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RESIDENCY ARC: OBJECTIVE BASED

*Instructions: Please complete this form **PRIOR to beginning your residency**. This form must be returned to BAC at least one week prior to the beginning of your residency. During your residency, you must notify your BAC program manager of any adjustments to this plan as they arise.*

Date of Submission: 12/3/12 **Teaching Artist(s):** SAMPLE
School/Site: SAMPLE **# of Sessions:** 22 **Day(s) of Week:** Mon & Wed **Grade Level(s):** 6th
Residency Title: Learning About Energy Through Animation **Start Date:** 1/14/13 **End Date:** 4/15/13

Classroom Teacher's Name	E-mail	Area of Curricular Integration	Time of Class	Room #	# of Students
SAMPLE TEACHER 1	SAMPLE@schools.nyc.gov	Science	9:30-11:00	sample	25
SAMPLE TEACHER 2	N/A	Science	11:05-12:35	101	26

What do you want the students to KNOW by the completion of the residency?

- Tasks & processes necessary to create Animation
- the relationship between frame rate, number of frames recorded, and the relative speed of movement of objects in an animation
- how electricity allows hardware and lights to work in the animation studio
- difference between kinetic and potential energy and recognize the various forms of energy: mechanical, electrical, radiant (heat, light, sound), nuclear, and chemical
- how energy use has changed over time and how energy production affects the environment

What do you want the students to UNDERSTAND by the completion of the residency?

- vocabulary and tools necessary to create animation
- compare and contrast animated work created by fellow students
- experience how art can be used to expand an audience's view and knowledge and cause them to look at things in a new way

What do you want the students to BE ABLE TO DO by the completion of the residency?

- produce 30-second to one-minute stop-motion animations using elements such as paper, photographs, and clay
- use stop-motion video to express their points of view and to create abstract expressions that reference other art forms
- create scripts demonstrating their creative writing skills
- use stop-motion video to set up a device with a fixed camera and shoot a field that can be filled with sequentially moved objects or shapes

How will you assess whether these goals are met:

- Student work
- Teaching Artist observation of students
- Classroom Teacher observation of students
- Pre & Post tests

How do these goals relate to an appropriate Blueprint Benchmark (one of the benchmarks for Grade 2, 5, 8, or 12)

Benchmark: Students are able to create 30-second to one-minute stop-motion animations Grade: 8

This residency will focus on creating short stop-motion animations (30-seconds to one-minute) using a variety of materials, including clay, drawing, photography, collage, and objects.

How do these goals relate to BAC Arts in Education goals (below) and the school's goals as discussed in the planning meeting?

The school is interested in enriching their science curriculum to make learning about energy fun and exciting for students. In this residency, students will explore the arts through animation as a way to reinforce the science skills and knowledge that they are learning. Animation also reinforces basic math and science concepts through frame rates, object/puppet placement, and timing.

The residency will include a field trip to the Museum of the Moving Image to increase students' exposure to new art forms. One of my goals is to ensure that students feel confident in their abilities to express their ideas, science related and otherwise, using visual arts. Students will be required to discuss their ideas, critique each other's artwork, analyze professional artworks, and write scripts individually and collaboratively, expanding their verbal and non-verbal communication skills. They will also be asked to brainstorm methods for visualizing energy, come up with energy efficiency solutions, and solve animation problems as they create their pieces.

BAC ARTS IN EDUCATION GOALS

- *Increase exposure to the arts*
- *Improve attitudes towards arts engagement and participation*
- *Help expand verbal and non-verbal communication skills*
- *Provide opportunities for youth to apply and strengthen critical thinking and problem solving skills*

What do you anticipate doing each session of this residency in order to meet your goals?

Session	Date	Objective for the Day (art skill/curricular goal, what student will know/understand)	Activity (demonstration of learning – what student will be able to do)	Materials/Tools Needed
1	1/14	Planning Meeting	N/A	Planning Form
2	1/16	Introductions & Goals	Introductions and discussion of workshop goals, TA's expectations, and students' expectations/wishes. View sample animations. Discuss kinetic and potential energy. Dive in and start creating clay characters to represent kinetic and potential energy (individual project).	Clay, sample animations

Session	Date	Objective for the Day (art skill/curricular goal, what student will know/understand)	Activity (demonstration of learning – what student will be able to do)	Materials/Tools Needed
3	1/23	Finish clay, demo incremental movement	Finish clay characters and create sets and props out of clay, continuing to consider how to represent the different forms of energy, making it personal. TA demonstrates incremental movement.	Clay
4	1/28	Story Day	Story Day: discuss how to tell a story with a beginning, middle, and end. Write brief stories for the clay projects in narrative form. Then storyboard the clay projects using images and words.	Poster paper, markers
5	1/30	Start animating clay!	Introduce Frame Thief software and go over frames per second and math equations. Following storyboarded plans, begin animating clay projects using webcams and Frame Thief.	Frame Thief software, webcams
6	2/4	Continue animating clay	Continue animating clay projects. Talk about how energy moves and changes forms	Software, webcams
7	2/6	Finish animating, reflection	Finish animating clay projects. Watch and reflect on clay animations. Group critique, followed by individual written reflections.	Reflection worksheets
8	2/11	Museum of the Moving Image!	Field trip to the Museum of the Moving Image! Discuss on the way there, reflect on the way back.	Museum Tickets, directions
9	2/13	Project 2: Drawn animations	Next project: drawn animation flipbooks telling the story of how one source of energy travels to our animation studio (small group project). Discuss energy sources and how energy moves. Begin sketching as a way of brainstorming.	Sketchbooks
10	2/20	Begin drawing	Watch example drawn cartoons and discuss techniques and cycles. Split into groups and assign roles. Begin drawing animations.	Sample cartoons, paper, pencils
11	2/25	Finish drawing	Finish drawing animations.	Paper, pencils, markers, crayons
12	2/27	Camera angles, animate drawings	Discuss camera angles and composition. Begin animating drawings.	Software, webcams
13	3/4	Finish animating, add found objects	Finish animating drawings. Experiment with adding found objects or other elements.	Software, webcams, objects
14	3/6	Reflection	Watch and reflect on drawn animations. Group critique, followed by individual written reflections. Discuss differences & similarities between clay and drawn animations.	Reflection worksheets
15	3/11	Project 3: Photo/Collage animations	Next project: photo/collage animations focused on energy efficiency. Discuss our energy use at home and at school, talk about energy efficiency, and brainstorm methods for increasing our efficiency. In groups, storyboard ideas for illustrating 1-2 of the efficiency methods.	Poster paper, markers

Session	Date	Objective for the Day (art skill/curricular goal, what student will know/understand)	Activity (demonstration of learning – what student will be able to do)	Materials/Tools Needed
16	3/13	Finish storyboards, start photo/collage elements	Finish storyboards and then use them as a starting point to begin creating photograph and paper puppets and sets (small group project).	Paper, webcams
17	3/18	Photo/collage puppets/sets, start animating	Finish making puppets and sets. Begin animating photograph/collage project.	Paper, webcams, software
18	3/20	Animate photo/collage, intro title sequences	Finish animating photograph/collage project. Watch sample title sequences and discuss strategies for titles. Work in groups to decide on a title.	Software, webcams, title sequences
19	4/3	Create title sequences	Begin creating a title sequence for the photograph/collage animations.	Software, webcams
20	4/8	Finish title sequences	Finish title sequences.	Software, webcams
21	4/10	Reflection, curation	Watch and reflect on photograph/collage animations. Group critique, followed by individual written reflections. Discuss which animations to include in culminating presentation. Write a brief artist statement about each work that is included.	Reflection & statement worksheets
22	4/15	Culminating Event!	Final reflection and culminating event. Students present their work at a screening in the school auditorium and share their process for creating the animations.	Final DVD