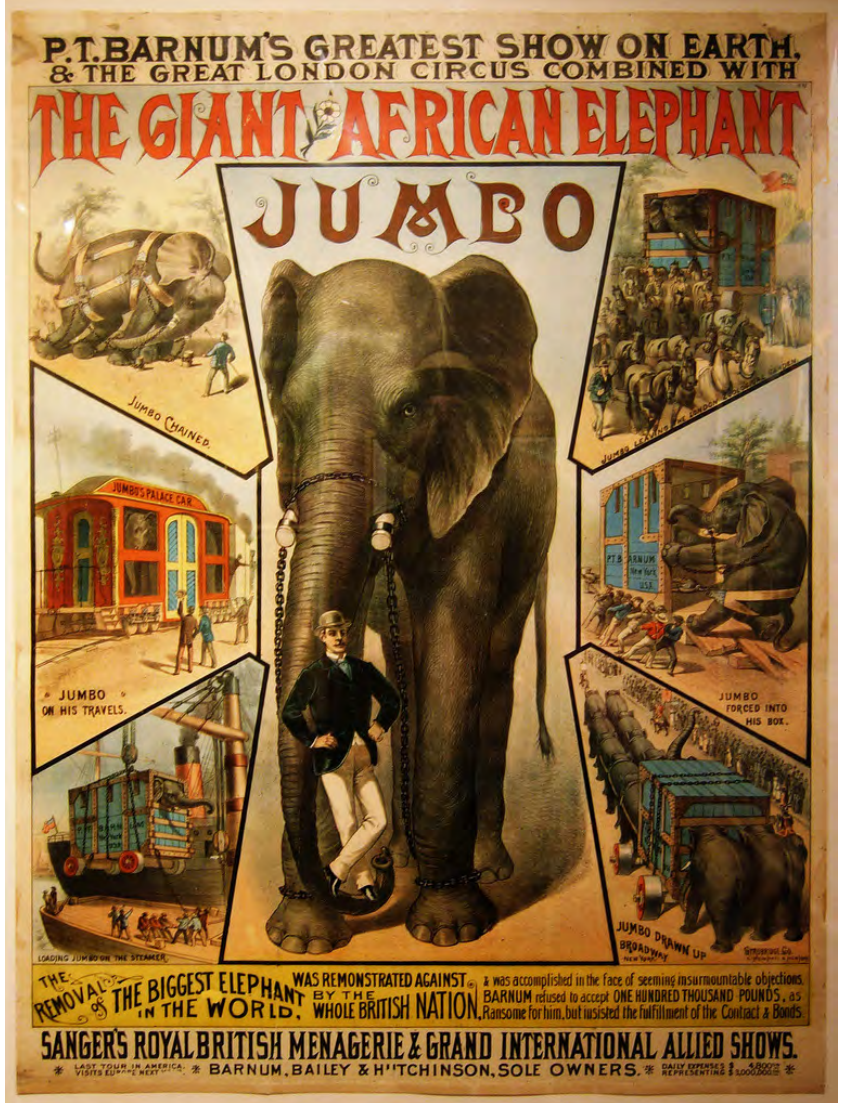
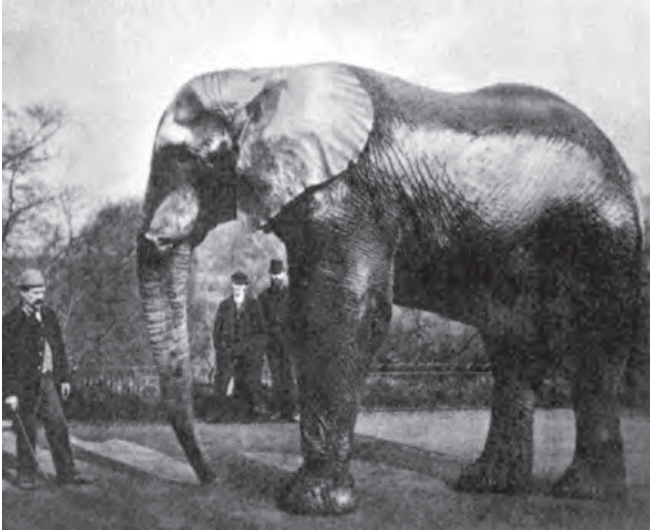
Before the Brooklyn Bridge was built, the only way to cross the East River was by boat. During the winter, if it got very cold, the river would turn to ice. Boats could not cross the ice. If you tried to walk across the river you would probably slip and slide!





Elephants on the Brooklyn Bridge

On May 30, 1883, six days after the opening, people were scared that the Brooklyn Bridge was not safe and would fall down if too many people were on it at the same time. On May 17, 1884, P. T. Barnum helped to show people the bridge was strong by parading 21 of his circus elephants over the Brooklyn Bridge. The parade was led by Jumbo, the biggest elephant in his circus show!



Originally referred to as the New York and Brooklyn Bridge and as the East River Bridge, it was dubbed the Brooklyn Bridge, a name from an earlier January 25, 1867, letter to the editor of the Brooklyn Daily Eagle, and formally so named by the city government in 1915. Since its opening, it has become an icon of New York City, and was designated a National Historic Landmark in 1964 and a National Historic Civil Engineering Landmark in 1972.



BROOKLYN BOTANICAL GARDEN



The Brooklyn Botanic Garden is a huge garden in the borough of Brooklyn in New York City. Started in 1910, the Botanical Garden is in the Prospect Park neighborhood. It has a number of specialty "gardens within the Garden", plant collections, and the Steinhardt Conservatory, a Bonsai Museum, three climate-themed plant pavilions, a white cast-iron and glass aquatic plant house, and an art gallery. The Garden holds over 10,000 kinds of plants and each year has over 900,000 visitors.



The Japanese Garden



The Japanese Garden was the first Japanese garden to be created in an American public garden. It was built in 1914 and it first opened to the public in June 1915. It was created by a Japanese landscape artist named Takeo Shiota. Takeo Shiota was born in a small village in Japan and when he was young he spent years traveling Japan on foot to explore its natural landscape. He emigrated to the United States in 1907.

The garden contains hills, a waterfall, a pond, and an island, all made by workers. Carefully placed rocks are very important to the garden. There are also wooden bridges, stone lanterns, a viewing pavilion, a *torii* or gateway, and a Shinto shrine. The pond is filled with hundreds of Japanese koi fish that visitors can watch swim in the pond.





The Desert



The Desert Pavilion is home to plants from very dry parts of the World. They have cactus plants from America, Mexico, Peru, Bolivia, Chile, South Africa, Namibia, Madagascar, the Canary Islands, and North Africa. Shrubs, trees, cacti, succulents, and wildflowers from these regions show how many different kinds of desert plant life there are. The Desert Pavilion also shows people the different ways plants have developed to survive in the hot, dry desert climate. **BE CAREFUL! DON'T GET PRICKED BY THE CACTUS!!!**

The Rose Garden

The Rose Garden opened in June 1928 and many of the original rose plants are still growing in the garden today. There are over 5,000 bushes of nearly 1,400 kinds of roses, including wild species, old garden roses, hybrid tea roses, grandifloras, floribundas, polyanthas, hybrid perpetuals, climbers, ramblers, and miniature roses. The garden also features a stone statue.



THE CHERRY BLOSSOMS

The Garden has more than 200 cherry trees. It is one of the best places to watch the cherry blossoms in the world. Each spring, when the trees are in bloom, a month-long cherry blossom viewing festival called *Hanami* is held at the Botanical Garden. There are two rows of cherry trees with trails and places to sit on the side. Visitors may also sit on the field of grass between the rows of cherry trees. Cherry trees are found on the Cherry Esplanade and Cherry Walk, in the Japanese Garden, and in many other locations in the Garden. Depending on weather conditions, the Asian flowering cherries bloom from late March or early April to mid-May. The many different species bloom at slightly different times.



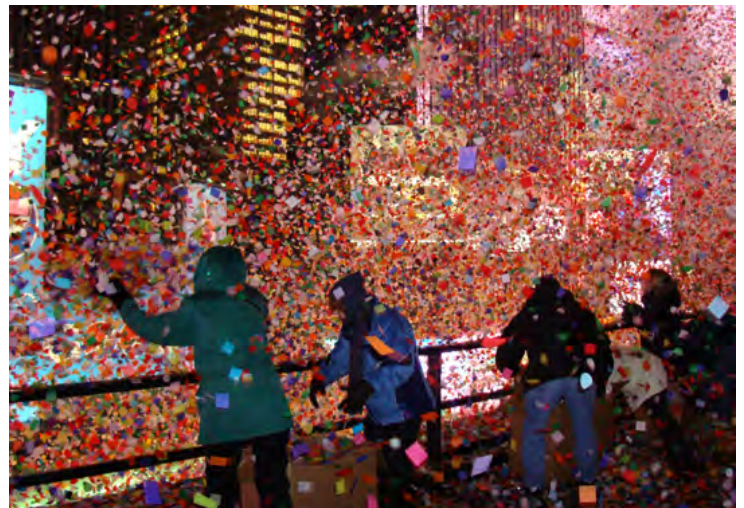
TIMES SQUARE

Times Square is a major intersection and neighborhood in Midtown Manhattan, New York City, where Broadway and Seventh Avenue cross between West 42nd to West 47th Street. Brightly decorated with colorful billboards and advertisements, Times Square is sometimes referred to as The Crossroads of the World, The Center of the Universe, and the "heart of the world".

Times Square is one of the world's most visited tourist attractions, drawing an estimated fifty million visitors every year! People walk, shop and see Broadway shows in this very busy and famous part of NYC.



NEW YEAR'S EVE



Times Square is the site of the annual New Year's Eve ball drop. Every year, about one million people crowd Times Square for the New Year's Eve celebrations. When the clock strikes 12:00 midnight, a giant ball with colorful lights is lowered on a small tower. Every year people watch the ball drop on TV to celebrate the new year. Sometimes there are fireworks and sometimes people let lots of confetti (many, many small pieces of paper) fill the air! There is a lot of cleanup after New Years in Times Square!



BROADWAY SHOWS

Broadway shows are performances with acting, dancing and singing. There are 40 professional theatres with 500 or more seats located in the Theater District near Times Square along Broadway, a major street in Manhattan, New York City. Broadway theatres are said to be one of the best places to see theater shows anywhere in the world. Many of the shows are musicals, where the actors sing all the words in the story.



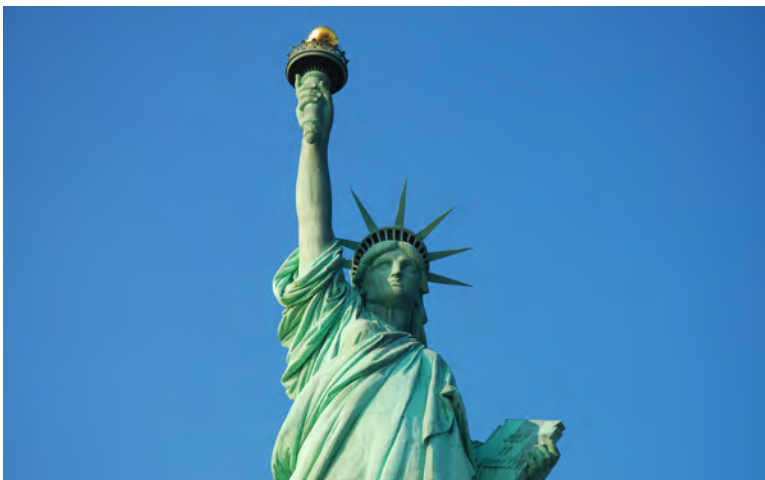
The Statue of Liberty

The Statue of Liberty is a huge sculpture on Liberty Island in New York Harbor in New York City, in the United States.

The statue was a gift to the United States from the people of France.

The statue is of a woman representing Libertas, the Roman goddess of freedom, who bears a torch and a tablet which is inscribed with the date of the American Declaration of Independence, July 4, 1776.

The statue is a symbol of freedom and of the United States: a welcoming signal to immigrants arriving from abroad.



CONSTRUCTION

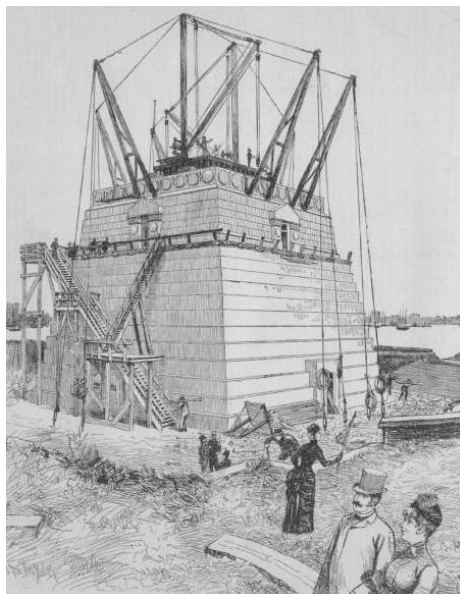
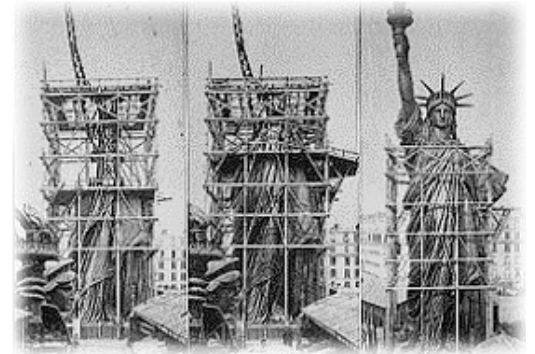
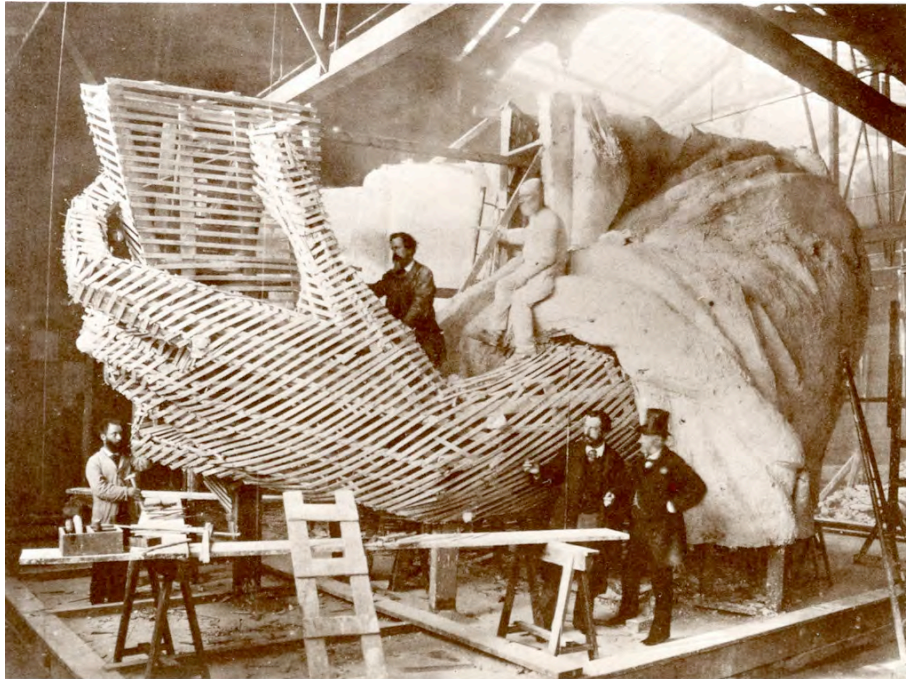
The statue was designed by Frédéric Auguste Bartholdi, a French sculptor.

Work on the statue started in the early 1870's while work on the pedestal started in 1883.

The Statue of Liberty is made of the metals copper, iron and steel.

The pedestal is made out of concrete and granite.

The statue opened to the public on October 28, 1886.





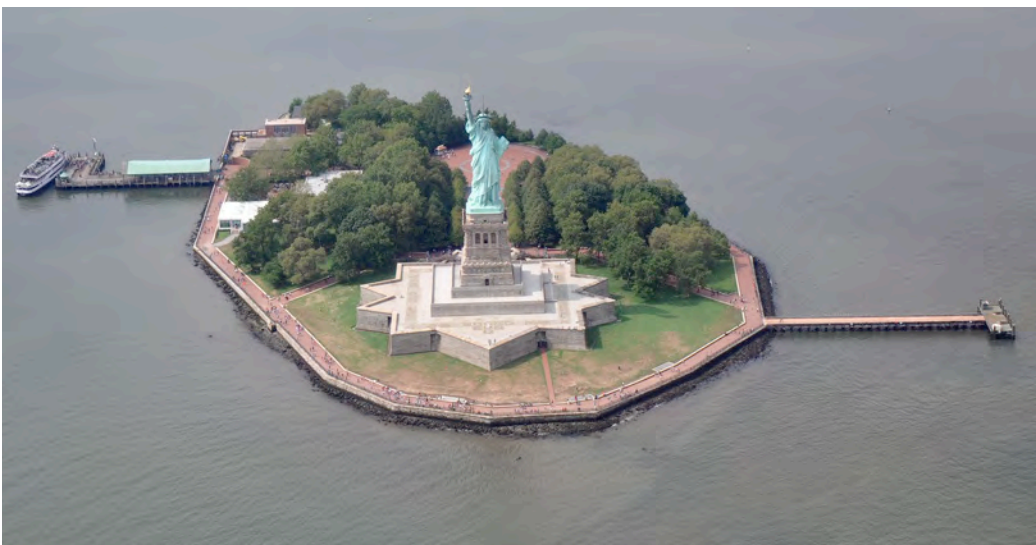
HOW BIG?!



VISITING LIBERTY ISLAND

Almost 4 million people visit the Statue of Liberty each year. They come from all over the world to see the statue.

Inside there is a spiral staircase that lets you go all the way to the top. Only 240 people per day are allowed to climb up inside the Statue of Liberty and you need a special ticket to do that.



EMMA LAZARUS

THE NEW COLOSSUS.

NOT LIKE THE BRAZEN GIANT OF GREEK FAME,
WITH CONQUERING LIMBS ASTRIDE FROM LAND TO LAND;
HERE AT OUR SEA-WASHED, SUNSET GATES SHALL STAND
A MIGHTY WOMAN WITH A TORCH, WHOSE FLAME
IS THE IMPRISONED LIGHTNING, AND HER NAME
MOTHER OF EXILES. FROM HER BEACON-HAND
GLOWS WORLD-WIDE WELCOME; HER MILD EYES COMMAND
THE AIR-BRIDGED HARBOR THAT TWIN CITIES FRAME.
"KEEP ANCIENT LANDS, YOUR STORIED POMP!"

CRIES SHE
WITH SILENT LIPS. "GIVE ME YOUR TIRED, YOUR
POOR,
YOUR HUDDLED MASSES YEARNING TO BREATHE FREE,
THE WRETCHED REFUSE OF YOUR TEEMING SHORE.
SEND THESE, THE HOMELESS, TEMPEST-TOST TO ME,
I LIFT MY LAMP BESIDE THE GOLDEN DOOR!"

THIS TABLET, WITH HER SONNET TO THE BARTHOLDI STATUE
OF LIBERTY ENGRAVED UPON IT, IS PLACED UPON THESE WALLS
IN LOVING MEMORY OF
EMMA LAZARUS

The New Colossus by Emma Lazarus

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glow world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.

"Keep ancient lands, your storied pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!"



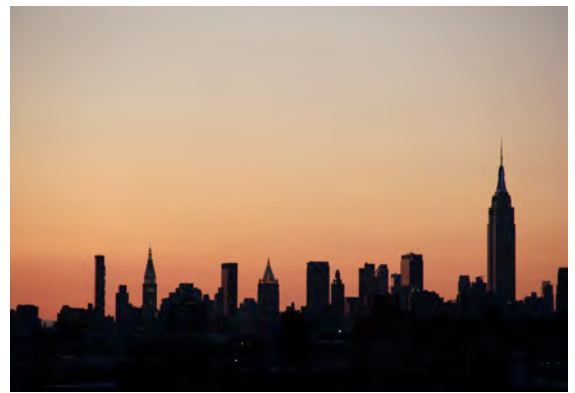
Height

The **Empire State Building** is a 103-story skyscraper located in Midtown Manhattan, New York City, at the intersection of Fifth Avenue and West 34th Street.

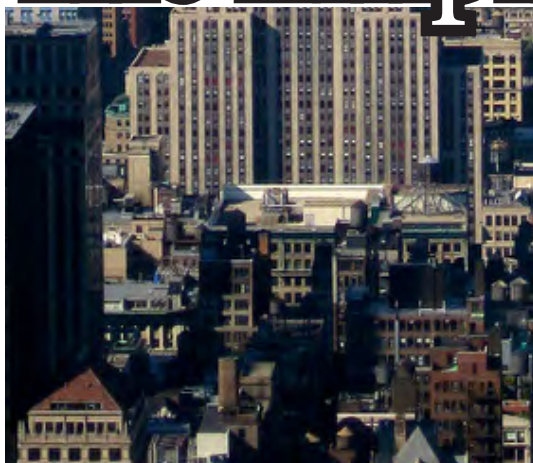
It stands a total of 1,454 feet high.

Its name is derived from the nickname for New York, the Empire State.

It stood as the world's tallest building for nearly 40 years, when it was completed in 1931.



The Empire State Building



Construction

Construction on the building started on March 17, 1930. It was completed in 1931.

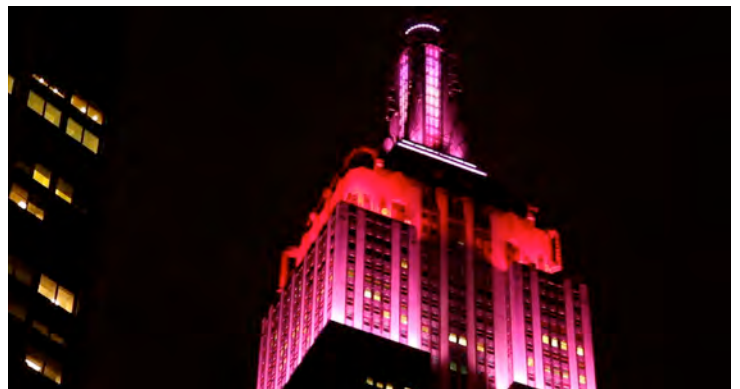
The project involved 3,400 workers, mostly immigrants from Europe, along with hundreds of Mohawk (Native American) iron workers, many from the Kahnawake reserve near Montreal.



Lights

In 1964, floodlights were added to light up the top of the building at night.

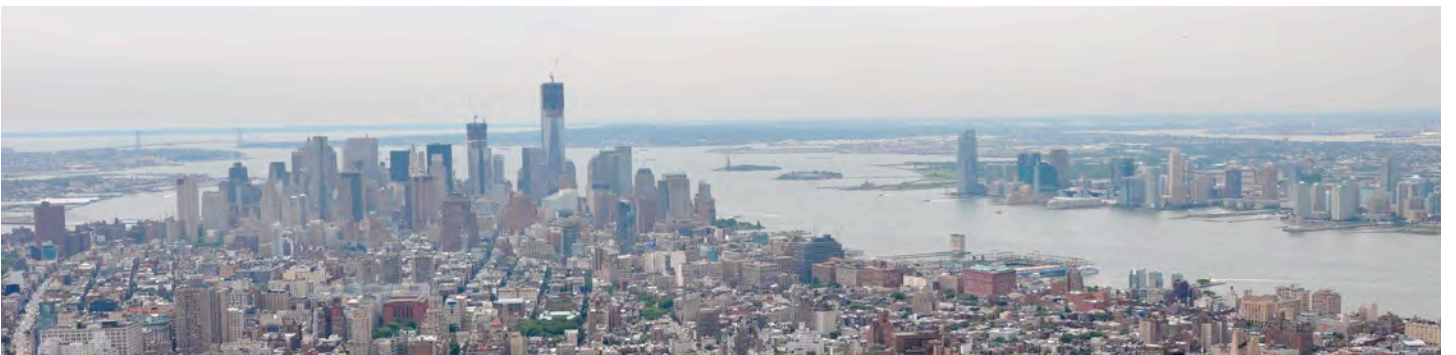
Since 1976 the spire has been lit in colors chosen to match seasonal and other events, such as St. Patrick's Day, Christmas, and July 4th, Independence Day.





Observation decks

The Empire State Building has one of the most popular outdoor observatories in the world, having been visited by over 110 million people. The 86th-floor observation deck offers impressive 360-degree views of the city.



In the Movies

Perhaps the most famous use of the building was in the 1933 film *King Kong*, in which the main character, a giant ape, climbs to the top to escape his captors.

In this amazing monster movie, airplanes flew around King Kong, trying to make him fall off the Empire State Building!



LESSON 4 & 5 - Animation Checklists (Backgrounds, Puppets and Props)

OBJECTIVE

For each group of students to complete the pre-production for an original animation about a specific NYC Landmark.

The focus of the lesson is for students to:

- Use paper collage to represent ideas and places
- Make connections between a material and an idea
- Become more familiar with history, architecture and geography as it pertains to a specific NYC landmark
- Collaborate within a group in a creative environment
- Divide jobs and assign roles amongst the group

VISUAL ARTS BLUEPRINT 2ND GRADE BENCHMARKS ADDRESSED:

Students recognize the societal, cultural, and historical significance of art; connect the visual arts to other disciplines; apply the skills and knowledge learned in visual arts to interpreting the world.

MATERIALS

Colored paper, design paper, scissors, glue sticks, markers, crayons, group animation folders, NYC Landmark Research packets, animation checklists

KEY TERMS/CONCEPTS

Checklists, background settings, props, collaboration, teamwork, dividing jobs, sharing, pre-production

PROCEDURE

1. Review previous lessons and based on brainstorm session, determine the settings for our animation
“What should we make next for our animation? Do we need to make a place for our puppets to go?”
“How can we use collage again to create our background settings?”
“How will we use collage to make NYC landmarks?”
2. With teachers support and input, create checklists with the students. Consider backgrounds setting, additional puppets and props for specific areas of focus for each landmark (For example: If studying the Aviary of the Queens Zoo, students will probably need a collaged background setting of the aviary and plenty of paper bird puppets to animate flying around)
“What else will we need for our animations? Are there things our puppets need to bring on their trip?”
3. Each group should create and work from a checklist
4. Discuss teamwork and collaboration and make suggestions on good ways to work together
“How will we complete all the items on our checklist together?”
“Will everyone have a different job? Or will some people have the same job?”
“What should you do if you don’t know what to do or don’t have a job?”
5. Distribute materials and group folders
6. Students work together and finish all the items on their checklists
7. Put everything in the group animation folder for storage and safety
8. Wrap up, pack up and clean up!

SUGGESTIONS FOR FOLLOW-UP

Find two animations online with the class. Compare and contrast the different animations. What are some things that students like? Dislike? What could be done better? Does anyone see any different camera angles or close-ups? What do these different points-of-view teach us? Developing a critical eye will help students with their own creations and give them more freedom and confidence to try new things and experiment.



BLUEPRINT for the MOVING IMAGE: 2nd Grade ANIMATION | STRAND 3
Students connect English Language Arts and social studies content through animation projects.



CREATING PAPER-COLLAGAGE BACKGROUNDS

By investigating photos and reference material, students research and explore the landmark they are studying. Through the creation of a paper collage, students use what they have learned and produce their own representations of the landmark. Working within a group, students must synthesize everyone's ideas and interpretations into one unified collage.

Students collaborate, converse, delegate roles and make insightful decisions as a group about how to represent the famous landmark.



ESSENTIAL QUESTIONS?

- *How will you use paper collage to create the place your puppet will visit?*
 - *How will you show the famous landmark using only paper?*
 - *What shapes will you use? What colors will you choose?*
- *What makes this landmark different from other places? How will you show that?*

Connections with the material



Collaboration



VISUAL ARTS BLUEPRINT 2ND GRADE BENCHMARKS ADDRESSED:

Create a collage that demonstrates manipulation of cut shapes to represent a real or imaginary subject. Create a collage that demonstrates imaginative placement of shapes.



The Japanese Hill-and-Pond Garden at the Brooklyn Botanical Garden



The Aviary at the Queens Zoo



New Year's Eve in Times Square



Luna Park at Coney Island



CHECKLISTS for ANIMATION



The checklists help the students prepare for the animation in a variety of ways. Aside for prompting them to create various elements that they will be able to animate with (puppets and props), it also functions as a job board.

Students use the checklist to assign themselves, or others in their group, a job. This skill is required more and more as the residency progresses.

ESSENTIAL QUESTIONS?

- *How will your group complete all the items on your checklist together?*
- *Will you assign jobs or ask what job you can do?*

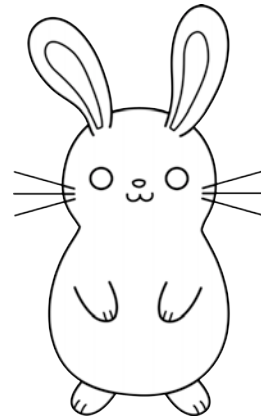
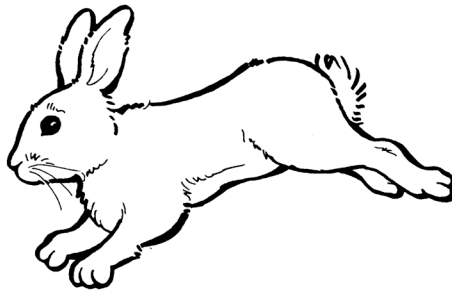
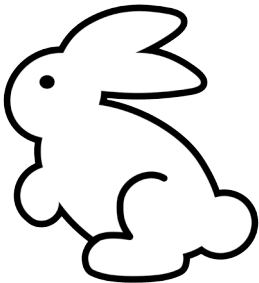
CONEY ISLAND

Animation Checklist - Keep everything in your folder!

1 Background of what Coney Island used to look like

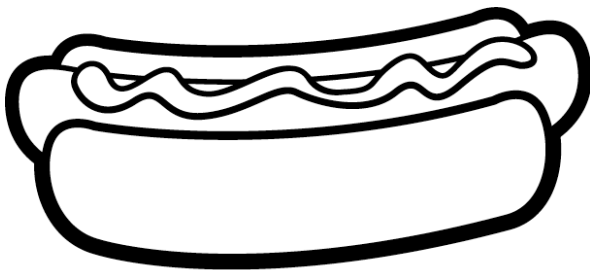
1 Background of what Coney Island looks like now

10 Rabbits (Any color, any size!)

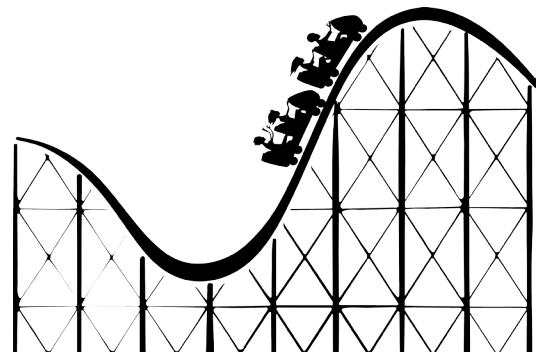


One Nathan's Restaurant sign

10 or more Hot Dogs (Any size!!)



1 Roller Coaster Car (big enough for 2 puppets!)



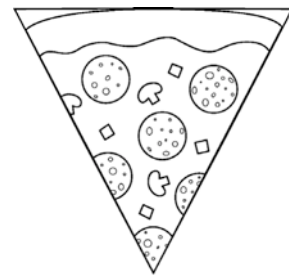
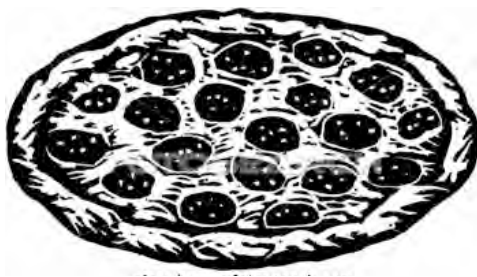
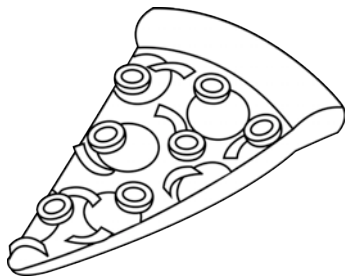
NYC RESTAURANTS and FOOD

Animation Checklist - Keep everything in your folder!

1 Background of a NYC Street with 3 Different Restaurants on it

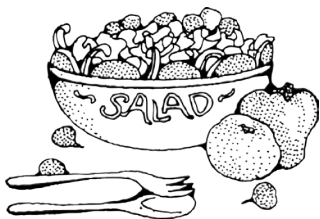
1 Background inside one of the Restaurants (Floor, Tables, chairs, decorations)

10 Pizzas (Any size, any toppings!)

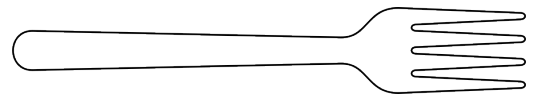


1 Food Truck or Food Cart (bigger than your puppet)

5 Plates of Food (any food, not pizza)



A Fork for every puppet!



5 Letter M's (make them big, any color!)

STATUE of LIBERTY/ELLIS ISLAND

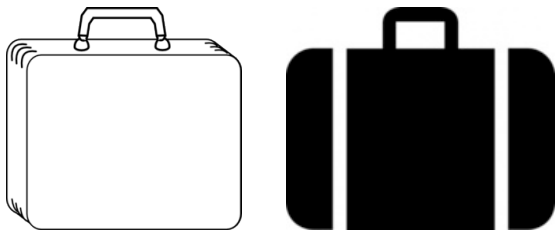
Animation Checklist - Keep everything in your folder!

1 Boat (big enough for every puppet in your group)

1 Background of the Ocean

1 Statue of Liberty (make it as tall as this piece of paper)

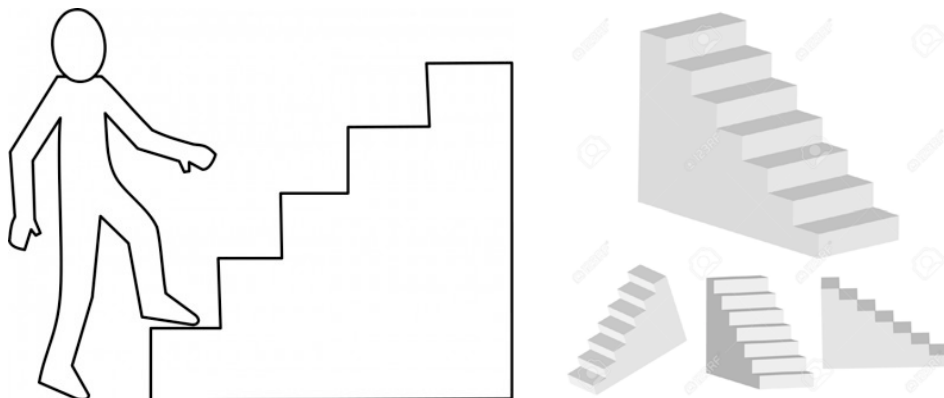
1 suitcase for every puppet to carry (Any color, any size!)



10 Feet (Any color, any size!)



5 BIG Staircases



QUEENS ZOO's

Animation Checklist - Keep everything in your folder!

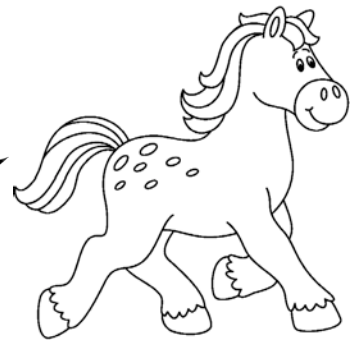
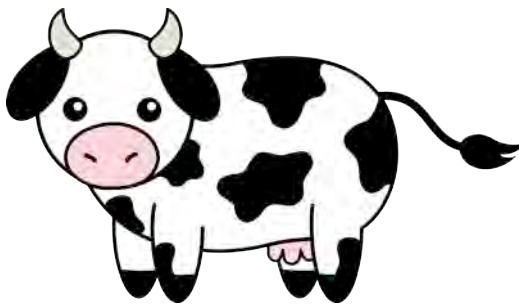
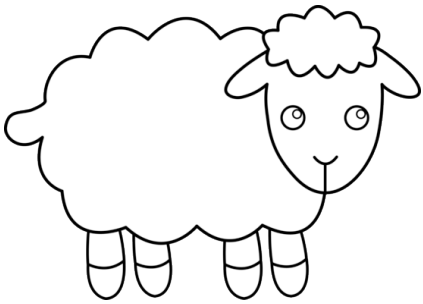
1 Background of the Petting Zoo (A Farm)

1 Background of the Aviary

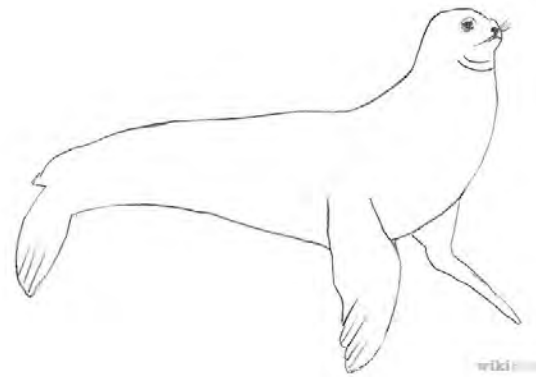
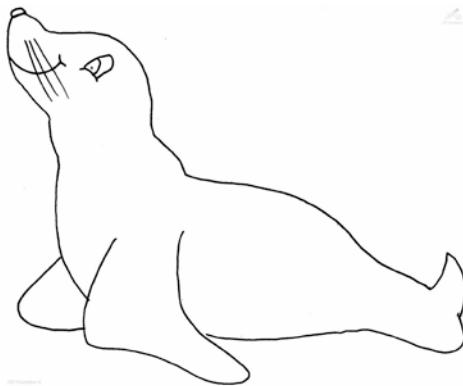
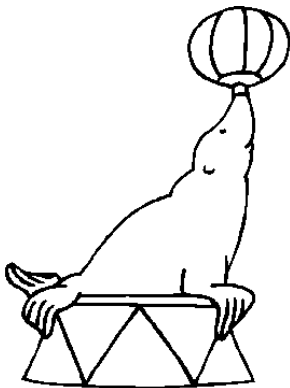
10 Birds (Any Color, any size!)



5 Animals from the Petting Zoo (goat, sheep, cow, horse)



3 Sea Lions



A Bag of Food to Feed the Animals (one for every puppet)



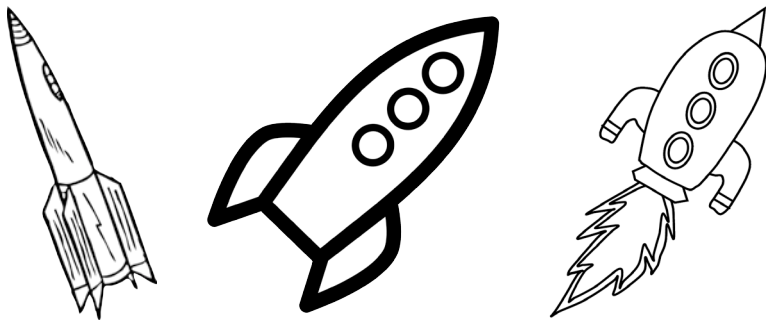
FLUSHING MEADOW PARK

Animation Checklist - Keep everything in your folder!

1 Background of the World's Fair

1 Background of the Hall of Science

3 Rocketships (as big as this piece of paper)



5 Fancy cars (bigger than your puppet!)



Ice Skates for every puppet



Goggles and a snorkel for every puppet



BROOKLYN BOTANICAL GARDEN

Animation Checklist - Keep everything in your folder!

1 Background of the Botanical Gardens.
(How will you show lots of plants and flowers?)

1 Background of the Japanese Garden

5 Trees with NO leaves on them.
(Bigger than your puppet!)

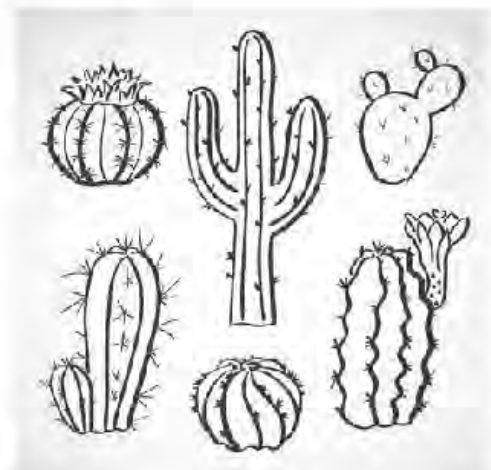
5 Koi Fish (Any size!)



10 Rose Bushes (Any Color, any size!)



10 Cactus plants (Any size!)



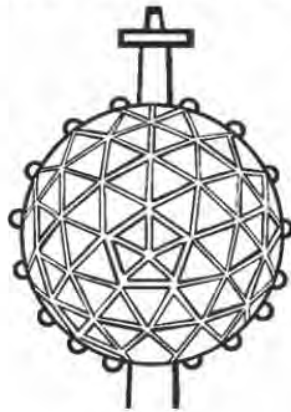
TIMES SQUARE

Animation Checklist - Keep everything in your folder!

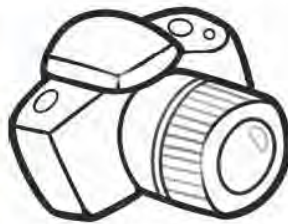
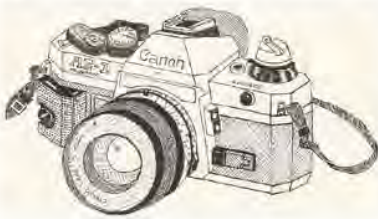
1 Background of Times Sq

1 Background of a beautiful night sky

The BIG Clock and the BIG colorful New's Years Ball



A camera for every puppet!



10 posters for different Broadway Shows!

5 Taxi Cabs (Can your puppet fit inside?)



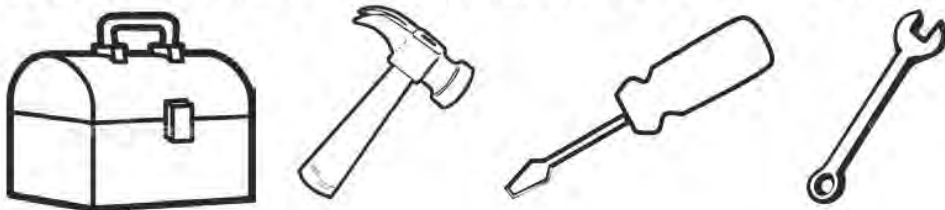
The BROOKLYN BRIDGE

Animation Checklist - Keep everything in your folder!

- 1 Background of what it looked like before the Brooklyn Bridge was built

- 1 Background of the Brooklyn Bridge today

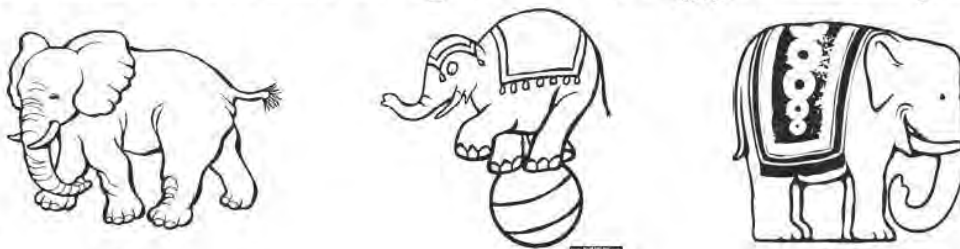
- Make a lunch box and one tool for every puppet



- We're going to have to dig! Make shovels for every puppet



- Make 5 Circus Elephants (Bigger than your puppet!)



- Ice Skates for every puppet



- Make 5 Cars, Trucks, Taxis, or Buses. What else travels on the Brooklyn Bridge?

EMPIRE STATE BUILDING

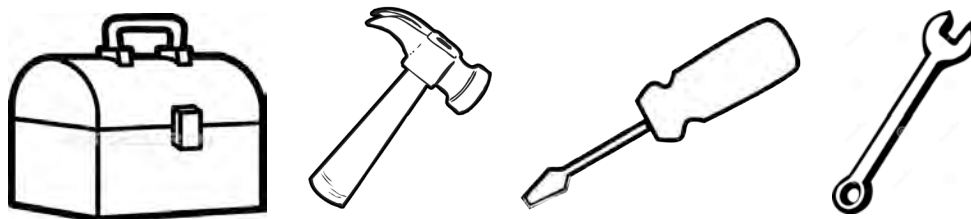
Animation Checklist - Keep everything in your folder!

- 1 Empire State Building
(Make it as tall as this piece of paper.)

- 1 Background of New York City (Tall buildings, sky)

- 2 Airplanes

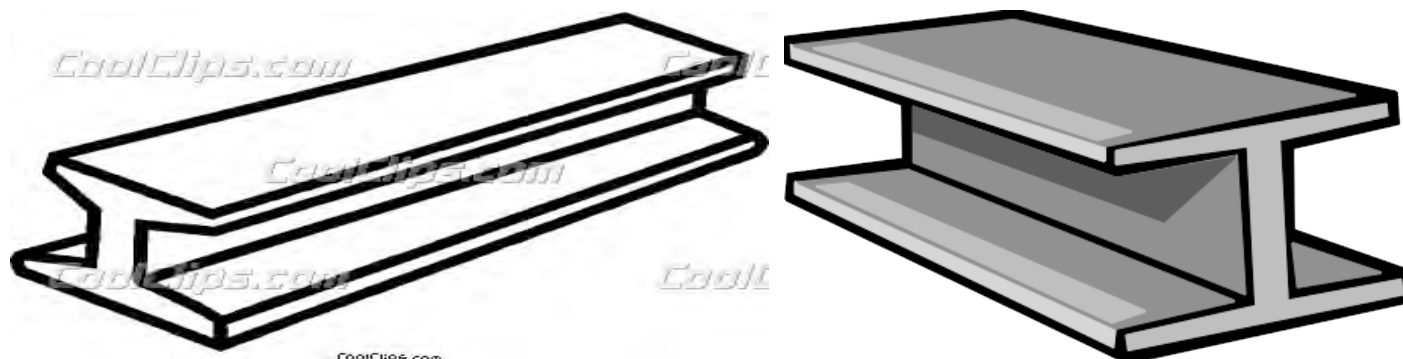
- Make a lunch box and one tool for every puppet



- 10 Feet (Any color, any size!)



- 10 Pieces of Steel (All different sizes!)



LESSONS 6, 7 & 8 – Animation 1 - 3

OBJECTIVE

To work as a team and create animated scenes exploring a variety of facts and information about a NYC landmark.

The focus of the lesson is for students to:

- Create animated scenes
- Collaborate and communicate within a group
- Utilize technology (hardware and software) to create moving images
- Improvise and invent scenarios within the scene
- Investigate facts and information about a NYC landmark through creative engagement

MATERIALS

Laptop computers with animation software, webcams, tripods, animation storage folders, backgrounds, puppet characters, props, masking tape, Scotch tape, construction paper, scissors, glue, markers and crayons

KEY TERMS/CONCEPTS

Scene, teamwork, improvisation, animating, webcam, capture frames, delete frames, being serious AND silly

PROCEDURE

1. Clear the tables of everything, especially liquids!
2. Review previous lessons and prompt the next steps
 - “Over the last few weeks we have been preparing for our animation. Now our pre-production is finished!”
 - “How will we start our animation production?”
 - “How can we animate our puppets visiting a famous NYC Landmark?”
3. Review set-up of hardware and software and model the start of an animation
 - “My puppet is going to visit this famous landmark. How shall I start?”
 - “Who remembers how to move the puppet? A lot at a time or just a little at a time?”
 - “When do I take pictures and how do I take pictures? How do I delete frames?”
4. Discuss that there is room for play and improvisation within the scene
 - “Once our puppets gets to the landmark, what will happen next?”
 - “Is it ok if our animation is silly? Do we like funny animations?”

EXAMPLE: Students studying the Queens Zoo begin by animating a scene of their puppets visiting the Aviary. From the animation checklist, students will have an Aviary background setting and many bird puppets. Students can animate their puppets visiting the Aviary and see the birds flying around. But what happens if the birds pick up the puppets and fly away?!?

5. Distribute animation folders, laptops, tripods and webcams
6. Students animate in their groups and are encouraged to playback their work often to track their progress
7. Provide student groups with support and strategies that promote better teamwork and participation from every member of the group. **Goal: 150 frames or more**
 - “Does everyone have a job? How are we sharing the jobs? How do we know when it’s time to switch jobs?”
8. Save work and clean up tables, materials and put everything back in the folder
9. Display animations on the SmartBoard or projector and discuss successes and how to improve
10. Wrap up, pack up and clean up!

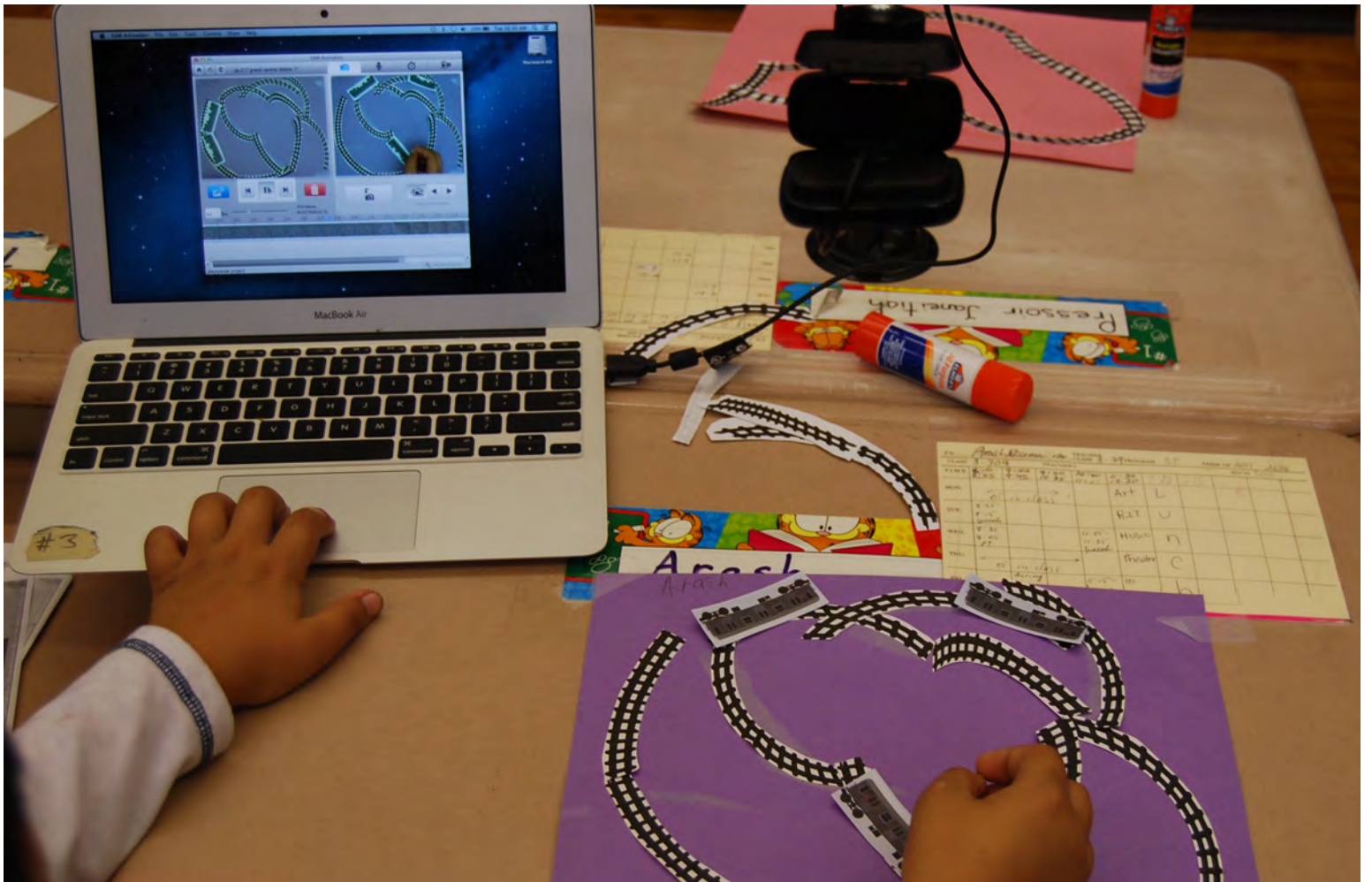
SUGGESTIONS FOR FOLLOW-UP

In between sessions, students and teachers can work together to write narration for the animated film. For 2nd graders, particularly in ELL populations, taking the extra time to write narration and dialogue will help them develop more confidence when it is time to record.



BLUEPRINT for the MOVING IMAGE: 2nd Grade ANIMATION | STRAND 5

Students understand that animation allows them greater freedom to manipulate images and characters than if they were filming real people and places. For example, characters can demonstrate super powers or make magical things happen.





WHOLE CLASS ANIMATION PROJECTS



Smaller classes are ideal for whole class animation projects. Instead of dividing the class up into groups, everyone can work on a larger scale on one big project.



WEEK 9 – Narration and Audio Recording

OBJECTIVE

To write and record narration, dialogue and sound effects with the whole class and complete post-production.

The focus of the lesson is for students to:

- Write the narration and dialogue to include in their animation
- Review the things they learned and created in their animations
- Explore and experience voice recording with a microphone and GarageBand software

MATERIALS

Laptop computer with GarageBand (or other recording software), microphone (built in or plug-in), narration worksheets, pencils

KEY TERMS/CONCEPTS

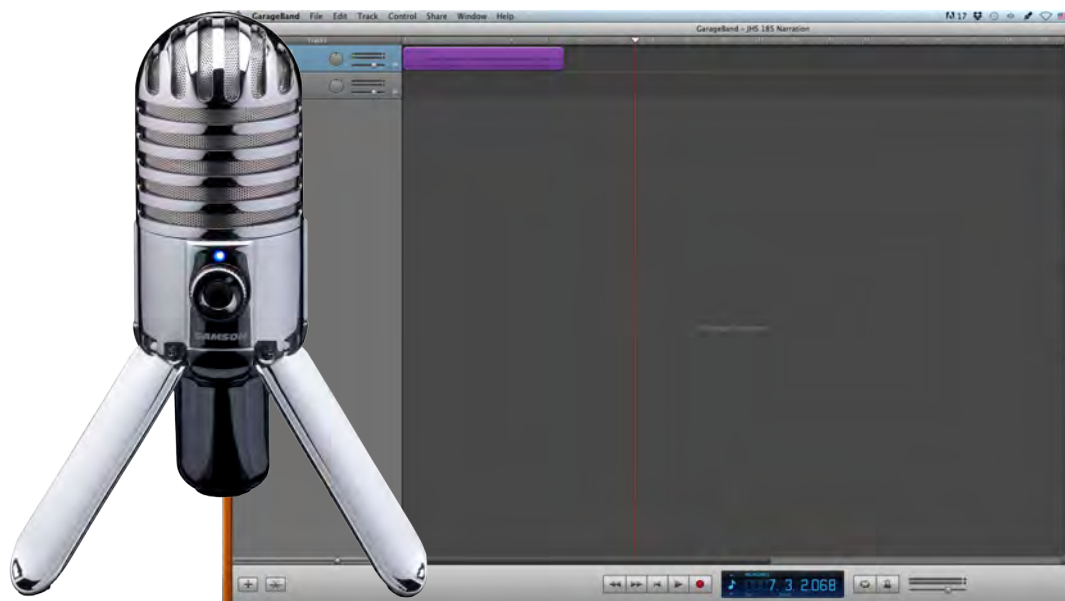
Post-production, narrator, QUIET ON THE SET, reading naturally, performing, acting

PROCEDURE

1. Review the previous lessons and prompt the next steps
 - “We’ve animated three scenes about a NYC landmark. What else do we need to add to our animation?”
 - “We have pictures, now let’s add sound!”
 - “How can we record our voices and what should we say?”
2. Demonstrate GarageBand software to students by recording with a microphone
 - “We used computers to make our animations. How can we use computers to record our voices?”
3. Discuss being QUIET ON THE SET and respectful to readers who are recording
4. Pass out narration worksheets and give students time to work on them
5. One at a time students record some of their writings
6. Help students think of themselves as actors who speak loudly, clearly and dynamically
7. Improvise and record sound effects that students feel accompany the animation
8. Play back the recordings to the students
9. Wrap up, pack up and clean up!

SUGGESTIONS FOR FOLLOW-UP

In preparation for the final animation showcase, students can create tickets, movie posters or begin to think of their classroom as a movie theater. The more they think of themselves as movie makers and content creators the better. Changing their classroom environment adds to the fun and makes the experience that much more special.



Most animation software will have its own audio recording features that can utilize the computers built-in microphones.

However, using microphones and GarageBand (Mac only) is a good way to introduce more software and hardware to students to explore and have knowledge of for future projects on their own.

Record narration for the animation throughout the residency. As students create their scenes, ask them to write a sentence of narration that goes along with their work.

NARRATION WORKSHEETS

Name Zora Citerman Class 2-413

Statue of Liberty

If you visit New York City, you should visit the Statue of Liberty!

The Statue of Liberty is a beautiful gift from
France.

People traveled on boats from all over the world to come to America!

To them, the Statue of Liberty meant welcome and freedom.

The Statue of Liberty is very tall!

The Statue of Liberty is 305 feet tall. It is bigger than the Millipore
pancakes building.

To get to the top of the Statue of Liberty you have to walk up
a million flights of stairs.

Name Sayraha Davidova Class 2-4/5

EMPIRE STATE BUILDING

If you visit New York City, you should visit the Empire State Building!

The Empire State Building is called a skyscraper.

It is really really really big there.

There like almost a lot of people in there.

The Empire State Building is very, very tall!

The Empire State building is 1,454 feet tall. It is bigger than any building

but the statue of liberty is very

very tall too!

The Empire State Building was in a famous movie called King Kong.

In the movie King Kong King Kong gets Fayray

and he tries the planes try to get

Fayray but King Kong won't let them get her

Name Aleena Class 2-4/2

CONEY ISLAND

If you visit New York City, you should visit Coney Island!

Coney Island is a beach Coney Island
is a fun place it has
a fair's wheel and a roller coaster,

If you went to Coney Island in the past you would have seen some
rivers and some trees,

If you go to Coney Island today you can Go on the
fair's wheel and the
roller coaster and its fun,

Nathan's is a famous restaurant at Coney Island. At Nathan's you can eat
at Nathan's at Nathan's there's
yummy food like hotdogs,

Name Kareena Williams Class 2-410

BROOKLYN BRIDGE

If you visit New York City, you should visit the Brooklyn Bridge!

The Brooklyn Bridge is famous because it goes from
Brooklyn all the way to
Manhattan.

Workers built the Brooklyn Bridge with Hard work, Bricks
and shovels.

The Brooklyn Bridge connects Brooklyn and Manhattan!

Before the Brooklyn Bridge was built, people had to Swim, Take
a boat or walk on water when
it is ice.

People were scared the Brooklyn Bridge was not safe!

To test the Bridge they put elephants.

Name Macey Class 2-3/4

TIMES SQUARE

If you visit New York City, you should visit Times Square!

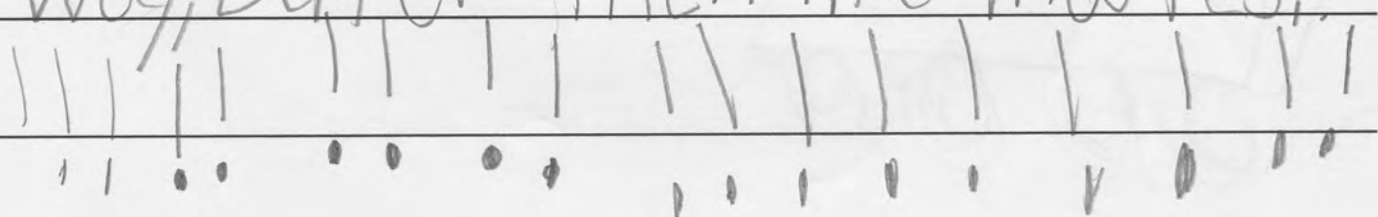
In Times Square you can see Broadway, Broadway shows
McDonalds, Toys R US, people taxi,
Macy's, Mall, The french institute

Every year, people celebrate New Year's Eve in Times Square!

On New Year's Eve you will see all the confetti
you could and even more!

Times Square is famous for the Broadway shows you can see!

Broadway shows are great because its way, way, way, way,
way better than the movies!!



WEEK 10 – Final Viewing

OBJECTIVE

To enjoy the final animation and discuss the project's successes, challenges and purpose.

The focus of the lesson is for students to:

- Watch and critique their finished work
- Be a positive audience member towards the work of their peers
- Compare their animation to animations made by their peers in other classes
- Share their work with family and friends via YouTube or other Internet-based video servers
- Provide reflections on the project and ideas for the future

BLUEPRINT for the MOVING IMAGE: 2nd Grade FILM | STRAND 5

Students gain the basic skills needed to be a good audience member.

MATERIALS

Finished animations, YouTube links, DVDs, Final Cut Pro software

KEY TERMS/CONCEPTS

Post-production, editing, YouTube, internet sharing and responsibility

PROCEDURE

1. Review the previous lessons and prompt the next steps
 - “We’ve worked very hard for ten weeks. Who can help us remember all the things we did?”
 - “Now that we’ve finished all our work, let’s enjoy our finished animation!”
2. A feature presentation of the students work is shown
3. Students and teachers discuss the animation
 - “What did you like about our animation? What were your favorite parts?”
 - “What could we do better if we had to do it all over again?”
 - “If you could make an animation about anything, what would your animation be about?”
4. Clean out animation folders. Students should take their puppets and artwork home
5. Distribute YouTube link to all the students
6. Provide the classroom teacher with a DVD
7. Use any remaining time to watch professionally made animations to inspire students with the possibilities of the medium
8. Clean up, pack up and good-byes!

SUGGESTIONS FOR FOLLOW-UP

Using the techniques that were learned throughout this residency, choose another story or curriculum topic for students to create animations or movies about. Research and discover different animation software or apps.



PS 28 NYC Tour 2015 - Stop-Motion Animation by 2nd Graders

<https://www.youtube.com/watch?v=tUT4sdXhv-w>



PS 28 NYC Tour 2015 - Stop Motion Animation by 2nd Graders



PuppetyrinPractice

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Published on Mar 10, 2015

The 2nd Graders of PS 28 created this NYC Tour using stop motion animation throughout an 8-week residency with Puppetry In Practice. For more information about our programs visit: www.puppetyrinpractice.org

Music "Pizza Pie" by Norman Fox, The Rob Roys (Google Play • eMusic • AmazonMP3)

[SHOW MORE](#)

[ALL COMMENTS \(11\)](#)

TEACHER REFLECTIONS

PUPPETRY IN PRACTICE

RESOURCE CENTER at Brooklyn College \ 2900 Bedford Ave \ James Hall, Room 0712 \ Brooklyn NY 11210 \ (718) 951-4240
FOLKLORE MUSEUM \ 3131 Nostrand Ave \ Brooklyn NY 11229 \ (718) 627-2014 \ www.PuppetryInPractice.org

TEACHER EVALUATION

PROGRAM: PS. 28 NYC TOUR - 2nd Grade Animation 2015

NAME: _____ SCHOOL: _____ CLASS: _____

TEACHING ARTIST: JASON

Did you enjoy the Puppetry In Practice residency? Why?

Yes, a lot because the class was completely involved in the project. They were working and very interested in each session.

What did you feel the strengths of the program were? (Be as specific as possible)

The expertise of Mr Jason. Strategies he used to work with the Special Ed population - (task design) - The "Hands on" (Required for this population)

What improvements could be made with the program? (Be as specific as possible)

I liked the changes Mr Jason did this year because this class is academically lower but when it saw them in the "hands on activity" I think is amazing their work was fantastic. I don't really think

Have you participated in other arts-based residencies from a different organization with your class? How did this program compare?

- NO

Do you feel you could do an animation project on your own with your class? If yes, what would you do? If no, why?

This is the second time I work with Mr Jason, I know the process but I prefer an expert to come and work with the class

Please write any additional comments on the back.

Thank you for taking the time to answer these questions. Your feedback is extremely helpful to us.



PUPPETRY IN PRACTICE

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FOLKLORE MUSEUM \ 3131 Nostrand Ave \ Brooklyn NY 11229 \ (718) 627-2014 \ www.PuppetryInPractice.org

TEACHER EVALUATION

PROGRAM: PS 28 NYC TOUR - 2nd Grade Animation 2015

NAME: LISA Pizzitola SCHOOL: PS28 CLASS: 2 3

TEACHING ARTIST: JASON

Did you enjoy the Puppetry In Practice residency? Why? of course! Yes Very interactive, connected to the curriculum of NYC then & now Children enjoyed learning and using technology

What did you feel the strengths of the program were? (Be as specific as possible)

I like the way Jason operated The program this year where all the children worked collaboratively piece by piece he gave them a rubric which gave the children ownership of their work I really believe that my class left the final week with a better understanding of NYC history.

What improvements could be made with the program? (Be as specific as possible)

I wish the children had more audio time.

Have you participated in other arts-based residencies from a different organization with your class? How did this program compare?

Yes I have. The other program was an arts based program based on the artist and the children had to recreate an artist's piece of work based on their perspective, here they were given a topic and freedom to explore & create collaboratively together. This is particularly important to my ESL students.

Do you feel you could do an animation project on your own with your class? If yes, what would you do? If no, why?

Yes & No Yes I would do an animation with our history units like the war of 1812 or going west on the Oregon trail, No because I would need editing & audio training

Please write any additional comments on the back.

Thank you for taking the time to answer these questions. Your feedback is extremely helpful to us.

Hope we are able to have program next year! Love it! Jason is amazing with the children

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TEACHER EVALUATION

PROGRAM: STOP MOTION ANIMATION NYC Landmarks

NAME: Mrs. Berardi SCHOOL: PS 217 CLASS: 2 413

TEACHING ARTIST: Jason

It's hard to believe we are at the end of the 10-week residency! What an honor it was to work with you and get to know your students! Puppetry in Practice is truly a literacy-based, process-driven program. We ask that you take a few moments to reflect on the process of the past months. Consider the use of hands-on art processes; working in groups; connections to the curriculum; use of technology; presentation of materials; creative and constructive input by students.

1. What do you determine to be the strengths of the program as related to your students? (Did anything surprise you?)

The program allows students to be creative to show what they learned. The program allows students of all learning styles to participate & enjoy learning about the topic

2. Did you notice significant growth in students by being engaged in this multipronged process? (If so, please give examples. Be as detailed as possible.)

From the beginning to end of the program I have noticed that some students showed growth in their ability to work in a group take turns, and work on making group decisions. A lot of students that do not like to normally participate in class did participate because of the different ways to show what they learned and there was no right or wrong way.

3. Did you observe techniques that you could apply to your classroom teaching? If so, what?

The use of technology and group work. Giving each group a checklist along with photographs and text for them to work off of and then showing what they learned through art

4. What else would you like us to know? Jason worked really well with the students. He made them feel comfortable to be as creative as they wanted. He also helped students work out

problems in their group. The students really enjoyed this program and they learned a lot. I also had some parents tell me that their child goes home and talks about how much they learned about animation and that they had a lot of fun learning about Ellis Island and the Statue of Liberty

Please write any additional comments on the back.

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TEACHER EVALUATION

PROGRAM: STOP MOTION ANIMATION NYC Landmarks

NAME: Louise Lectura SCHOOL: PS 27 CLASS: 234

TEACHING ARTIST: Mr Jason

It's hard to believe we are at the end of the 10-week residency! What an honor it was to work with you and get to know your students! Puppetry in Practice is truly a literacy-based, process-driven program. We ask that you take a few moments to reflect on the process of the past months. Consider the use of hands-on art processes; working in groups; connections to the curriculum; use of technology; presentation of materials; creative and constructive input by students.

1. What do you determine to be the strengths of the program as related to your students? (Did anything surprise you?)

This program was engaging to all students. Everyone played a specific part in creating the animation. It was wonderful to see ENL and students with disabilities understanding, enjoying, and participating in group work.

2. Did you notice significant growth in students by being engaged in this multipronged process? (If so, please give examples. Be as detailed as possible.)

I think the students grew significantly because of all the team work needed to complete the animation. They had to work together and problem solve if something didn't work.

3. Did you observe techniques that you could apply to your classroom teaching? If so, what?

I like how everything was created by the students. I could use the creative process in further class projects.

4. What else would you like us to know?

This program was enjoyable. It connected nicely to the curriculum. Mr Jason was always prepared, engaging, and task specific. It was a pleasure working with him.

Please write any additional comments on the back.

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TEACHER EVALUATION

PROGRAM: STOP MOTION ANIMATION NYC Landmarks

NAME: Peter Sroczyński SCHOOL: P.S 217 CLASS: 2-415

TEACHING ARTIST: _____

It's hard to believe we are at the end of the 10-week residency! What an honor it was to work with you and get to know your students! Puppetry in Practice is truly a literacy-based, process-driven program. We ask that you take a few moments to reflect on the process of the past months. Consider the use of hands-on art processes; working in groups; connections to the curriculum; use of technology; presentation of materials; creative and constructive input by students.

1. What do you determine to be the strengths of the program as related to your students? (Did anything surprise you?)

Students learned about New York landmarks in a fun, creative way. Students learned how to cooperate (taking turns at computer, taking pictures, setting scenes. Children took responsibility in cleaning after the project (sorting out scraps of paper, keeping the ones that can be used, throwing the other ones out).

2. Did you notice significant growth in students by being engaged in this multipronged process? (If so, please give examples. Be as detailed as possible.)

Students learned that there is one more than one way to learn, students enjoyed art portion of the project (cutting, pasting) They discovered that they can make things using simple materials.

3. Did you observe techniques that you could apply to your classroom teaching? If so, what?

*working in groups, teamwork, divide tasks
Team work can accomplish more and faster
Learned the art of making animated movies from the scratch*

4. What else would you like us to know?

Students contribute different ideas to the project. Sharing movies allowed us to see different New York City landmarks. Students noticed that it is possible to mix real footage with their animation films.

Please write any additional comments on the back.

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TEACHER EVALUATION

PROGRAM: STOP MOTION ANIMATION NYC Landmarks

NAME: Ms. Megan Damato SCHOOL: P.S. 217 CLASS: 2-410

TEACHING ARTIST: Mr Jason

It's hard to believe we are at the end of the 10-week residency! What an honor it was to work with you and get to know your students! Puppetry in Practice is truly a literacy-based, process-driven program. We ask that you take a few moments to reflect on the process of the past months. Consider the use of hands-on art processes; working in groups; connections to the curriculum; use of technology; presentation of materials; creative and constructive input by students.

1. What do you determine to be the strengths of the program as related to your students? (Did anything surprise you?)

the biggest strength was the groupwork
I was suprised to see how well they worked together
- connection to curriculum * landmarks was great!

2. Did you notice significant growth in students by being engaged in this multipronged process? (If so, please give examples. Be as detailed as possible.)

yes
- also noticed confidence in all students
now they are not scared to try something new

3. Did you observe techniques that you could apply to your classroom teaching? If so, what?

presentation of materials
- also when he asked for input of students his technique was great

4. What else would you like us to know?

Mr Jason was wonderful! His passion for what he does is excellent His knowledge is very well used.

Please write any additional comments on the back.

Thank you for taking the time to answer these questions. Your feedback is extremely helpful to us.



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