



ARTWORKS FOR SCHOOLTIME

2024-25 Learning Module Series 1 to accompany the Van Wezel Schooltime Performance of



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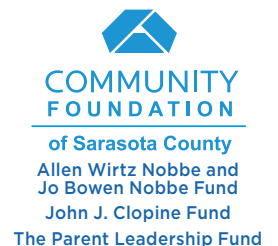
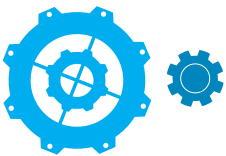


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WHAT DO YOU WANT AND HOW DO YOU GET IT? OBJECTIVES AND TACTICS

By Laura Courter



STANDARDS:

ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K.R.1.1: Describe the main character(s), setting, and important events in a story.

ELA.2.R.2.2: Identify the central idea and relevant details in a text.

TH.K.S.2.1: Pretend to be a character from a given story.

TH.1.C.2.1: Discuss what worked well and what didn't work well after acting out a story.

TH.1.S.3.1: Use simple acting techniques to portray a person, place, action, or thing.

TH.2.S.2.1: Collaborate with others to perform a scene and solve challenges.

TH.2.H.3.1: Create dialogue for characters from a story.



GUIDING QUESTION:

How can students retell a story using the acting principles of Objectives (What do you want?) and Tactics (How do you get it)?

STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA:

By presenting scenes from the story, students will use drama to retell and explore a narrative. Students will identify what the Pigeon wants (his objectives) and how he tries to get it (his tactics).

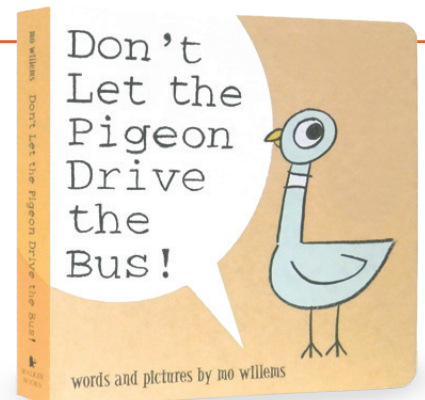
MATERIALS:



Book: *Don't Let the Pigeon Drive the Bus*

SKILL BUILDING:

Ask students to reflect on a time they can remember wanting something and how they may have had to try different ways to get it. What did they want? How many things did they have to try to obtain it?



Explain to them that when we see a play, we are seeing actors showing us a character trying to get what they want (their objective). The more ways they try (their tactics), the more interesting it is to watch and the more-developed the characters.

Explain that in theatre, what a character wants is called an objective. When they try different ways to get it that is called a tactic. Actors use objectives and tactics to achieve the character's goal. We will be practicing different ways to try and achieve a goal for a simple objective using an acting exercise (use either option one or option two).

OPTION ONE:

The Chair Game

Simple set up: One chair and two actors.

One actor will sit in the chair and the other actor will think up different ways to get him out. (Tactics)

Model the game with a student actor. Have the student sit in the chair and present three tactics to persuade them to get out of the chair. You can't touch them or the chair.

Ask the students to work with partners and come up with three tactics to make them move, then switch roles.

Present a few of the scenes and ask the students to identify the tactics used.



OPTION TWO:

As a group, brainstorm an idea of something they might want. (A candy snack, to stay up late, to take your favorite stuffed animal to school.)

Select one of the student's ideas and as a class think up three tactics they could use to get what they want.

Go around the group and ask the students to respond with one of the tactics they hear or invent a new response.

Think about how you will respond: to beg, to anger, to confuse, to convince, to guilt, to please, to promise.

TALK ABOUT the different tactics that were used. Which were your favorite? Why? Which do you think would be the most interesting to watch? Why? What else could you have tried?

LEARNING ACTIVITY:

Read *Don't Let the Pigeon Drive the Bus*

After the book is read, ask students to identify the Pigeon's **objective** (he wanted to drive the bus). Explain to the students they will be retelling the story by recalling some of the tactics the Pigeon presents to drive the bus. Have students recall all the tactics or ways the pigeon tried to get what he wanted. Write the tactics on the board.

Working with the same partner, select three tactics that the Pigeon tried. Create a short scene with one actor as the Pigeon trying to get permission to drive the bus. The other actor will have the objective of not letting him. Explain to students that theatre is most interesting when the tactics are different from each other. (Note: You may choose to challenge students to complete the task without touching each other to avoid students pulling/holding as a tactic).



Think about how you will respond: to beg, to anger, to confuse, to convince, to guilt, to please, to promise.

Present the scenes and discuss with the students the three tactics the actors chose.

REFLECTION

TODAY:

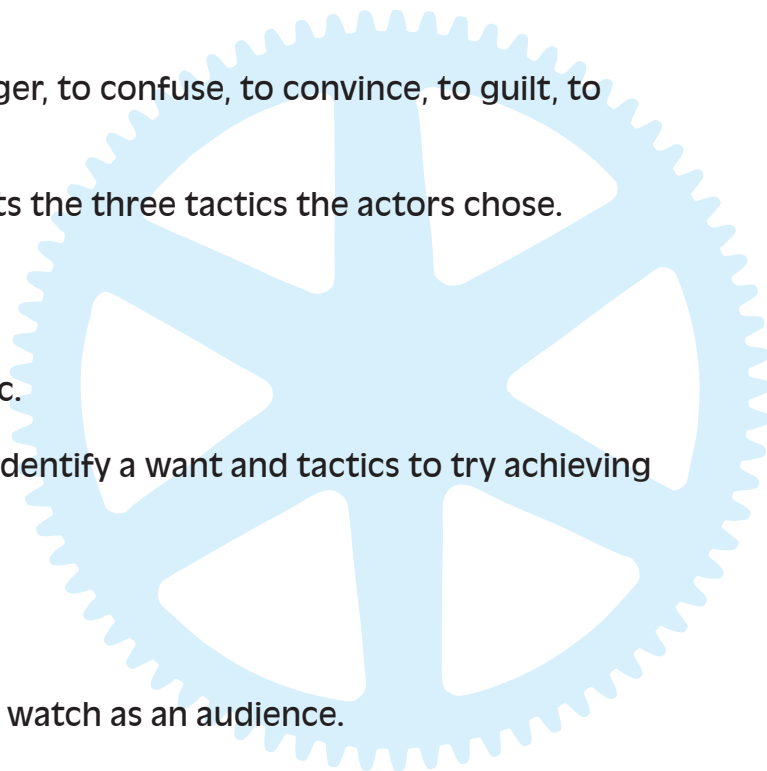
You learned the definition of objective and tactic.

You learned how a character uses objectives to identify a want and tactics to try achieving that goal.

EXIT TICKET:

How do actors use objective and tactic?

Which tactics were your favorite to perform? To watch as an audience.





SAY THAT AGAIN: VOICE AND DIALOGUE

By Laura Courter



STANDARDS:

ELA.K.12.EE.6.1: Use appropriate voice and tone when speaking or writing.

ELA.K.R.1.1: Describe the main character(s), setting, and important events in a story.

ELA.K.R.3.2: Retell a text orally to enhance comprehension:

a. Use main character(s), setting, and important events for a story.

b. Use topic and details for an informational text.

ELA.1.R.1.1: Identify and describe the main story elements in a story.

ELA.2.R.1.3: Identify different characters perspectives in a literary text.

ELA.3.R.1.3: Explain different characters perspectives in a literary text.

TH.K.S.2.1: Pretend to be a character from a given story.

TH.K.S.3.1: Use imagination to show a person at work, using the body and voice to communicate ideas.

TH.1.C.2.2: Identify elements of an effective performance.

GUIDING QUESTION(S):

How do actors use voice to create characters? How can different voices create interesting characters in reading? How does reading with expression distinguish characters?

STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA:

Today...

- ✿ You will learn about the actor's tool of Voice (volume, pitch and emphasis) using the book "The Pigeon Wants a Hotdog"
- ✿ You will explore different character voices from the characters found in the book.
- ✿ You will learn to read with expression using dialogue from the book

MATERIALS:



Dialogue for the vocal exercises. (Attachment 1)

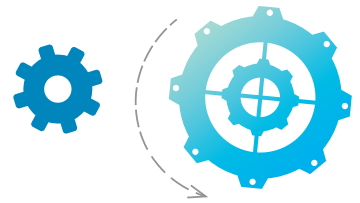
SKILL BUILDING:

EXPLAIN to the students that one of the actor's tools is Voice. Actors can show different characters, emotions, and ideas based on how they use their voice. Some of the ways they do this is through volume, pitch and emphasis. Demonstrate how they can change their voices by using: Volume (how loud a line is spoken), Pitch (use of high and low tones) and Emphasis (picking words that can change the meaning of the sentence).

Introduce and teach the lines we will be using:

Pigeon: "This hot dog is mine. I found it!"

Duckling: "Of course! Enjoy!"



Begin with one student in the circle saying the Pigeon's line and have the next student say the Duckling's line. Remind them to try to add volume, pitch or emphasis. Go around the circle and identify which part of voice they used.

LEARNING ACTIVITY:

Read the story aloud.

Creating a Scene using different characters and voices

EXPLAIN to students they will create scenes with dialogue using "voice" with the characters found in the book.

REVIEW the characters: Pigeon and Duckling Have students work in pairs. Instruct students to:

Select one of the Dialogue cards. (**Attachment 1**)

- ⚙️ Have each student read text without adding any additional volume, pitch or emphasis
- ⚙️ Read text again, exploring different
 - volume (loud and soft)
 - Pitch (high and low tones)
 - Emphasis (what words are most important)
- ⚙️ **CAST** your scene with one partner being the Pigeon and the other being Duckling.
- ⚙️ **DISCUSS** with their partner which volume, pitch, and emphasis might fit for the character and situation.
- ⚙️ **PRACTICE** and **PERFORM** your scene with your selected volume, pitch, and emphasis.
- ⚙️ **DISCUSS** the different choices students have made and how they changed the dialogue.

Note: If needed, this activity can be done as a large group with students taking turns



REFLECTION

TODAY:

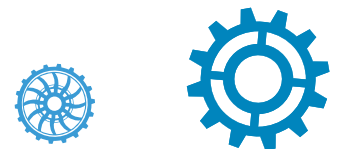
You learned actors use volume, pitch and emphasis to make their lines interesting.

You discussed how this can make characters more interesting when you add voice to their dialogue.

EXIT TICKET:

How did you use volume, pitch and emphasis to show a character?

Can you apply this to other books you read?



ATTACHMENT 1

Dialogue for Learning Activity

Ducking- Is that a hot dog?

Pigeon- Not a hot dog; my hot dog!

Duckling- I've never had a hot dog before....
What do they taste like?

Pigeon- Well, they are a taste sensation.

Pigeon- It just tastes like a hot dog, okay!?

Ducking- Okay! Okay! So, it doesn't taste like chicken, then?

Pigeon- "Finders, keepers", is what I say!
What am I supposed to do?

Duckling- I think I've got an idea. (splits the hot dog)

Pigeon- You know, you're pretty smart for a ducking.

Duckling- Hmm...needs mustard.



WHAT A CHARACTER: VISUALLY EXPRESSING EMOTIONS

By Connie Cuadrado



STANDARDS

MA.K.NSO.1.3: Identify positions of objects within a sequence using the words first, second, third, fourth or fifth.

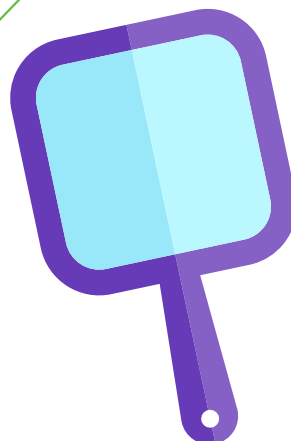
ELA.K.C.1.3: Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.

ELA.K.R.3.3: Compare and contrast characters experiences in stories.

ELA.3.R.1.1: Explain how one or more characters develop throughout the plot in a literary text.

MATERIALS PER STUDENT

- ✿ Hand mirror
- ✿ 3 color paper squares 5"
- ✿ 3 circle, egg or triangle shapes
- ✿ 3 pairs of eyeballs 3"
- ✿ 3 pairs of pupils 1"
- ✿ Glue stick
- ✿ Markers
- ✿ **Attachment 2:** Pages from *Don't Let the Pigeon Drive the Bus*
- ✿ **Attachment 3:** Emotion List



GOAL

Based on the style of the book and how the character is presented, students will reflect on emotions and how they are visually expressed. Using new vocabulary and math and science concepts, students will learn to animate a character from simple shapes and present them in a sequence.

LEARNING INTENTIONS

Students will identify simple geometric shapes and a series of emotions to apply in the creation of their own animated character.

SUCCESS CRITERIA

Students will...

- ✿ Use 3 shapes to create a character
- ✿ Identify and represent different emotions
- ✿ Follow the directions to create their character
- ✿ Name and engage with their character

SKILL BUILDING

Observe, reflect, experience and create!

1. Book

Read the book *Don't Let the Pigeon Drive the Bus* and talk about the character's emotions and how the artist shows them.

Looking at these two pages (ATTACHMENT 2), ask the students:

- ✿ What shapes do you see on these pages?
- ✿ How is the pigeon feeling?



- ✿ What makes you think he is ? (Use synonyms is applicable to introduce new words)
- ✿ What shapes did the artist use to show this emotion?
- ✿ Do you know how long emotions last? (Some studies say only 90 seconds!)

2. Muscles and Facial Expressions

Briefly talk about how we can communicate our feelings though facial expressions and how they are formed.



- ✿ Can you guess how many muscles you have in your face?
- ✿ Do you know how many muscles we use to frown?
- ✿ Do you know how many muscles we use to smile?

Anatomy Fun Facts:

- ✿ We have 43 muscles in our face.
- ✿ We need all 43 muscles to frown.
- ✿ We need 17 muscles to smile.

3. Mirrors

Students will look at themselves in the mirror and see how parts of their faces show emotions by making facial expressions in a 3-step sequence.

FIRST- How can you show you are “surprised” only using your eyes?

SECOND – Use only your mouth

THIRD - Use your whole face

LET'S TRY A SEQUENCE:

FIRST - Waking up: Tired - annoyed - happy

SECOND - Entering New place: shy - happy - brave

THIRD - Receiving a Present: Impatient - surprised - happy

Note: You may also select from the List of Emotions (ATTACHMENT 3)

LEARNING ACTIVITY

Animate a character

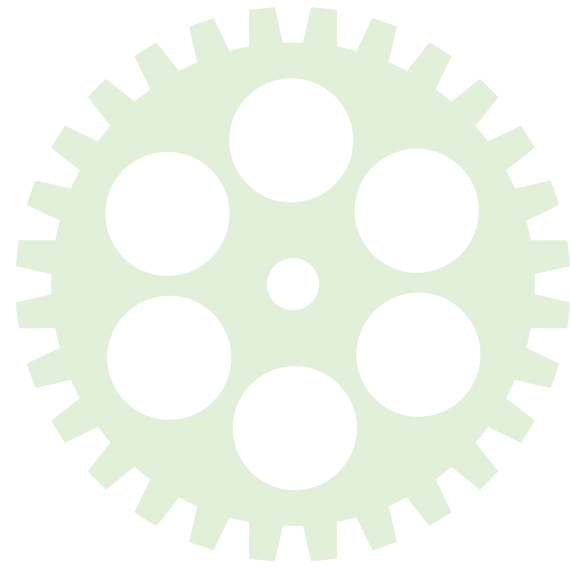
Students will see an example of a shape being transformed into a character and make the decision between the offered shapes which one they want to work on.

Students will use pieces of paper for the face, eyeballs and pupils. Students will use markers for the lips, commissures and tongue. They will create their character and build a sequence of expressions.

Points of Discussion:

- ✿ Can you name 5 geometric shapes?
- ✿ What is a sequence?

(A sequence is a particular order in which related events, movements, or things follow)



each other.)

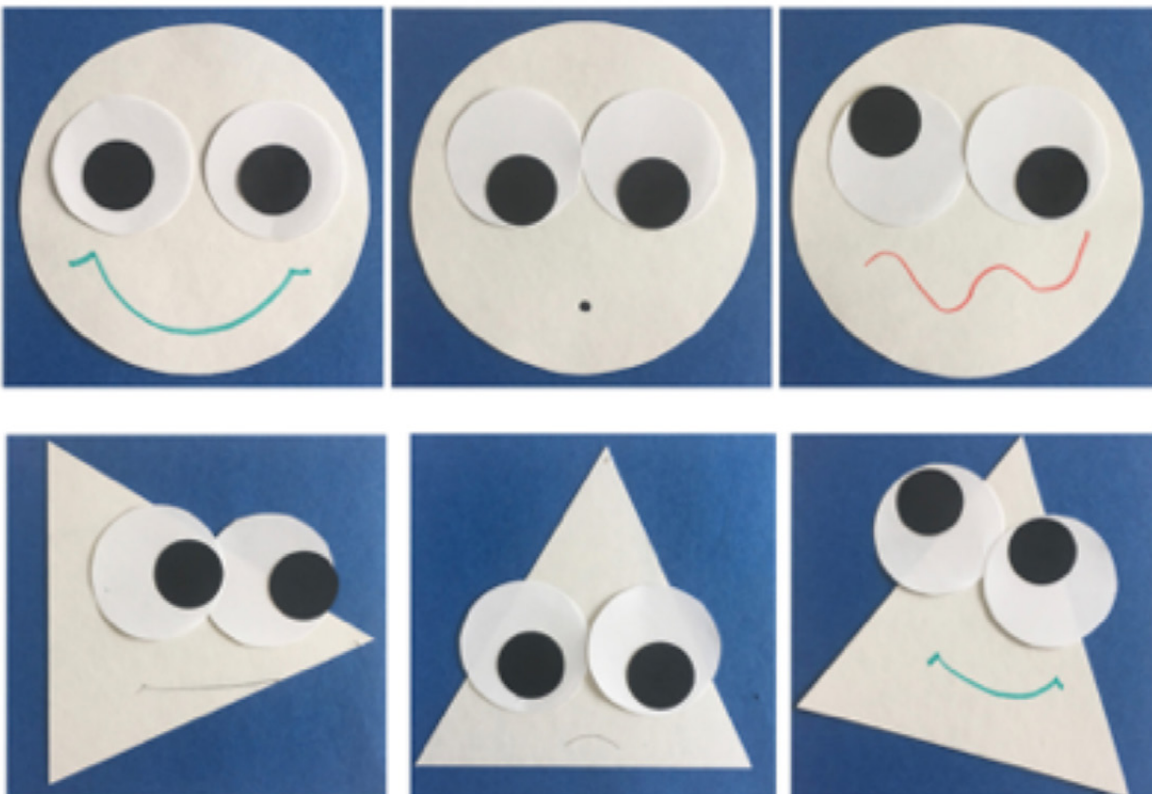
- ✿ What is an algorithm?
(An algorithm is a set of specific instructions that are followed to accomplish a task or solve a problem.)
- ✿ Look at the examples
- ✿ Choose 3 pieces of paper of the same color
- ✿ Choose 3 identical shapes
- ✿ Choose 3 emotions to animate your character
- ✿ Stick the shape to the colored pieces of paper
- ✿ Stick the eyeballs to the shape
- ✿ Stick the pupils into the eyeballs according to each emotion you have chosen
- ✿ Draw the mouth with the commissures
- ✿ Place the 3 images next to each other in a sequence (e.g. from the first to the last you made, from the happiest to the grumpiest, from the funniest to the most serious, etc.)
- ✿ Name your character and greet it!
- ✿ Share with your friends, your teacher and your parents the sequence of expressions on your character and the story behind it.

REFLECTION

Today

We were able to create a whole new character out of simple shapes.

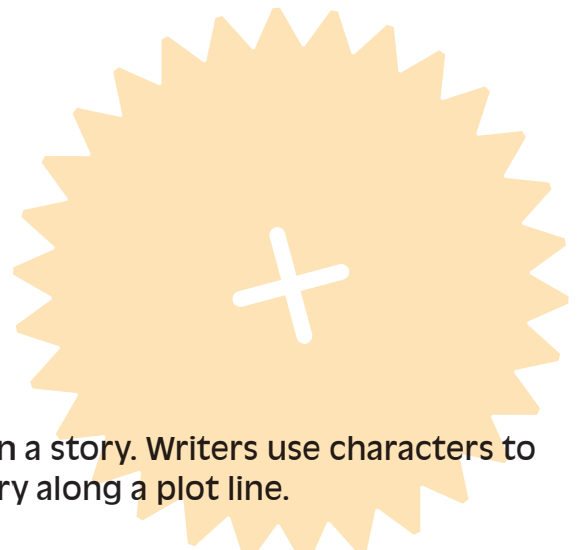
We gave it personality through showing its emotions.



EXIT TICKET:

How many shapes did we need to create a character?

What parts of the face best show an emotion?



GLOSSARY AND VOCABULARY

CHARACTER: a person, animal, being, creature, or thing in a story. Writers use characters to perform the actions and speak dialogue, moving the story along a plot line.

COMPOSITION: the way in which different elements of an artwork are combined or arranged.

EMOTION: a natural instinctive state of mind deriving from one's circumstances, mood, or relationships with others.

FEELING: an emotional state or reaction

SEQUENCE: a particular order in which related events, movements, or things follow each other.

ALGORITHM: a process or set of rules to be followed in calculations or other problem-solving operations.

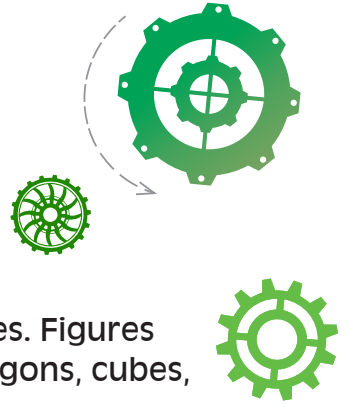




LESSON 4

ANIMATING A CHARACTER

By Connie Cuadrado



STANDARDS

MA.1.GR.1.3: Compose and decompose two- and three-dimensional figures. Figures are limited to semicircles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.

MA.K.GR.1.1: Identify two- and three-dimensional figures regardless of their size or orientation.

ELA.K.C.1.3: Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.

MATERIALS PER STUDENT

- ✿ Four 3" squares of white paper
- ✿ Four speech bubble-shaped pages
- ✿ One sheet of black paper
- ✿ A glue stick
- ✿ Markers
- ✿ **Attachment 2:** Pages from *Don't Let the Pigeon Drive the Bus*
- ✿ **Attachment 3:** List of Emotions

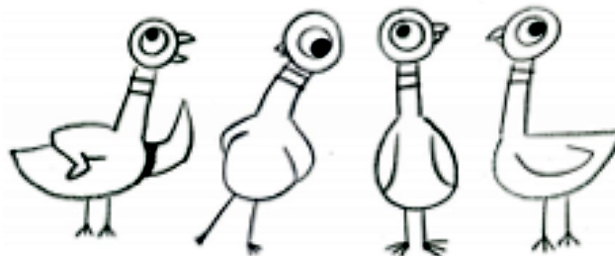


GOAL

Based on the comic-like style of the book and how the character is presented, students will reflect on emotions and how they can be visually expressed. Through discussion of new vocabulary and math and science concepts, students will learn to animate a character, make their own comic strip, and use onomatopoeia to emphasize how they feel.

LEARNING INTENTIONS

Students will learn about and make a comic strip that shows what a character is feeling. Based on a sequence of emotions, they will create a character who will express those emotions graphically and verbally using onomatopoeia.



SUCCESS CRITERIA

Students will...

- ✿ Use three+ different shapes to create their character
- ✿ Make a 4-frame comic strip
- ✿ Graphically express a sequence of 4 different emotions
- ✿ Use adequately onomatopoeia

SKILL BUILDING

Observe, reflect, experience and create!

1. Book

Read the book *Don't Let the Pigeon Drive the Bus* and talk about the character's emotions and how the artist shows them.



Looking at these two pages, ask the students:

- ✿ What shapes do you see on these pages?
- ✿ What emotions is the pigeon showing?
- ✿ What makes you think he is ? (Use synonyms is applicable to introduce new words)
- ✿ What shapes did the artist use to show this emotion?
- ✿ Do you know how long emotions last? (Some studies say only 90 seconds!)

2. Facial Expressions

Briefly talk about how we can communicate our feeling through facial expressions and how they are formed.

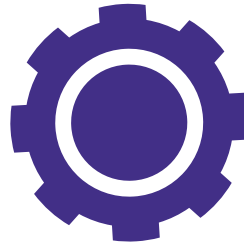
Can you guess how many muscles you have in your face?

Do you know how many muscles we use to frown?

Do you know how many muscles we use to smile?

+ Anatomy Fun Facts:

- ✿ We have 43 muscles in our face.
- ✿ We need all 43 muscles to frown.
- ✿ We need 17 muscles to smile.



3. Emotional Pigeons!

Have the students work in pairs and face each other. Ask the students to:

Use only their eyes:

Show you are surprised, joyful, scared, angry, bored, annoyed.

Use only their mouths:

Show each other you are confident, disappointed, positive, horrified, peaceful and silly.

4. Emotion in Motion:

Keeping students in pairs and this time using the whole face, ask them to show a sequence of 4 emotions holding each of them for 4 seconds. Choose 2 sequences for them to perform.

What is a sequence?

A sequence is a particular order in which related events, movements, or things follow each other.

SEQUENCE 1: The birthday gift

Bored - Impatient - intrigued - cheerful

SEQUENCE 2: The test

Nervous - perplexed - pensive - relieved

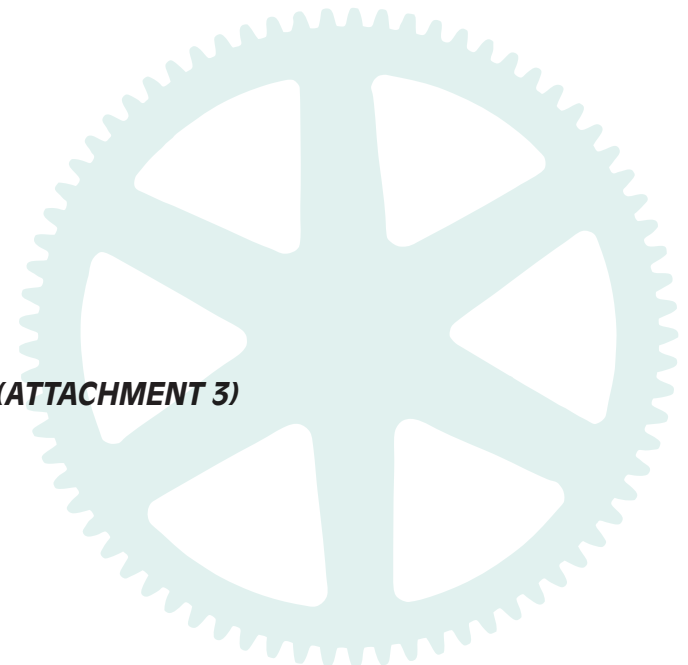
SEQUENCE 3: The ice-cream fall

Delighted - distracted - surprised - despaired

SEQUENCE 4: The race

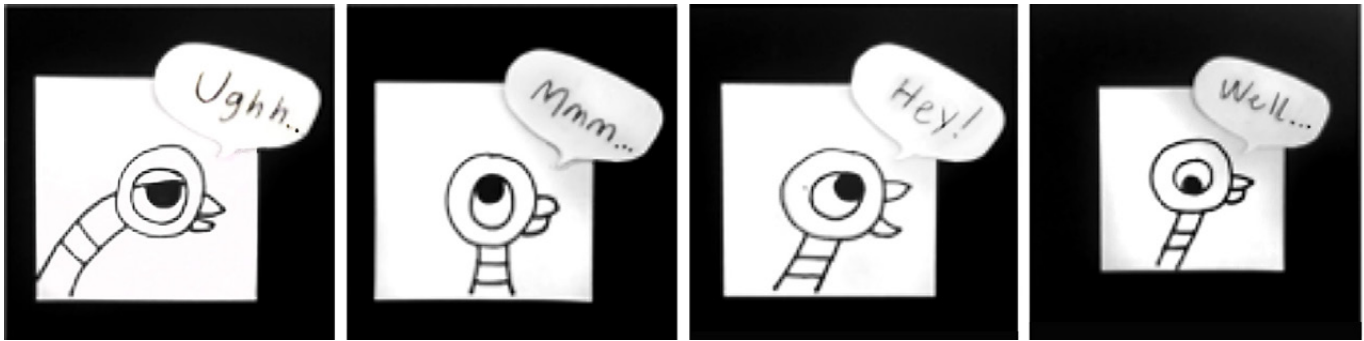
Energetic - nervous - happy – proud

NOTE: YOU MAY ALSO SELECT FROM THE EMOTION LIST (ATTACHMENT 3)



LEARNING ACTIVITY

The Comic Strip!



Students will see an example of a circle being transformed into a character; by adding an eyeball with a pupil, a beak, and a neck, you'll start to see it resemble the famous pigeon.

You can ask your students:

- ✿ What is a comic?
- ✿ Who is your favorite comic character?
- ✿ Can you define onomatopoeia? What does it mean?
- ✿ Can you give me examples?

Do you know the parts of a comic?

Great! We are ready to create our own emotional comic strip!



Introduce the word Algorithm

What is an algorithm? An algorithm is a set of precise instructions to follow.

1. Look at the example
2. Choose a sequence of emotions
3. Choose a color paper foil
4. Get 4 squares of white paper
5. With a marker make an egg shape or circle if you want to make a pigeon shape on the center of each piece of paper
6. Draw the eyeball shapes
7. Draw the pupil shapes in the same position within each eye
8. Draw the mouth or beak
9. Get 4 speech bubbles
10. Write an onomatopoeic sound according to the expression of the character
11. Stick the speech bubbles
12. Stick the frames on the black foil
13. On the back mark your pieces of paper in a numeric order
14. Name it and share it with your friends

REFLECTION

We were able to create a whole new character out of simple shapes.

We gave it personality by showing its emotions and writing them out in the form of a comic strip.

EXIT TICKET

What do you need to transform a shape into something else?

How do speech balloons help tell a story?

What is an onomatopoeia?

What do you need to create a comic strip?

GLOSSARY AND VOCABULARY

Emotion: a natural instinctive state of mind deriving from one's circumstances, mood, or relationships with others.

Feeling: an emotional state or reaction

Sequence: a particular order in which related events, movements, or things follow each other.

Algorithm: a process or set of rules to be followed in calculations or other problem-solving operations, especially by a computer.

Onomatopoeia: the formation of a word from a sound associated with what is named.

Comic strip: a sequence of drawings in boxes that tell an amusing story, typically printed in a newspaper or comic book.





STOP-MOTION EMOTION: Creating a Narrative

By Connie Cuadrado



STANDARDS

ELA.K.C.1.2: Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.

ELA.1.C.1.2: Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.

ELA.2.C.1.2: Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.

GOALS

Based on the style of the book and how the character is presented, students will reflect on emotions and how from there they can create a narrative.



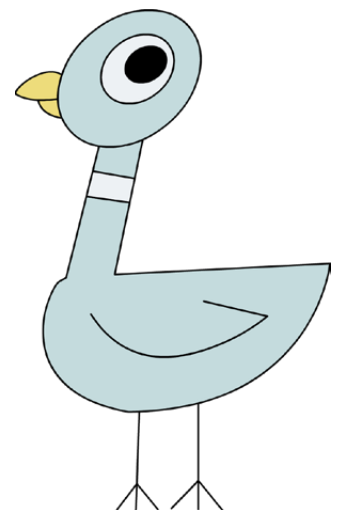
Students will animate a character who will show a sequence of emotions. The photographed sequence will give the illusion of movement that will then become a movie through a digital application.

LEARNING INTENTIONS

Create a Stop-Motion Movie applying basic concepts of character building, narrative and sequence using a basic digital application.

SUCCESS CRITERIA

- ✦ Create a character that shows different emotions
- ✦ Make a 6-frame movie sequence
- ✦ Follow the steps to create the illusion of movement
- ✦ Appropriately use the app to make the movie



SKILL BUILDING

Observe, reflect, experience and create!

1. Book

Read the book *Don't Let the Pigeon Drive the Bus* and talk about the character's emotions and how the artist shows them.

2. Facial Expressions

Discuss how emotions are expressed by our faces, using the following questions:

- ✿ What do you call the parts of your face that move to show an expression?
- ✿ Can you guess how many muscles you have in your face?
- ✿ Do you know how many muscles we use to frown?
- ✿ Do you know how many muscles we use to smile?

+ Anatomy Fun Facts:

- ✿ We have 43 muscles in our face.
- ✿ We need all 43 muscles to frown.
- ✿ We need 17 muscles to smile.
- ✿ Do you know how long emotions last? (Some studies say they last only 90 seconds!)

3. Emotional pigeons!

Have the students work in pairs and face each other. Ask the students to:

Use only their eyes:

Show you are surprised, joyful, scared, angry, bored, annoyed, etc.

Use only their mouths:

Show each other you are confident, disappointed, positive, horrified, silly, etc.

4. Slow motion emotion:

Keeping students working in pairs (this time using the whole face), ask them to show a sequence of 6 emotions holding each of them for 4 seconds.

Choose 2 sequences for them to perform.



What is a sequence?

A particular order in which related events, movements, or things

SEQUENCE 1: The little brother

Intrigued - Amused - Bored - Jealous - Frustrated - Cheerful

SEQUENCE 2: The test

Nervous - Perplexed - Pensive - Happy - Proud - Relieved

Sequence 3: The ice-cream fall

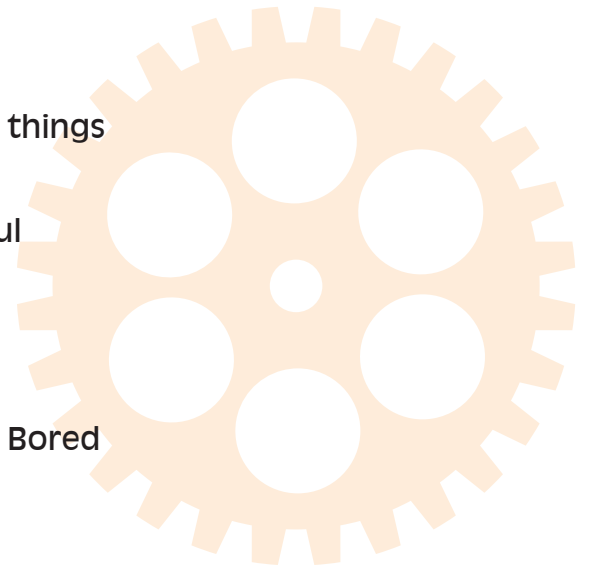
Fascinated - Satisfied - Distracted - Surprised - Despaired - Bored

SEQUENCE 4: The car ride

Curious - Playful - Peaceful - Annoyed - Exhausted - Silly

Now, with those sequences of emotions, we are ready to make a movie!

Note: You may also select from the emotion list (ATTACHMENT 3)



LEARNING ACTIVITY

Stop-Motion Movie!

1. What is a Stop-Motion movie?

Play the example so they are ready to go!

- ✿ Have you made a movie?
- ✿ Have you seen an animated movie? Which?
- ✿ Have you seen a stop motion movie? What is it?

What is a stop-motion movie?

See glossary

Have you seen movies like *Nightmare Before Christmas*? *Chicken Run*?

Let's see these examples:



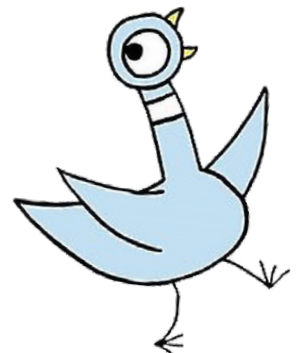
The Nightmare before Christmas

https://www.youtube.com/watch?v=wr6N_hZyBCK



Chicken Run trailer

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



Do you know how many frames are needed in a regular movie to create the illusion of movement in only 1 second? (24)

How about in a stop motion movie? (12)

Do you know how many frames are needed in OUR stop motion movie to create the illusion of movement? (6)

(IMAGE 1)



Examples

<https://youtu.be/cbzOm0WlvqE>

Do you know how many people are needed do you think to make a movie? Sometimes thousands! It's always teamwork!

2. Movie Making Instructions

Still working in pairs, students will choose a job: Producer or Illustrator. Teacher will be Camera Operator. Instructions can be displayed in the active panel.

MATERIALS PER TEAM

- ✿ 8 Pieces of black paper 3"
- ✿ Black color pencils
- ✿ Masking tape

MATERIALS FOR THE TEACHER

- ✿ Marked black cardboard board for positioning
- ✿ Phone/Tablet
- ✿ Stop Motion Studio App
- ✿ Tripod or Fixed base

INSTRUCTIONS

As a team:

1. Choose a job (Producer or Illustrator)
2. Look at the example frames.
3. Choose a sequence of emotions for the 4 suggested sequences.
4. Give your movie a title
5. Trust your partner

Producer:

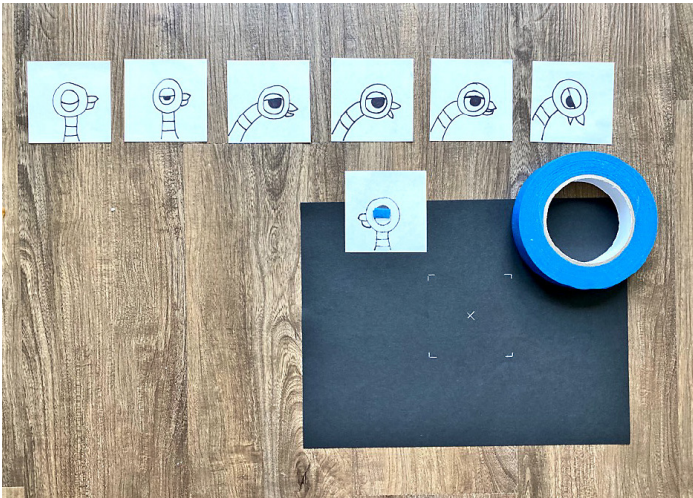
1. Get 8 pieces of black or white paper and give 6 to the illustrator (If you chose black paper get a white color pencil, if you chose white paper get a black color pencil).
2. Give 6 pieces of paper to the illustrator
3. On 1 of your pieces of paper write the title of your movie and mark on the back: 1
4. On the second piece of paper write your names and mark on the back: 2
5. On the backside of the drawings label each emotion and mark from 2-8 in the order they should be photographed.
6. Put masking tape on the back of each drawing and have them ready to be photographed.
7. Place them in the right sequence to be photographed by the camera operator a.k.a teacher.



Illustrator:

1. On your paper make an egg or circle (Pigeon) shape of each piece of paper
2. Draw the eyeball shapes
3. Track the shape on the other pieces of paper making sure they have the same size and shape
4. Draw the pupil shapes in the same position within each eye
5. Draw the mouth or beak moving according the expression you have selected
6. Mark them in a numerical order to be photographed
7. Put masking tape behind each paper to facilitate their positioning to be photographed

(IMAGE 2)



(IMAGE 3)



Camera Operator (teacher):

1. Download Stop Motion Studio app
Easy to use! Watch the video!
(IMAGE 2)



Stop Motion Studio app
<https://www.youtube.com/watch?v=J3pzivXGMfI>

2. Mark the background where images will be placed
3. No tripod? No problem!
Use anything to fix your device.
Here are some DIY ideas to fix your device.
(IMAGE 3)



DIY ideas to fix your device
<http://fixthephoto.com/diy-iphone-tripod.html>

4. Take the pictures
5. Play the movies

REFLECTION

We were able to create a sequence of emotions.
We followed the steps to photograph the sequence.
Now we know how to make a stop-motion movie!



EXIT TICKET

What do you need to make a character show emotion?

What is the best practice to keep a sequence?

How do we position the frames to make the movie?

Can you count how many steps the app takes to make the movie?

GLOSSARY AND VOCABULARY

EMOTION: a natural instinctive state of mind deriving from one's circumstances, mood, or relationships with others.

FEELING: an emotional state or reaction

STOP-MOTION: stop motion is an animated filmmaking technique in which objects are physically manipulated in small increments between individually photographed frames so that they will appear to exhibit independent motion when the series of frames is played back as a slow sequence.

SEQUENCE: a particular order in which related events, movements, or things follow each other.

ALGORITHM: a process or set of rules to be followed in calculations or other problem-solving operations, especially by a computer.

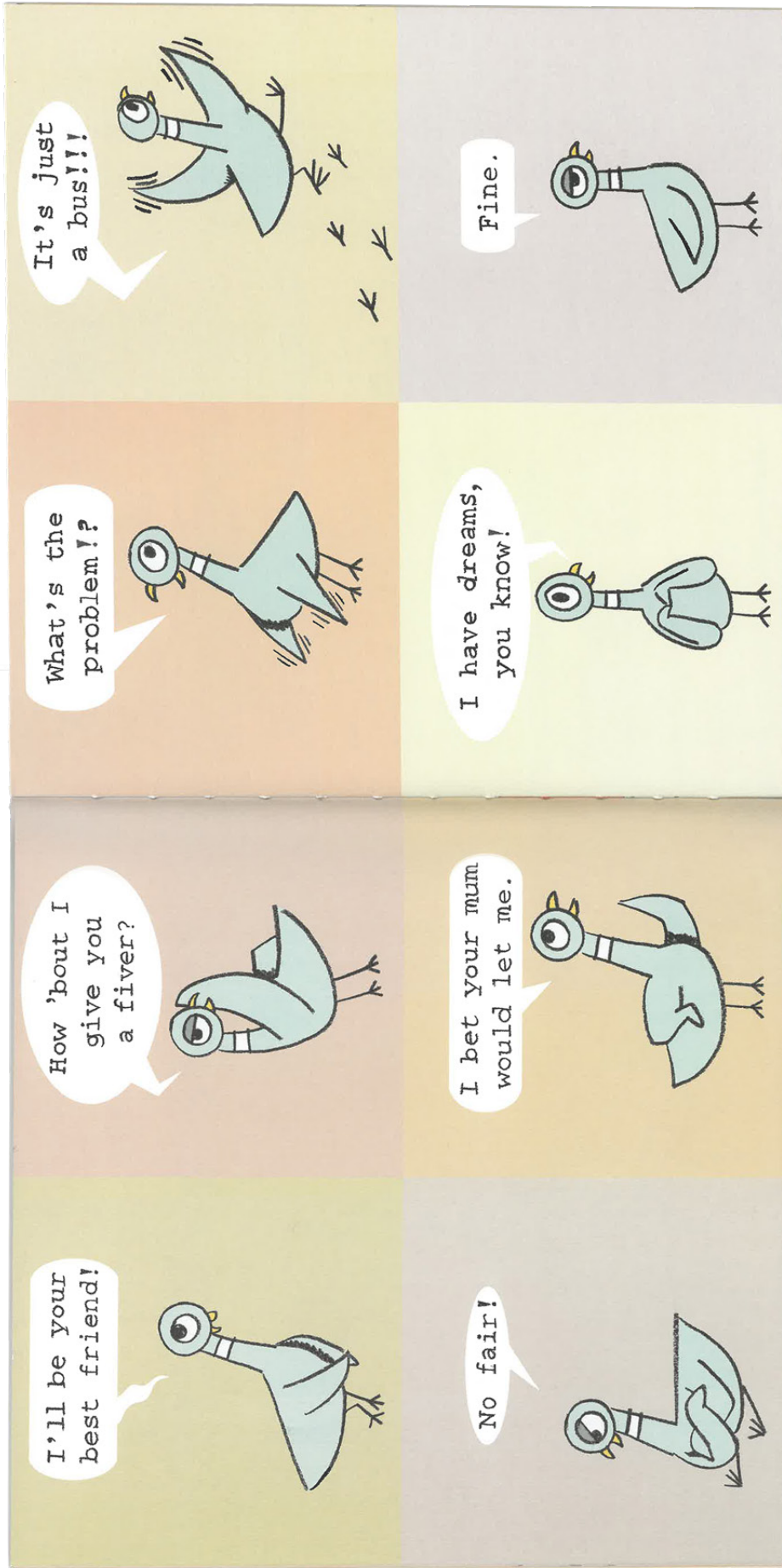
FILM PRODUCER: producers plan and coordinate various aspects of film production, such as selecting the script; coordinating writing, directing, and editing; and arranging financing.

ILLUSTRATOR: a person who draws or creates pictures for movies, magazines, books, advertising, etc.



ATTACHMENT 2

Pages from "Don't Let the Pigeon Drive the Bus"



ATTACHMENT 3

Emotion List

Absorbed	Apologetic	Brooding	Confident
Abhorrence	Appalled	Bubbly	Conflicted
Acceptance	Appreciative	Buoyant	Consternation
Admiration	Apprehensive	Burning	Contemplative
Adoration	Ardor	Calm	Contempt
Adrift	Arousal	Captivated	Contentment
Aching	Astonishment	Carefree	Contrition
Affection	Astounded	Caring	Cordial
Afraid	Attachment	Cautious	Cowardly
Agitated	Attraction	Certain	Crafty
Agony	Aversion	Chagrin	Cranky
Aggravated	Awe	Challenged	Craving
Alarm	Awkward	Chary	Crestfallen
Alert	Baffled	Cheerful	Cross
Alienated	Bashful	Choked	Cruel
Alive	Befuddled	Choleric	Crummy
Alone	Bemused	Clueless	Crushed
Amazed	Betrayed	Cocky	Curious
Amused	Bewildered	Cold	Cynical
Anger	Bitter	Collected	Defeated
Angst	Blessed	Comfortable	Dejection
Animated	Bliss	Commiseration	Delectation
Animosity	Blithe	Committed	Delighted
Animus	Blue	Compassionate	Delirious
Annoyed	Bold	Complacent	Denial
Antagonistic	Bonhomie	Complaisance	Derisive
Anticipation	Boredom	Composed	Desire
Antipathy	Bothered	Compunction	Desolation
Antsy	Bouncy	Confused	Despair
Anxiety	Brave	courageous	Despondent
Apathetic	Breathless	Concerned	Detached

Determined	Empathic	Free	Hostile
Detestation	Empty	Fretful	Humiliated
Devastated	Enchantment	Frightened	Humored
Devotion	Energetic	Frustrated	Hurt
Disappointed	Engrossed	Fulfilled	Hyper
Disbelief	Enjoyment	Furious	Hysterical
Disdain	Enlightenment	Genial	Impatient
Disgruntled	Enmity	Giddy	Incensed
Disgust	Entertainment	Glad	Indifferent
Disillusioned	Enthralled	Gleeful	Indignant
Disinterested	Enthusiasm	Gloomy	Infatuated
Dismay	Envy	Goofy	Inferior
Distaste	Euphoria	Gratified	Inspired
Distracted	Exasperated	Grateful	Intense
Distress	Excitement	Greedy	Interested
Disturbed	Excluded	Grief	Intimidated
Doleful	Exhausted	Groggy	Intoxicated
Dopey	Exhilaration	Grudging	Intrigued
Doubtful	Expectant	Guarded	Introspective
Down	Exuberant	Guilt	Invigorated
Downcast	Fanatical	Gusto	Irascible
Drained	Fascinated	Hankering	Ire
Dread	Fatigued	Happy	Irritated
Dubious	Feisty	Harassed	Isolated
Dumbfounded	Felicitous	Hatred	Jaded
Eager	Fervor	Heartache	Jealous
Earnest	Flabbergasted	Heartbroken	Jittery
Ease	Floored	Helpless	Jocular
Ebullient	Fondness	Hesitant	Jocund
Ecstatic	Foolish	Hollow	Jolly
Edgy	Foreboding	Homesick	Jovial
Elated	Fortunate	Hopeful	
Embarrassment	Frazzled	Horried	

Joy	Nasty	Positive	Secure
Jubilant	Nauseous	Possessive	Self-Conscious
Jumpy	Needy	Powerful	Selfish
Keen	Nervous	Powerless	Sensual
Lazy	Neutral	Preoccupied	Sensitive
Left out	Nonplussed	Protective	Serendipitous
Lethargic	Nostalgic	Proud	Serene
Liberation	Numb	Psyched	Settled
Lighthearted	Obsessed	Pumped	Shaken
Liking	Offended	Puzzled	Shame
Listless	Optimistic	Quizzical	Sheepish
Lively	Outrage	Rage	Shock
Lonely	Overwhelmed	Rapture	Shy
Longing	Pacified	Rattled	Sick
Lost	Pain	Reassured	Silly
Love	Panic	Receptive	Sincere
Lucky	Paranoid	Reflective	Skeptical
Lust	Passion	Regret	Sluggish
Mad	Pathetic	Relaxed	Smug
Meditative	Peaceful	Relief	Snappy
Melancholic	Peevish	Relish	Solemn
Mellow	Pensive	Reluctance	Solicitous
Merry	Perky	Remorse	Somber
Miffed	Perplexed	Repugnance	Sore
Mirth	Perturbed	Resentment	Sorrow
Mischievous	Pessimistic	Resignation	Sorry
Miserable	Petrified	Restless	Sour
Mollified	Petty	Revolted	Speechless
Mortified	Petulant	Sad	Spiteful
Motivated	Phlegmatic	Sanguine	Sprightly
Mournful	Pity	Satisfied	Stirred
Moved	Playful	Scandalized	Stressed
Mystified	Pleasure	Scorn	Strong