



Van Wezel

THE CITY OF SARASOTA'S PERFORMING ARTS HALL



ARTWORKS FOR SCHOOLTIME

Learning Module Series 8

to accompany the Van Wezel **Schooltime** Performance of



Learning Module Series created by: Laura Courter, Connie Cuadrado
Van Wezel Staff: Kelli Maldonado and Candice Rodriguez

TABLE OF CONTENTS:



MODULES

PAGE

MODULE 1: Don't Let the Pigeon... Tactics and Objectives through Language Arts1

MODULE 2: Voice and Dialogue in Language Arts4

MODULE 3: Don't Let The Pigeon Drive the Bus WHAT A CHARACTER! Pre k - k7

MODULE 4: Don't Let The Pigeon Drive the Bus - SERIOUSLY A COMIC! - K1.12

MODULE 5: Don't Let The Pigeon Drive the Bus - STOP-MOTION EMOTION! GRADE K2 18

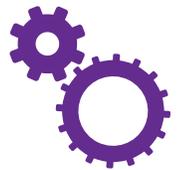
ATTACHMENTS

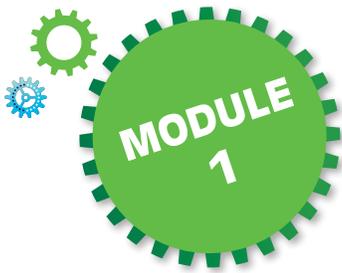
PAGE

ATTACHMENT 1: Dialogue for Learning Activity25

ATTACHMENT 2: Pages from "Don't Let Pigeon Ride the Bus"26

ATTACHMENT 2: Emotions List27





DON'T LET THE PIGEON... TACTICS AND OBJECTIVES THROUGH LANGUAGE ARTS



By Laura Courter

GUIDING QUESTION: How can students retell a story using the actor's tools of Objective (What do you want?) and Tactics (How do you get it?) with "Don't let the Pigeon Drive the Bus!"

STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA:

Today you will use drama to retell a story. You will identify what the Pigeon wants (his objectives), and how he tries to get it (his tactics), by presenting scenes from the story.

STANDARDS:

LAFS.K.SL.1.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

LAFS.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

LAFS.2.RL.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

LAFS.2.SL.1.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

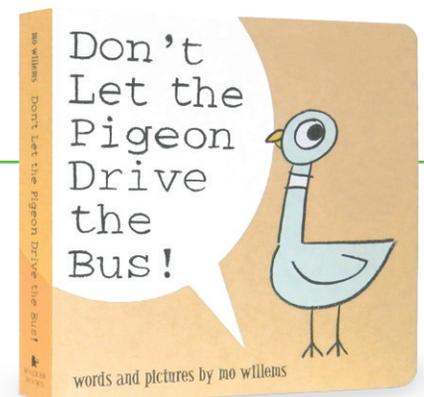
TH.1.S.3.2 Describe characters and plot development discovered during dramatic play.

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

TH.3.S.3.1 Create and sustain imagined characters and relationships, using basic acting skills, to tell a simple story.

MATERIALS:

Book- Don't Let the Pigeon Drive the Bus



SKILL BUILDING:

Have students consider times when they have wanted something or to do something, and had to try different ways to get it. What did they want? How many things did they have to try?

Explain to them that when we see a play, we are seeing actors showing us a character trying to get what they want. The more ways they try, the more interesting it is to watch.

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 him 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.

REVIEW PURPOSE:

TODAY:

You learned the definition of objective and tactic.

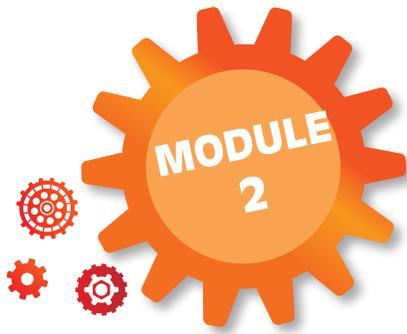
You learned how a character uses objectives to identify a want and tactics to try achieving that goal.

EXIT TICKET:

How do actors use objective and tactic?

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





VOICE AND DIALOGUE IN LANGUAGE ARTS

by Laura Courter,

GUIDING QUESTIONS: 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.

STANDARDS:

LAFS.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.

LAFS.K.SL.2.6 Speak audibly and express thoughts, feelings, and ideas clearly.

LASF.1.RL.1.3 Describe characters, setting and major events in a story, using key details.

LAFS.1. L.3.5: With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings.

LAFS.1.SL.2.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

LAFS.2.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

LASF.2.RL.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

LASF.3.RL.1.2 Recount stories, including fables folktales and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

LAFS.3.SL.2.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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

TH.1. S.2.1 Collaborate with others to present scenes from familiar stories

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

TH.3. S.2.1 Discuss the process and responsibilities in creating a play and then apply them to collaborate and create a simple production.



MATERIALS:

Dialogue for the vocal exercises. (Attachment 1)

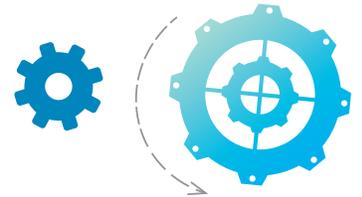
SKILL BUILDING:

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.



REVIEW PURPOSE:

TODAY:

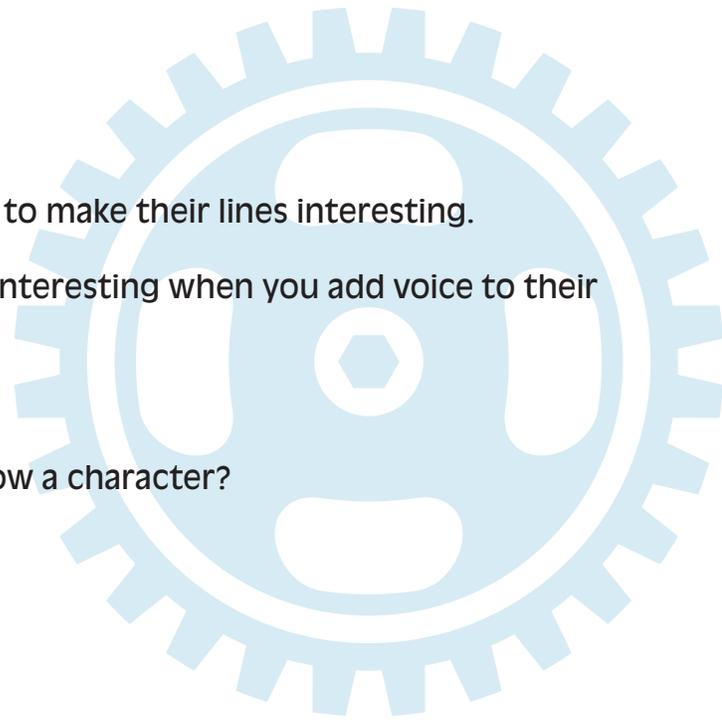
You learned actors use volume, pitch and emphasis to make their lines interesting.

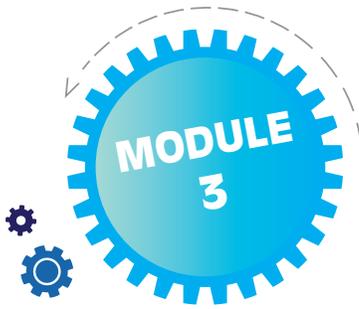
You discussed how this can make characters more interesting when you add voice to their dialogue.

EXIT TICKET:

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

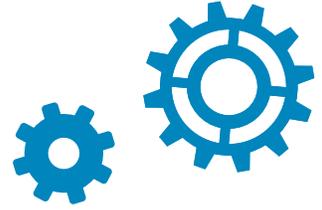
Can you apply this to other books you read?





DON'T LET THE PIGEON DRIVE THE BUS WHAT A CHARACTER! PRE K - K

By *Connie Cuadrado*



STANDARDS

SP.PK12.DH.2.1 Identify steps to complete school assignments and tasks according to directions.

VA.K.O.2 Enduring Understanding 2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

SEL competence:

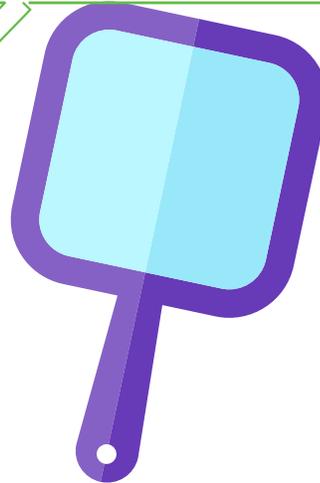
Self-awareness—being able to accurately assess one's feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence.

SEL strategy: Identify and manage one's emotions and behavior. (www.casel.org)

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. They will learn to animate a character from simple shapes and present them in a sequence.

At the same time, students will learn new vocabulary, math and science concepts, and anatomy fun facts that will make them smile and frown!

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



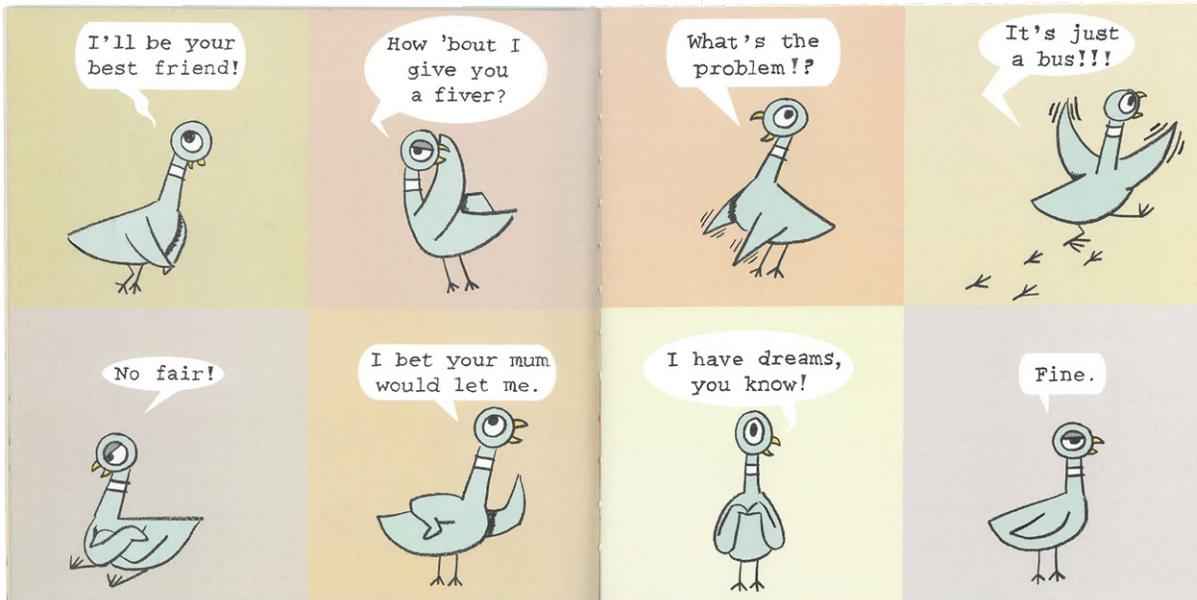
SKILL BUILDING

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 Face Parts

Briefly talk about how we can communicate our feelings 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?
- ✿ Can you name the parts of the eye?
- ✿ Can you name the parts of the mouth?

+ Anatomy (fun) facts:

- ✿ We have 43 muscles in our face.
- ✿ We need all 43 muscles to frown.
- ✿ We need 17 muscles to smile. **LET'S BE HAPPY!!!**

Do you know how long emotions last? (Some studies say they last only 90 seconds!)

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.

- ✿ How can you show you are "surprised" only using your eyes?
- ✿ Use only your mouth
- ✿ Use your whole face

Let's try a sequence! e.g.

1. Waking up: Tired - annoyed - happy
2. Entering New place: shy - happy - brave
3. Receiving a Present: Impatient - surprised - happy

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

ART FORM

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.

Can you name 5 geometric shapes?

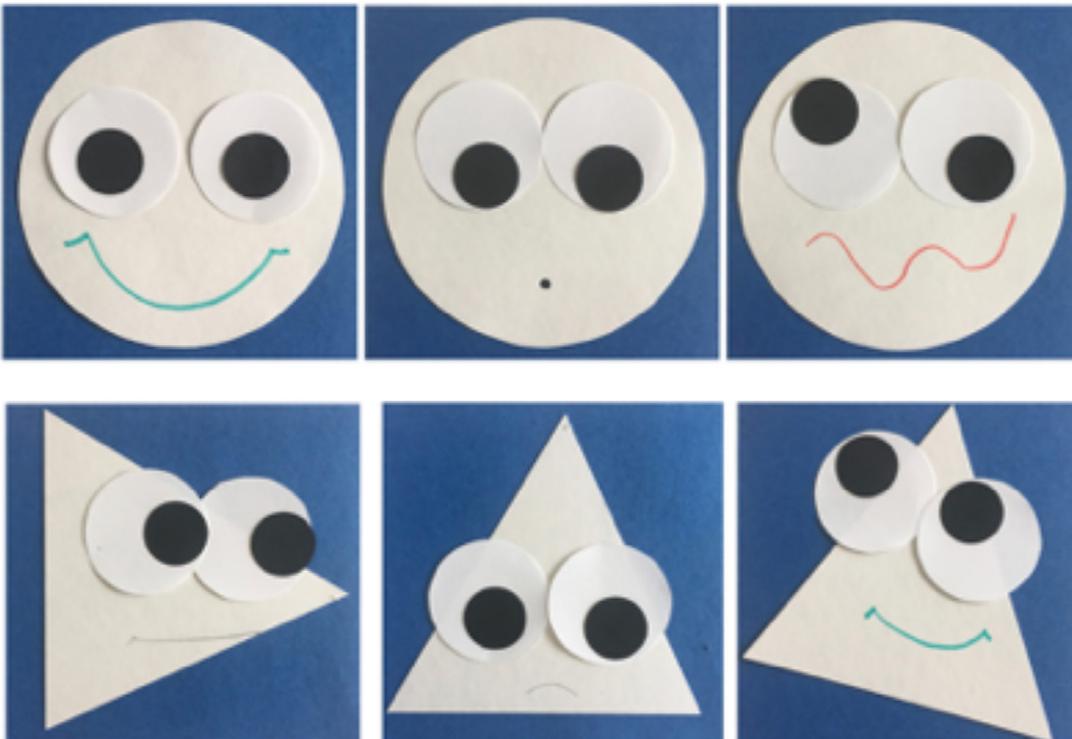
What is a sequence?

Students will follow precise directions

Introduce the word Algorithm

"What is an algorithm? I am going to give precise instructions for you to follow, that's called an algorithm"

- ✿ 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



FEEDBACK

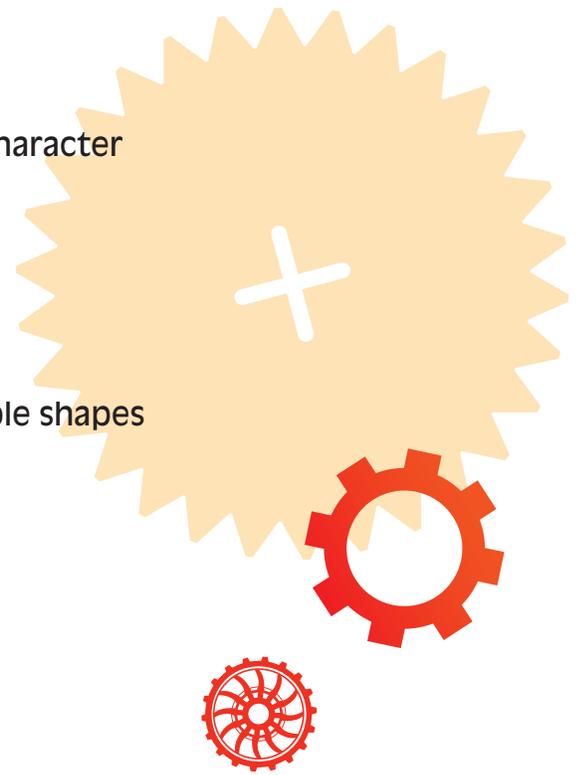
I see that you are... using already 2 shapes to create you character
I see that you are... making a "surprised" face
Thank you for... making "Louis" happy with that smile

CONCLUSION

We were able to create a whole new character out of simple shapes
We gave it personality through showing its emotions

REFLECTION

How many shapes did we need to create a character?
What parts of the face best show an emotion?
There are different ways to express an emotion



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

MUSCLE: a band or bundle of fibrous tissue in a human or animal body that has the ability to contract, producing movement in or maintaining the position of parts of the body.

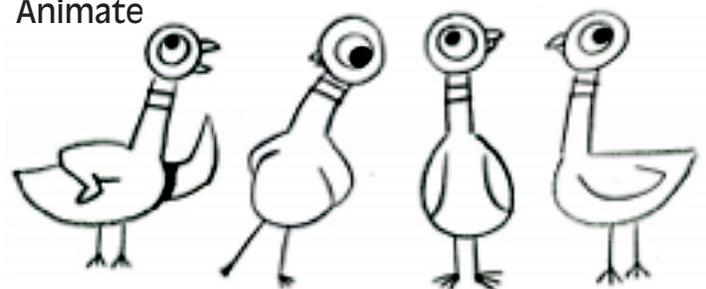
SEQUENCE: a particular order in which related events, movements, or things follow each other.

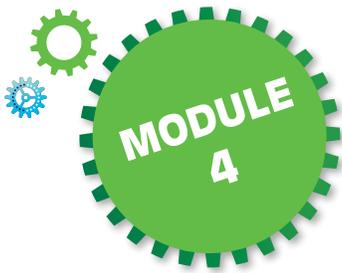
ALGORITHM: a process or set of rules to be followed in calculations or other problem-solving operations, especially by a computer.

COMMISSURES: the line where the upper and lower lips or eyelids meet.

VOCABULARY

Muscles	Oval	Sequence	Character
Eyeballs	Triangle	Algorithm	Composition
Pupils	Rectangle	Animate	
Nostrils	Square		
Commissures	Circle		
Feelings	Curve		
Emotions	Parallel		





DON'T LET THE PIGEON DRIVE THE BUS SERIOUSLY A COMIC! - K1

By Connie Cuadrado

STANDARDS

MAFS.1.G.1.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or...

LAFS.1.RI.2.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

LAFS.1.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SEL competence:

Self-awareness—being able to accurately assess one's feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence.

SEL strategy: Identify and manage one's emotions and behavior. (www.casel.org)

MATERIALS PER STUDENT

- ✿ 4 squares of white paper 3"
- ✿ 4 speech bubble shaped paper
- ✿ 1 black sheet of paper
- ✿ Glue stick
- ✿ Markers
- ✿ **Attachment 2:** Pages from "Don't Let the Pigeon Drive the Bus"
- ✿ **Attachment 3:** Emotion List



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. They will learn to animate a character, make a comic and use onomatopoeia to emphasize how they feel.

Students will learn new vocabulary, math and science concepts, and anatomy fun facts that will make them smile and frown!

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...

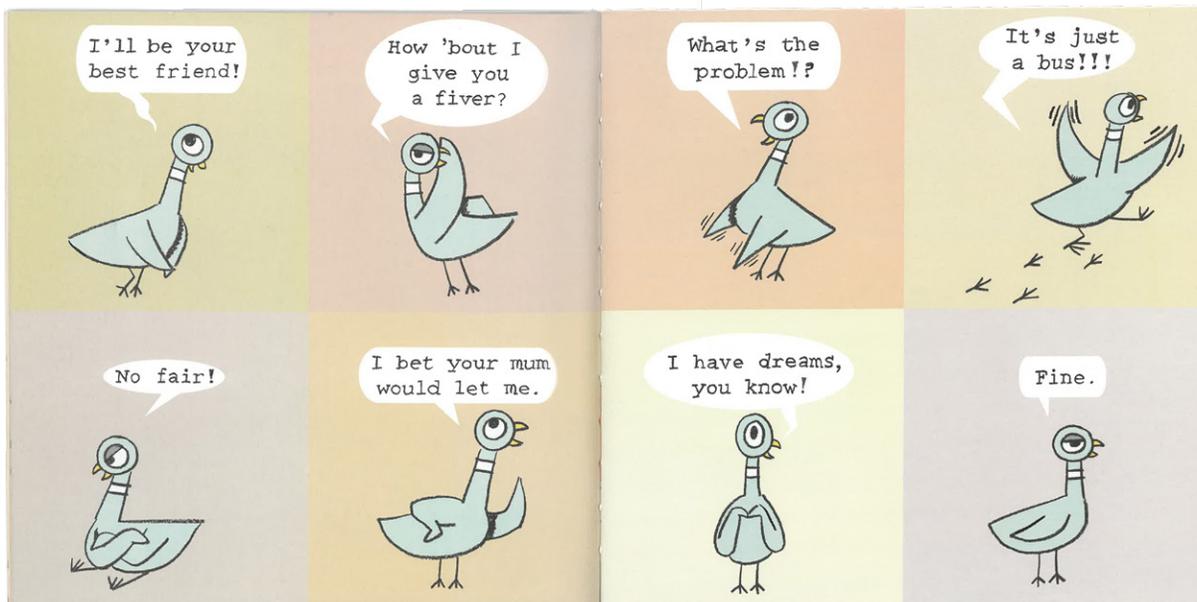
- ✳ Use three+ different shapes to create their character
- ✳ Make a 4-frame comic strip
- ✳ Graphically express a sequence of 4 different emotions
- ✳ Use adequately onomatopoeia

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. The muscle talk

Briefly talk about how we can communicate our feeling 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?
- ✿ Can you name the parts of the eye?
- ✿ Can you name the parts of the mouth?

+ Anatomy (fun) facts:

- ✿ We have 43 muscles in our face.
- ✿ We need all 43 muscles to frown.
- ✿ We need 17 muscles to smile. **LET'S BE HAPPY!!!**

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:

Using only the eyes:

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

Using only the mouth:

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?

See glossary

SEQUENCE 1: The birthday gift

Bored - Impatient - intrigued - cheerful

SEQUENCE 2: The test

Nervous - perplexed - pensive - relieved

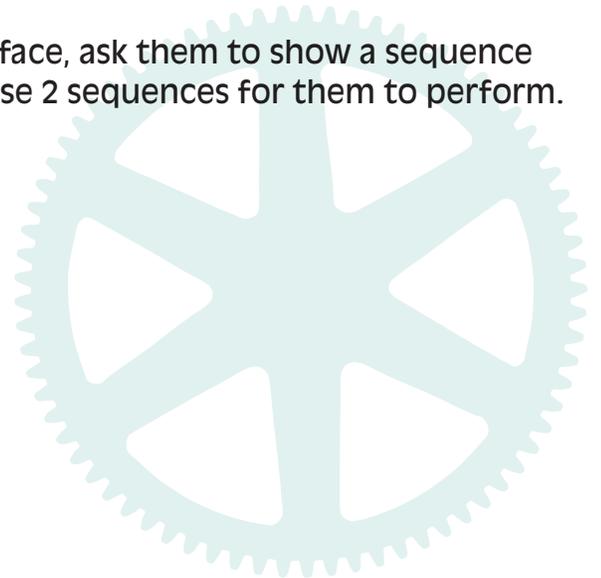
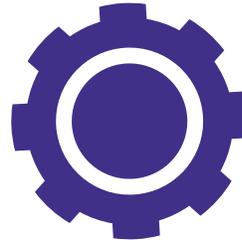
SEQUENCE 3: The ice-cream fall

Delighted - distracted - surprised - despaired

SEQUENCE 4: The race

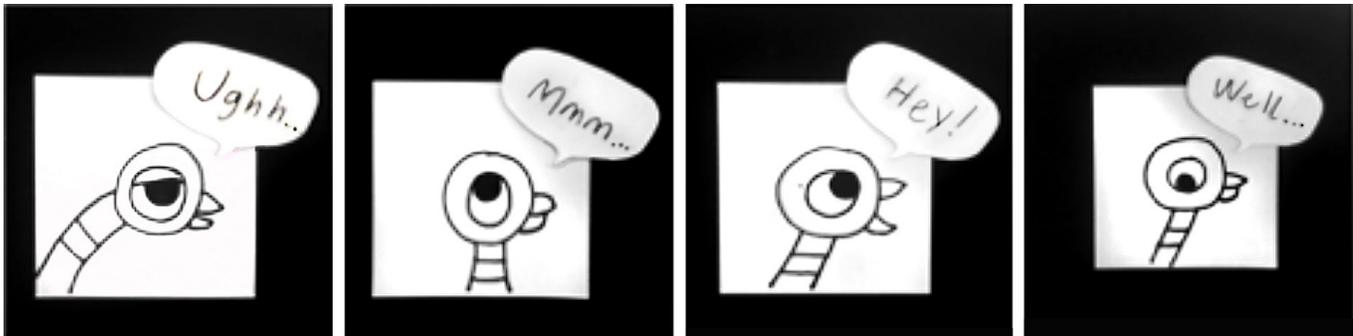
Energetic - nervous - happy - proud

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



THE ART FORM

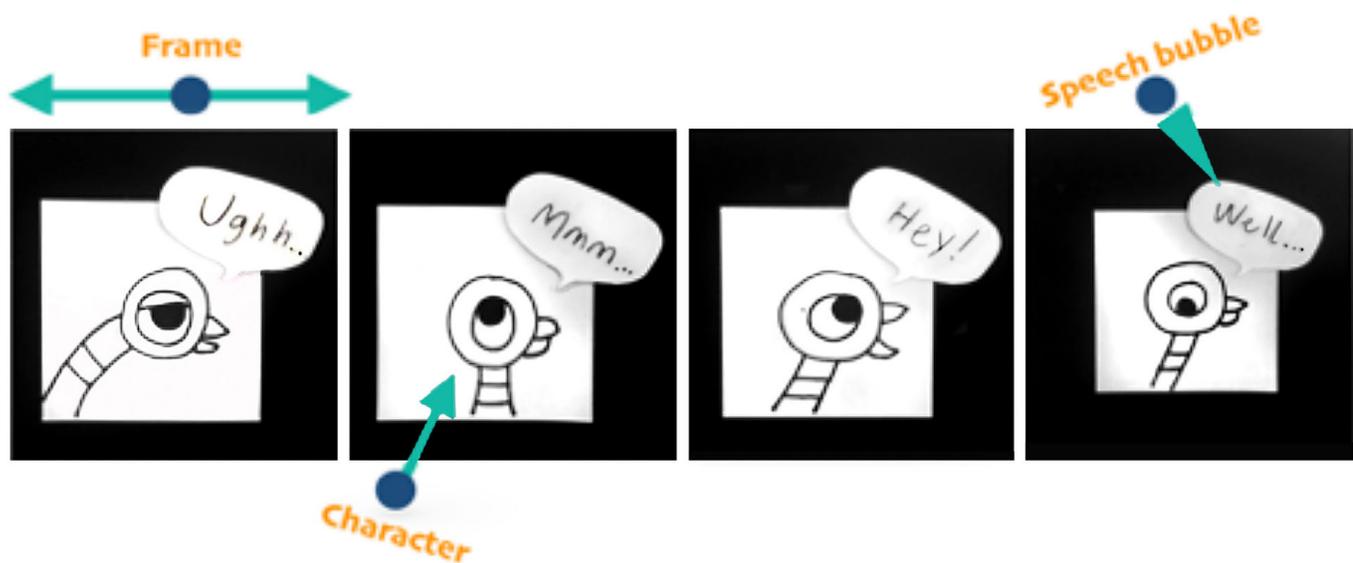
The Comic Strip!



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

You can ask your students:

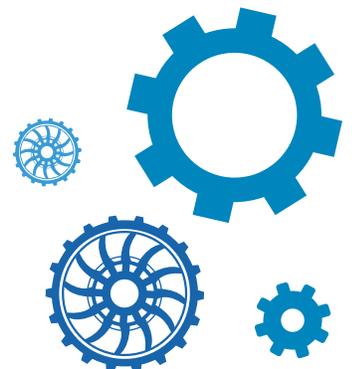
- ✿ What is a comic?
- ✿ Who is your favorite comic character?
- ✿ Can you define onomatopoeia? What does it mean?
- ✿ Can you give me examples?



Do you know the parts of a comic?

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

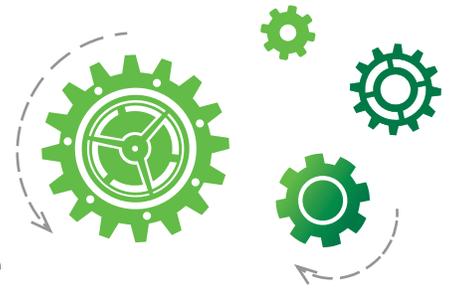
Students will follow precise directions



Introduce the word Algorithm

“What is an algorithm? I am going to give precise instructions for you to follow, that’s called an algorithm”

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 (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



FEEDBACK

I see that you are... using x shapes to create you character

I see that you are... using the speech balloons to help “Bloop” “complaint”

Thank you for... keeping the 4-frame comic strip

CONCLUSION

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

We gave it personality through showing its emotions and writing them

Now we know how to make a comic strip!



REFLECTION

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

How do speech balloons help tell a story?

What is onomatopoeia?

What do you need to create a comic strip?

What is your character going to do next?



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

Muscle: a band or bundle of fibrous tissue in a human or animal body that has the ability to contract, producing movement in or maintaining the position of parts of the body.

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.

Commissures: the line where the upper and lower lips or eyelids meet.

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.

VOCABULARY

Muscles

Oval

Sequence

Composition

Eyeballs

Triangle

Algorithm

Comic

Pupils

Rectangle

Animate

Frame

Nostrils

Square

Character

Strip

Commissures

Circle

Composition

Speech bubble

Feelings

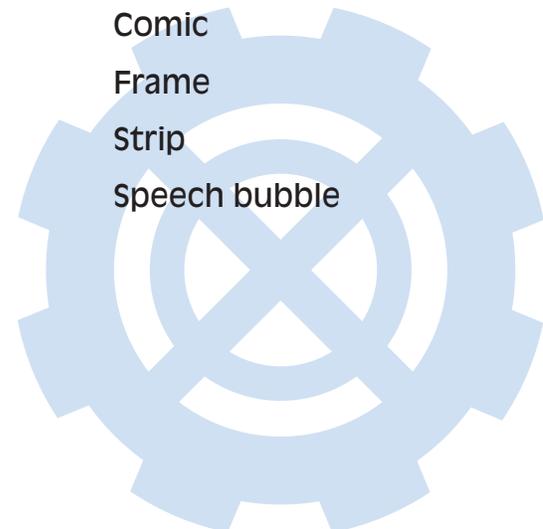
Curve

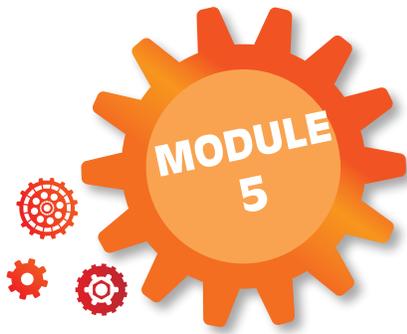
Animate

Emotions

Parallel

Character





DON'T LET THE PIGEON DRIVE THE BUS

STOP-MOTION EMOTION! GRADE K2

By Connie Cuadrado

STANDARDS

SC.K2.CS-CS.2.6 Illustrate thoughts, ideas, and stories in a step-by-step manner using writing tools, digital cameras, and drawing tools.

SEL competence:

Self-awareness—being able to accurately assess one's feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence.

SEL strategy: Identify and manage one's emotions and behavior. (www.casel.org)

GOALS

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

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

During the process students learn new vocabulary, math and science concepts, and anatomy fun facts that will make them smile and frown!

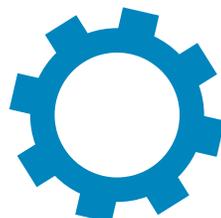
LEARNING INTENTIONS

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.

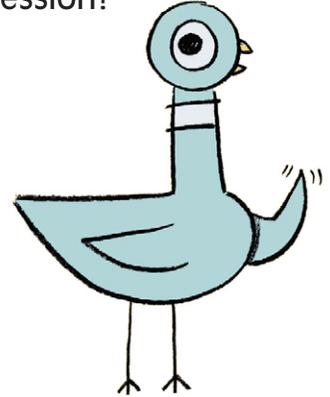
2. The muscle talk

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. **LET'S BE HAPPY!!!**



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:

Using only the eyes:

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

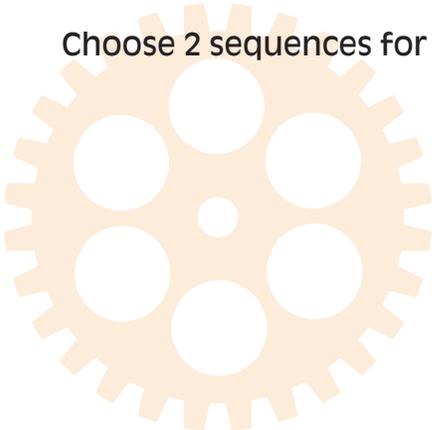
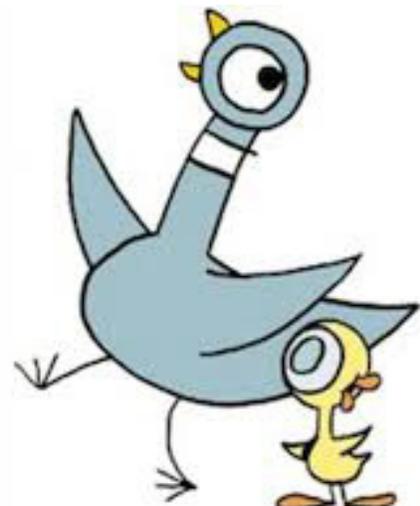
Using only the mouth:

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

4. Slow motion emotion:

Keeping students working in pairs and 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 follow each other.

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

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

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

ART FORM

Stop-Motion Movie!

1. Introduce through questions, 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? What is it?
- ✿ 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

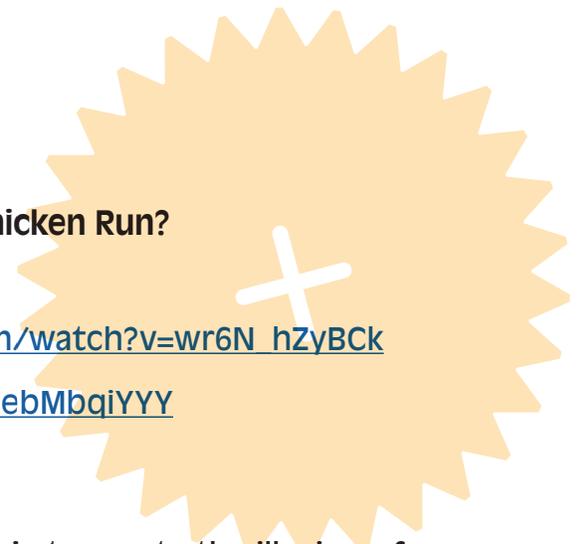
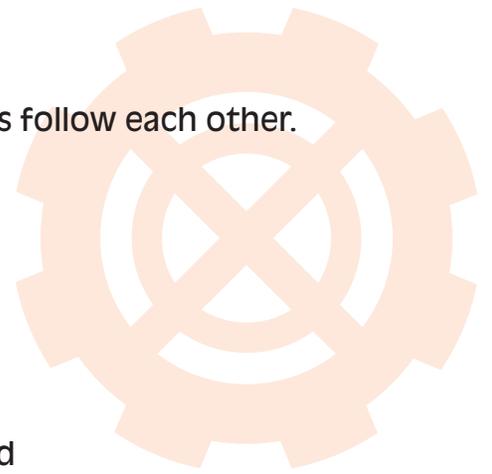
Chicken Run trailer <https://www.youtube.com/watch?v=CGebMbqiYYY>

Play Image 1 <https://youtu.be/cbzOm0WlvqE>

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)



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

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

** Introduce the word Algorithm: "What is an algorithm? I am going to give precise instructions for you to follow, that's called an algorithm"*

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. In 1 of your pieces of paper write the title of your movie and mark on the back: 1
4. In 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



Camera Operator (teacher):

1. Download Stop Motion Studio app

Easy to use! Watch the video!

(IMAGE 2)

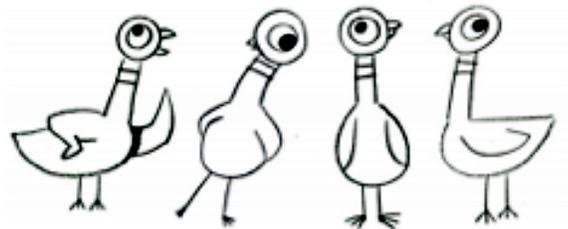
<https://www.youtube.com/watch?v=J3pzivXGMfI>

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.

<http://fixthephoto.com/diy-iphone-tripod.html>

(IMAGE 3)

4. Take the pictures
5. Play the movies



FEEDBACK

I see that you are... using simple shapes to create you character

I see that you have... selected a sequence of emotions

Thank you for... following the steps to make your movie

CONCLUSION

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!



REFLECTION

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?

What is your character going to do next?

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

MUSCLE: a band or bundle of fibrous tissue in a human or animal body that has the ability to contract, producing movement in or maintaining the position of parts of the body.

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.

VOCABULARY

Muscles

Emotions

Square

Frame

Eyeballs

Oval

Circle

Sequence

Pupils

Triangle

Curve

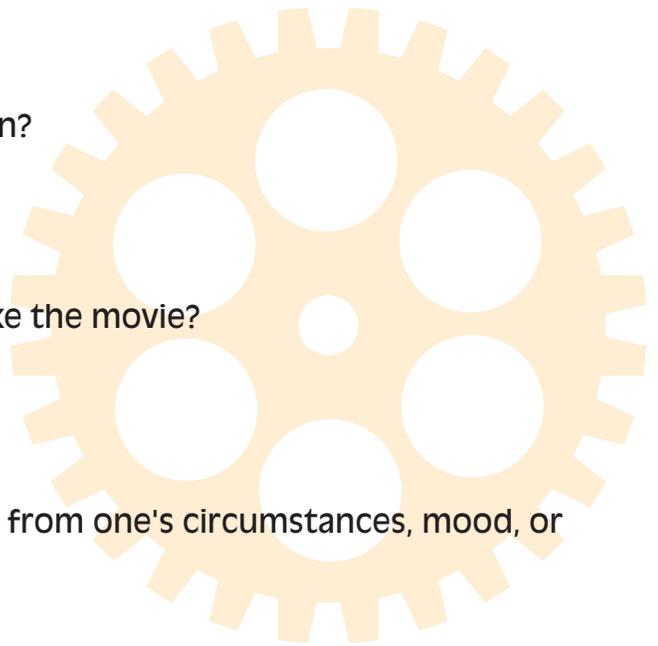
Algorithm

Feelings

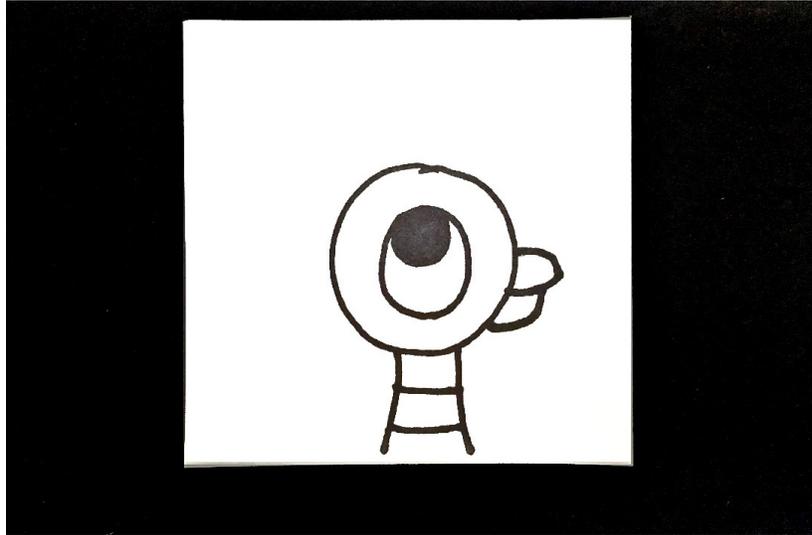
Rectangle

Parallel

Animate



(IMAGE 1)



(IMAGE 2)



(IMAGE 3)



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?

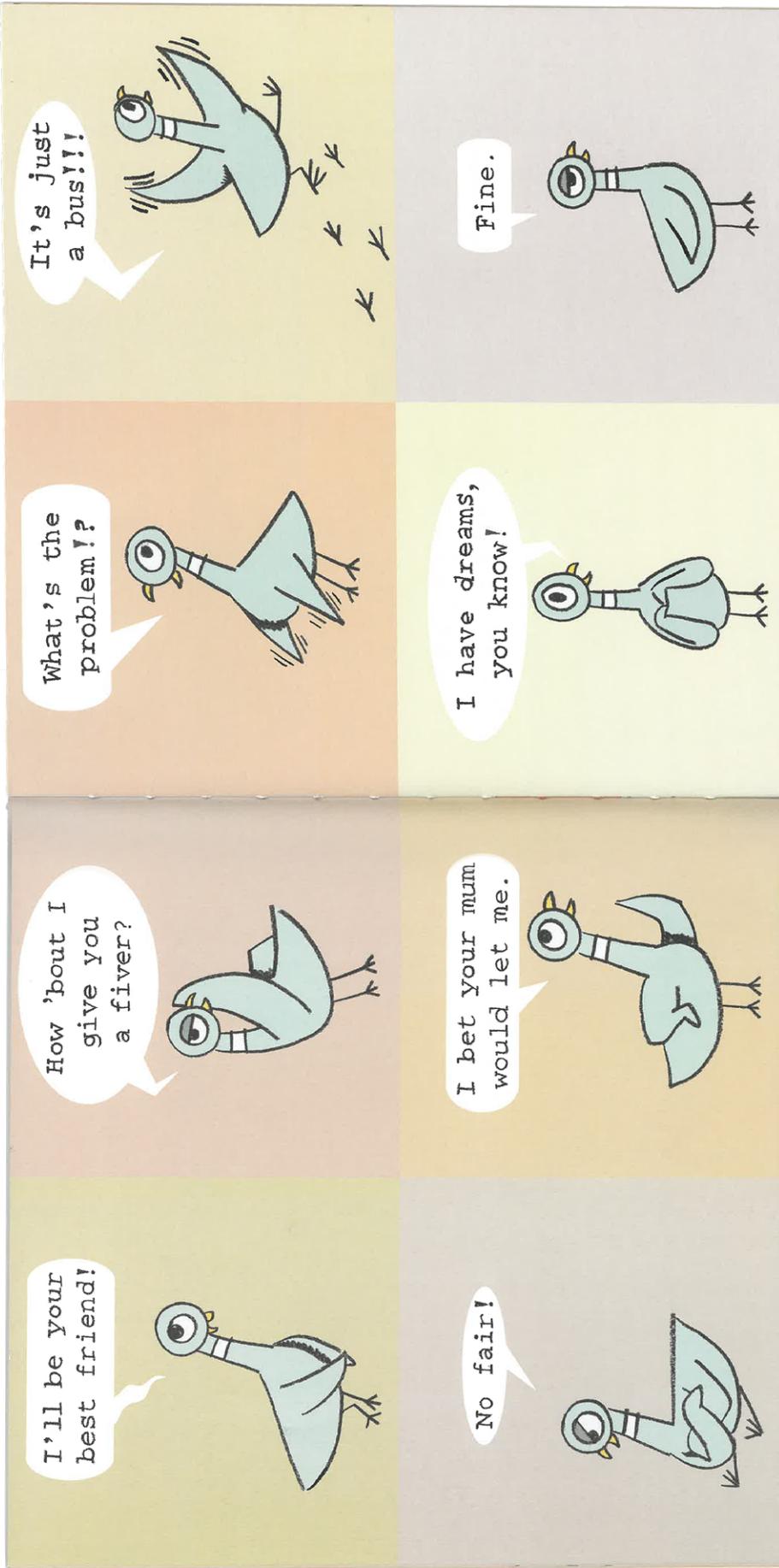
Duckling- I think I've got an idea. (splits the hot dog)

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

Duckling- Hmmm....needs mustard.

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	Courage	Despondent
Apathetic	Breathless	Concerned	Detached

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

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

Stung	Terror	Trepidation	Weary
Stunned	Testy	Triumphant	Welcome
Stupefied	Tetchy	Troubled	Woe
Submissive	Thankful	Trust	Wonder
Succor	Thirst	Twitchy	Woozy
Suffering	Thoughtful	Upbeat	Worry
Suffocated	Thrill	Upset	Wrath
Sullen	Timid	Uptight	Wretched
Sunny	Tired	Vehement	Yearning
Superior	Titillation	Vexation	Zeal
Sure	Tormented	Vigilant	Zest
Surprised	Torn	Vindication	
Startled	Torture	Vindictive	
Sympathy	Touched	Warmth	
Tenderness	Traumatized	Wary	
Tense	Tranquil	Weak	