

Community-Word Project – TATIP Lesson Plan Template 2016-17



Teaching **A**rtist **T**raining & **I**nternship **P**rogram since 2000

School/Grade/CT(s): 4th/5th

Date: 12/1

Teaching Artists: Tessa Allen & Badu Boakye

Lesson #: 1 of 2

Theme of Lesson: Bringing Creatures to Life!

Inquiry Question:

How can we collaboratively make a creature in order to develop ensemble and empathy.

Opening Ritual

Objective:

Wake up our physical bodies and assess how in tune we are with each other as a group.

Activity Name and Brief Description:

In a circle, wiggle our bodies focusing on fingers and take one collective, deep breath that ends in a unison clap. Try the exercise 2-3 times to compare- see if we can improve.

Intro Activity

Objective:

Get students in a silly/creative mood. Start them thinking about animation, and different ways we express emotion with our faces, and bodies and with the use of puppets. **Bodily-Kinesthetic**

Activity Name and Brief Description:

Tessa: *Ostrich Arms*- Everyone may not know but you have an ostrich that lives on the end of your arm! We start in a circle and students repeat after Tessa with words/noises and actions i.e. “Weeeeeee!” “I’m sooo sorry” “What monster where?!” trying out dynamics (soft/loud), isolations of face and body. Then we then look at our ostrich- how can we make our ostriches look happy, sad, scared, angry? How can we make them listen? We will use the ostrich as a quiet way of letting us know when students are ready throughout the workshop **Bodily-Kinesthetic**

Main Exercise

Objective:

Create a visual image of a creature that is then animated: developed as a character and brought to life off the page in the body with sound. **Key Words: Animation, personification,**

Activity Name and Brief Description:

Exquisite Corpses brought to Life Part 1: This exercise is broken down 2 10-15 min sections.

- Badu & Tessa break students into groups of three and give each student their own piece of paper pre folded in 3 drawing utensils. Students fold their paper into three sections. Students have 2mins to draw a head on the first section of paper, then fold it- without looking at their friend’s paper, they pass the paper and on the second section they draw a body, they pass one final time they pass the images and they draw a bottom part of the body. In the end there should be three creatures each with a part of the body drawn by each student. Students get to open and share their final images with their trio. **Visual-spatial**
- Badu Shows and narrates short video about how animators work in a **pipeline**. Pipeline poster opened with examples of how most animation we see in film and video games is

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the creation of lots of different people working together- from concept artists-to motion animators-to 3D animators etc.

- Students are given some coloring utensils and a little more time (5-7mins) to add detail to the creature they ended with.
- Next, students pass their 3 monsters to the trio of students next to them. Those students get to choose one creature to answer 3-5 questions about: **verbal-linguistic, Interpersonal**
 - *What is this Creatures name?*
 - *What kind of Environment does this Creature live in?*
 - *What does it most want in the world?*
 - *What does it most fear?*
 - *What does it eat?*
 - *What does it smell like?*
 - *How does it walk?*

Badu: will ask each if there are 2-3 groups that would like to show their creature and share one thing about them.

Reflection (woven throughout but important to share and notice creative choices)

Objective:

Think about how we each contributed to the creatures we saw and how they developed in the collaborative process. **Intrapersonal, Naturalistic**

Brief Description:

Series of questions students will have a chance to respond to either on paper or aloud depending on time and how the group seems most comfortable responding.

- What did you notice?
- What was the most challenging?
- What do you want to see from the creatures next if we think about our pipeline of animation?

Closing Ritual

Objective:

To have one celebratory final moment together. It can also assess how in tune we are as a group and possibly compare to the opening ritual.

Activity Name and Brief Description:

Group high-five. We all stand in a circle and jump high-five the air while slapping our forearms to make the high-five sound

Multiple Intelligences Addressed:

Multiple Intelligences

Highlight the intelligences used throughout this lesson plan.

Logical-Mathematical; Visual/Spatial; Linguistic; Bodily-Kinesthetic; Musical, Interpersonal; Intrapersonal; Naturalistic; Existential

Classroom Teacher Role:

Ideally the teacher can participate in all of our warm-up and opening activity giving further permission for students to be silly. The teacher can also assist in answering questions to small groups as they work independently. Teacher could alternatively participate in a group if the numbers are not even.

Creative Elements (skill and theme; i.e. ensemble and love)

Skill(s): collaboration, physicalizing creatures using different parts of the body, illustration techniques, and character development.

Theme(s): Empathy, world making, monsters and mashups

Artists/ Authors/ Works of Art (to be presented as models for skills/themes identified above):

The animation pipeline (concept artists, to 3D developers, etc.) *SHORT ANIMATION HIGHLY SIMPLE MOVEMENTS SHAPES BRINGING AN OBJECT OR CREATURE TO LIFE* (possibly *Steam Boat Willy*). Photos of various Creatures from art history that combine different parts of different animals: Assyrian Winged Bulls, Greek Myth Vases Minotaur's & Centaurs, A small section of *the Jabberwocky* L.Carroll.

Reflective Anecdotes/Student Development: *(optional)*

Please be mindful of allowing time before class begins to setup the classroom.

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School/Grade/CT(s): 4th/5th

Date: 12/1

Teaching Artists: Tessa Allen & Badu Boakye

Lesson #: 2 of 2

Theme of Lesson: Bringing Creatures to Life!

Inquiry Question:

How can we collaboratively make a creature in order to develop ensemble and empathy.

Opening Ritual

Objective:

Wake up our physical bodies and assess how in tune we are with each other as a group.

Activity Name and Brief Description:

In a circle, wiggle our bodies focusing on fingers and take one collective, deep breath that ends in a unison clap. We can compare to the previous day and try 2-3 times to see how we change.

Intro Activity

Objective:

Get students in a silly/creative mood. Start them thinking about monsters/creatures/ different ways bodies can be silly, scary, funny, angry, non-humanlike. This is also a good exercise in listening; taking what someone else gives you as inspiration then making it your own. Also connect our physical bodies to the work before we sit down and spend some time off our feet so we have ground work once the “animation” portion comes in. **Bodily-Kinesthetic**

Activity Name and Brief Description:

Mask passing: We stand in the circle and one person makes a silly/strange face & body shape- once they find their “mask” they turn and pass that the person next to them. The person next to them tries their best to mimic their friend’s mask then turns to the center and morphs from that mask into their own strange face/body and passes it etc. all around the circle. Depending on the group speed interest, the exercise can be repeated with sound in the other direction. Or the exercise can be slowed down and the first time around people are just mimicking exactly what they are seeing on their friend and not morphing it on purpose. This can be great way to see how everyone contributes a little of their own creativity/expression unintentionally. **Bodily-Kinesthetic**

Main Exercise

Objective:

Develop the characters we created yesterday and bring them off the page with bodies and sounds. **Key Words: Animation, personify**

Activity Name and Brief Description:

Exquisite Corpses brought to Life Part 2:

- Badu: Brings out the pipeline poster from yesterday and we revisit what we have done so far and how it relates to the pipeline fielded from the students asking what they remember. What might be coming next?
- Tessa: Game with two competing teams. Break class into two groups and each group needs to form the object or scene that we call out as fast and best as they can (“points” are given for speed and creativity). example: A pirate ship, the word CAT,

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- Tessa shows a short video from Pilobolus's *Shadowland*. Introduce that we are going to bring these monsters to life with our bodies.
- Student reunite student trios from part 1 given their creature to look at once more then take that creature and pass it to the group to their left. These students have 10mins to think about how the three of them can become/act out this creature with their bodies. They need to take into account all the answers to the questions about the their character from the day before and performances should be no longer than a minute and can use noises but no words (as in mask passing).
- Each that volunteers group will get to show the class their monster creations. First alone, then they can read the name and a couple of things they think are important to the monster then they can perform one more time. **Bodily-Kinesthetic**

Reflection (woven throughout but important to share and notice creative choices)

Objective:

Think about how we each contributed to the creatures we saw and how they developed in the collaborative process. **Intrapersonal, Naturalistic**

Brief Description:

Series of questions students will have a chance to respond to either on paper or aloud depending on time and how the group seems most comfortable responding.

- What did you notice?
- What was the most challenging?
- What do you want to see from the creatures next?
- Which creatures do you think would be friends?

Closing Ritual

Objective:

To have one celebratory final moment together. It can also assess how in tune we are as a group and possibly compare to the opening ritual.

Activity Name and Brief Description:

Group high-five. We all stand in a circle and jump high-five the air while slapping our forearms to make the high-five sound.

Multiple Intelligences Addressed:

Multiple Intelligences

Highlight the intelligences used throughout this lesson plan.

Logical-Mathematical; Visual/Spatial; Linguistic; Bodily-Kinesthetic; Musical, Interpersonal; Intrapersonal; Naturalistic; Existential

Classroom Teacher Role:

Participate in warm-up and opening activity. Circulate and help answer questions when needed.

Creative Elements (skill and theme; i.e. ensemble and love)

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Skill(s): collaboration, physicalizing creatures using different parts of the body, illustration techniques, and character development.

Theme(s): Empathy, world making, monsters and mashups

Artists/ Authors/ Works of Art (to be presented as models for skills/themes identified above):
Pilobolus Shadowland.

Reflective Anecdotes/Student Development: *(optional)*

Please be mindful of allowing time before class begins to setup the classroom.

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