



PUPPETRY IN PRACTICE



CARE of the EARTH:

Arts-based Residencies that Address
Environmental Awareness

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

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Andrew Murdock - Puppetry and Film
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PUPPETRY IN PRACTICE



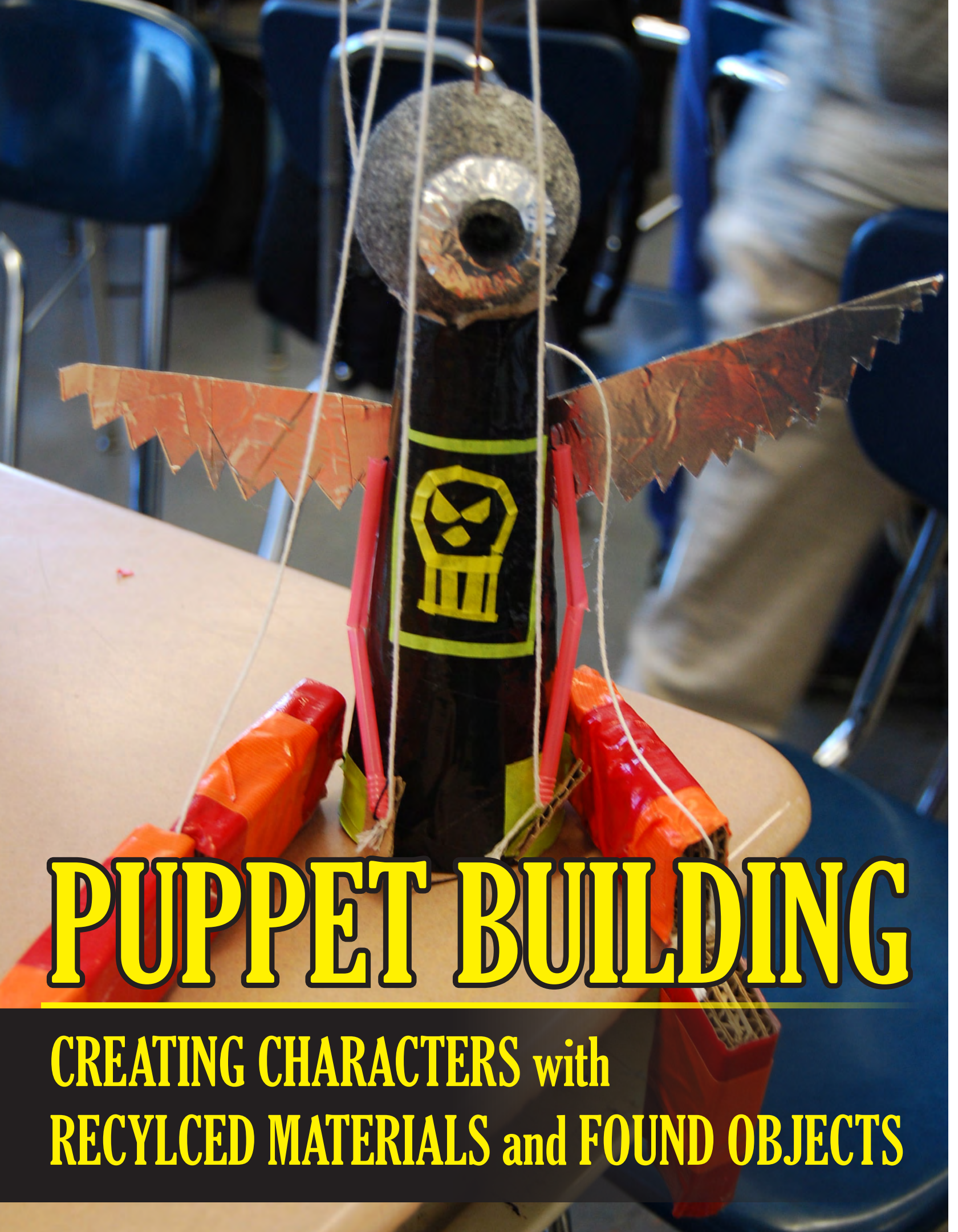
Care of the Earth: Residencies that Address Environmental Awareness

Schools have increasingly requested assistance in addressing environmental awareness, the importance of recycling and social responsibility. Through its Care of the Earth series, Puppetry in Practice has developed several arts-based programs that address these issues, providing an opportunity to use various art forms to enhance positive, proactive environmental practices. Designed to engage students K-12, Puppetry in Practice's artist residencies address aspects of environmental science, good citizenship, recycling, upcycling (reusing objects in a way that are of a higher quality than their original use), and awareness of the ecosystems of the Earth and respect for all creatures that inhabit it.

Age-appropriate residencies introduce young people to the timeliness of environmental protection and proactive care—encouraging good citizenship and neighborhood awareness. Programs for all ages incorporate puppet making, stop-motion animation and script writing. Older students can be introduced to upcycling—repurposing materials for use in an art form. For example, tin can marionettes made from recyclable materials provide a fun and engaging way to re-use household items. Superheroes with extraordinary Earth-saving powers are also created.

Puppetry in Practice also presents Care of the Earth programming that engages students through more than one art form at a time—providing a greater impact for environmentalism as well as creative expression.





PUPPET BUILDING

CREATING CHARACTERS with
RECYLCED MATERIALS and FOUND OBJECTS

JHS 185 - Environmental Studies through Puppetry and Filmmaking
10-week, in-school residency for 6th and 7th Graders (ELL and Special Ed)
Artists-in-Residence: Jason Leinwand and Andrew Murdock
Winter/Spring 2015 at JHS 185

RESIDENCY TIMELINE

Lesson 1 - Introduction, Samples and Discussion

Lesson 2 & 3 - The Robot Workshop: Puppet Construction 1 (Arms and Legs)

Lesson 4 & 5 - The Robot Workshop: Puppet Construction 2 (Head and Marionette Apparatus)

Lesson 6 & 7 - The Robot Workshop: Puppet Construction 3 (Assemblage)

Lesson 8 & 9 - The Robot Workshop: Puppet Construction 4 (Decorating and Detailing)

Lesson 10 - The Robot Workshop: Puppet Completion and Operation



LESSON 1 - Introduction, Samples and Discussion

OBJECTIVE

To introduce students to the project (robot puppets and possibility of puppet film or performance) and the topic (Environmental Science and Pollution) and lead a class discussion.

The focus of the lesson is for students to:

- Respond to a multimedia presentation about environmental science, science fiction and filmmaking
- Participate in a group conversation about environmental issues based on the content presented

CCSS.ELA-Literacy.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 7 topics, texts and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study.

CCSS.ELA-Literacy.SL.7.1.d

Acknowledge new information expressed by others and, when warranted, modify their own views.

MATERIALS

Digital slideshow/presentation, project samples, pencils

KEY TERMS/CONCEPTS

Pollution, Environmental Science, Science vs. Science Fiction, pre-production, production, post-production

PROCEDURE

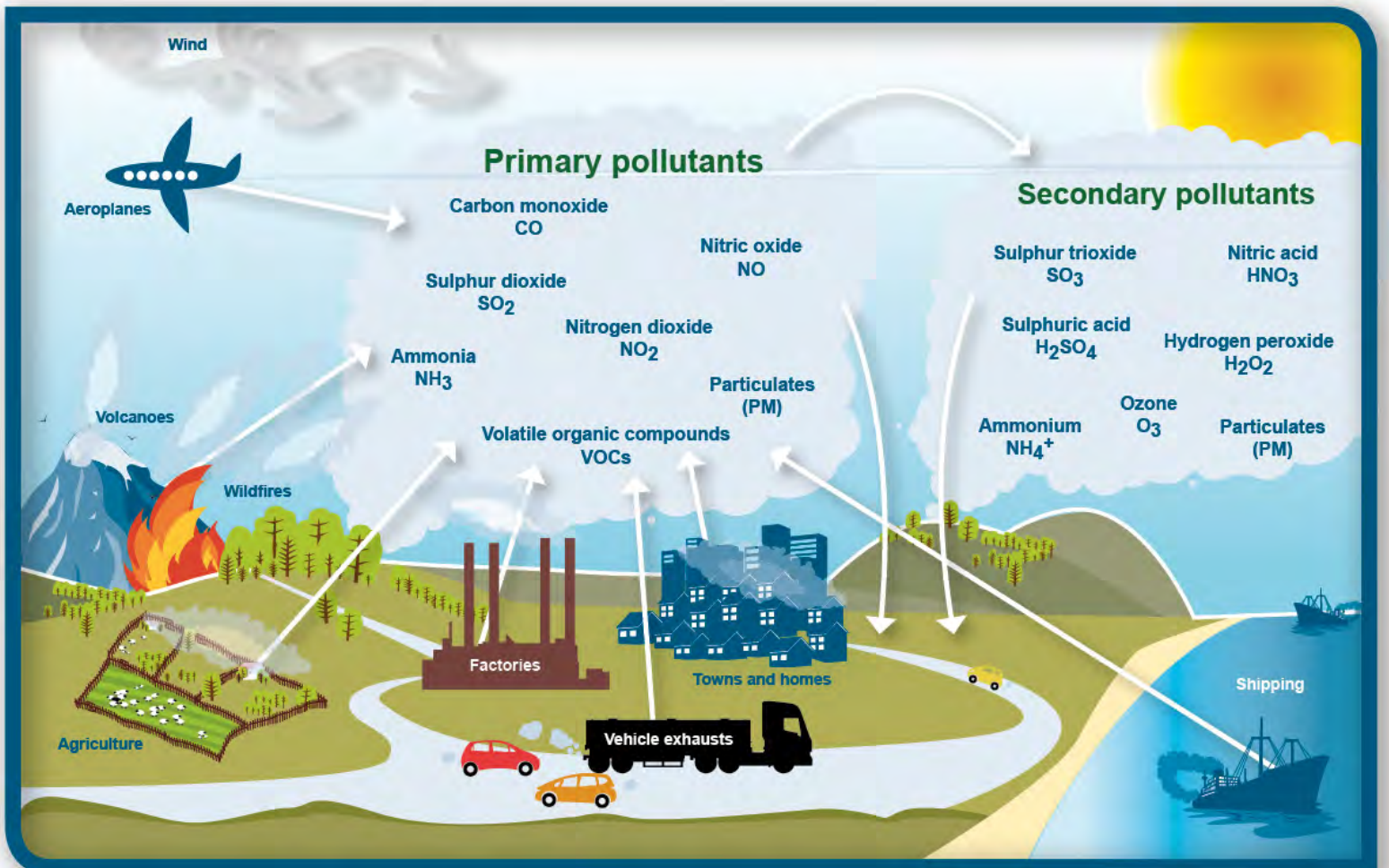
1. Introduce project through SmartBoard digital presentation
2. Class discussion of environmental issues the Earth faces today (pollution of land, air, water)
3. Class conversation about robots (fiction and non-fiction)
4. Discussion of recyclables and waste as art materials
5. Display robot marionette, show various mechanisms and demonstrate operating the puppet
6. Lead a class discussion about how recycled materials were used and what other kinds of materials could be used
7. In small groups, students brainstorm their robot's theme through writings and drawings in preparation for the coming weeks.
8. Clean-up

SUGGESTIONS FOR FOLLOW-UP

Explore environmental issues and terms, i.e pollution vs. littering, recycling vs. garbage, habitat vs. earth, organic waste vs. chemical waste. Identify common pollutants and litter that's found in our neighborhood. What could we do with all this waste?



POLLUTION SLIDESHOW SAMPLES



LESSON 2 & 3 - The Robot Workshop: Puppet Construction 1 (Arms and Legs)

OBJECTIVE

To begin the process of transforming recycled materials and found objects into a robot marionettes by creating arms and legs for the robot marionettes body.

The focus of the lesson is for students to:

- Recognize found objects and trash as valuable art-making materials
- Construct appendages following specific directions and measurements
- Further develop each robots identity and pollution fighting power
- Film the classroom for a “timelapse robot workshop” scene for final film project

CCSS.ELA-Literacy.RST.6-8.3

Follow precisely a multistep procedure when carrying out experiments, taking measurements or performing technical tasks.

Blueprint for Teaching and Learning in the Visual Arts: 8th Grade Benchmark

Create a sculpture that demonstrates:

- asymmetrical balance • movement • unity through color and form

MATERIALS

Recyclable materials (aluminum cans, cardboard, fabric, newspaper, wire, straws), white glue, scissors, aluminum tape, iPhone with Hyperlapse application

KEY TERMS/CONCEPTS

Pre-production, Marionette, form vs. function, movable sculpture, recycling, UP-cycling, timelapse photography

PROCEDURE

1. Review the project and break down the components of the sample marionette
2. Analyze what materials are recyclable and how they can be used as art making materials
3. Describe and detail specific instructions for constructing appendages (arms and legs) that have movement and function
4. Distribute materials
5. Set up a classroom camera for timelapse photography capture of the Robot Workshop
6. Construct the arms and legs for their puppets
7. Encourage students to assist and aid their peers in need
8. Materials are put away and stored in the classroom
9. Clean up

SUGGESTIONS FOR FOLLOW-UP

Explore the history of puppetry. Puppets are found throughout the world and have been made using many different materials. Research how puppets have been made by different cultures using materials that were local and accessible. Why would we want to use materials that we can find ourselves?







LESSON 4 & 5 - The Robot Workshop: Puppet Construction 2 (Head and Marionette Apparatus)

OBJECTIVE

To complete the marionette's head, make and attach all the necessary moving apparatus' and prepare for marionette construction.

The focus of the lesson is for students to:

- Assemble head and puppeteering mechanisms
- Aid and assist each other in the process to encourage collaboration and conversation
- Understand how recycling and up-cycling can minimize trash and waste build up

CCSS.ELA-Literacy.RST.6-8.3

Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Blueprint for Teaching and Learning in The Moving Image

FILM/Strand 1: Making Moving Images - 8th Grade Benchmark Pre-Production

For students creating experimental films: Students are able to articulate the reasoning behind their formal experimentations and express a willingness to experiment with new techniques and ideas

MATERIALS

Recyclable materials (aluminum cans, cardboard, fabric, newspaper, wire, straws), styrofoam balls, white glue, scissors, aluminum tape, iPhone with Hyperlapse application, pliers, popsicle sticks, tape, string

KEY TERMS/CONCEPTS

Marionette, form vs. function, movable sculpture, recycling, up-cycling, timelapse photography

PROCEDURE

1. Review the project and break down the components of the sample marionette focusing on the head and operating apparatus
2. Analyze what materials are recyclable and how they can be used as art-making materials
3. Describe and detail specific instructions for how the head is put together and attached
4. Distribute materials
5. Set up a classroom camera for timelapse photography capture of the Robot Workshop
6. Follow directions and construct the necessary pieces for the head
7. Encourage students to assist and aid their peers in need
8. Materials are put away and stored in the classroom
9. Clean up

SUGGESTIONS FOR FOLLOW-UP

To further understand concepts of “up-cycling” and recycling, have students bring in images of products or art pieces that utilize these processes. (i.e plastic bottles to make poly-fleece jackets, recycled glass to make tiles, and cardboard furniture construction.)



LESSON 6 & 7 - The Robot Workshop: Puppet Construction 3 (Assemblage)

OBJECTIVE

To complete the basic framework of a marionette made from recycled materials and be able to envision its particular uniqueness and identity by reviewing the initial plans and through the addition of various new recyclable materials that will be made available.

The focus of the lesson is for students to:

- Complete the precise steps for a completed, functioning foundation of a marionette puppet
- Begin conversations and collaborations with peers about any potential relationships between their robot characters
- Envision their robots unique features and style with additional materials and found objects
- Begin to practice manipulation and movement of the marionette

CCSS.ELA-Literacy.RST.6-8.3

Follow precisely a multistep procedure when carrying out experiments, taking measurements or performing technical tasks.

MATERIALS

Recyclable materials (aluminum cans, cardboard, fabric, newspaper, wire, straws), styrofoam balls, white glue, scissors, aluminum tape, iPhone with Hyperlapse application, pliers, popsicle sticks, tape, string

KEY TERMS/CONCEPTS

Marionette, form vs. function, movable sculpture, recycling, up-cycling, timelapse photography, puppeteer

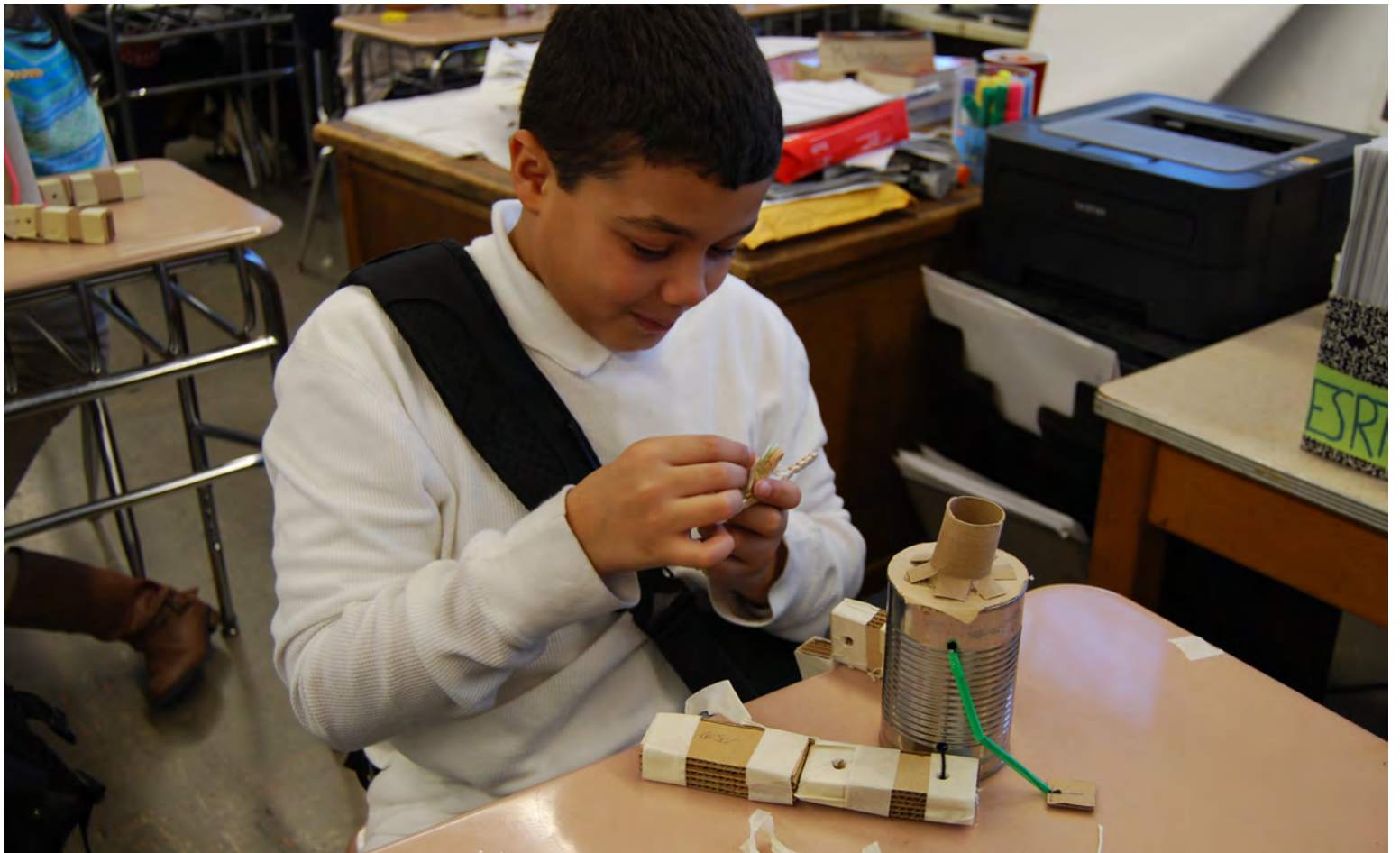
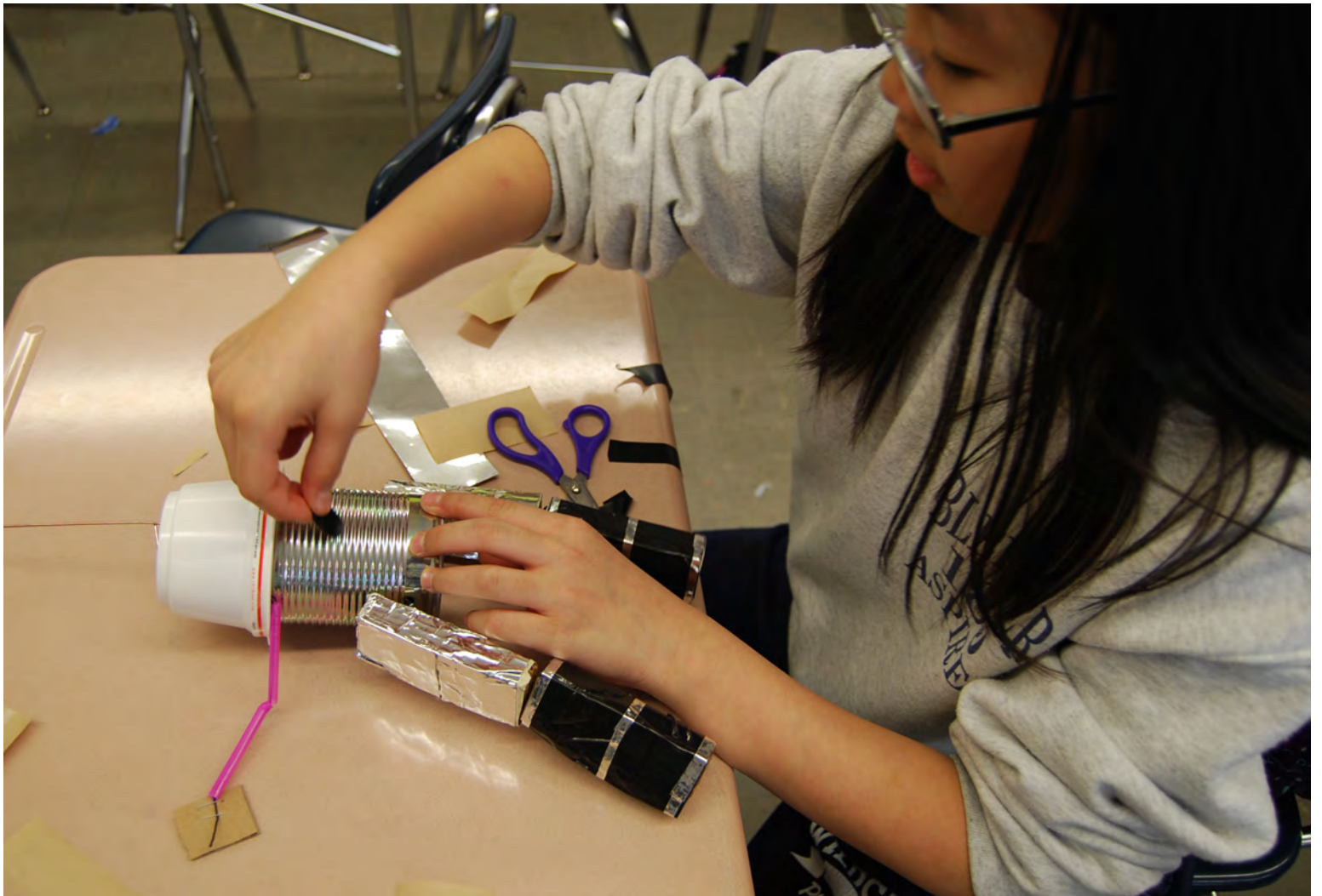
PROCEDURE

1. Review a completed marionette and demonstrate how to finish the basic foundation of the puppet
2. Describe and detail specific instructions for how to complete the marionette
3. Distribute materials
4. Set up a classroom camera for timelapse photography capture of the Robot Workshop
5. Follow directions and complete the puppet's foundation
6. Encourage students to assist and aid their peers in need
7. Practice operating marionettes for the first time practicing movements and manipulation
8. Encourage students to be interacting with each others robots
9. Clean up

SUGGESTIONS FOR FOLLOW-UP

Research the history of Earth Day and lead class discussion about its importance.

Ask students to bring in recycled materials to add to the puppets such as cardboard tubes, plastic bottles, newspaper, paper mold forms, paper egg cartons etc.



LESSON 8 & 9 - The Robot Workshop: Puppet Construction 4 (Decorating and Detailing)

OBJECTIVE

To individualize each robot giving it an identity and pollution cleaning power utilizing continued collage and recycled material assemblage techniques.

The focus of the lesson is for students to:

- Personalize their robot based on their plannings, writings and conversations and comparisons with peers
- Complete their robot marionette
- Create props or “environmental protection devices” for their marionette to fight pollution with

CCSS.ELA-Literacy.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

MATERIALS

Recyclable materials (aluminum cans, cardboard, fabric, newspaper, wire, straws, etc.), styrofoam balls, white glue, scissors, aluminum tape, iPhone with Hyperlapse application, pliers, popsicle sticks, tape, string

KEY TERMS/CONCEPTS

Identity, super power, Marionette, form vs. function, movable sculpture, recycling, UP-cycling, timelapse photography, puppeteer

PROCEDURE

1. Students are shown various ways to decorate and personalize their robot marionette and will reference their original planning worksheet for ideas
2. Teaching Artist will lead a class discussion about collaboration and strategies for building relationships between the puppets to be used in the final film project
3. A variety of recycled materials will be made available for students to experiment and explore with
4. Set up a classroom camera for timelapse photography capture of the Robot Workshop
5. Work toward the completion of the marionette
6. Teachers will aid and assist students as they complete their marionette
7. Students who finish early may help others in the class or begin working on props their puppet needs to do its anti-pollution tasks
8. Continue to operate and manipulate puppets for practice and performing
9. Store marionettes in the classroom
10. Clean up

SUGGESTIONS FOR FOLLOW-UP

Create character worksheets for the puppet. Have students explore the personalities, history and characteristics of the puppets they made. Where is your robot puppet from? What is your robot puppets name? Who built your robot puppet?



Lesson 10 - The Robot Workshop: Puppet Completion and Operation

OBJECTIVE

To individualize each robot giving it an identity and pollution cleaning power utilizing continued collage and recycled material assemblage techniques.

The focus of the lesson is for students to:

- Complete the marionette
- Practice puppeteering techniques
- Interact with the other puppets made by their peers

CCSS.ELA-Literacy.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

MATERIALS

Recyclable materials (aluminum cans, cardboard, fabric, newspaper, wire, straws, etc.), styrofoam balls, white glue, scissors, aluminum tape, iPhone with Hyperlapse application, pliers, popsicle sticks, tape, string

KEY TERMS/CONCEPTS

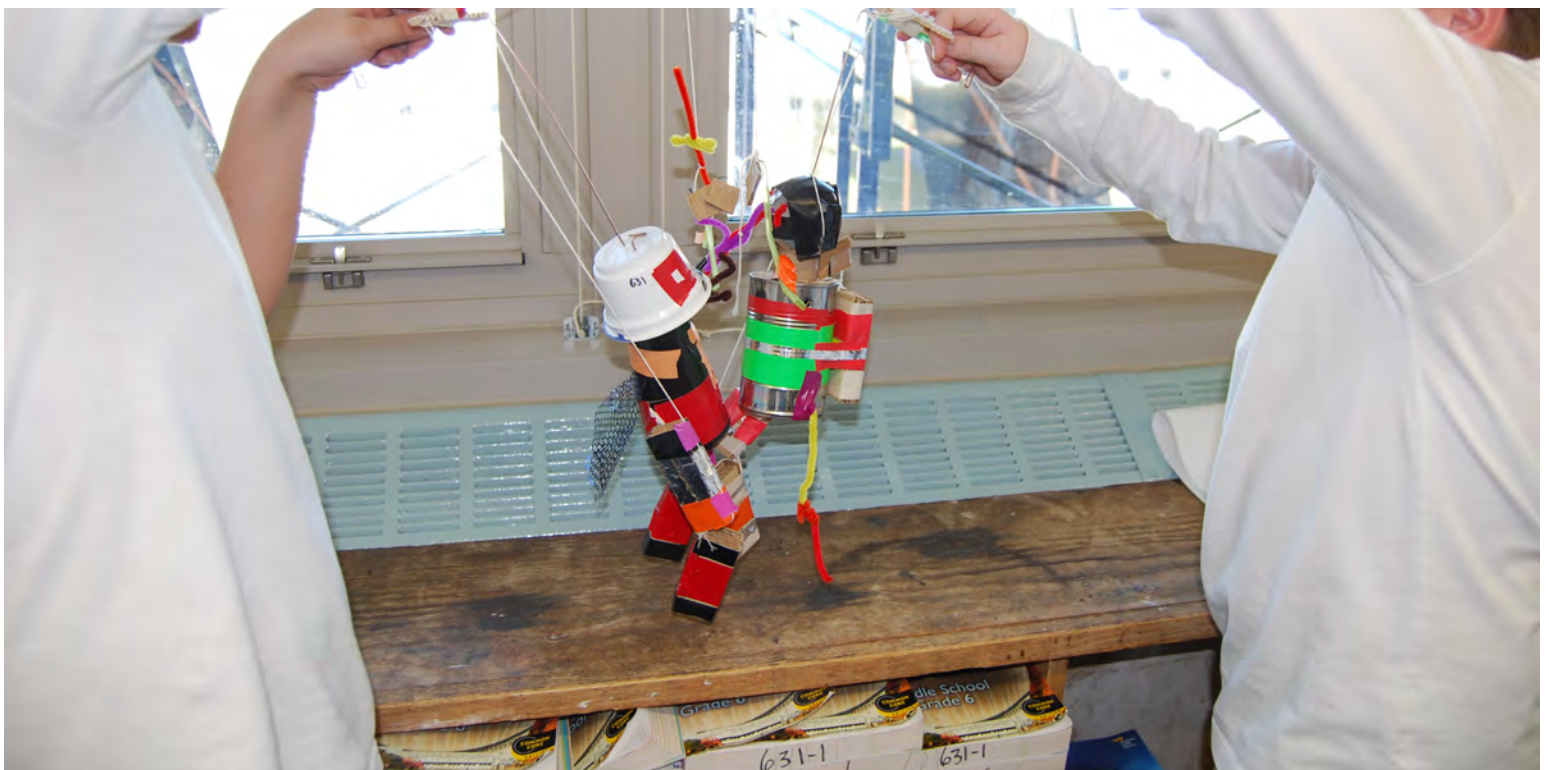
Identity, super power, marionette, form vs. function, movable sculpture, recycling, up-cycling, timelapse photography, puppeteer

PROCEDURE

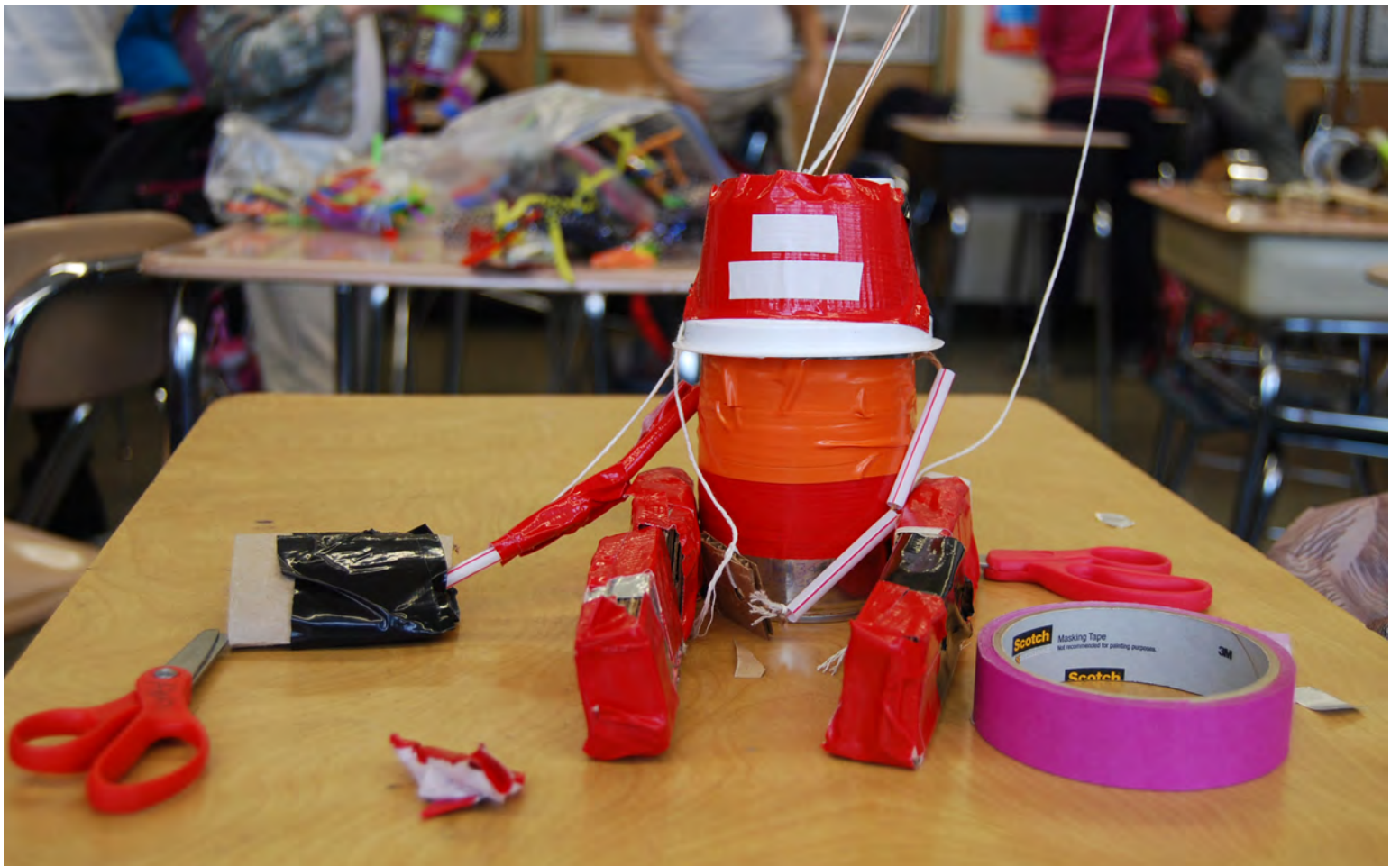
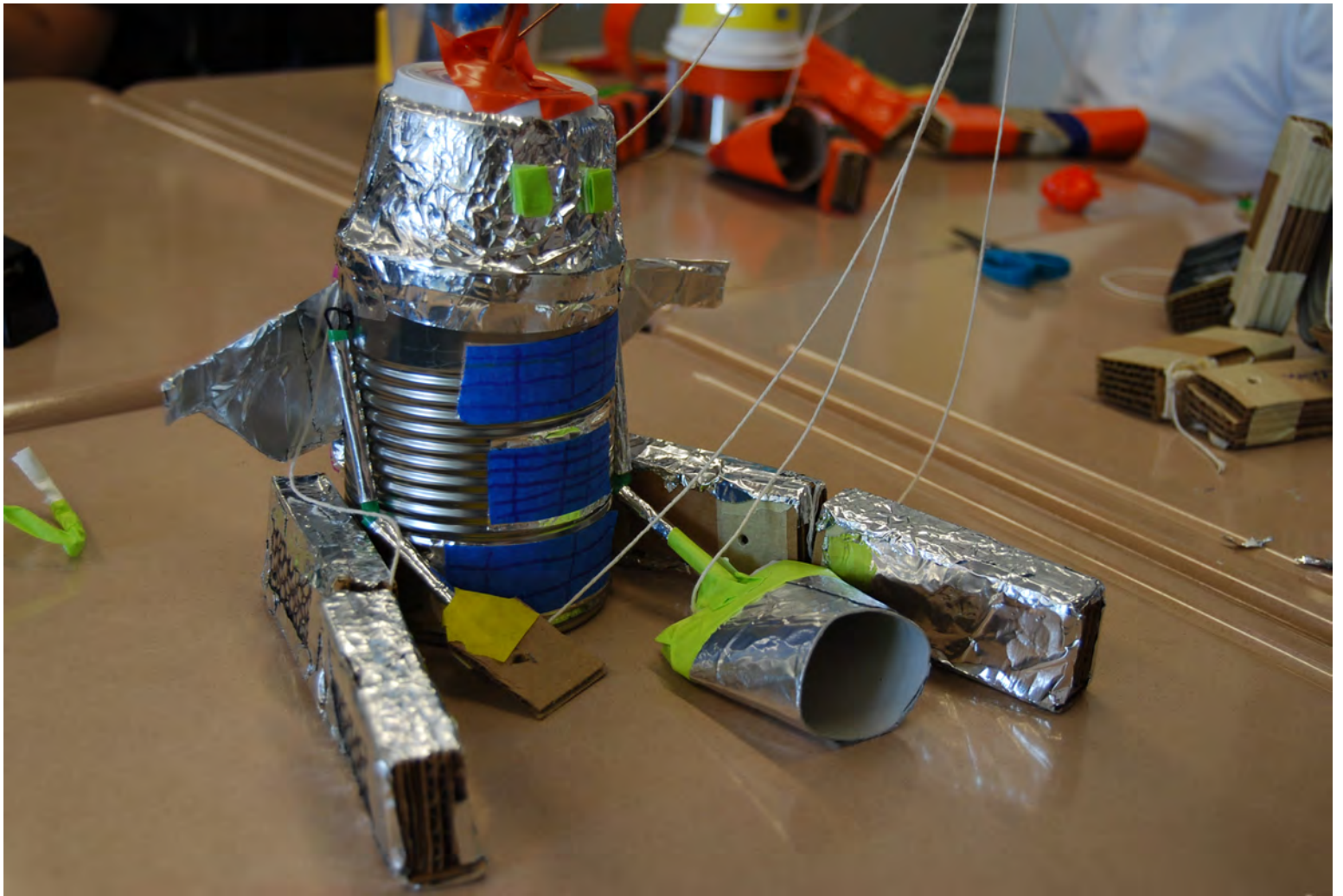
1. Students complete the decoration and personalization of their robot marionette
2. Upon completion, the remainder of the class is dedicated to puppet manipulation and interaction
3. Students are encouraged to “play” through improv games and theater activities led by the teaching artist
4. An impromptu performance for the class using the finished marionettes is an exciting way to end the residency and guides students toward brainstorming what they can do next with their puppets

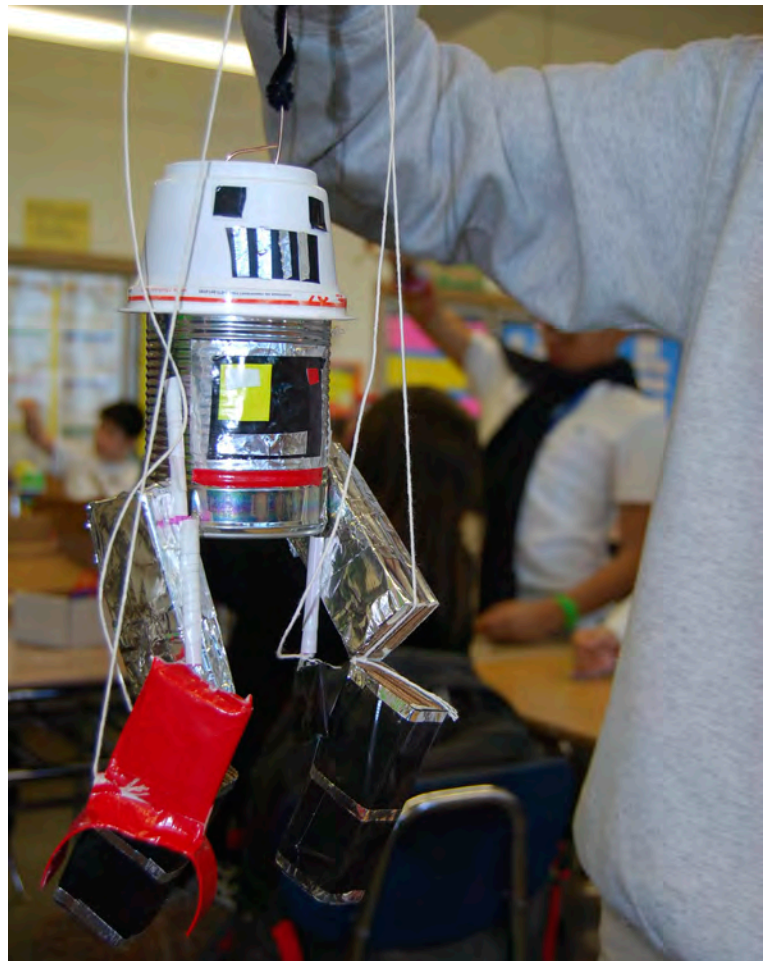
SUGGESTIONS FOR FOLLOW-UP

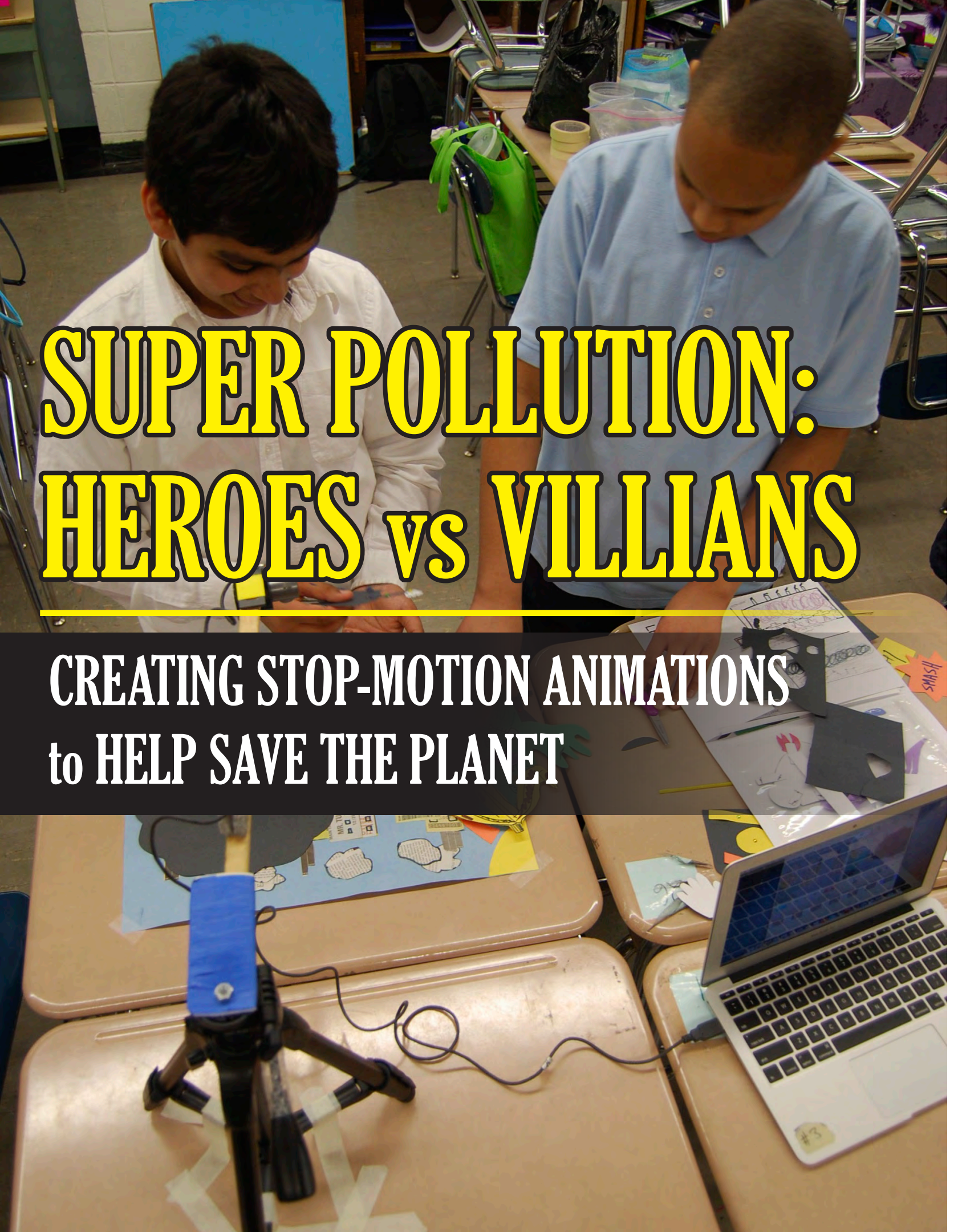
Activate the puppets by either creating a scripted puppet show or create a puppet film with webcams and computers!









A photograph of two young students in a classroom setting. The student on the left, wearing a white shirt, is looking down at a small electronic device. The student on the right, wearing a light blue polo shirt, is also looking down at a similar device. They are sitting at a desk. In the background, there are other desks, chairs, and various classroom items like a green bag and plastic containers. The text 'SUPER POLLUTION: HEROES vs VILLIANS' is overlaid in large, bold, yellow letters with a black outline. Below this, a black banner contains the text 'CREATING STOP-MOTION ANIMATIONS to HELP SAVE THE PLANET' in white. The bottom part of the image shows a close-up of the desk with a laptop, a camera on a tripod, and various papers and materials used for the project.

SUPER POLLUTION: HEROES vs VILLIANS

**CREATING STOP-MOTION ANIMATIONS
to HELP SAVE THE PLANET**

PUPPETRY IN PRACTICE

Stop-Motion Animation Residency for Middle Schoolers: Grade 6
Afterschool, once-a-week for 10-weeks: Fall/Winter 2014-15 at JHS 185
Artists-in-Residence: Jason Leinwand and Andrew Murdock

RESIDENCY TIMELINE

Pre-Production	Week 1 – Introduction to Animation and Storyboarding
	Week 2 – Complete Storyboards
	Week 3 – Backgrounds
	Week 4 - Backgrounds and Puppets
	Week 5 – Complete Backgrounds and Puppets
Production	Week 6 – Animating 1 and Group Animation
	Week 7 – Animating 2
	Week 8 – Animating 3 - Completion and Adding Close-ups
Post-Production	Week 9 – Editing, Titles/Credits, Script Writing and Audio Recording
	Week 10 – Final Viewing and Reflection

ANIMATION/Strand 1: Making Moving Images (8th Grade)

Students work collaboratively to create scripts and shoot and edit cel animation or stop-motion to express their feelings or opinions.

STOP-MOTION ANIMATION WORKSHOPS FOR MIDDLE SCHOOL STUDENTS

The program outlined in the following pages details a multimedia, stop-motion animation program designed by Puppetry in Practice (PiP) for junior high school students grades 6-8. This interdisciplinary project fosters literacy, creativity and collaboration while engaging students with an active, hands-on use of technology and computer software. The finished product is a student generated, stop-motion animated movie that can be viewed and shared over the internet with friends, families and student populations around the globe.

The strength of this project for middle school students is the wide scope it presents in terms of career readiness. Directing, writing, producing, filming and creating movies on any level affords a myriad of entry points for ensure inclusivity for every participant. Additionally, creating an animation poses many problems throughout that require students to improvise, experiment and collaborate with each other in order to solve.

Collaboration within a creative environment like this makes it easier for students to express their ideas to their peers without the fear of traditional “right and wrong” answers. With multiple points of view, as well as a consideration of the audience that will watch the finished product, students learn the value of each others input and contributions.

LESSON 1 & 2- Introduction to Animation and Storyboarding

OBJECTIVE

To introduce stop-motion animation, the basics of filmmaking and storyboarding a scene about pollution.

The focus of the lesson is for students to:

- Become familiar with a variety of stop-motion animation techniques
- Learn about the issues created by pollution and global warming
- Collaborate in groups to storyboard a scene

CCSS.ELA-Literacy.RL.7.7

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

ANIMATION/Strand 2: Literacy (8th Grade)

Students understand the history of cel, stop-motion and digital animation and use this knowledge in order to inform their own artistic choices.

MATERIALS

Various animation samples for presentation, Pollution slideshow and presentation, blank storyboards, markers, crayons and pencils

Sample Animations:

- **Born Free** - <https://www.youtube.com/watch?v=HySMqyTDY5k>
- **Elephant Trap** by Tiny Circus - <https://www.youtube.com/watch?v=ZsiGnd1knyw>
- **Graffiti Stop Motion** by BLU - <https://www.youtube.com/watch?v=tCoqsVDVWN8>

KEY TERMS/CONCEPTS

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

PROCEDURE

1. Greetings and introductions
2. Discussion with students about stop-motion animation accompanied by animation samples made by students and professionals
3. Using the sample animations, analyze various aspects of filmmaking such as close-ups and point of view
4. Breakdown the process of creating an animation from start to finish:
 - Storyboarding
 - Background settings (colored paper collage)
 - Characters/puppets
 - Animating with computers, software and webcams
 - Audio recording
 - Editing
 - Viewing and sharing
5. Divide students into groups of 3 or 4, distribute pencils/markers/crayons and blank storyboards
6. Students work in their groups and storyboard their assigned scene
7. Encourage close-up shots, point of view references and creativity

**This particular residency focused on students learning about pollution and creating scenes about global warming and harmful chemicals in the air. Prompting students to create heroes and villains around this theme helps story development.*
8. Wrap up, pack up and clean up!

SUGGESTIONS FOR FOLLOW-UP

Research animation at home and bring in a video or a link for the class to watch, discuss and analyze.

SAMPLE STORYBOARD TEMPLATE

LESSON 3 & 4 - Background Settings

OBJECTIVE

To analyze storyboards and determine various settings throughout the scene and to work together to create colored paper collages that will be used as background settings for the animation.

The focus of the lesson is for students to:

- Work together
- Determine setting and create detailed collages for each setting
- Design and assign roles for each member of the group to efficiently complete the task
- Create artwork for their animation that expresses their own interpretation of the topic

ANIMATION/Strand 3: Making Connections (8th Grade)

Students rely on their knowledge of other subject areas (math, science, social studies, etc.) when creating animation projects.

CCSS.ELA-Literacy.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

MATERIALS

Completed storyboards, colored paper, pencils, markers, crayons, glue, scissors, newspaper, other recyclables

KEY TERMS/CONCEPTS

Pre-production, setting, background, collage

PROCEDURE

1. Review animation project and pollution topic
2. Demonstrate an analysis of the storyboard to determine setting and how details in the setting contribute to the story and the character
3. Discuss effective collage techniques and efficient working habits for the group to be successful
4. Review with students that in cut-paper animation any element that is glued down will not be able to "move" in the movie
5. Any elements that need to move (i.e. clouds) must be stored separately in an envelope or plastic bag
6. Consider that creating an animation and all the related artwork is a way of interpreting and expressing a story in a new voice and that ownership of the story is generated this way
7. Distribute materials
8. Class time is spent creating the background artwork for their animation
9. Place all collages and artwork in a folder and store in the classroom
10. Wrap up, pack up and clean up

SUGGESTIONS FOR FOLLOW-UP

Depending on the content of the animation, students will benefit from a more in-depth geography study. If students are creating animations of pollution and recycling, it is important that their background settings are informed by this topic. Using recyclables—such as newspaper and old magazines—for the collages is a great way to introduce choosing materials found around the home instead of just throwing things in the garbage.



LESSON 5 - Puppets and Completing Background Settings

OBJECTIVE

To complete the pre-production phase by finishing all backgrounds and puppet characters.

The focus of the lesson is for students to:

- Work together
- Learn about movable, paper, puppet joints
- Design and assign roles for each member of the group to efficiently complete the task
- Create artwork for their animation that expresses their own interpretation of the text

ANIMATION/Strand 3: Making Connections (8th Grade)

Students rely on their knowledge of other subject areas (math, science, social studies, etc.) when creating animation projects.

CCSS.ELA-Literacy.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

MATERIALS

Completed storyboards, colored paper, pencils, markers, crayons, glue, scissors, newspaper, hole puncher, mini paper fasteners

KEY TERMS/CONCEPTS

Pre-production, puppet characters, character traits, expression, fluidity of movement

PROCEDURE

1. Discuss the completion of all pre-production elements
2. Consider the characters throughout the scene and differentiate main characters from supporting characters
3. Student groups must create any characters using paper puppet making techniques demonstrated by the teaching artist
4. Using small paper fasteners and hole punchers, students create movable puppets for their animations based on their ideas from the storyboards
5. Distribute folders and materials
6. All backgrounds, characters and props must be completed to begin animation production the following lesson
7. Place all collages and artwork in a folder and store in the classroom
8. Wrap up, pack up and clean up

SUGGESTIONS FOR FOLLOW-UP

Research puppetry and puppet film. Searching YouTube and other internet video databases, students can see and learn about all the various filmmaking techniques out there that utilize puppetry.



LESSON 6 & 7- Animating 1 and Group Animation

OBJECTIVE

To use laptops, webcams and computer software in order to create a stop-motion animation scene.

The focus of the lesson is for students to:

- Follow their storyboard plan
- Improvise and problem solve
- Work together to animate their scene and assign roles among the group
- Use technology to activate literacy

CCSS.ELA-Literacy.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.

ANIMATION 8th Grade/Strand 1: Making Moving Images (8th Grade)

Students work collaboratively to create scripts and shoot and edit cel animation or stop-motion to express their feelings or opinions.

MATERIALS

Completed artwork from pre-production phase, puppet characters, laptops, tripods, webcams, animation software, colored paper, markers, pencils, scissors, glue, masking tape, Scotch tape

KEY TERMS/CONCEPTS

Animation, technology, software. webcam, frames per second (fps), teamwork

PROCEDURE

1. Demonstrate to students the webcam, computer and tripod setup
2. Using the SmartBoard or projector, make a setup using sample backgrounds and puppets for the whole class to see
3. Provide basic software instructions to the class:
 - Screen layout
 - Capture and delete frames
 - Timeline Viewer
 - Playback
4. Provide examples of successful animation techniques and positive working habits within a group
5. Distribute materials, hardware and folders and instruct students to set-up their animation station
6. Set a frame captured goal - for a 45-min. period, students should be expected to take 150+ frames
7. Students analyze their storyboard and begin animating their scene as they planned starting at the beginning
8. At the end of the class, the group with the most frames captured has their work shown on the SmartBoard
9. Students discuss and critique the featured work at the end of each session:
 - What did you like?
 - What could use improvement?
10. Students save their work and clean up their animation station
11. Wrap up, pack up and clean up!

SUGGESTIONS FOR FOLLOW-UP

Students can gain further insight into animation through an investigation of the history of the medium. Researching zoetropes to flipbooks to smart phone apps, will help students understand how animation technologies have progressed.



LESSON 8 - Animating 3 - Completion and Adding Close-ups

OBJECTIVE

To complete the animated scene and add in character close-ups for dialogue.

The focus of the lesson is for students to:

- Continue working on their animated scene
- Write dialogue that supports the narrative
- Understand the role that improvisation plays in animation

CCSS.ELA-Literacy.W.7.3.b

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.

MATERIALS

Completed artwork from pre-production phase, puppet characters, character close-ups and talking mouth sheet, laptops, tripods, webcams, animation software, colored paper, markers, pencils, scissors, glue, masking tape, Scotch tape

KEY TERMS/CONCEPTS

Close-up, improvising, dialogue

PROCEDURE

1. Review set-up and software instructions
2. Examine close-up for character dialogue
3. Demonstrate how to switch out various mouths to simulate the puppet talking
4. Instruct students to write dialogue in addition to what is in their storyboard
5. Explain improvising and how it can lead to discoveries that better tell the story, express the content in the narrative or the emotions of the characters
6. Distribute materials and hardware
7. Students set up their animations stations and begin animating
8. Set a frame captured goal - for a 45-min. period, students should be expected to take 150+ frames
9. Students analyze their storyboard and begin animating their scene as they planned starting at the beginning
10. At the end of the class, the group with the most frames captured has their work shown on the SmartBoard
11. Students discuss and critique the featured work at the end of each session:
 - What did you like?
 - What could use improvement?
12. Students save their work and clean up their animation station
13. Wrap up, pack up and clean up!

SUGGESTIONS FOR FOLLOW-UP

Use a smart phone video camera to film a “dialogue” scene between two people. This is good practice for understanding how conversations between characters are captured on film. Experiment with different camera angles to evoke different feelings about the characters. For example, filming a character from a slightly lower camera angle makes the character seem taller or more ominous.



LESSON 9 - Editing, Titles/Credits, Script Writing and Audio Recording

OBJECTIVE

To finish animating the scene, use editing tools to complete it, create a title and credit sequence and record narration, dialogue and sound effects.

The focus of the lesson is for students to:

- Finish the animation assignment
- Learn the basics of editing
- Re-write and revise narration and dialogue and record it using GarageBand software
- Complete production phase and become familiar with post-production

ANIMATION/Strand 2: Literacy (8th Grade)

Using the vocabulary of animation and an understanding of the history of the art form, students analyze and validate their own animation creations.

MATERIALS

Completed artwork from pre-production phase, puppet characters, character close-ups and talking mouth sheet, laptops, tripods, webcams, animation software, microphone, GarageBand, colored paper, markers, pencils, scissors, glue, masking tape, Scotch tape

KEY TERMS/CONCEPTS

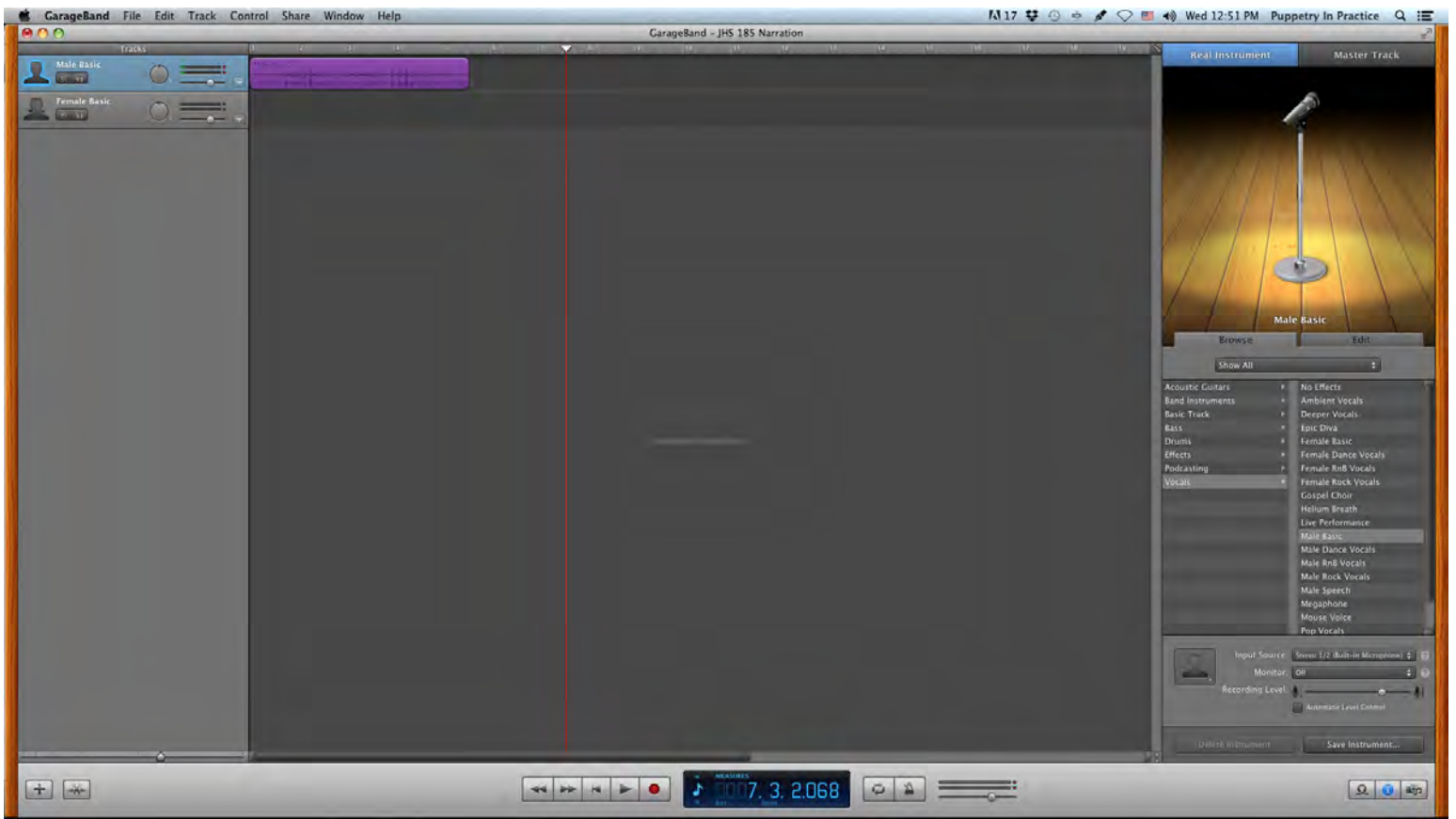
Production, post-production, editing, audio recording, credits and title sequences, “Quiet on the Set!”, “performing a story”

PROCEDURE

1. Discuss with students the process of completing the production phase of their animations
2. On the SmartBoard display the editing control panel on the animation software
3. As a group, students must decide if their scene is finished and if so, is it long enough to match the duration of their written narration
4. Instructions and a demonstration of how to copy and paste frames or clips is given in order to add duration
5. Time is provided for students to review and edit their animations, re-write narration and dialogue and decide as a group that they have completed the task they planned in their storyboards
6. While students are editing and completing their work, an additional animation station is set up for creating a credit sequence
7. Students are instructed to use timelapse animation techniques for the credit sequence
8. Following completion, students choose narrators and actors from the group
9. Audio recording, including sound effects, narration and character dialogue is performed in the class and recorded using GarageBand software
10. A focus on “performing” the story is suggested to promote reading and narration that is exciting
11. Thats a wrap! Production phase is completed
12. Wrap up, pack up and clean up!

SUGGESTIONS FOR FOLLOW-UP

Students should begin to think about soundtracking their animation. Students should consider the mood of the story or particular scenes and find songs that match that feeling. Students can come in and present their ideas to the class and the group can decide and vote on the soundtrack selections.



LESSON 10 - Final Viewing, Assessment and Evaluation

OBJECTIVE

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

The focus of the lesson is for students to:

- Gain knowledge in professional editing techniques and software (Final Cut Pro)
- Watch and critique their finished work
- 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

CCSS.ELA-Literacy.CCRA.W.6

Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-Literacy.CCRA.SL.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

ANIMATION/Strand 5: Careers and Lifelong Learning (8th Grade)

Students develop strong personal interests and become increasingly articulate about their preferences in animation and the various careers associated with the animation field.

MATERIALS

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

KEY TERMS/CONCEPTS

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

PROCEDURE

1. Student work has been edited and pieced together, uploaded to YouTube and burned onto DVDs prior to the start of class
2. On the SmartBoard or projector, a discussion and demonstration of editing with Final Cut Pro is given
3. A feature presentation of the students work is shown
4. Following the animation students and teachers discuss the project providing feedback and assessment
5. A conversation about careers in animation and moviemaking allows students time to reflect on the variety of roles they took on throughout the project
6. Students also view another animation created by other students in their school and compare and contrast each others' work in addition to gaining exposure to a different folktale from a similar country or culture
7. YouTube links are distributed and students are encouraged to share their work with family and friends in addition to making comments and starting conversation on the YouTube page
8. Students are encouraged to participate in stop motion animation projects on their own and to understand the value and necessity of group work
9. Time for written reflection concludes the residency

SUGGESTIONS FOR FOLLOW-UP

Using the techniques that were employed throughout this residency, choose another story or curriculum topic for students to learn and express their ideas about, by creating animations or movies. Students may choose a particular focus area now that they have been exposed to a variety of roles.

Research and discover different animation software or apps.

JHS 185 After School Pollution Project

<https://www.youtube.com/watch?v=4BvaXz5E1Es>



JHS 185 After School Pollution Project

PuppetryinPractice

Subscribe 87

33 views

Published on Mar 31, 2015

Students in JHS 185 in Flushing, NY worked with Puppetry In Practice artists to create this stop motion animation about environmental issues. Over a 10-week after school program, students created storyboards, puppets and background scenery, and the animated scenes included in this film.

Music "Popcorn" by Hot Butter (Google Play • AmazonMP3 • iTunes)

SHOW MORE

ALL COMMENTS (3)

Up Next Autoplay

- PS 28 NYC Tour 2015 - Stop Motion Animation by 2nd Graders by PuppetryinPractice 505 views
- P90X3 Pull Up Alternatives and Tips for Success! by Bob Sharpe Recommended for you
- KILLER ARMS WORKOUT with Tony & Shawna | Accelerated Series by Tony Horton Recommended for you
- JHS 185 Teachers PD The Great Race by PuppetryinPractice 24 views
- PS 46 European Explorers - Christopher Columbus 5-405 by PuppetryinPractice 72 views
- JHS 185 Parent Animations 2015 by PuppetryinPractice 31 views
- Camas High School Jazz Band with Stanley Jordan by Jim McPherson 190 views
- PS 46 European Explorers - Henry Hudson 5-401 by PuppetryinPractice 75 views
- ABIYOYO by PuppetryinPractice 7,415 views
- PS 46 OLR Iroquois Legend by PuppetryinPractice 397 views

STUDENT REFLECTIONS

“Something I learned about doing this project was the basics of animating and editing. I also learned that there is a lot of pollution and global warming happening now. The population of this world should recycle more and not do had things to the one and only Earth.”

“What I learned was that you can use anything and make them come alive with a little editing.”

“Something I learned doing this project is that polluting and littering not only deos it effect us, it also effects animals and our environment. Also, what I learned is that doing this project as a team can make something more better, and that there’s many amazing ways to edit and put our work together.”

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: Stop Motion Animation
NAME: Patricia Campopiano SCHOOL: JHS 185 CLASS: _____
TEACHING ARTIST: Jason Weinwand

Did you enjoy the Puppetry In Practice residency? Why?

The Saturday PD was great. I feel like it inspired me to look at film-making and storytelling in a new way. It was easier than I thought it would be.

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

The program strengths were ease of equipment use and the opportunity to make the puppets from scratch. I think it was great that we finished an entire project in 1 PD session.

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

The only improvement could be made to the story that was used for the PD. Perhaps there could have been more choices or a more familiar option. This would have aided storyboarding.

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

Not arts-based - but I am a teacher in a software engineering program. Many of the expectations of my program employ strategies similar to what was used during the PD.

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, I am planning to make a stop motion video with my afterschool video yearbook club - many of the students are also a part of my ELA class so it might be a curriculum based video.

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.

PROGRAM: Arts for ELLs/SWDs grant program with PIP: Recycled Robot Puppets, and Stop-Motion Animations

NAME: Gail Meyers

SCHOOL: Edward Bleeker JHS 185

TEACHING ARTISTS: Jason and Andrew

DID YOU ENJOY THE PUPPETRY IN PRACTICE RESIDENCY? WHY?

Yes. Jason and Andrew were always on time, extremely well prepared, and a pleasure to work with. The material was geared to all of the age and ability levels from 6th grade English Language Learners and Students with Disabilities, to parents and teachers.

Both artists are great teachers and have a wonderful rapport with students. Jason is extremely organized, has an excellent clear delivery, and uses his fun sense of humor and "silliness" to help engage students in the process. Andrew is also an excellent instructor; gentle, patient, organized, creative, and always smiling.

In general the projects were well suited for all audiences. The puppet-making was lots of fun but may have required more time with this particular cohort of students to be fully realized. None the less, the students had a wonderful time, were able to develop art-making skills, and got the message about "upcycling" objects otherwise destined for the trash.

The stop-motion animation after-school program was a complete success. Students of all ability levels were completely engaged in the process, developed art-making, literacy, and technology skills, and left with an amazing finished product. The curriculum for the after school program was well conceived and executed. There was a well developed theme and progression of activities. I also appreciate the time and effort Jason spent putting the final product together (which he also did for the teacher and parent created animations). It is truly "magical" how all of the disparate animations and sound effects produced by the kids came together so cohesively.

The parent/family program was also very successful. It is amazing how much got done considering it was a three hour program. I appreciate that the parents/families were given a lot of leeway to experiment and develop their animations using both two- and three-dimensional recycled objects. Their creativity was inspiring!! My only complaint is that the program was too short! An additional hour would have made a big difference.

WHAT DID YOU FEEL THE STRENGTHS OF THE PROGRAM WERE? (BE AS SPECIFIC AS POSSIBLE)

- Great instructors
- Well organized
- Fun, educational projects with appropriate, timely themes
- Animation projects can be replicated by teachers relatively easily
- Excellent, easy, responsive communication between JHS 185 and PIP

WHAT IMPROVEMENTS COULD BE MADE WITH THE PROGRAM? (BE AS SPECIFIC AS POSSIBLE)

I think the Robot puppet may have been a little bit too difficult/complicated for these students, especially given the time constraints. In an ideal situation, double periods for the puppet making would have greatly enhanced the program.

HAVE YOU PARTICIPATED IN OTHER ARTS-BASED RESIDENCIES FROM A DIFFERENT ORGANIZATION WITH YOUR CLASS? HOW DID THIS PROGRAM COMPARE?

I have been working with PIP for 9 years, and the quality is always excellent! The instructors have always been high caliber. Unfortunately this is not always the case with other arts organizations.

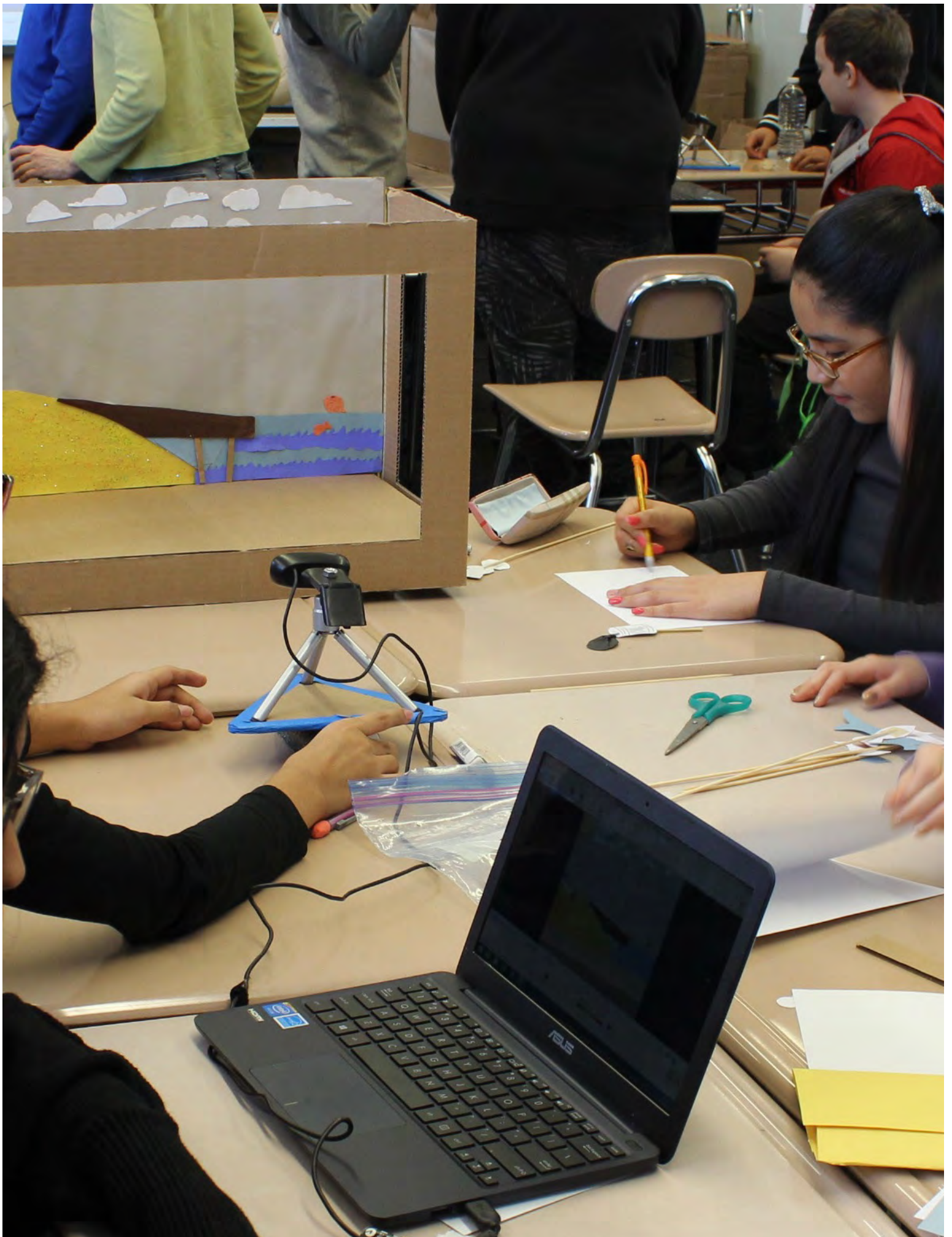
DO YOU FEEL YOU COULD DO AN ANIMATION PROJECT ON YOUR OWN WITH YOUR CLASS? IF YES, WHAT WOULD YOU DO? IF NO, WHY?

I am not a teacher, but I think if I practiced a bit with the software that I could do it.



FILMMAKING with PUPPETS

ANALYZING POLLUTION'S IMPACT on
NATURE with ART & TECHNOLOGY





Filmmaking with Puppets

A 10-Week Interdisciplinary Puppet-Based Residency for Elementary School-Aged Students
Artists-in-Residence: Andrew Murdock

RESIDENCY TIMELINE

LESSON 1 - Introduction and Creating Storyboards

LESSON 2 - Completing Storyboards and Superhero Puppet-Making

LESSON 3 - Background Settings

LESSONS 4 and 5 - Completing All the Pre-Production Elements

LESSONS 6, 7 and 8 - Puppet Film-Making

LESSON 9 - Recording Audio and Narration

LESSON 10 - Final Viewing and Evaluation

LESSON 1 - Introduction and Creating Storyboards

OBJECTIVE

To introduce students to the project (toy theater puppet filmmaking) and topic (environmental science). To lead discussion about pollution, recycling and renewable energy. To storyboard a pollution problem/solution scenario. To work on collaboration

The focus of the lesson is for the students to:

- Develop an understanding of environmental science
- Explore the theme in a creative setting
- Collaborate in group discussions

VISUAL ARTS BLUEPRINT GRADE 5 BENCHMARKS ADDRESSED:

Create a drawing that demonstrates:

- volume • proportion • gesture • control

MOVING IMAGE GRADE 5 BENCHMARKS ADDRESSED:

Pre-Production Indicators:

- Students are able to conceive of an original story idea for a film.
- Students are able to create their own basic storyboards illustrating what characters/subjects, objects and settings they plan to shoot.
- Students are able to identify the different roles needed for a filmmaking project.

MATERIALS

Digital slideshow/presentation, project samples, storyboard templates, pencils, paper

KEY TERMS/CONCEPTS

Toy Theater, Puppetry, Environmental Science, Science vs. Super Powers, Filmmaking, Pre-production, Production, Post-production

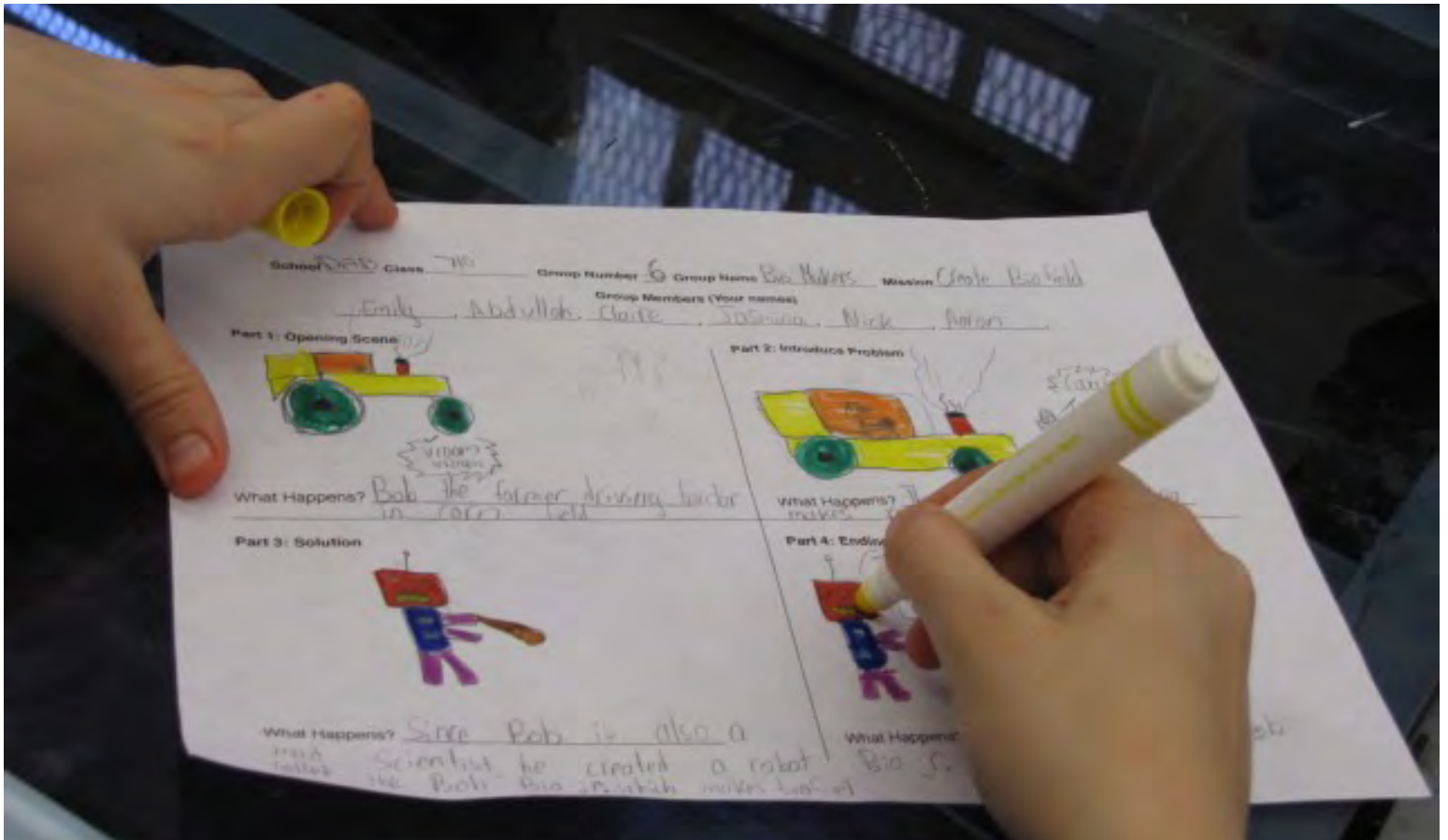
PROCEDURE

1. Introduce project through a SmartBoard digital presentation
2. Discussion of a specific environmental issue or process
 - “What are the issues that pollution creates? How can we solve them?”*
 - “How can we learn and inform others about this issue in a creative way?”*
3. Show sample puppet video
4. Discussion on the presentation
 - “How was the film made?”*
 - “What were the puppets made out of?”*
 - “What will your puppet film be about?”*
5. Split off into groups by table
 - “How will we get started on a plan for our film?”*
 - “How will we tell stories about what we know about pollution and environmental issues?”*
6. Distribute story board templates and work on story boards in groups
7. Sharing of ideas and clean-up

SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

- Go online and look at video of puppet performances and live-action puppet films. Watch one and discuss the differences and similarities to what we watched in class.

- Every movie has a storyboard. Try doing the reverse by watching a movie in class and create a storyboard for that movie.
- Explore environmental issues and terms, i.e pollution vs. littering, recycling vs. garbage, habitat vs. earth, organic waste vs. chemical waste.



LESSON 2 - Completing Storyboards and Superhero Puppet-making

OBJECTIVE

To review the environmental problem/solution topic. To review each group's assignment. To finish up storyboards and begin creating toy theater puppet characters.

The focus of the lesson is for the students to:

- Review the topic questions
- Complete storyboard planning phase
- Analyze the character traits of a superhero
- Continue collaborative conversations about the project
- Explore puppet-making with a variety of materials

MOVING IMAGE GRADE 5 BENCHMARKS ADDRESSED:

Pre-Production Indicators:

- Students are able to create their own basic storyboards illustrating what characters/subjects, objects and settings they plan to shoot.
- Students are able to identify the different roles needed for a filmmaking project.
- Students understand and can articulate the need for collaboration in the pre-production phase of a filmmaking project.
- Students are able to work from a pre-existing story and script.

MATERIALS

Project samples, paper, pencils, markers, card stock, colored paper, scissors glue

KEY TERMS/CONCEPTS

Toy Theater, Superhero, Characters, Props, Set, Puppetry, Environmental Science, Filmmaking, Pre-Production

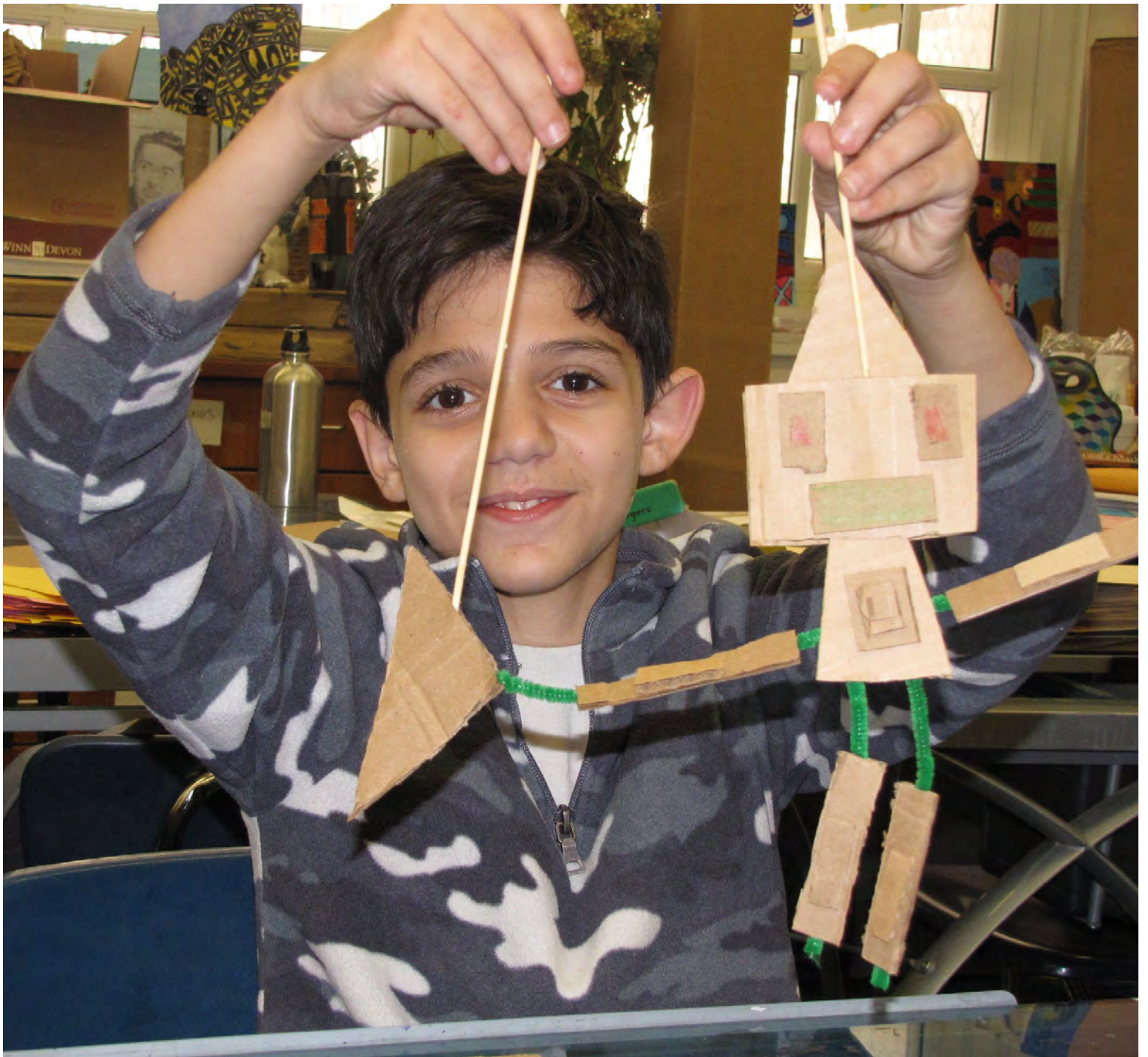
PROCEDURE

1. Re-introduce group missions and make sure each group has problems and solutions
"What is your groups environmental issue? What is your proposed solution?"
2. Students get into groups and collect storyboards
"What are the characters in your storyboard?"
"How will we show that they are superheroes?"
3. Conversation about poses and character traits
"What do they look like? How do they need to move? What are your characters most important features?"
"How will you use your storyboard plan as a guide?"
4. Presentation on how to make toy theater puppets
"How will you use these materials to make your superhero puppets?"
"What are the most important features you need to include?"
"How will you work as a team to complete your superhero puppets?"
5. Distribute the materials
6. Students work in groups to create their toy theater puppet characters
7. Share students work and clean up

SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

To further explore the assigned environmental issues have each group research their mission and bring in an article to present to the class, i.e. for soil contamination, have the group bring in an article about pesticides effecting plant growth.

Bring in video or images of other forms of puppetry aside from toy theater, i.e. marionettes, shadow theater, hand/rod puppets, bunraku for inspiration.



LESSON 3 - Background Settings

OBJECTIVE

To work in groups to create colored-paper, collaged background settings and set pieces to build an environment for their characters and toy theater.

The focus of the lesson is for the students to:

- Consider the setting of the puppet film
- Explore colored-paper, collage-making techniques to create background settings
- Utilize teamwork to complete the task

VISUAL ARTS BLUEPRINT GRADE 5 BENCHMARKS ADDRESSED:

Create a collage that demonstrates:

- Inventive cutting, placement and selection of paper to represent a real or imaginary subject

MOVING IMAGE GRADE 5 BENCHMARKS ADDRESSED:

Pre-Production Indicators:

- Students are able to create their own basic storyboards illustrating what characters/subjects, objects and settings they plan to shoot.
- Students are able to identify the different roles needed for a filmmaking project.
- Students understand and can articulate the need for collaboration in the pre-production phase of a filmmaking project.
- Students are able to work from a pre-existing story and script.

MATERIALS

Project samples, pre-cut cardboard, paper, pencils, markers, card stock, colored paper, scissors, glue

KEY TERMS/CONCEPTS

Toy Theater, Superheroes, Characters, Props, Set, Puppetry, Environmental Science, Filmmaking, Pre-Production

PROCEDURE

1. Review the assignment and shift the focus from characters to setting
“Where does your environmental issue take place?”
2. Students get into groups and analyze their storyboards
3. Class discussion about set/environment in filmmaking
“Why is it important to show where your story takes place?”
“Besides the setting, is there anything else your characters need in order to tell the story?”
4. Presentation on how to make backgrounds and set pieces
“How will we use colored-paper collage to create our settings? And our set pieces and props?”
5. Distribute the materials
6. Students work in groups to create backgrounds and set pieces
“How will we work together to complete our backgrounds today?”
7. Share students work and clean up

SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

Backgrounds are important to communicating the setting but also the feeling of the film. Watch a movie and pause it on a few select scenes. Ask questions like: *“Why does each scene takes place where it does? What sort of things are shown? How did they frame the shot? Is it close up or very far away? Why is the lighting the way it is? How does that make you feel?”*



LESSONS 4 and 5 - Completing all the Pre-Production Elements

OBJECTIVE

To introduce students to the filmmaking process. To introduce students to simple animation effects in their movies. To complete pre-production elements (puppets, props and backgrounds). To continue working collaboratively.

The focus of the lesson is for the students to:

- Complete all the necessary elements for their film (puppets, backgrounds, props)
- Consider how these elements will be used in filmmaking
- Explore the relationships between animation, special effects and filmmaking
- Begin to make connections between their storyboard plan and their final project

VISUAL ARTS BLUEPRINT GRADE 5 BENCHMARKS ADDRESSED:

Create a collage that demonstrates:

- inventive cutting, placement and selection of paper to represent a real or imaginary subject

MOVING IMAGE GRADE 5 BENCHMARKS ADDRESSED:

Pre-Production Indicators:

- Students are able to create their own basic storyboards illustrating what characters/subjects, objects and settings they plan to shoot.
- Students are able to identify the different roles needed for a filmmaking project
- Students understand and can articulate the need for collaboration in the pre-production phase of a filmmaking project.
- Students are able to work from a pre-existing story and script.
- Students are able and willing to experiment with new techniques and attempting to convey abstract ideas.

MATERIALS

Digital presentation and video screening, Project samples, paper, pencils, markers, card stock, colored paper, scissors, glue

KEY TERMS/CONCEPTS

Toy Theater, Superheroes, Characters, Props, Set, Puppetry, Animation, Environmental Science, Filmmaking, Pre-Production, **Debut** Software

PROCEDURE

1. Review of previous lessons (Characters and Settings)
2. Introduction to computer software **Debut** and video-making techniques
 - “How will our puppets and settings be used in the filmmaking process?”*
 - “What are some different techniques we can do with this software?”*
3. Discussion about additional elements from the storyboard
 - “What else do we need to make for our film? Props?”*
 - “How will we use the materials to make extra props and create special effects?”*
4. Discussion on how to make props and effects
5. Distribute materials
6. Students work in groups and reference their storyboards to complete puppets, backgrounds and props
7. Share student work and cleanup

SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

Plan class visit to the nearest recycling center and learn about what is recycled in your area and why it's important. In film there are practical effects (real physical things that happen while the movie is being filmed) and digital effects (computer generated things that are created after the filming). They are sometimes blended together. In recent years digital effects are becoming much more common. Watch a movie and determine which effects are practical and digital? For the digital effects, can you think of ways to create a similar visual using practical effects?



LESSONS 6, 7 and 8 - Puppet Filmmaking

OBJECTIVE

To create a shooting schedule for themselves to shoot their film. To work in groups to rehearse and to film their projects.

The focus of the lesson is for the students to:

- Transform their storyboard plan into a puppet film through planning, rehearsal and filming
- Explore filmmaking and puppetry
- Tell a story, with a beginning, middle and end
- Experiment with special effects and stop-motion animation
- Gain hands-on experience with technology and filmmaking software
- Work collaboratively to complete the task

MOVING IMAGE GRADE 5 BENCHMARKS ADDRESSED:

Focus of Storytelling:

- Students understand that films are made from a selective and planned process of shots and scenes that fit together to tell a story.
- Students understand the elements needed to tell a story using moving images and basic storytelling techniques including:
- camera/movement » sound/dialogue » three-act story structure: stories having a begin-ning/middle/end » voice-over narration » image abstraction » music and sound

MATERIALS

Project samples, paper, pencils, markers, card stock, colored paper, scissors, glue, toy theater stages, laptops with **DEBUT** software, webcams, tripods

KEY TERMS/CONCEPTS

Toy Theater, Superheroes, Characters, Props, Set, Puppetry, Environmental Science, Filmmaking, Pre-Production, Production

PROCEDURE

1. Review the video software **Debut** and describe the video activity
“How will we activate our artwork and use computers to capture it?”
“What are the differences between live puppetry and puppet filmmaking?”
2. Discuss teamwork and, as a class, come up with guidelines for working well together
“What are all the different jobs/roles we could have?”
“How will we divide up the jobs to complete the task?”
3. Distribute the materials including a toy theater stage to each group
4. With assistance, students learn to set up video equipment
5. Students explore and experiment with their artwork, computers and cameras to create their puppet film
“How will we tell our story from beginning, middle and end?”
“In our film, did we find a solution to the pollution problem we planned in our storyboards?”
6. Share student work on the Smartboard
“What are some things we did well in filmmaking? What can we improve?”
7. Clean up

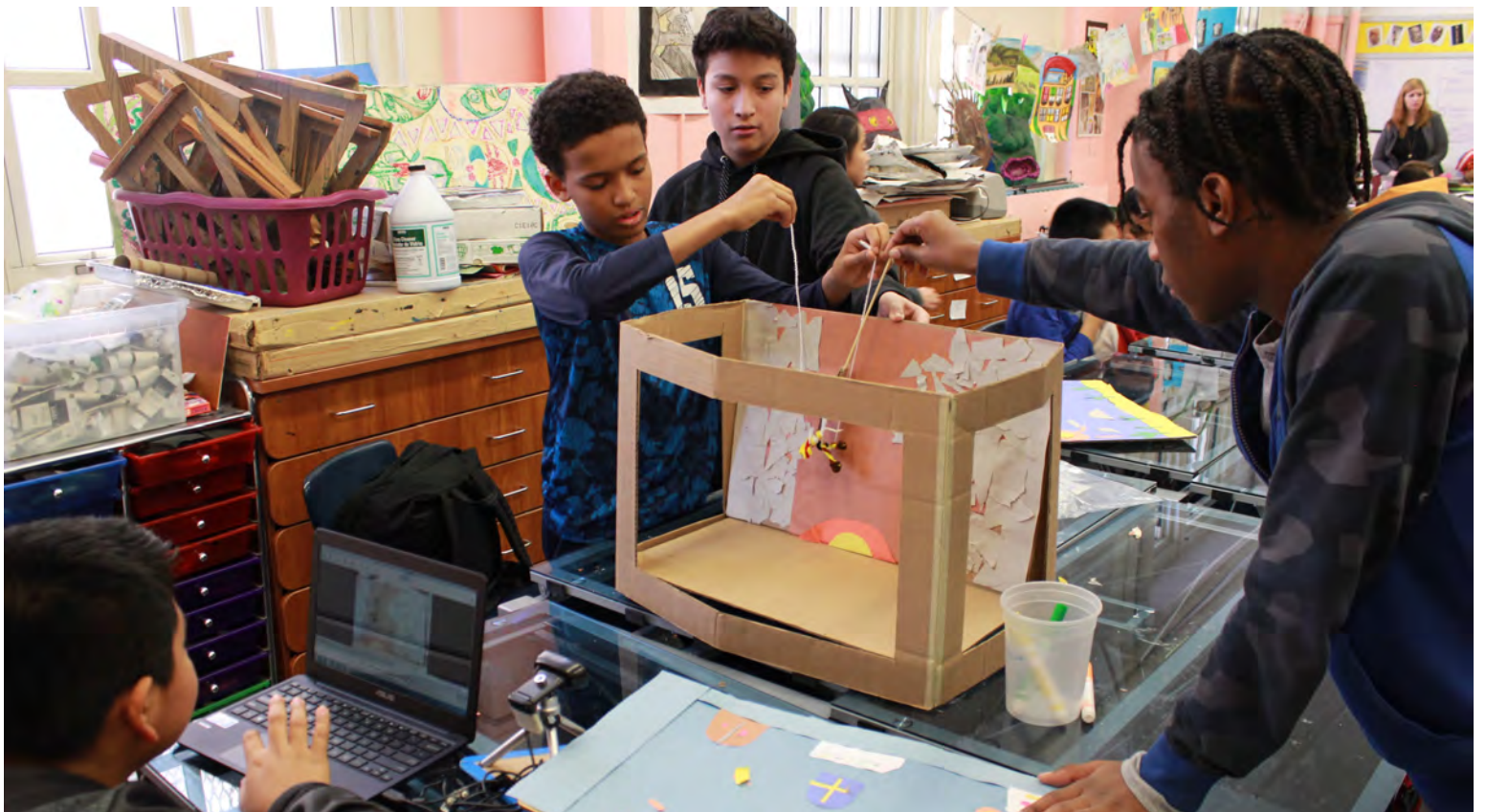
SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

Feature films require hundred of people working on them. Watch the credits of a movie and assign different job titles to research. Have students present on what the different jobs entail.

Class discussion: Puppetry is a very specific skill that can take many years to learn. Is there anything that is harder than you had at first anticipated? Is this something you would want to do again? Why or why not? How is this different/similar to filmmaking with real people? How is it different/similar from making an animated film?

In preparation for next class, ask the class about sound effects or music for their movies. Does anyone in the class play an instrument? Have a good voice? Write music? Take time to share ideas and practice in class. Have them bring any music or sound-making instruments for next week's sound recording class.







LESSON 9 - Recording Audio and Narration

OBJECTIVE

To work in groups to write and record narration and sound effects for the puppet films.

The focus of the lesson is for the students to:

- Understand the differences between silent films and films with sound
- Consider the viewer and write narration that helps convey the ideas in the film
- Explore and use technology to record narration and sound
- Experiment with sound effects to enhance the film
- Develop public speaking skills and performative skills

MOVING IMAGE GRADE 5 BENCHMARKS ADDRESSED:

Focus of Storytelling:

- Students understand that films are made from a selective and planned process of shots and scenes that fit together to tell a story.
- Students understand the elements needed to tell a story using moving images and basic storytelling techniques including:
- camera/movement » sound/dialogue » three-act story structure: stories having a beginning/middle/end » voice-over narration » image abstraction » music and sound

Focus on Technical Filmmaking:

- Students understand and are able to utilize basic on-set vocabulary such as:
» Action » Rolling » Sound » Cut » Quiet on the Set

By 5th grade, students should understand that filmmaking is a collaborative medium that involves a variety of jobs to make a film.

MATERIALS

Digital presentation and video screening, project samples, paper, pencils, video camera, sound recorder, shadow stage

KEY TERMS/CONCEPTS

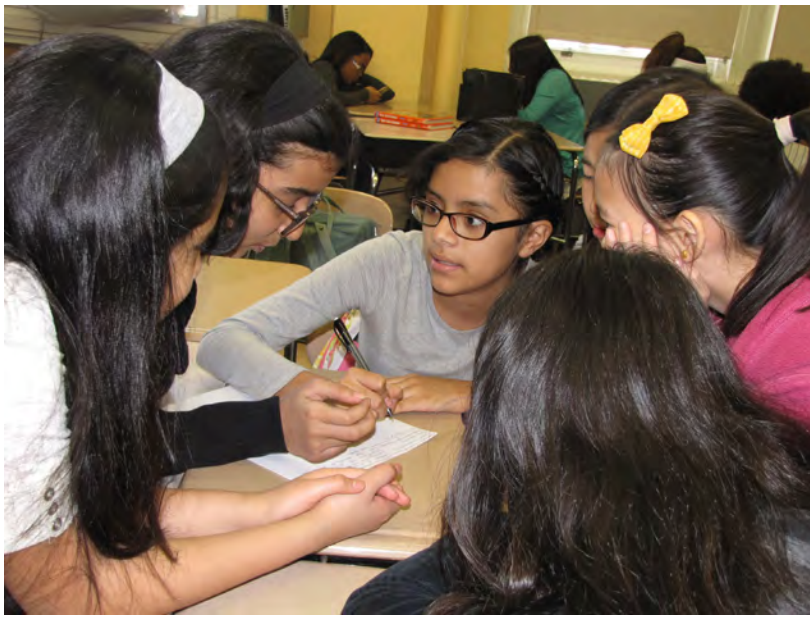
Shadow Superheroes, Voices, Sound, Puppetry, Pollution, Environmental Science, Filmmaking, Production

PROCEDURE

1. Watch the class' videos without sound
"Our the films clear or do they need narration to help convey the story?"
2. Discussion about the importance of sound and narration
"What will the narrator sound like? What will they say?"
"How can we add sound effects? Why do we need sound effects?"
3. In groups, students will write narration and come up with sound effects for their movie
4. By group, students will record sounds and narration
"What kind of voice should we speak with while we are recording?"
"How do we make our narration performative?"
"Are we speaking clearly?"
5. Listen to audio recordings and generate feedback from the students
6. Clean up

SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

Sound is incredibly important. You have already watched your film without sound, so try the reverse. Watch a part of a movie without the visual and see if you can understand what is happening. Take notes and share ideas before watching the part again with the visual. You'll be surprised how much you can pick out!



Credits

Rodrigo Vela - Camera man

Satolain Warris - Actor 1 - The person

Jiayi Yu - Actor 2 - The robot

Jeffrey Lewis Horel - Actor 3 - Car and Smoke

Evelyn Lambert - Actor 4 - Turbines

2/6/97
Credits
Rodrigo Vela - Camera man
Satolain Warris - Actor 1 - The person
Jiayi Yu - Actor 2 - The robot
Jeffrey Lewis Horel - Actor 3 - Car and Smoke
Evelyn Lambert - Actor 4 - Turbines



LESSON 10 - Final Viewing and Evaluation

OBJECTIVE

To introduce basic video editing software and process. To watch their finished films, as well as, films videoed in other classes. To discuss the project and evaluate the learning about environmental issues as well as puppet filmmaking.

The focus of the lesson is for the students to:

- Celebrate the completion of the project
- View completed films and consider the teaching artists role in editing the films together
- Evaluate the project and give feedback to each other

MOVING IMAGE GRADE 5 BENCHMARKS ADDRESSED:

Post-Production:

- Students learn how to review and critique their footage gaining an understanding of the rudimentary forms and concepts of editing.

Students are aware that film is a valuable medium that can be an artistic, historical, personal, technological and educational tool for use as a resource in learning all disciplines.

VISUAL ARTS BLUEPRINT GRADE 5 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. Students gain an awareness of careers in visual arts; recognize personal, social and professional goals; develop a career plan; learn to work independently and in teams; gain an appreciation of art as a source of enjoyment and lifelong learning.

MATERIALS

Digital presentation and video screening, pencils, paper

KEY TERMS/CONCEPTS

Toy Theater, Superheroes, Video, Editing, Software, Puppetry, Pollution, Environmental Science, Filmmaking, Pre-Production, Production and Post-Production.

PROCEDURE

1. Review the steps of pre-production and production (Storyboarding, puppet and set-building, filming and sound recording)
2. Introduction to post-production and video editing with Final Cut Pro
 - “What kinds of software is available for editing videos? How did the teaching artist put all the pieces together?”*
 - “What do you think the finished films will look like?”*
3. Video screening of student movies
4. Class discussion about the process of shadow puppet video making and how it helped teach them about environmental issues
 - “What did we learn about environmental issues? What did we learn about puppetry and filmmaking?”*
 - “Why did we learn about these two things together?”*
5. Evaluation of class for future course iterations
 - “What else could we use puppetry and filmmaking for? What else could we learn/show?”*
6. Clean-up and goodbyes!

SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

Consider using video for other class projects. This was an example for how video can be utilized in a classroom. But there are so many possibilities! Video is a great tool and can be very easy with today's technology. Most students have phones with cameras but webcams are also very affordable. **Debut** and other video capture software is easy to download and can be very inexpensive.



CONTINUING WITH VIDEO

APPLYING TECHNOLOGY TO A NARRATIVE OR SUBJECT

Video is a medium like painting, sculpture or theater. It can be used to explore any topic or narrative. This curriculum can be adjusted to fit a folk tale, a class reading, a historical character/landmark or a science topic. The main goal is to figure out class room activities to explore the subject or address parts of the narrative. From these activities, the video can be edited to create the narrative or a cohesive sequence to understand the topic.

Example 1: Narrative

Anansi Does the Impossible

This is a West African folk tale about a trickster spider, Anansi, and his wife Aso. In the story, they think it is unfair for all the stories to be owned by the Sky God so they decide to bargain with him to get the stories for the people. The Sky God asks for three impossible tasks; he wants a live python, a real fairy and forty-seven stinging hornets. Anansi, with the wisdom of Aso, completes the tasks and gets the stories for all the Earth people.

This is a great story for the classroom because there are many Anansi tales for further readings that bridge cultures. They feature a variety of animals, which is fun for kids, and most importantly, they have different trials/parts that are easily distinguished. Each trial can be a class activity or given to a different class.

For example, one class might make python puppets and video/perform that section of the story in two video activities. First, Anansi and Aso planning of the capture and then the scene where they act out their plan and take their capture to the Sky God.

In addition to Toy Theater puppetry, live-action performance can be filmed and added to the finished film. One class might focus on the Sky God and make large Sky God masks out of recycled materials. They can then perform with their masks and act out how the Sky God moves, talks and acts. Incorporating a variety of arts-based approaches not only adds to the overall texture of the film, but allow students to explore and discover how interdisciplinary, and collaborative, filmmaking can be.

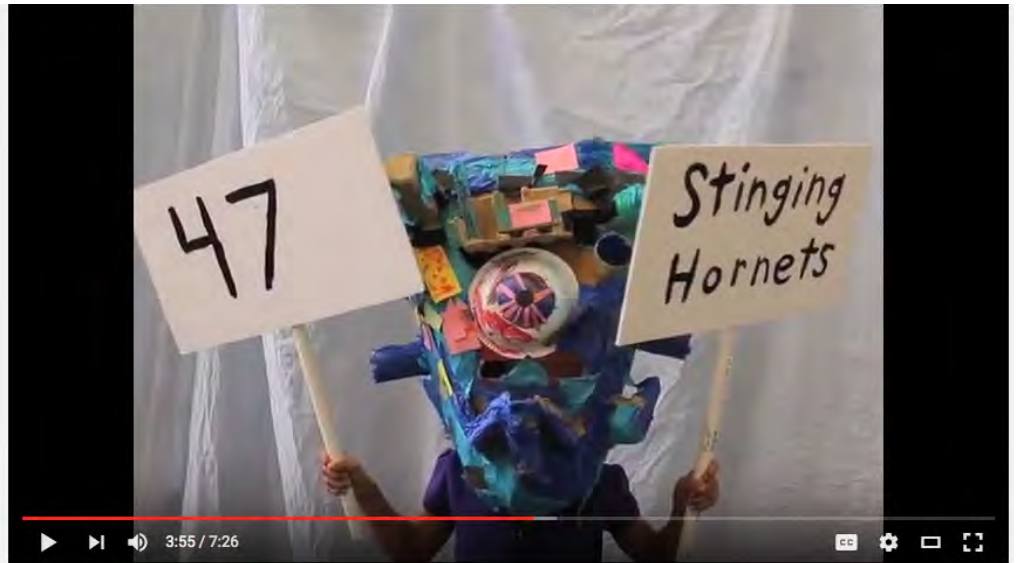
Example 2: Curricular Studies

Filmmaking can bring almost any subject to life. It's great because it can highlight the movement or the action of any topic. If the topic is architecture, use film to discover how buildings are made? The upward movement of steel, glass, cranes and workers can be captured using film in ways that can help students experience some of the real challenges of modern day or historical architecture.

Filmmaking is especially good for exploring topics that are out of our normal field of vision. Like how blood circulates in the body, or how satellites travel through space. Or consider how the Panama Canal or the Brooklyn Bridge were built.

For science or social studies, video can be a great way to bring life to a topic. Some examples are:

- Metamorphosis (Butterfly, Eggs hatching)
- Traveling through space
- Studying the seasons
- How a seed germinates
- How composting works
- Lives of famous historical figures
- How famous landmarks were built
- How the body works



PS 224 Anansi Does The Impossible

PuppetryinPractice
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Published on Apr 7, 2016

10-Week Residency at PS 224 where 1st, 2nd and 3rd graders learned the West African folktale Anansi Does The Impossible and videoed it with their puppets and backgrounds.

PS 224 Anansi Does The Impossible
<https://www.youtube.com/watch?v=U1EmWq9m7Sc>



PUPPET VIDEO SAMPLES



PS 216 The Adventure of Wave The Dolphin



Published on Feb 11, 2016
10-Week Residency at PS 216 where 2nd graders learned about pollution and videoed a narrative with their puppets and backgrounds.

PS 216 The Adventure of Wave The Dolphin
<https://www.youtube.com/watch?v=NMzqeIthvQQ>



Puppet Video Class 710 IS 228



Published on Mar 13, 2016
10-Week Residency at IS 228 where 6th and 7th graders learned about renewable energy and videoed short narratives with robot puppet characters.

Puppet Video Class 710 IS 228
<https://www.youtube.com/watch?v=wpJ0cw5q-hY>



Environmental Themed Robot Marionette Video with Class 5-514 at PS 216

Environmental Themed Robot Marionette Video with Class 5-514 at PS 216
<https://www.youtube.com/watch?v=iSO7zWS58Xc>



AFTERSCHOOL EXTENSION: CLAYMATION

CLAYMATION FOR MIDDLE SCHOOL AFTER SCHOOL PROGRAM

The program outlined in the following pages details a multimedia, stop-motion animation program designed by Puppetry in Practice for middle school students.

This interdisciplinary project fosters creativity and collaboration, while engaging students with an active, hands-on use of technology and computer software. The finished product is a student-generated, stop-motion “Claymation” movie that can be viewed and shared over the Internet with friends, families and student populations around the globe.

This program centers around the middle school Science unit on Environmental Studies. Students create scenarios using information they learn about environmental disasters such as climate change, clearcutting in forestry and oil spills. Throughout the process, students must rely on the contributions of their teammates to achieve success. As a result, a project like this fosters collaboration, creative thinking, experimentation and a willingness for students to interact with each other in a creative environment where every possible idea or suggestion has merit.

Using technology to activate the imagination is important because it embraces real-world technology approaches to art-making and provides students with a glimpse of computer capabilities beyond Internet searching and word processing.



Claymation for Middle School Afterschool Program
90-minute program, once a week for 10 weeks
Artists-in-Residence: Meredith Holch and Andrew Murdock

RESIDENCY TIMELINE

Week 1 – Introduction to Claymation: stop-motion animation software, camera and animation techniques

Week 2 – Introduction to environmental disaster background information. Begin story outline

**Week 3 – Complete story outline. Make checklists of backgrounds, characters, props.
Begin to build clay characters and props**

Week 4— Begin to paint backgrounds. Continue with character building

Week 5—Finish backgrounds, characters, props

Week 6—Animation

Week 7—Animation

Week 8—Animation and dialogue writing

Week 9—Credits, title, final shooting, audio recording of dialogue, music and sound effects

Week 10—Screening, discussion, evaluation forms





PROGRAM OBJECTIVES

- Introduce stop-motion animation, camera, computer and animation software
- Become familiar with claymation techniques
- Understand how to set up camera and use animation software
- Learn and understand how to animate objects with a hands-on claymation exercise
- Learn about current issues that lead to environmental disasters
- Work in small groups
- Brainstorm ideas for their animation based on what they learn in the slide show, as well as drawing on what they have learned in their science class
- Create a story line
- Write a “film treatment” outlining the story they will animate
- Learn how to sculpt with modeling clay
- Learn about using geometric shapes to build figures
- Build characters and props
- Utilize technology (hardware and software) to create animation
- Record dialogue, music and sound effects



CLAYMATION STORY OUTLINE

Claymation: Environmental Disaster Group _____

STORY OUTLINE

WHAT WE SEE

1) Opening scene / Normal life

WHAT WE SEE

2) Problem that happens

WHAT WE SEE

3) How characters solve problem

WHAT WE SEE

4) Ending scene

CLAYMATION CHECKLIST

Claymation: Environmental Disaster Group_____

Preparation Checklist

Characters:

To be made by:

1) _____

2) _____

3) _____

Props:

To be made by:

1) _____

2) _____

3) _____

4) _____

Backgrounds:

To be made by:

1) _____

2) _____



Suggestions for Follow-Up

- Find claymation videos online. Analyze their soundtracks. Discuss the use of music for mood. Discuss the use of sound effects. Discuss the use of dialogue.
- Further research effects of environmental disasters. Find stories and analyze them for their story structure. Think of stories that revolve around a problem and its solution.
- Research clay sculpture. Go online and find samples of human and animal sculptures from different periods in time. Study techniques used for stability.
- In between sessions, students can work together to write narration for the animated film. Particularly in ELL populations, taking the extra time to write narration and dialogue, while exploring new vocabulary and environmental concepts will be reinforced by their experiences creating and animating. Ideally, the artwork they have produced will leave a visual impression that aids in their learning the appropriate words and language to describe them.



IS 228 Claymation



PuppetryinPractice



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IS 228 Claymation

<https://www.youtube.com/watch?v=7u5qgIkt3sU>

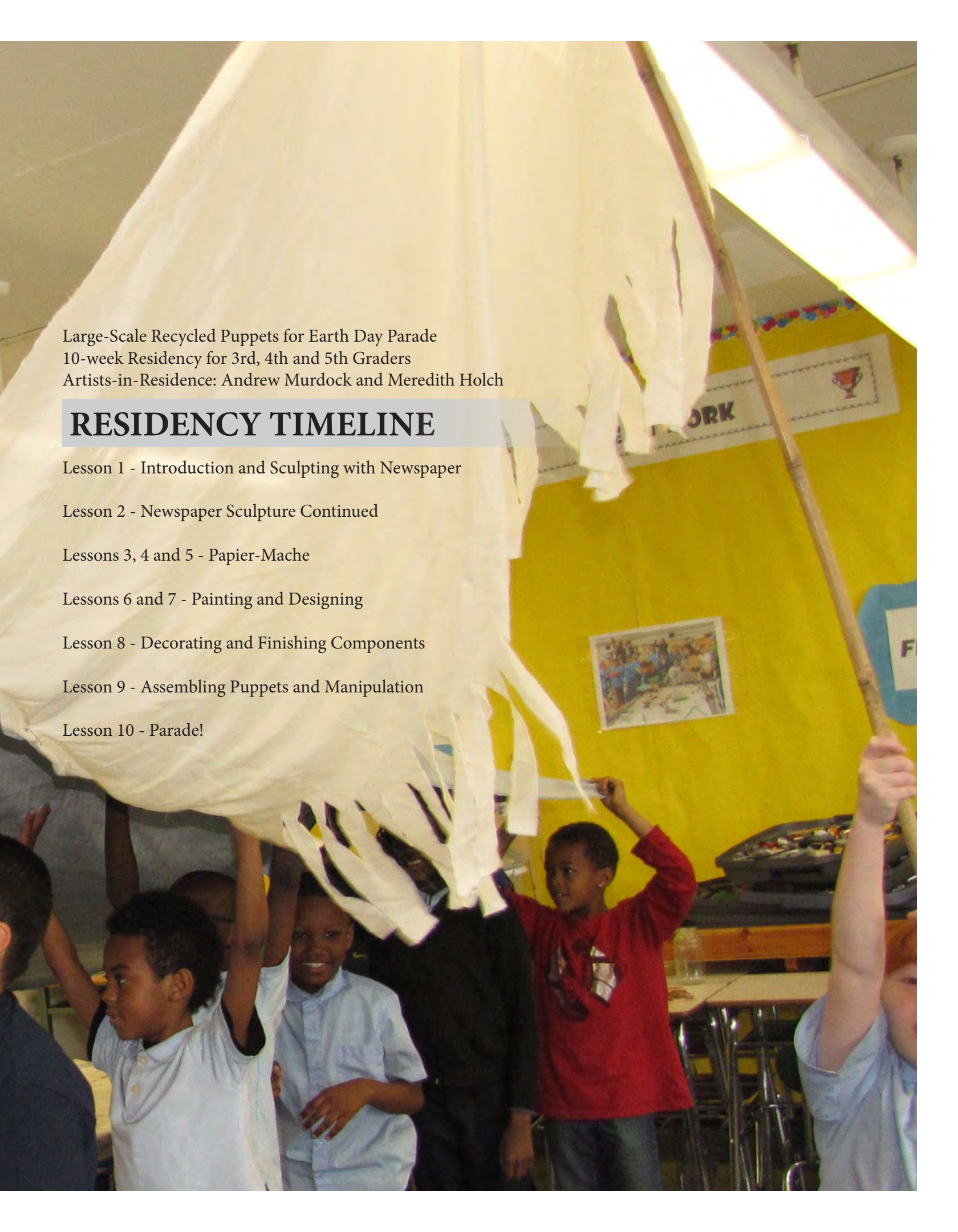
A large, handmade puppet with a blue face, large eyes, and a wide smile. It has long, light blue, fringed hair or streamers hanging down. The puppet is wearing a dark grey or black body suit. In the background, a large yellow star is mounted on a stick, and a child is visible behind it. The setting appears to be an indoor space, possibly a school or community center, with a green wall and a white ceiling.

GIANT PARADE PUPPETS

AN EARTH DAY CELEBRATION
with GIANT PUPPETS made with
RECYCLED MATERIALS





A large-scale recycled puppet made of white paper and sticks is being held up by several children in a classroom. The puppet has a long wooden stick for a head and a large, white, crumpled paper body. The children are smiling and looking up at the puppet. The background is a yellow wall with a framed picture and a banner that says "WORK".

Large-Scale Recycled Puppets for Earth Day Parade
10-week Residency for 3rd, 4th and 5th Graders
Artists-in-Residence: Andrew Murdock and Meredith Holch

RESIDENCY TIMELINE

Lesson 1 - Introduction and Sculpting with Newspaper

Lesson 2 - Newspaper Sculpture Continued

Lessons 3, 4 and 5 - Papier-Mache

Lessons 6 and 7 - Painting and Designing

Lesson 8 - Decorating and Finishing Components

Lesson 9 - Assembling Puppets and Manipulation

Lesson 10 - Parade!

LESSON 1 - Introduction and Sculpting with Newspaper

OBJECTIVE

To introduce the project and to familiarize students with the environmental benefits of recycling, reducing and re-using waste. To explore sculpting techniques with simple recycled materials to begin puppet building.

The focus of the lesson is for the students to:

- Introduce art-making as a form of recycling/up-cycling
- Consider their role in environmental issues
- Develop an understanding of multiple ways to recycle
- Connect environmental science with puppetry and pagentry
- Collaborate in small groups

VISUAL ARTS BLUEPRINT GRADE 5 BENCHMARKS ADDRESSED:

Create a sculpture that demonstrates:

- stable construction of a three-dimensional form
- boxes, wood, tubes, found objects: ability to apply techniques of cutting, taping, and slot joining that result in a unified balanced assemblage
- placement of components that describe gesture, movement and expression

MATERIALS

Multimedia slideshow about recycling and environmental issues, images of large-scale puppets, prepped cardboard-base structures (heads, hands, and other shapes) newspaper, masking tape

KEY TERMS/CONCEPTS

Puppetry, Puppeteer, Puppet Parade, Recycled Materials, Environmental Science, Collaboration/Community

PROCEDURE

1. Greetings and introductions
2. SmartBoard presentation about the environment and the process of recycling
"What are some serious environmental issues and what can we do about it?"
3. Lead discussion about why recycling is helpful for the Earth and how we can be more environmentally conscious
4. Short slideshow presentation of finished large-scale puppets from parades, performance and past PiP workshops
"How can we use puppetry and art-making to help other people see how important recycling is?"
5. Class discussion about making puppets using recycled materials and "Up-cycling" for Earth Day
"How can we make giant puppets about these ideas? What kind of event or parade can we use them for?"
6. Discuss the puppets and the pertaining pre-fabricated cardboard-base-structures
"How will we use these simple, recycled materials to create giant puppets?"
7. Introduction to newspaper sculpting by crumpling paper and securing with masking tape
8. Split off into groups of 5-6 students and distribute materials
"How can we work together to complete the task? Who will make the eyes? The nose? The mouth?"
9. Students work in groups to sculpt forms and features with newspaper on top of prefabricated cardboard-base-structures to further define the shapes and contours of the puppet faces and hands
10. Students share their work with one another
11. Clean up and pack up!

SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

Research the history of Earth Day and lead class discussion about its importance.

Ask students to bring in recycled materials to add to the puppets such as cardboard tubes, plastic bottles, newspaper, paper mold forms, paper egg cartons etc.



LESSON 2 - Newspaper Sculpting Continued

OBJECTIVE

To continue exploring various sculpting techniques using recycled materials to further embellish three-dimensional forms. To create features, expression and other details to heads, hands and other shapes for their large-scale puppets. To work in groups to develop collaboration, teamwork and communication skills.

The focus of the lesson is for the students to:

- Complete newspaper sculptures of puppet faces, hands and other shapes
- Develop an understanding of recycled materials as art-making materials
- Agree when their sculpture is complete

VISUAL ARTS BLUEPRINT GRADE 5 BENCHMARKS ADDRESSED:

Create a sculpture that demonstrates:

- stable construction of a three-dimensional form
- boxes, wood, tubes, found objects: ability to apply techniques of cutting, taping, and slot joining that result in a unified balanced assemblage
- placement of components that describe gesture, movement and expression

MATERIALS

Cardboard base structures, newspaper, masking tape

KEY TERMS/CONCEPTS

Forms, Sculpture, Recycled Materials, Puppet

PROCEDURE

1. Review project and work from previous lesson
"Last week we started using newspaper and masking tape to create our puppets. What do we still need to add to our puppets?"
2. Analyze work from the previous class and discuss what is missing/lacking. (Is the crumpled newspaper attached strong enough? Are there any gaps? Do any parts need more definition?)
"Do our puppets have the right expression?"
"What character traits do we want our puppets to have?"
3. Review how to sculpt and build forms with crumpled newspaper and tape securely
4. Place students into groups of 5-6
5. Pass out materials and assist when necessary
6. Allow students to socialize, plan, brainstorm and create
"How do we decide as a team that we are finished and ready for the next step?"
7. Students share their creations with the group and provide feedback to one another
8. Clean up and pack up!

SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

Go on class trip to visit the local Recycling Center and learn about what is recycled in your area.



LESSON 3, 4 and 5 - Papier-Mache

OBJECTIVE

To collaborate in groups to papier-mache the various components of their large-scale puppets. To create structural sculptures using recycled materials.

The focus of the lesson is for the students to:

- Explore and experience papier-mache
- Work collaboratively on a large-scale sculpture
- Consider recycled materials as art-making supplies

VISUAL ARTS BLUEPRINT GRADE 5 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

Completed newspaper sculptures, brown paper, rosin paper, white glue and water mixture (or premixed papier-mache recipe), brushes, small containers, plastic to cover the tables, masking tape

KEY TERMS/CONCEPTS

Papier-Mache, Layers, Teamwork, Collaboration

PROCEDURE

1. Review the project, puppets and environmental issues
 - "Last week we finished our newspaper sculptures. How will we make them stronger and more complete?"*
 - "Our puppets are very heavy, how will we make them lighter?"*
 - "Does anyone know what papier-mache is?"*
2. Demonstrate to students how to brush on glue and water mixture and apply paper smoothly and in layers
 - "How many layers can we finish in one period?"*
 - "How can we work as a team to complete this big task?"*
 - "Will you start papier-macheing from the middle or from the sides?"*
3. Cover the tables in plastic and distribute brushes and glue in small bowls/containers
4. Students should complete one layer per session, alternating between brown and (red) rosin paper
5. Encourage students to continue papier-macheing throughout the duration of the class
6. Leave extra time for clean-up
7. Store puppet pieces somewhere safe to dry
8. Wash brushes, containers and hands
9. Clean up and pack up!

SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

To further explore environmental issues, assign students to bring in an article about an environmental issue effecting their community. Have students present their found articles to the class and lead a discussion.

Research how papier-mache is used in cultures around the world. Assign countries or areas for students to research and bring in images to share.



LESSON 6 and 7 - Painting and Designing

OBJECTIVE

To design and paint the puppets based on the selection of fabric for the puppets clothing. To explore the principles of design, color mixing and painting techniques. To work in groups to complete their large-scale puppet components.

The focus of the lesson is for the students to:

- Develop painting skills
- Explore color mixing and design
- Reference fabric patterns in their paintings
- Design the facial expressions and character traits of the puppets
- Consider part-to-whole relationships
- Collaborate in a group

VISUAL ARTS BLUEPRINT GRADE 5 BENCHMARKS ADDRESSED:

Create a painting that demonstrates:

- observation of detail and inventive solutions to design problems
- mixing tints, shades and tones of primary and secondary colors
- expressive use of paint media such as tempera
- use of large and medium brushes to make a variety of marks such as dabbing and dry brush

MATERIALS

Papier-mached puppet components, tempera paint, aprons, brushes, recycled fabric, other recycled materials (Raffia, yarn, lace)

KEY TERMS/CONCEPTS

Design, Paint, Fabric, Color, Accents, Details

PROCEDURE

1. Prepare the class for painting
 - “Now that all our layers of papier-mache have dried, what should we do next to complete our puppets?”*
 - “How can we add colors? What colors should we use? How will we use this fabric to decide our colors?”*
 - “What kind of design or pattern will we paint?”*
2. Students converse and collaborate within their group and come to a decision about colors and a design
3. Demonstrate proper painting procedure and etiquette
 - “How do we mix these colors to get new colors?”*
 - “How do we keep our brushes and paints clean so our colors stay vibrant?”*
 - “How will you work as a team?”*
4. Cover the tables with plastic, pass out brushes, aprons, paint and containers
5. Students work in their groups to paint the puppets
6. Continue reinforcing proper painting procedures and creative decision-making
7. Leave extra time for clean-up
8. Store puppet pieces somewhere safe to dry
9. Wash brushes, containers and hands
10. Students share their work with each other and provide feedback
11. Clean up and pack up!

SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

To further understand concepts of “up-cycling” and recycling, have students bring in images of products or art pieces that utilize these processes. (i.e plastic bottles to make poly-fleece jackets, recycled glass to make tiles, and cardboard furniture construction.)







LESSON 8- Decorating and Finishing Pieces

OBJECTIVE

To make creative decisions on how to finish their puppet creations. To work in groups to assemble the components, embellish forms and add decorative details using recycled fabric and other found materials.

The focus of the lesson is for the students to:

- Explore mixed media
- Make connections between materials and the ideas they have for their puppet
- Develop the clothing for the puppet
- Make collaborative choices about completing the puppet

VISUAL ARTS BLUEPRINT GRADE 5 BENCHMARKS ADDRESSED:

Create a sculpture that demonstrates:

- stable construction of a three-dimensional form
- boxes, wood, tubes, found objects: ability to apply techniques of cutting, taping and slot joining that result in a unified balanced assemblage
- placement of components that describe gesture, movement and expression

MATERIALS

Painted puppet pieces, white glue, Fabri-Tac glue, staple pliers, safety pins, scissors, recycled fabric and other materials (mixed media, yarn, lace)

KEY TERMS/CONCEPTS

Details, Transforming Materials, Recycled Materials, Teamwork

PROCEDURE

1. Review puppets and previously selected fabrics
“Last week we selected fabrics to inspire how we painted our puppets. Now, how will we use this fabric to dress our puppets?”
“How can we attach different kinds of fabric together? What kinds of clothing will your puppet wear?”
2. Demonstrate attachments with safety pins and Fabri-Tac glue to create clothing (sleeves, dress, etc.).
“What other kinds of details do our puppets need?”
“We’ve used a lot of different recycled materials, what other kinds of materials can we use?”
3. Provide other recycled materials and allow students to brainstorm how they can be used (i.e. strip fabric for hair/feathers, cut and glue cardboard for scales, beads to embellish eyes)
“How will we transform these materials into parts of our puppets?”
“How will we embellish or decorate our puppets so they are complete?”
4. Distribute the materials
5. Students collaborate to creative decisions in regards to “transforming the materials”
6. Students must delegate responsibilities among the group to complete the various tasks and assist when needed
“How we work as a team? How will we know when we are finished?”
7. Students share their work with one another and provide feedback
8. Store puppet pieces somewhere safe to dry
9. Clean up and pack up!

SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

Research history of large-scale puppets used in parades and performance (Bread and Puppet, Royal de Luxe Theatre Company, Hand Spring (*War Horse*), *The Lion King* (Julie Taymor/Michael Curry). Look at pictures and watch videos online for inspiration for the final parade!



LESSON 9 - Assembling the Puppets and Manipulation

OBJECTIVE

To connect all the pieces and finish the puppets. To learn the fundamentals of operating and performing with large-scale puppets. To explore movement and manipulation of the puppets in small groups and develop skills working as one unit.

The focus of the lesson is for the students to:

- Complete the puppets and practice operating them
- Develop relationships between art-making and performance
- Bring life to the puppets

THEATER ARTS BLUEPRINT GRADE 5 BENCHMARKS ADDRESSED:

Students will be able to:

- Contribute positively and responsibly to ensemble efforts, and demonstrate an emergent ability to collaborate with others.
- Demonstrate sensitivity to the emotional and physical safety of self and others.
- Sustain concentration, focus and commitment in collaborating on group activities with a shared performance goal.
- Receive, respond to and incorporate directions.

MATERIALS

Finished puppet pieces, staple pliers, staple gun, safety pins, scissors, black tape

KEY TERMS/CONCEPTS

Assembling, Manipulation, Practice, Teamwork

PRIOR TO THE LESSON

- Construct wooden posts for the puppets. In this case, an 8-ft., 1-in. x 2-in. post is used for the larger pieces and bamboo for the smaller. The center poles have a approx. 32-in. crosspieces for the shoulders.
- An empty yogurt cup is bolted into the top of the puppet head so the 8-ft. wooden cross piece stays in place.

PROCEDURE

1. Review last week's lesson and prepare to complete the puppet
"We have all the components ready, how will we put our puppets together?"
2. Attach the head to the center wooden pole.
3. Using a staple gun, attached shirts and sleeves to the crosspiece and add black tape to cover any exposed wood
4. Discuss puppeteering, manipulation and operation
"Now that our puppets are complete, how will they come to life?"
"How many people will it take to operate each puppet?"
"How will several people work as a team to move the puppet as one?"
5. Three students are selected to operate each puppet
6. Emphasize teamwork and moving the puppet as one
7. Form an audience and take groups of 6-9 students (2-3 puppets) to practice manipulation
8. Take turns and give feedback
"How did the puppet move? Did the puppeteers work as a team?"
"What different kinds of movement can we do with the puppets?"
"How do different movements change the personality of the puppet?"
9. Clean-up and pack up!

SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

In preparation for the parade, help the class practice walking and moving with puppets throughout the week. Create a few rehearsed movements with the puppet. Add in an agreed rhythm to walking, instruments or even a prerecorded song that can be played to generate enthusiasm and help to unify the experience for everyone involved.







LESSON 10 - Parade!

OBJECTIVE

To showcase the hard work and accomplishments of the students by performing a puppet parade and to generate school-wide enthusiasm through a colorful and fun spectacle.

The focus of the lesson is for the students to:

- Celebrate the completion of the project
- Present and perform with the puppets for the schools community
- Showcase student work and bring awareness to environmental issues

VISUAL ARTS BLUEPRINT GRADE 5 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. Students gain an awareness of careers in visual arts; recognize personal, social and professional goals; develop a career plan; learn to work independently and in teams; gain an appreciation of art as a source of enjoyment and lifelong learning.

MATERIALS

Finished puppets, flags and banners, percussion instruments

KEY TERMS/CONCEPTS

Puppet Parade, Activation, Manipulation, Teamwork

PROCEDURE

1. Prepare the puppets for a parade through the school
2. Add flags, banners or noisemakers to make the parade more spectacular
3. Retire the puppets and store them for additional school celebrations
4. Final discussions and wrap-ups
5. Congratulations and goodbyes

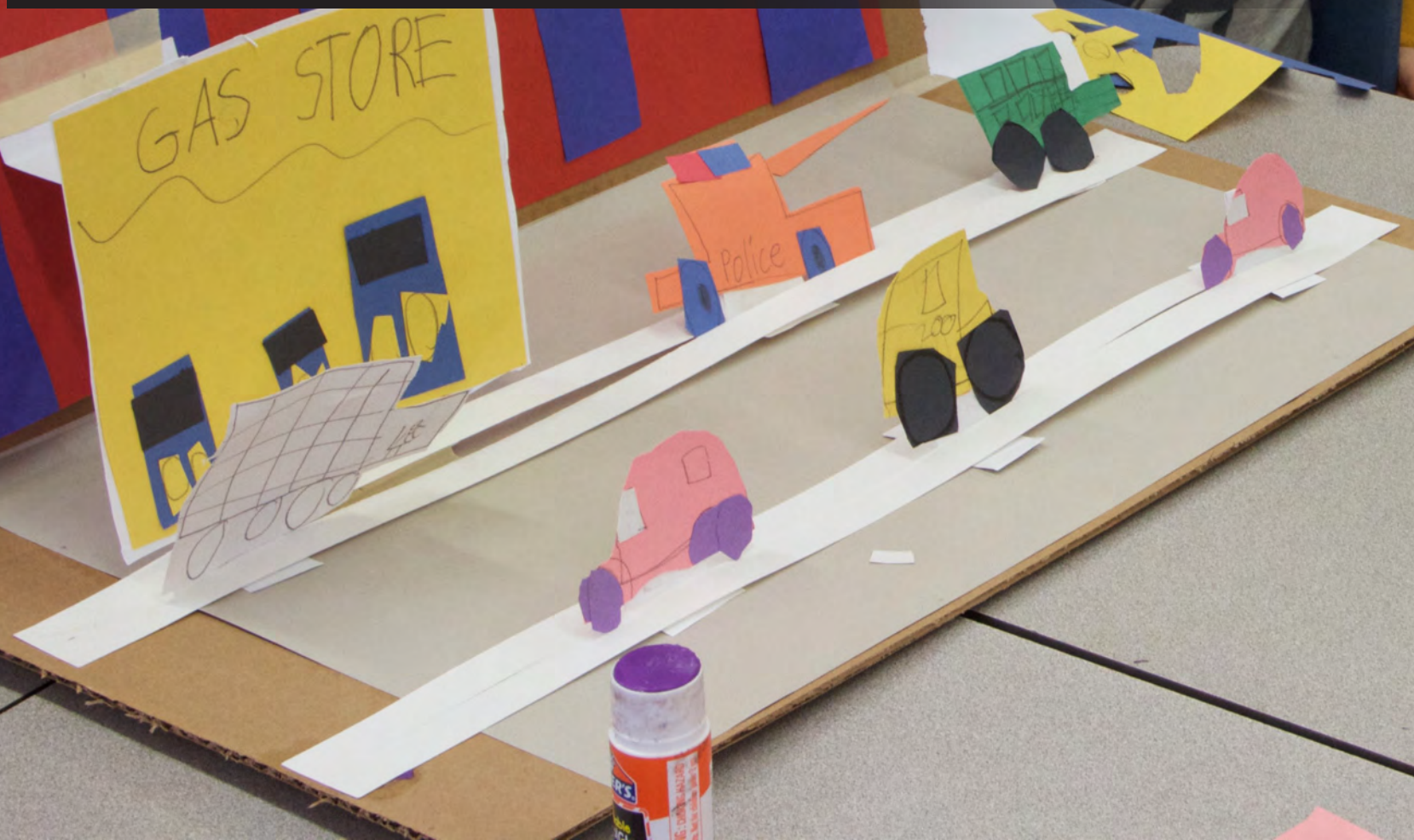
SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

Plan another puppet parade and add more giant puppets to the school's collection!



FLIP'S SUPER SCIENCE JOURNAL

PAPER, POP-UP BOOKS with
an AUTHOR / ILLUSTRATOR





PUPPETRY IN PRACTICE



ENVIRONMENTAL SCIENCE and POP-UP BOOKS for 1st GRADE

The program outlined in the following pages details a paper engineering, pop-up book program designed by Puppetry in Practice (PiP) for 1st graders. This program centers around author/illustrator Angelo DeCesare's beloved characters from his *Flip's Fantastic Journal* series.

For this project, Flip and his friends tackle environmental science and learn about recycling, energy conservation and climate change as it effects our land, water sources and the air we breathe. Through the collaborative creation of a giant pop-up book, students explore, discuss and strategize different solutions to keeping their neighborhood and the Earth clean and free of pollution.

New to the Flip catalogue is *Space-Flipper's Super Science Adventure Comic Book*, which students use as the foundation to understanding science and the effects we can have on our environment. Students will enjoy learning the pop-up mechanisms to tell their stories and solutions to pollution. The final result is a large scale pop-up book created by the entire class to be proudly displayed and performed with to audiences of parents, peers, teachers and administrators.

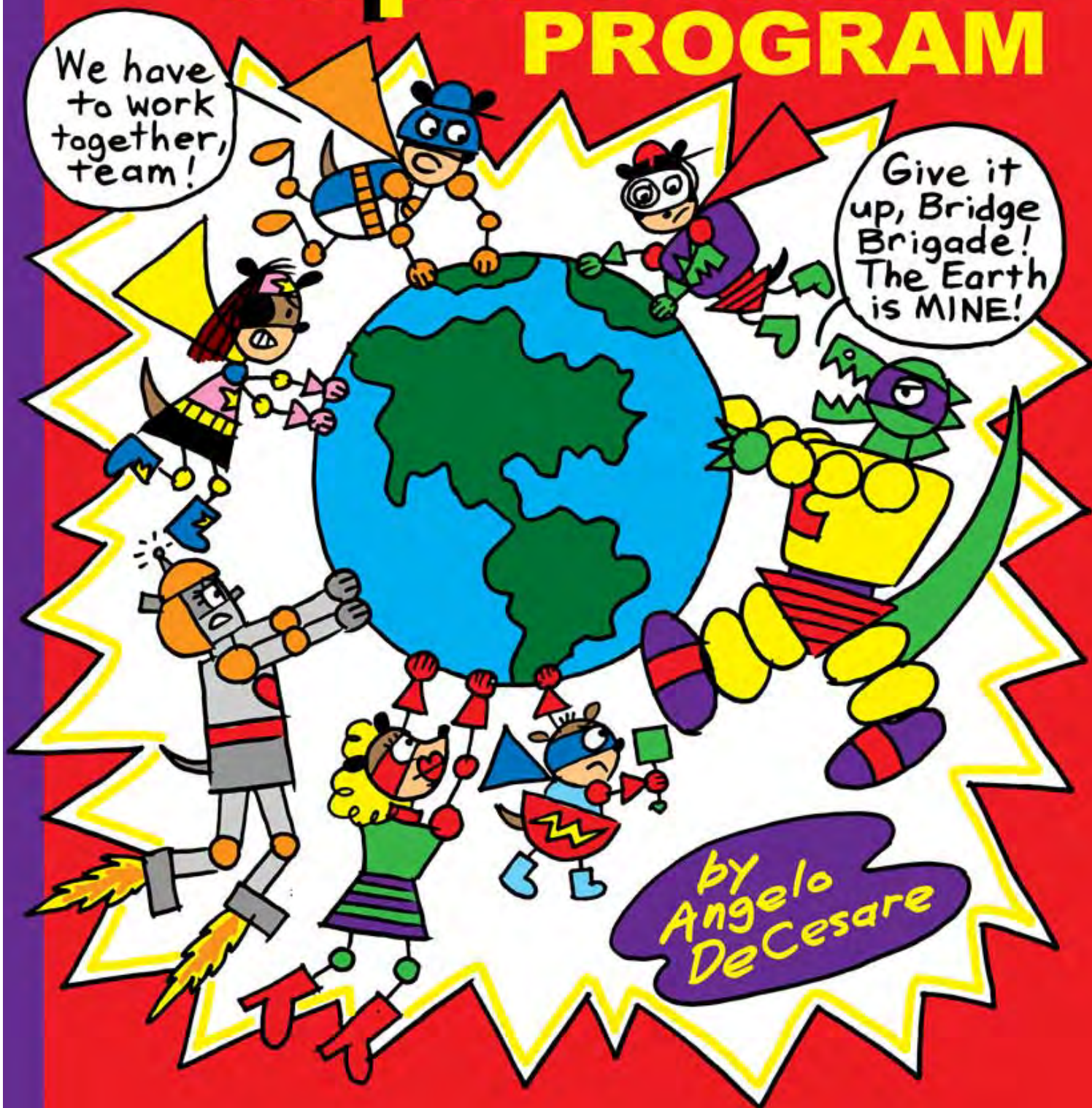


Space-Flipper's Super Science PROGRAM

We have
to work
together,
team!

Give it
up, Bridge
Brigade!
The Earth
is MINE!

by
Angelo
DeCesare



RESIDENCY TIMELINE

Flip's Fantastic Science Adventure - Environmental Science and Pop-up Books - 1st Grade
One class period, once-a-week for 10-weeks: Spring 2015 at PS 217
Artist-in-Residence: Angelo DeCesare

Week 1 – Learning About Environmental Issues

Week 2 – Learning to Draw Flip Superheroes

Week 3 – Pop-up Mechanisms: Learning the Square Fold and the Hidden Door Fold

Week 4 - Pop-up Mechanisms: Learning the Sliding Object and the Spinning Wheel Mechanisms

Week 5 – Teaming Up

Week 6 & 7– Making a Background

Week 8 & 9 – Employing Pop-up Mechanisms in a Narrative Book

Week 10 – Presenting Finished Work to the Whole Class

LESSON ONE - Learning About Environmental Issues

OVERALL OBJECTIVES

Students will become familiar with environmental problems through an educational narrative in a giant pop-up book.

LESSON OBJECTIVE

Students will become familiar with environmental issues such as air pollution, water pollution, energy waste, etc.
Students will become familiar with the Flip superhero characters and the characters' individual personalities.

At the end of the lesson students will be able to:

- Identify the sources of air pollution, water pollution and energy waste.
- Identify solutions to these environmental issues.
- Identify the main personality traits of each of the seven Flip superhero characters.

CCSS.ELA-Literacy.SL.1.1.c

Ask questions to clear up any confusion about the topics and texts under discussion.

MATERIALS

Giant Pop-up Book: Flip's Super Science Journal

KEY TERMS/CONCEPTS

Pop-up book, superhero, super powers, environment, pollution

TEACHER PREP

Show students an example of a comic book. Ask them if they know what a superhero is. Ask them to name their favorite superhero and explain why they like that particular character. Have students write a paragraph saying which super power they'd like to have and how they would use it to help the world.

PROCEDURE

Instructor presents a giant pop-up book, which, through the use of storytelling, puppetry and sound, educates students regarding environmental problems that we face and that people can impact with their choices.

SUGGESTIONS FOR TEACHER FOLLOW-UP

Students will be given a sheet of paper and asked to fold it in half. They will then create two panels by drawing a line separating the two halves. In the top half, students will draw a Flip superhero confronting an environmental problem. In the bottom half, students will show the superhero solving the problem.



LESSON TWO - Learning to Draw Flip Superheroes

OVERALL OBJECTIVE

Students will learn to draw the seven main Flip superhero characters for use in storytelling with pictures.

LESSON OBJECTIVE

To familiarize students with the drawing the Flip superhero characters that they may feel comfortable using the characters in the task of telling stories with sensory details that can be expressed with body language and facial expression.

At the end of the lesson students will be able to:

- Draw the seven main Flip superhero characters.
- Draw different facial expressions to show the feelings of the Flip superhero characters.
- Draw different postures that express feelings through body language.

National Core Art Standards: Visual Arts Standards - VA:Cr1.2.1

Use observation and investigation in preparation for making a work of art.

MATERIALS

Sample drawings of the seven Flip superhero characters, colored pencils, index cards, scissors

KEY TERMS/CONCEPTS

Facial expression, posture, body language

TEACHER PREP

Help students list different feelings that a character might feel, such as surprise, disappointment, disgust, pride or relief.

PROCEDURE

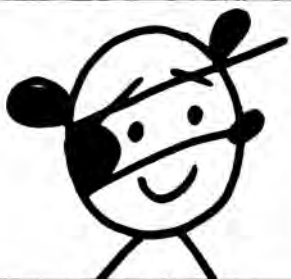
The instructor shows students how to draw Space-Flipper. On a blank index card, students then draw and color one of the seven Flip superheroes. Students are shown how to enhance their drawings with facial expression and body language. The instructor draws a line around each character, and the students cut out their character, using the line as a guide. The characters are collected by the teacher and saved for a future date.

SUGGESTIONS FOR TEACHER FOLLOW-UP

Ask students to create their own superhero, using basic shapes. Have them give their character a non-violent power that can be used to help the Earth's environment (i.e., the power to clean the oceans).

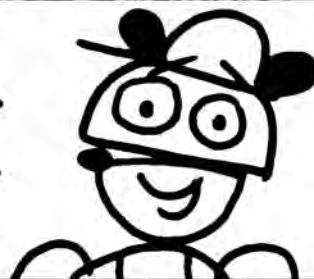


Flip



is

Space-Flipper

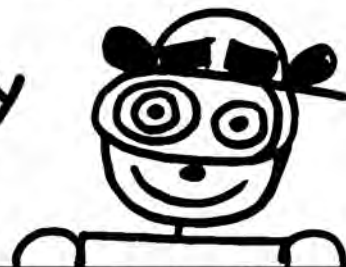


Muzz

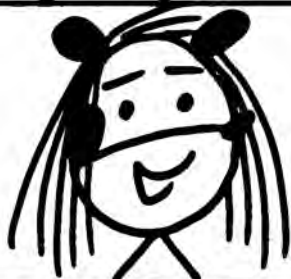


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Mighty Muzz



Sniffie

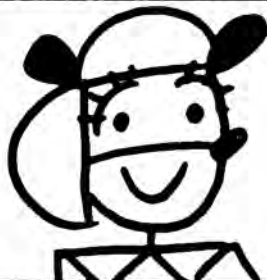


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Superstar Sniffie

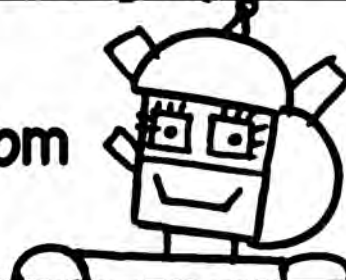


Mom



is

Robo-Mom



Baby Diggy

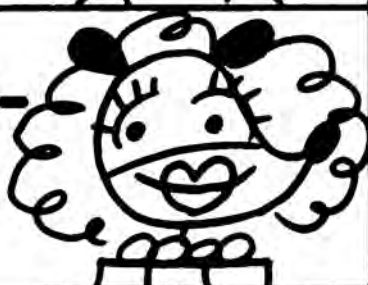


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Dyno-Diggy

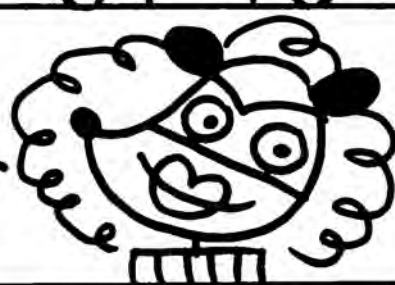


Ms. Flea-Collar



is

Turbo-Teacher



Crunch



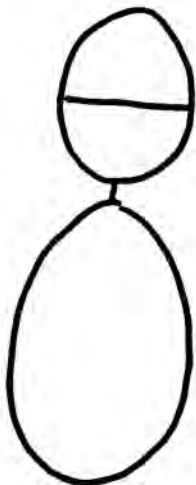
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The Crunchinator

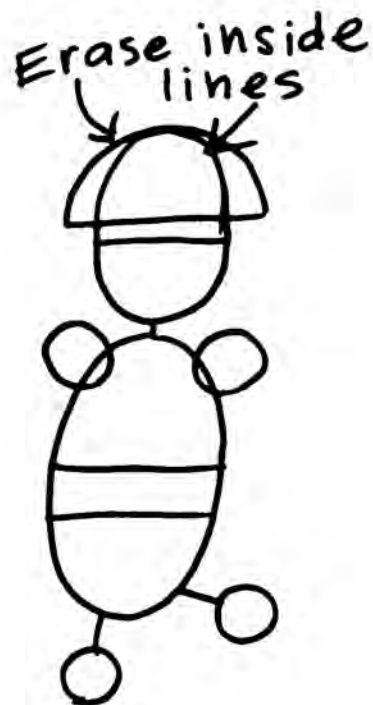


Draw Space-Flipper

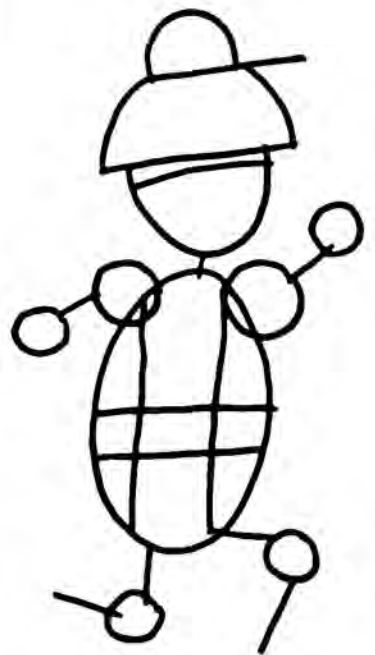
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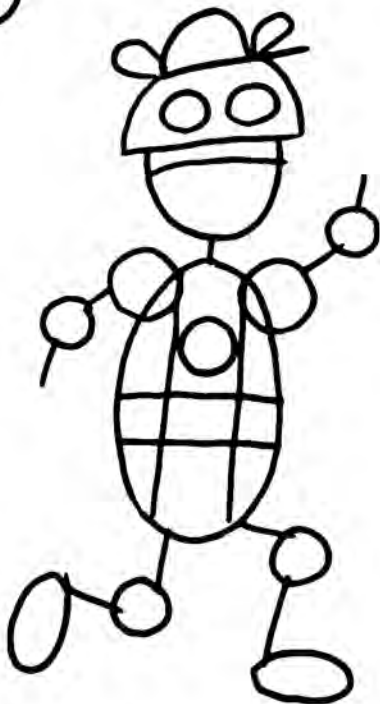
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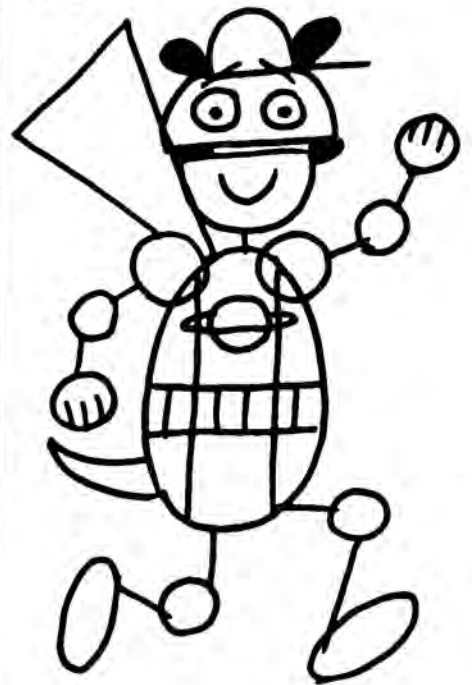
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LESSON THREE - Pop-up Mechanisms: Learning the Square Fold and the Hidden Door Fold

OVERALL OBJECTIVE

Students will learn to build two pop-up mechanisms that can be employed in the creation of a pop-up book.

LESSON OBJECTIVE

To learn and to practice the square fold and the hidden door fold pop-up mechanisms in anticipation of employing them in the design of a pop-up book.

At the end of the lesson students will be able to:

- Construct a square fold pop-up mechanism onto which key objects or characters in a story can be attached.
- Construct a hidden door pop-up mechanism that can reveal an object or character in a pop-up book.

National Core Art Standards: Media Standards - MA:Pr5.1.1c

Experiment with and share different ways to use tools and techniques to construct media artworks.

MATERIALS

Card stock, sample pop-up book showing different pop-up mechanisms, scissors, glue sticks

KEY TERMS/CONCEPTS

Slit, prominent, hinge, reveal

TEACHER PREP

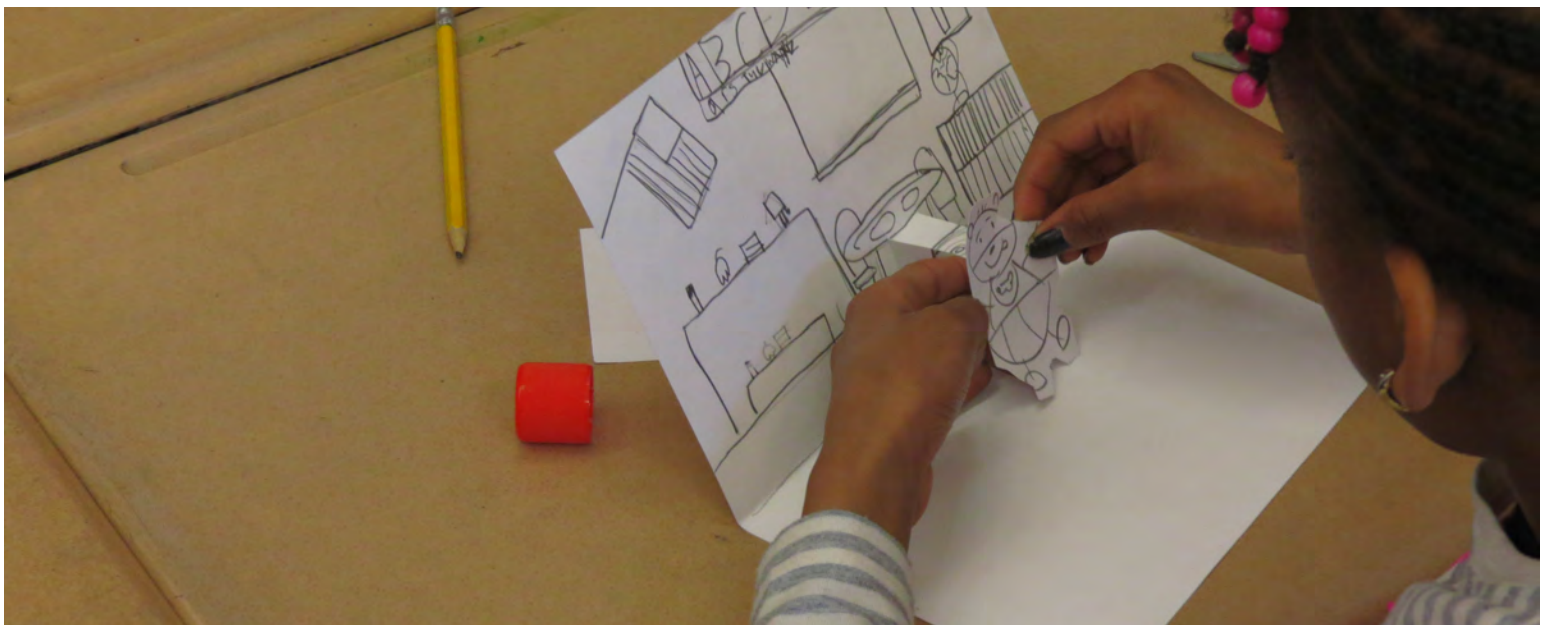
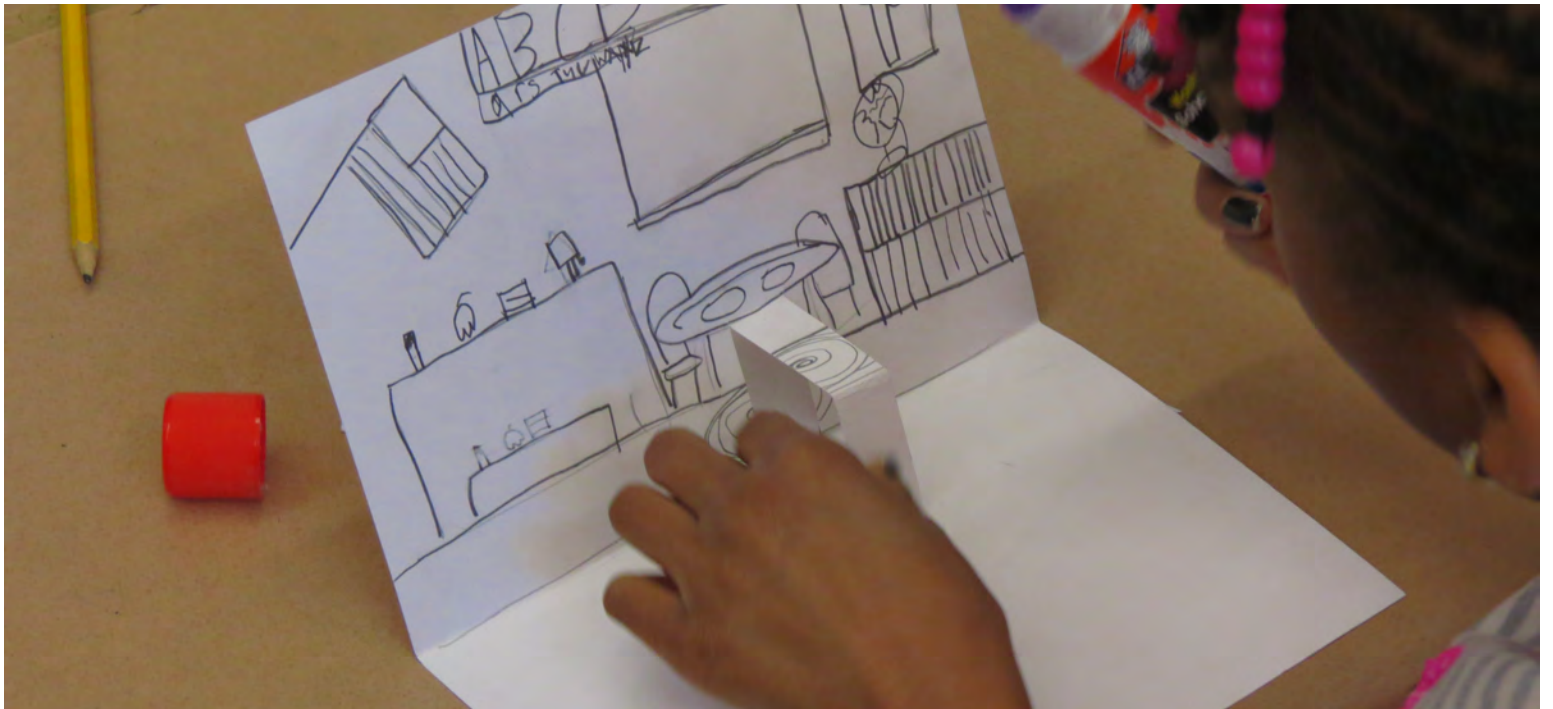
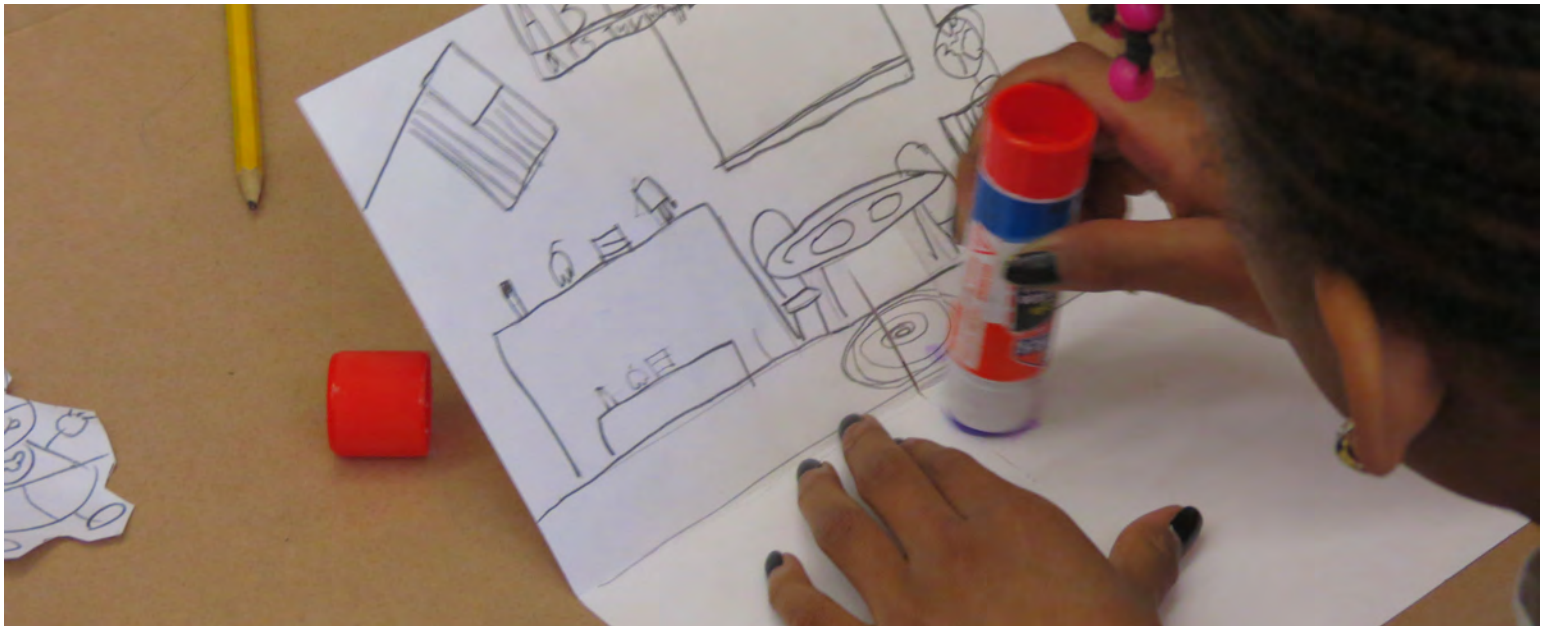
Read students a book that utilizes different pop-up mechanisms. Discuss how the mechanisms help to tell or enhance the story.

PROCEDURE

Instructor leads class, demonstrating the construction of the square fold mechanism (onto which prominent objects or characters can be attached). Individual students will follow the sequential steps in the demonstration to construct their own square fold pop-up mechanism. Instructor leads class, demonstrating the construction of the hidden door mechanism (which, when opened, can reveal an image on a layer hitherto hidden from view). Individual students will follow the sequential steps in the demonstration to construct their own hidden door pop-up mechanism.

SUGGESTIONS FOR TEACHER FOLLOW-UP

Ask students to write what they most enjoyed about the pop-up lesson. Ask them to tell how they think the use of pop-ups can help to tell a story.



LESSON FOUR - Pop-up Mechanisms: Learning the Sliding Object and the Spinning Wheel Mechanisms

OVERALL OBJECTIVE

Students will learn to build two pop-up mechanisms that can be employed in the creation of a pop-up book.

LESSON OBJECTIVE

To learn and to practice the sliding object and the spinning wheel pop-up mechanisms in anticipation of employing them in the design of a pop-up book.

At the end of the lesson students will be able to:

- Construct a sliding object pop-up mechanism onto which dynamic objects or characters in a story can be attached.
- Construct a spinning wheel pop-up mechanism that can show rotation.

National Core Art Standards: Media Standards - MA:Pr5.1.1c

Experiment with and share different ways to use tools and techniques to construct media artworks.

MATERIALS

Card stock, sample pop-up book showing different pop-up mechanisms, scissors, glue sticks, fasteners

KEY TERMS/CONCEPTS

Pull-tab, guide rail, fastener, axel, rotate

TEACHER PREP

Discuss the idea of rotation and its associated words: rotate, spin, turn, circle. Lead class in identifying things that rotate.

PROCEDURE

Instructor leads class, demonstrating the construction of the sliding object mechanism (onto which dynamic objects or characters can be attached). Individual students will follow the sequential steps in the demonstration to construct their own sliding object pop-up mechanism. Instructor leads class, demonstrating the construction of the spinning wheel mechanism. Individual students will follow the sequential steps in the demonstration to construct their own spinning wheel pop-up mechanism.

TEACHER FOLLOW-UP

Read the students a beginner book about engineering and its applications (i.e., *Engineering in Our Everyday Lives* by Reagan Miller). Have the class discuss the book.



LESSON FIVE - Teaming Up

OVERALL OBJECTIVE

Students will form teams and come to understand the task of their team and the role each student plays in teamwork.

LESSON OBJECTIVE

Students will identify the problems associated with the environmental theme assigned to their team. Students assigned the “problem” half of the narrative will identify what motivates those people who are causing the problem. Students assigned the “solution” half of the narrative will identify what change in behavior is needed for the solution. Students will consider what pop-up mechanisms can be employed in rendering these problems and solutions to the reader of the pop-up books they will create.

At the end of the lesson students will be able to:

- Identify the members of their group.
- Identify what tasks they will engage in for the benefit of the group.
- Identify some ideas for employing a pop-up mechanism in the construction of the pop-up book.

CCSS.ELA-Literacy.RL.1.7

Use illustrations and details in a story to describe its characters, setting or events.

National Core Art Standards: Media Standards - MA:Pr5.1.1c

Experiment with and share different ways to use tools and techniques to construct media artworks.

National Core Art Standards: Media Standards - MA:Cr2.1.1.1a

With guidance, use identified ideas to form plans and models for media arts productions.

MATERIALS

Organizers, sample pop-up book

KEY TERMS/CONCEPTS

Member, compromise, collaborate, task, teamwork

TEACHER PREP

Read a book that addresses cooperation and teamwork, such as, *“It’s Mine!”* by Leo Lioni. Discuss the benefits of teamwork and the commitment a team member makes to a team.

PROCEDURE

The teacher will form six teams of students with, if possible, an equal number in each group. The teams will be assigned a number or name by the teacher. The six teams will be divided into two groups, with three of the teams creating a pollution pop-up page and the other three teams creating a solution pop-up page.

Emphasis should be placed on the fact that the project can only succeed if the students work together and contribute to the final product. Students should also be made to understand that each page is vital to the success of the final product.

The teams will then be given photos and pictures with an environmental theme. The illustrations are related to the focus of their pollution or solution pop-up page. Each student will then be given a blank sheet of paper and asked to design what they think their page should look like. The various designs will be saved and incorporated into the final pop-up page.

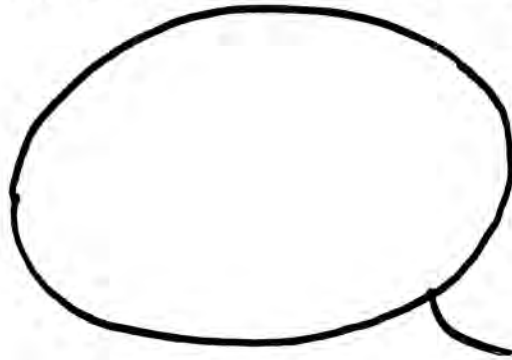
SUGGESTIONS FOR TEACHER FOLLOW-UP

Allow students time to complete their pop-up page designs, which are essential to the creation of the project. For the sake of clarity, have them label the various elements that appear in their designs, including the pop-up techniques that will be used.

· Create Your Own Super Science Comic!

① Space-Flipper was on patrol. He saw The Crunchinator polluting _____.

② Space-Flipper asked him to stop, but The Crunchinator said



Complete the narration and add illustrations, word balloons, sound effects and color.

③ Space-Flipper used _____
power to stop the pollution.

④ The Crunchinator did the right
thing and _____.

The
end

LESSON SIX and SEVEN - Making a Background

OVERALL OBJECTIVE

Students will begin to create a background for the page of the pop-up book on which they are working.

LESSON OBJECTIVE

Students will identify a setting for addressing their environmental problem or environmental solution. Students will begin drawing and cutting out the forms that will make up the background of the scene they are depicting. Students will identify what visual features will guide the reader in recognizing the scene depicted. Students will identify where in the scene they will include a pop-up mechanism.

At the end of the lesson students will be able to:

- Identify the telling features of the scene they began depicting.
- Identify how they intend to use a pop-up mechanism in the construction of the page of the book.

National Core Art Standards: Media Arts Standards - MA:Cn11.1.1b

Interact appropriately with media arts tools and environments, considering safety, rules and fairness.

National Core Art Standards: Visual Arts Standards - VA:Cr3.1.1

Use art vocabulary to describe choices while creating art.

MATERIALS

Organizers, sample pop-up book, construction paper, scissors, glue sticks

KEY TERMS/CONCEPTS

Scene, setting, background, depict

TEACHER PREP

Read a picture book that creates rich settings using visual details. Explain to the students how colors are used to create a particular image and also to affect the reader's emotional reaction to the image.

PROCEDURE:

The instructor will demonstrate how to begin creating an environmental background. This will include the following:

1. Assigning each team a main background color.
2. Choosing a color to represent the ground, the water or both and cutting them out.
3. Choosing and cutting paper to represent clouds and the sun (or the stars and moon, if it's night).
4. Choosing the appropriate colors that best depict any structures that appear in the background, such as buildings and houses, and cutting the necessary shapes.
5. Creating additional elements for the background (birds, trees, flowers, fish, etc.)
6. The proper way to glue these parts onto the main background paper.
7. Creating props (pieces that won't be glued down)

The same procedure will be followed by teams in creating their backgrounds. Teams will return to their work stations and decide among themselves who will be doing each section of the background. More than one team member may work on a section. The instructor or teacher will give out one large piece of cardboard and one large sheets of construction paper to each team. The paper will be glued to the cardboard and used as the main background. If possible, try to give each team a different color. This will add variety to the completed project. Each team will then be given a set of smaller construction paper sheets of different colors. These will be used to cut out the other parts of the background (water, land, clouds, sun, houses, trees, etc.). Students are free to add appropriate elements to their background that are not depicted in the sample background. Teams will complete as much of their backgrounds as possible within the allotted time. All backgrounds pages will then be collected and saved.

SUGGESTIONS FOR TEACHER FOLLOW-UP

Team members will decide how each of their Flip superhero characters will be applied to the page as part of a pop-up and which pop-up will be used, keeping in mind that each page must make use of all four pop-up mechanisms.



LESSON EIGHT and NINE - Employing Pop-up Mechanisms in a Narrative Book

OVERALL OBJECTIVE

Students will employ one or two of the four pop-up mechanisms that they learned how to make.

LESSON OBJECTIVE

Students will collaborate with their team members to construct their assigned page of the pop-up book, featuring the Flip superhero characters and employing the four pop-up mechanisms that they were taught.

At the end of the lesson students will be able to:

- Employ a pop-up mechanism meaningfully.
- Tell a story using pictures, words, word balloons and other cartooning techniques.
- Visually express feelings meaningfully in the telling of a story.

National Core Art Standards: Media Arts Standards - MA:Pr4.1.1a.

Combine varied academic, arts, and media content in media artworks, such as an illustrated story

MATERIALS

Organizers, sample pop-up book, construction paper, scissors, glue sticks, fasteners

KEY TERMS/CONCEPTS

Meaningful, narration, word balloon

TEACHER PREP

Read a book that makes use of both narration and word balloons.

PROCEDURE

Students will continue assembling and gluing on the pieces that make up their environmental backgrounds. Once the background is completed, students will begin attaching both their Flip superheroes and all other pop-up elements created for their pop-up page.

When the pop-up elements are completed, the teacher will select a student from each team to create a word balloon. The word balloon will contain information explaining what is happening on the pop-up page or the theme of the pop-up page. Each word balloon will be cut out and glued next to one of the Flip superheroes to create the impression that the character is speaking.

SUGGESTIONS FOR TEACHER FOLLOW-UP

Be sure that all pages contain the following: the finished background, characters, pop-up mechanisms and word balloons. Be sure that the individual students in each team are credited for their work on the project. Have students complete any elements of the page that are incomplete.



LESSON TEN - Presenting Finished Work to the Whole Class

OVERALL OBJECTIVE

Students will share their completed page of the pop-up book with the rest of the class.

LESSON OBJECTIVE

Students will present their finished page, read any text it contains, and demonstrate the pop-up mechanisms. Students will identify the problem or solution that their page addresses.

At the end of the lesson students will be able to:

- Include their page as part of the whole book.
- Talk about how they were able to work as a team.
- Identify what they can do to help with environmental issues.

National Core Art Standards: Media Arts Standards - MA:Pr5.1.1a

Describe and demonstrate various artistic skills and roles, such as technical steps, planning and collaborating in media arts productions.

National Core Art Standards: Media Arts Standards - MA:Pr6.1.1a

With guidance, discuss presentation conditions and perform a task in presenting media artworks.

MATERIALS

Finished pop-up pages

KEY TERMS/CONCEPTS

Presentation, reflection, sharing

TEACHER PREP

Discuss what behavior is ideal for presenting in front of the class and for being a respectful member of an audience.

PROCEDURE:

Teams will take turns showing their completed pop-up page in front of the class. Each individual team member will get a chance to comment on the page and his or her experience in helping to create the page. Audience members will be allowed to ask questions or make comments pertaining to both the creation of the page and the environmental issue that the page represents. Upon completion of the lesson, all pages will be collected so that the instructor can bind them into a single book.

SUGGESTIONS FOR TEACHER FOLLOW-UP

Discuss the entire pop-up experience with the class. Have students write a final report on what they learned from the experience, focusing on all aspects, including the environmental, pop-up and team elements of the program.





PUPPETRY IN PRACTICE

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