

Project Essential Questions

- How can I use technology to represent the observable changes in the day and night sky?

PROJECT DESCRIPTION

In this project, students will use media arts to create a stop motion video based on the changes over time in the day and night sky. Students will work with an older grade level (suggested 2nd grade because of similarities in science standards) to create background illustrations and settings for their video. Students will illustrate a storyboard using 3D modeling clay to sequence the changes from day to night sky and night to day sky. Both grade levels will work together to create a script for each section of the storyboard to use while producing the stop motion film. Students will use peer editing to support one another in the writing process. After creating the stop motion film, students will present their projects for others to view.

LEARNING TARGETS

“I Can...”

- Distinguish the differences in the day and night sky
- Illustrate changes in the day and night sky over time
- Construct a setting to use to display the changes in the day and night sky
- Create a stop motion film to represent the changes in the day and night sky over time
- Create a script to express what I have learned about the changes that occur in the day and night sky over time
- Work collaboratively with my peers to edit my writing

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Units provide differentiated ideas and activities aligned to a sampling of standards.

The units do not necessarily imply mastery of standards, but are intended to inspire and equip educators.

Produced through the U.S. Department of Education: Arts in Education—Model Development and Dissemination Grants Program
Cherokee County (GA) School District and ArtsNow, Inc.

Approx. Duration of Project: 1- 2 weeks

| Project Description | Learning Targets |
|--|--|
| <p>In this project, students will use media arts to create a stop motion video based on the changes over time in the day and night sky. Students will work with an older grade level (suggested 2nd grade because of similarities in science standards) to create background illustrations and settings for their video. Students will illustrate a storyboard using 3D modeling clay to sequence the changes from day to night sky and night to day sky. Both grade levels will work together to create a script for each section of the storyboard to use while producing the stop motion film. Students will use peer editing to support one another in the writing process. After creating the stop motion film, students will present their projects for others to view.</p> | <p>“I Can...”:</p> <ul style="list-style-type: none"> ● Distinguish the differences in the day and night sky ● Illustrate changes in the day and night sky over time ● Construct a setting to use to display the changes in the day and night sky ● Create a stop motion film to represent the changes in the day and night sky over time ● Create a script to express what I have learned about the changes that occur in the day and night sky over time ● Work collaboratively with my peers to edit my writing |

ESSENTIAL QUESTIONS

- How can I use technology to represent the observable changes in the day and night sky?

STANDARDS

| Curriculum Standards | Arts Standards |
|---|--|
| <p>SKE1. Obtain, evaluate, and communicate observations about time patterns (day to night and night to day) and objects (sun, moon, stars) in the day and night sky. b. Develop a model to communicate the changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day using pictures and words.</p> <p>ELAGSEKW3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a</p> | <p>MA:Cr1.K Discover and share ideas for media artworks using play and experimentation</p> <p>MA: Cr2.K With guidance, use ideas to form plans or models for media arts productions</p> <p>MA:Pr5.1.K (a) identify and demonstrate basic skills, such as handling tools, making choices, and cooperating in creating media artworks</p> <p>MA:Pr5.1.K Practice, discover, and share how media arts creation tools work</p> |

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|---|--|
| <p>reaction to what happened.</p> <p>ELAGSEKW5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>ELAGSEKW6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers.</p> <p>ELAGSEKSL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.</p> <p>ELAGSEKSL6: Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>ELAGSEKL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> | <p>MA:Cn11.1.K (b) With guidance, internet safety and appropriately with media arts tools and environments</p> <p>VA:Cr1.1.Ka Engage in exploration and imaginative play with materials</p> <p>VA:Cr2.1.Ka Through experimentation, build skills in variations media and approaches to art-making</p> <p>VA:Cr2.2.Ka (a) identify safe and non-toxic materials, tools, and equipment</p> <p>VA: Cr2.3.Ka Create art that represents natural and constructed environments</p> <p>VA:Re.7.2.Ka Describe what an image represents</p> |
|---|--|

KEY VOCABULARY

| Content Vocabulary | Arts Vocabulary |
|---|--|
| <ul style="list-style-type: none"> ● Day ● Night ● Change ● Time ● 24 hours ● Time lapse ● Script ● Edit ● Publish | <ul style="list-style-type: none"> ● Stop Motion ● App ● Camera ● Medium ● Collaboration ● Diction ● Setting ● Background ● Color |

Approx. Duration of Project: 1- 2 weeks

| | |
|---|---|
| <ul style="list-style-type: none">• Storyboard• Illustrate | <ul style="list-style-type: none">• Media• Portion |
|---|---|

TECHNOLOGY INTEGRATION

| |
|--|
| <ul style="list-style-type: none">• Stop Motion Studio (app for iPad or Android)• Koma Koma (stop motion app for iPad)• Seesaw (app used for sharing projects) |
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ASSESSMENTS

| Formative | Summative |
|--|--|
| <ul style="list-style-type: none">• Observation: Did student work collaboratively with others? Did student select appropriate materials? Did student represent objects accurately in the sky? Did students show change over time in accurate sequential order? | <ul style="list-style-type: none">• Stop Motion Project• Script Writing Rubric (See Download)• Stop Motion Rubric (See Download) |

MATERIALS

| |
|---|
| <ul style="list-style-type: none">• iPad Android Tablet• Variety of Mediums (clay, paper, paint, crayons, markers, pastels etc.)• Variety of literature based on day and night (see additional resources below) |
|---|

Activating Strategy (5- 10 min)

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| <ul style="list-style-type: none">• Visit http://www.learn.columbia.edu/monet/swf/ and have students view Claude Monet series of paintings of the Facade of Rouen Cathedral.• Select the sun wheel and watch as the paintings are presented in order based on the different parts of the day.• Ask students to figure out why the paintings were presented in the order they were shown.• Discuss how the shades of colors in the painting vary based on what time of day it was painted.• Also ask the students to make observation about the sky line and how it was represented.• After, show students a 24 hour time lapse video (suggested links: https://www.youtube.com/watch?v=62HkDo0MY2Q , |
|--|

<https://www.youtube.com/watch?v=gZub1ESIL44>, and <https://www.youtube.com/watch?v=arw0XF1G4k> of the sky.

- After viewing the time-lapse video, have students discuss how they saw the sky change over 24 hours.

Main Activity

PROCESS:

- Before starting this project, read several fiction and nonfiction literature which focus on the day and night sky. These stories should focus on things found during day and night as well as focusing on changes throughout the day and night sky. They should help students build a better understanding of day and night and how they are different and change over time.

PART 1

- Teacher will display several pieces artwork. Refer to **Fine Art Examples of Day/ Night (See Download)**
- Teacher will use the See? Think? Wonder? Artful Thinking Strategy: Ask students what they see in the artwork? Ask students what they think the artist meant by the things we see (make inferences)? Ask students what they wonder about after seeing this piece of art (questions they may have)?
- Teacher will ask students to access their prior knowledge and explain to us what they notice about the daytime and nighttime sky in the artwork.
- Teacher can also share a clip from Dinosaur Train "Day/Night". In this Dinosaur Train clip, Mr. Conductor explains to the kids that the sun rises and sets--and that it gets cold and dark at night--because the earth goes through a full rotation on its axis every day. At night, the earth is tilting away from the sun.
 - https://gpb.pbslearningmedia.org/resource/7fa19643-d979-4e76-86cb-c370592d155c/daytimenighttime/#.WSL7_1KZM0o

PART 2

- Divide students into small groups. Students will work with a partner class (recommend partnering with a 2nd grade classroom) to illustrate a storyboard to represent different times throughout a 24-hour period. Model how we storyboard with whole class. You can do this using a 5-step process as your example. Ex: Drawing out how to assemble and cook a pizza. Use the **Day and Night StoryBoarding Sheet (See Download)** to model this. Direct Kindergarten students to storyboard the sky at different times throughout the day. Include various items that can be found in the sky at different times throughout the day. The partner class will work with the Kindergarteners to determine what fixed structure they would like to include in the storyboard scene.
- Each group will be responsible for illustrating and coloring their storyboard.

PART 3

- After the storyboard is complete, students will work with their partner class to create a script.

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Refer to the **Day & Night Script Writing Sheet (See Download)** for this part of the activity.

- Kindergarten students will label images on the storyboard and complete sentence frames. If you would like, you can have kindergarteners dictate sentences to the partner class to write or if the kindergarteners are able to write you can have students write their own sentences using the **Day & Night Sentence Starters Sheet. (See Download)**
- After writing the script, Kindergarteners will pair up with a student from their partnering class to partner edit the script and provide suggestions.

PART 3

- The teacher will provide a variety of mediums for students to choose from to create their backgrounds and settings for their stop motion film or films.
- Students will create background and settings for their stop motion video. Kindergarteners are responsible for creating items that can be found in the day and night sky while the partner class is responsible for creating a fixed structure to be included in the scene. Both are responsible creating the background sky.

PART 4

- Students will create several settings while taking pictures of each movement of an item they created using Stop Motion Studio or Koma Koma.
- Kindergarten students will be responsible for the movement of the moving elements of the setting.
- The partner class will be responsible for the fixed structure of the setting and the lighting of the setting.
- After all images are entered, students will use the app to add the voice recording of their script.

PART 5

- After students have completed their Stop Motion Video, they will share their video on Seesaw so the teacher can have access to their video.
- Each group will then present their project to the class.

Examples of Stop Motion Videos

- <https://www.youtube.com/watch?v=TUJFBMM9Xiq>
- <https://www.youtube.com/watch?v=y5f5jZc61D4>
- <https://www.youtube.com/watch?v=upHVkPUqEts>
- <https://www.youtube.com/watch?v=gEYBNN5oeo8>

Classroom Tips:

- Review how to properly use art materials.
- Review expectations for working collaboratively with others.
- Review how to use the technology provided and the importance of internet/app safety.
- Review dictation and the importance of speaking clearly so they can be understood on video.

REFLECTION

Reflection Questions

Approx. Duration of Project: 1- 2 weeks

- *Why did you choose the materials (mediums) you chose to use to depict _____?*
- *How did I represent the background during the dawn? What are some items I chose to represent dawn?*
- *How did I represent the background during the day? What are some items I chose to represent day?*
- *How did I represent the background during the evening? What are some items I chose to represent evening?*
- *How did I represent the background during the night? What are some items I chose to represent night?*
- *How did I represent the change over time to show a 24 hour period?*

DIFFERENTIATION

BELOW GRADE LEVEL:

- Students work with buddies from partner class who will provide peer tutoring and positive role models.
- Books read aloud and class discussions reflect and build student background knowledge.
- Provide word bank and visual word wall for labeling images and storyboard.

ABOVE GRADE LEVEL:

Consider directing your above grade level students to go deeper with both the storyboard and the script. They could illustrate and write in more scenes in their film. Consider also introducing mixed mediums into their scenes such as collaging and integrating photography. (These may also be able to include about earth's rotation)

EL STUDENTS:

- **Preview the key vocabulary with pictures listed beside each word on an anchor chart, word wall, or flashcards:**

The teacher will point to each picture, and the students pronounce the corresponding word. This may be done in small group the day before the unit begins. The paraprofessional or ESOL teacher may meet with students who are lacking the basic vocabulary for additional practice before starting the unit.

- **When discussing how the sky changed over time:**

ELP 1: Using gestures, and symbolated sentences (sentences with symbols/pictures above key words) have students repeat the following displayed sentences:

“The sky became lighter when the sun came up.”

“The sky became darker when the sun went down.”

*Ask ESOL teachers if they have BoardMaker software. It has a “symbolate” option to add symbols above sentences as you type. Otherwise, these can simply be drawn on the whiteboard.

ELP 5: Allow students to reenact procedural information obtained from videos (e.g., “Show me how to make day and night.”) Source: (Wida Can-Do Key Uses Kindergarten, pg. 6)

- **Use a sentence starter when discussing picture differences:**

“These pictures are different because _____.”

- **Creating a storyboard/writing a script with an older partner:**

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Use the “dictate” and “immersive reader” features in OneNote to write the script. This is very helpful for students who are in the pre-writing/reading stages of development:

OneNote>LearningTools Add-in>Immersive Reader

OneNote>Learning Tools Add-in>Dictate

- **When practicing reading scripts:**

ELP 2-3 Assist students with creating gestures to accompany their scripts. Students will learn to link the gestures to each simple sentence and picture. This will help to increase comprehension and memorization of the sequence of their stories.

ADDITIONAL RESOURCES

- Consider visiting a planetarium
- Field Trip to Tellus Museum: Day & Night Program (<http://tellusmuseum.org/wp-content/uploads/2015/08/SIM-updated-082715.pdf>)
- *What Makes Day and Night* by Franklyn M. Branley
- *Day and Night* by Robin Nelson
- *Day and Night* (ebook) by Teddy Newton
- *Little Owl’s Day* (ebook) by Divya Srinivasan
- *Little Owl’s Night* (ebook) by Divya Srinivasan
- *National Geographic Readers: Day and Night* by Shira Night
- *Papa, Please Get the Moon for Me* by Eric Carle
- <https://vimeo.com/36466564> (animated Starry Night)

APPENDIX

- Stop Motion Rubric
- Script Writing Rubric
- Day & Night Sentence Starters Sheet (for Beginner Writing)
- Day & Night Script Writing Sheet
- Day & Night StoryBoarding Sheet
- Fine Art Examples of Day/ Night

CREDITS

U.S. Department of Education

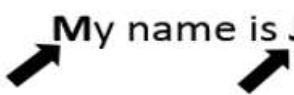



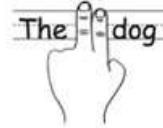











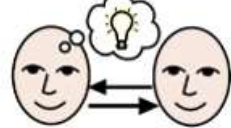



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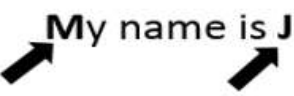















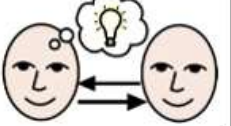



Ideas contributed and edited by:

Chelsea Bailey, Heather Burgess, Silka Simmons, Portia Whitlow, Edited by Jessica Espinoza, Edited by Dr. Carla Cohen

Writing Rubric

| | | | |
|--|---|---|---|
| <p>Did I use capital letters?</p> <p style="text-align: center;">  My name is Jack. </p> |  |  |  |
| <p>Did I use finger spaces?</p> <p style="text-align: center;">  The dog </p> |  |  |  |
| <p>Did I use punctuation marks?</p> <p style="text-align: center;">  </p> |  |  |  |
| <p>Does my sentence match my picture?</p> <p style="text-align: center;">  </p> |  |  |  |
| <p>Does my sentence make sense?</p> <p style="text-align: center;">  </p> |  |  |  |

Writing Rubric

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| <p>Did I use punctuation marks?</p> <p style="text-align: center;">  </p> |  |  |  |
| <p>Does my sentence match my picture?</p> <p style="text-align: center;">  </p> |  |  |  |
| <p>Does my sentence make sense?</p> <p style="text-align: center;">  </p> |  |  |  |

Day and Night Script

Group Members:

Kindergarteners:

Partner Class:

Title Page:

Morning (sunrise):

Midday (noon):

Evening (sunset):

Night (dark):

Ending:

Day and Night Script

Group Members:

Kindergarteners:

Partner Class:

Title Page:

Morning (sunrise):

In the morning sky _____.

Midday (noon):

As the day continues the sky changes. You can see _____ in the sky.

Evening (sunset):

The sun sets in the evening. The sky _____.

Night (dark):

At night, you can look in the sky and see _____.

Ending:

In 24 hours the day and night sky change a lot.

Group Members:

Title Page:

Scene 1




Scene 2

Scene 3




Scene 4

Ending:

Day and Night Sky Stop Motion Video Rubric

| CHECKLIST |  |  |  |
|--|---|---|---|
| I created a storyboard with my group | Included day and night on storyboard | Included day or night in my storyboard but not both | Did not create a storyboard |
| I created a script for my video explaining how the sky changes over time | Fully explained changes over time | Partially explained changes over time | Did not understand changes over time |
| My video had 2 things that can be found in the day sky | Represents 2 things in the day sky | Represents 1 thing in the day sky | Represents 0 things in the day sky |
| My video had 2 things that can be found in the night sky | Represents 2 things in the night sky | Represents 1 thing in the night sky | Represents 0 things in the night sky |
| I worked well with my group. I took turns listening and speaking when brainstorming and rehearsing together. | Participated in all areas of the project with the group | Participated in some areas of the project with the group | Did not participate with the group to complete the project |

Day and Night Sky Stop Motion Video Rubric

| CHECKLIST |  |  |  |
|--|---|---|---|
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| I created a script for my video explaining how the sky changes over time | Fully explained changes over time | Partially explained changes over time | Did not understand changes over time |
| My video had 2 things that can be found in the day sky | Represents 2 things in the day sky | Represents 1 thing in the day sky | Represents 0 things in the day sky |
| My video had 2 things that can be found in the night sky | Represents 2 things in the night sky | Represents 1 thing in the night sky | Represents 0 things in the night sky |
| I worked well with my group. I took turns listening and speaking when brainstorming and rehearsing together. | Participated in all areas of the project with the group | Participated in some areas of the project with the group | Did not participate with the group to complete the project |