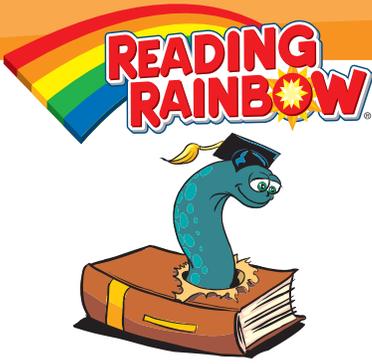


HOW'S THAT MADE



| Episode | Segment |
|--------------------------|--|
| Tooth Gnasher Superflash | Car factory, solar-powered cars |
| The Sign Painters Dream | Sign making plant |
| The Bionic Bunny Show | Entire video |
| The Piggy in the Puddle | Entire video |
| The Purple Coat | Fashion Institute of Technology, sculpting caricatures |

Setting the stage:

- Create a book corner with a variety of books that show how things are made. These could include anything from how items are made in factories to how television programs and movies are produced. Ask your media specialist for assistance in gathering the collection.
- Encourage students to bring items from home that they have made and allow them to describe the process of making them.
- Two to three weeks before the unit, begin collecting items for a “recycle center” by sending a note home to parents explaining that the students will be creating art from materials that are normally recycled or thrown out. Such items can include plastic containers, cardboard tubes, popsicle sticks, film canisters, plastic lids, packing materials, fabric scraps, wood scraps, ribbons, ric-rac, buttons, yarn, etc.

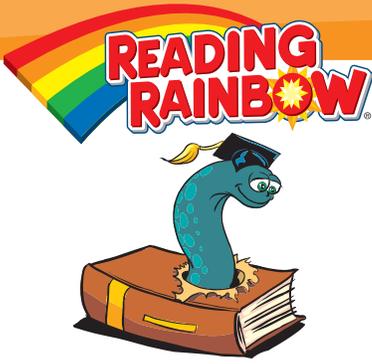
Topics for Discussion:

- Before viewing Piggy in the Puddle, discuss what students know about the art of animation. Ask them to think of examples of animated stories they have seen. After viewing the program, compare and contrast clay animation with other types of animation.
- Discuss the function of factories. What kinds of items are made in factories? What is an assembly line and how does it work?
- Choose an item and talk about the step-by-step process it took to make it.

Activities to get started:

- Provide clay for students, encouraging them to shape the clay into a variety of forms as well as using different tools, such as paper clips, rulers, cookie cutters, plastic cutlery, etc. Invite students to experiment with clay animation. If possible, take pictures of their creations using a digital camera.
- At the “recycle center” (collected earlier by parents donating items, see Setting the Stage for details), allow time for students to create unique art pieces. Supply glue, masking tape, scotch tape, etc. for students to use. Encourage them to record each step of how their projects were made. Provide paper and pencils with which to record the process. If a digital camera is available, you may choose to digitally record the steps involved in making the art projects. Display the creations and provide time for students to talk about the steps involved in making them.
- Invite an artist to visit the classroom to talk about his or her profession. Ask the artist to make a piece of artwork in front of the students so that they can see the process involved in its creation.
- After viewing The Piggy In The Puddle, illustrate how animation works by having students make flip books. Demonstrate to the class how to make a series of drawings, each one with a small change of movement. When the pictures are held in one hand and flipped with the thumb of the other hand, the character in the picture appears to be moving. Use 3 x 5-inch index cards cut in half for the pictures and staple them together when students have completed their drawings.

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Activities to get started, con't.:

- If possible, take a fieldtrip to a factory for students to experience how an item is manufactured. Another option would be to visit a local television station to show students the equipment used to produce a television program and hear about some of the behind-the-scene activities that take place during production.
- Have Tangrams and Tangram patterns available and encourage students to make the patterns using the Tangram pieces. Allow students the opportunity to create their own patterns and have classmates recreate them. Discuss the methods students used to figure out how to make the patterns.
- Make papier mache objects after viewing the segment in The Purple Coat in which the artist sculpts caricatures. You will need to solicit the assistance of parent volunteers for this project. Before beginning, discuss the steps involved in creating a papier mache sculpture. Find objects that will make good bases, such as blown up balloons, cardboard tubes, oatmeal boxes, and other containers. Students will need to decide what they want to create before they begin. Dip strips of newspaper in wallpaper paste (combine dry mix with water) and coat the base with the strips until it is completely covered with at least one layer. This process is messy, (so paint shirts are recommended) but not too difficult to handle if students slide the excess paste off the strips before applying them to the base. Once the figure is completely dry it can be painted. Revisit all of the steps involved in the project when finished.
- Provide an activity center with Legos or similar building toys. Invite students to construct a variety of objects and encourage them to tell how they were made.
- Ask each student to choose a particular item and research how it is made. Encourage students to create step-by-step diagrams or to write books showing the different stages of how the items were made. Provide time and materials for them to research. Be sure to allow time for students to share their research and diagrams or books with others.