



Brighton Education Training Fellow, IPGKDRI

# Art, Craft, Rhythm, Music, and Movement as Language Arts for DPLI

Notes for DPLI Language Arts Course



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## Use Art and Craft in Language Activities

Involving children in an activity related to the language they are learning helps to consolidate the learning, as well as being fun and motivational. In the process of the creation they should be relating to each other and the teacher, hopefully using the target language. Also, as they are children and still developing basic coordination skills, these activities are good for their general growth and awareness as they mature.

### MOBILES

Mobiles are a wonderfully effective craft project that can be used to depict any of a number of items or themes. The only tricky part is getting the mobile to balance as it hangs, but experimenting with this is in itself a valuable learning activity.

The mobile can be hung with pictures and/or words related to a particular topic, word class or even a song or story. The act of designing and creating of the mobile pieces is a valuable learning activity, and then once it is hung it can be frequently referred to and enjoyed in subsequent lessons.

Examples of easy mobile construction can be found on the [Enchanted Learning](#) website. Materials used for the mobile itself can include wire coat hangers, sticks and twigs, drinking straws, and string.

- **Activity – design a mobile making activity for your students. What materials could you use for the frame? What items / pictures would you hang?**



## PUPPETS

Puppets are a great way to teach Conversation in ESL. Shy children particularly find it easier to make a puppet speak than to speak as themselves. And puppets can depict many diverse characters for situational role plays that young students especially might otherwise find hard to deal with. Essentially puppets can replace people in any dramatization, role-play, songs and chants and so on.

A puppet dramatization can be presented by an individual using both hands and varied voices, or it can be performed by several individuals each operating one or more puppets.

Puppets do not have to be 'fancy' or complicated. However, Soft Toy type puppets and string puppets can be purchased and used repeatedly, especially if you want to create a class character (dinosaur, teddy, clown etc.) that becomes part of regular English lessons with children asking him questions and the like.

- **Activity – what could you choose for a regular class puppet?**

When the students create the puppets they will work with, then there is opportunity for even more learning to take place. As the puppet is being created, the child is hopefully thinking about its name and identity and English language associated with it, and conversing with the teacher and other students using (hopefully) target language.

There are lots of ideas on the [Family Fun](#) site as well as [About dot com](#).


***Below are some that are simple to make:***



### Finger Puppets

A face can be drawn directly onto the child's finger, or something small (such as a bottle-top, cut corner of a cardboard box or envelope, cardboard roll etc.) can be decorated and placed on the finger. Alternatively, puppets can be made from cloth material and/or felt, or cut out from paper/card templates and constructed. The puppet can be placed over the end of the finger, or have two holes to poke two fingers through to appear as legs of the puppet.

Some instructions can be found on [eHow](#), [Montessori World](#), and [Family Fun](#).

- **Activity 1 – Look at the Finger Puppet templates at the end of this section. Discuss the usefulness of these puppet designs.**
- **Activity 2 – design a finger puppet template based on a simple  shape to be cut out and decorated. What story characters could it be used for?**

### Sock Puppets

If children can be persuaded to bring in spare socks – the ones that have lost a partner in the wash – these can be put to great use as puppets. Or cheap socks can be bought new. The child puts their hand inside the sock and pushes the sock into the palm of their hand to form a working 'mouth', and then it needs to be decorated with eyes etc.

Instructions can be found at [KinderInfo](#).

- **Activity – What story could be told by one person using two sock puppets, and how would you decorate the socks? What story would work with several people operating hand puppets?**

### Stick Puppets and Spoon Puppets

Pop-sticks, twigs, or even spoons can be dressed up as puppets.

Instructions for spoon puppets can be found on [Family Fun](#).

- **Activity – Design a stick / spoon puppet. What story and characters would you use?**
- **Activity – plan how you would obtain items such as sticks, spoons ... which are readily available for making puppets.**



*Familiar Face Puppets* – this is another idea from Family Fun, similar to the above ones. A person-shaped template is provided, and then a familiar face from a photo can be added so that children can dramatize interactions involving friends or family members. The person shape can be held on a stick, straw or just stiff card.

- **Activity – Look at the Familiar Face puppet template included below. Find photos to attach to the puppets. What story will you tell?**

### String Puppets / Marionettes

These are slightly more difficult to make, and complicated to use, but can be very satisfying to use.

Instructions for simple string puppet on [Family Fun](#).

- **Activity - What characters / story would work well with string puppets? How would you design them so that the students could create them? Look at the instructions below for making a marionette – how would you make a marionette?**

### Shadow Puppets

Special arrangements need to be made to give a show with these, but making the puppets can be quite simple and many children may be aware of shadow puppetry as a cultural activity.

Instructions for a simple shadow puppet on [Family Fun](#).

- **Activity – How would you use shadow puppets in the classroom? Design a simple shadow puppet stage that would be workable.**



## PICTURES

Getting the students to create pictures related to whatever is being studied at the time is the simplest way to use art and craft in English lessons. This is a simple activity that reinforces their learning. There are many possible ways to approach this activity. It could include:

- Colour in a picture template. With well-known or traditional stories, colouring-in pictures are often available in commercial books and/or on the Internet. For example [First-School](#) has hundreds of story-related colouring pictures.
- Drawing a picture of a particular story / scene / character / vocabulary item / concept etc.
- Using interesting materials – paints, nature/junk collage, torn paper mosaic, coloured rice mosaic, pasta mosaic, prints with vegetables/fingers etc. – to create the picture.
- Provide pictures / photos / cartoons (from a story, or depicting a situation) and students add captions.
- Provide incomplete picture to be completed.
- Children draw / create a picture in response to a dictated list of instructions.
- Children draw illustrations from a story on the white/black board or mah-jong paper.
- Pictures created as a paired / grouped project in response to a stimulus.

There are of course many other creative possibilities.

- Activity – think of a well-known story. What would you ask students to draw? Why?
- Activity – create a list of instructions to dictate something for students to draw.
- Activity – try completing the picture included below. Would you use this activity for students?

### **Before Creating the Picture**

The picture could be in response to a story/song/poem/chant/movie/incident/vocabulary ... the possibilities are endless.

### **After Creating the Picture**

The pictures can be displayed on the classroom wall/windows, or scanned and uploaded to a website. The children should be given opportunities to talk about their pictures and share them with students in their class and maybe other classes.



## Use Rhythm, Music and Movement in Language Activities

### Readers Theatre

Reading aloud in the form of “Round Robin Reading” has long been used by teachers as a way to control a class during a reading lesson and hear all of the children read aloud. (Nowadays it is considered by many as an educationally unsound practice.

Readers Theatre is a much more acceptable format, bringing greater meaning and enjoyment to the participants.

Scripts for Readers Theatre can sometimes be purchased commercially to accompany specific well-known or traditional stories, or developed and created by the teacher to complement a specific story that is being used. Role Play scripts are also available on sites such as [Busy Teacher](#), although most of them are designed more for high school age students.

In the [Reading Room](#) of the website Education World has a lot of Readers Theatre scripts which are downloadable as a PDF along with a suggested lesson plan. These are aimed mostly at year 3-6, but may need to be adapted for Malaysian school children.

Unlike just reading a story, students can memorise their role and participate as they enact the play. Creative additions such as props and variations on the story can be added, and it can also be enacted using a variety of puppets, or developed into a song, chant or rap.





## Poetry Recital and Reading

Reading poetry aloud as individuals or groups, and then learning and reciting it from memory offers many opportunities to not only practice the rhythm of English but to enjoy the language.

There is, of course, a big difference between studying poetry to learn about poetic devices etc. at a high school level, and using poetry for Language Arts in the early primary school years. In the early years the emphasis is on enjoyment, feeling the rhythm and the fun in the sounds such as rhyme and alliteration, and learning new vocabulary in this happy environment. The booklet called [My Very Own Poetry Collection](#) contains many poems designed to help young children learn and remember sight words ('tricky words') and practice simple concepts.

## Choral Speaking

Choral Speaking simply refers to grouped arrangements for reciting stories and poems. This can be a lot of fun if treated in an enjoyable way. Students can gain a sense of rhythm, and an awareness of contrast between the different sections of the poem or story.

The teacher can design and choreograph the activity, or (after a few teacher-led activities) the students can work in their group to decide how best to present the piece.

For younger children especially, this should not develop into a Choral *Reading* activity, as the intention is for them to enjoy the rhythm and movement of the piece rather than be challenged by the need to read.

Pieces that are repetitive and involve echoing or making small substitutions allow for enjoyable practice. Chants, such as jazz/grammar chants, and simple poems (such as mentioned above under Poetry Recital) can be used chorally.



## Dramatization

When a story is told or read, or a poem is read or recited, the teacher should model dramatization. Then the students can be encouraged to be involved in the drama as the piece is repeated. Every story has opportunities for dramatization with facial expressions, vocal sounds, body percussion, movement and gestures. With young children especially, the interesting parts can be repeated many times, with the children joining in for the various dramatizations.

## Skits

Skits are just another name for or version of dramatizations / role plays / sketches, and in fact different people may give different definitions for the term. A skit is generally short, informal, and often funny. A skit can follow a script, or it can involve improvisation. Children following a role play plan can generate a skit.

With younger children, it is better if the enjoyment of the skit is not hampered by the necessity to read a great deal, and for this reason a certain amount of improvisation is allowable.

## Jazz Chants

Jazz chants were made popular in English language teaching by Carolyn Graham. Books of her chants and raps can be purchased commercially, and some material is available free on the Internet. However, it is quite simple for a teacher to create their own chants to fit any given situation or need. Below are some notes from the website [Songs and Poetry for ESL](#).



## Chants and Raps for Grammar

It is quite simple to make up your own chants and raps to help students learn specific vocabulary and/or grammar points - but you do need to make sure that your wording is correct or they will learn it thoroughly and wrong!

The first time you teach a new chant, you can make it simply an Echo Chant, for example:

### **Eat! Eat!**

*Teacher:* Eat! Eat!

*Students:* Eat! Eat!

*Teacher:* Who eats?

*Students:* Who eats?

*Teacher:* He eats.

*Students:* He eats.

*Teacher:* What does he eat?

*Students:* What does he eat?

*Teacher:* He eats breakfast every day.

*Students:* He eats breakfast every day...

... and so on. (Don't make it too long!)

After that you can change it to a Question and Answer or Call and Response chant using the same words, for example:

### **Eat! Eat!**

*Teacher:* Eat! Eat!

*Students:* Eat! Eat!

*Teacher:* Who eats?

*Students:* He eats.

*Teacher:* What does he eat?

*Students:* He eats breakfast every day...



### Next ...

Now you can *switch parts* - let a student, or group of students, take the 'teacher's part' ... or let students practice it in pairs.

And then you can add actions (such as eating actions) and *body rhythm* (clap, click, slap thighs, stamp ...) for example:

Eat! (*clap-clap*) Eat! (clap )

Eat! (*clap-clap*) Eat! (clap )

(clap) Who eats? (clap)

He (*clap-clap*) eats! (clap)

What does he eat? (clap)

He eats breakfast (*clap clap-clap clap clap*) every day.

Note: (*clap-clap*) would be two quick claps, while (clap) is one clap and a pause - make it rhythmical!

Thus it should fit into a four-beat pattern:

1	2	3	4	1 ... etc.
<b>Eat!</b>	<i>Clap clap</i>	<b>Eat!</b>	Clap	<b>Eat!</b> ... etc.

### Think about the learning outcomes

- Make sure that your chant has correct grammar (and pronunciation by you)
- Make sure your chant teaches what you want it to teach.
- Don't try to include too many learning points in one chant.
- Don't make it too long.
- Find a way to make sure it is fun.

### **For example:**

The chant above teaches the simple present question and answer. "He eats", "He eats breakfast everyday", "What does he eat?"

After that, it might be good to create another chant around "What is he eating?", "He is eating rice." to emphasise the difference between Present Simple and Present Continuous which so many ESL learners have problems with.



*(This is a better way to teach the grammar, rather than teaching the rule.)*

### Substitutions

Now use substitutions ... e. g. "What does she eat?" ... to reinforce grammar points and teach vocabulary, such as in this "Likes/Doesn't Like" rap.

Za-	1 k <u>ij</u> ah likes	2 l <u>ett</u> uce but she	3 d <u>oesn't</u> like	4 p <u>ea</u> s. Does Za-
	1 -k <u>ij</u> a like	2 l <u>ett</u> uce?	3 Y <u>es</u> , she	4 d <u>oes</u> . Does Za-
	1 -k <u>ij</u> a like	2 p <u>ea</u> s?	3 N <u>o</u> , she	4 d <u>oesn't</u> . Za-
	1 -k <u>ij</u> a likes	2 l <u>ett</u> uce but she	3 d <u>oesn't</u> like	4 p <u>ea</u> s.
	o A <u>li</u> likes po-	o t <u>ato</u> es but he	o d <u>oesn't</u> like	o r <u>ice</u> . Does
	o A <u>li</u> like po-	o t <u>ato</u> es?	o Y <u>es</u> , he	o d <u>oes</u> . Does
	o A <u>li</u> like	o r <u>ice</u> ?	o N <u>o</u> , he	o d <u>oesn't</u> .
	o A <u>li</u> likes po-	o t <u>ato</u> es but he	o d <u>oesn't</u> like	o r <u>ice</u> .

## Chants and Raps for Vocabulary

If you are just teaching a group of words in a particular theme, here are simple instructions to make a short chant. This teaches only the words without putting them into context in a sentence.

### 1. Choose your theme

*For example:*



School



food



animals



occupations



sport



transport



music

### 2. Choose 10-15 words in your theme:

*For example:*



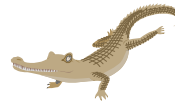
Monkey



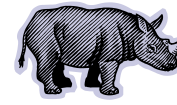
zebra



elephant



crocodile



rhino / rhinoceros



Snake



bear



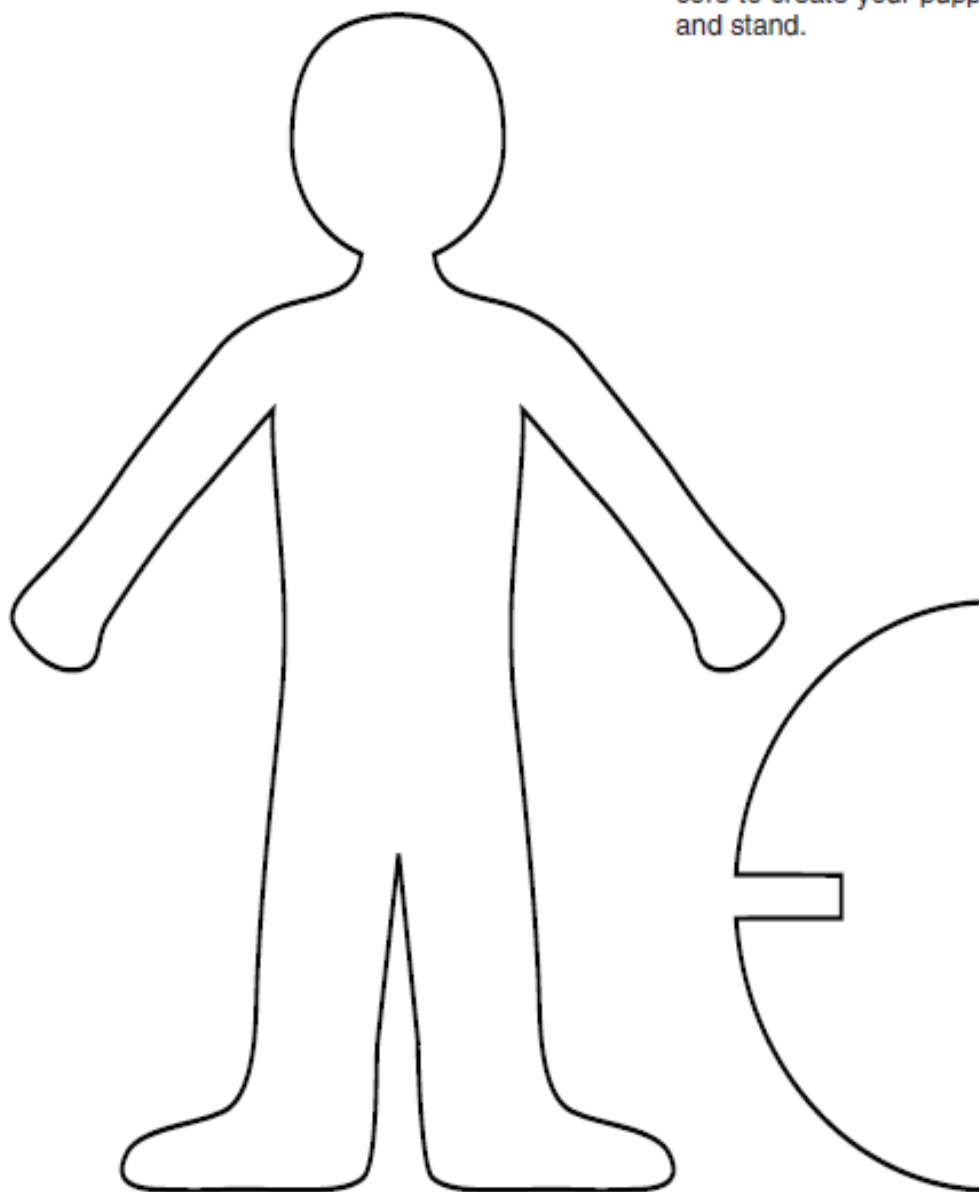
kangaroo



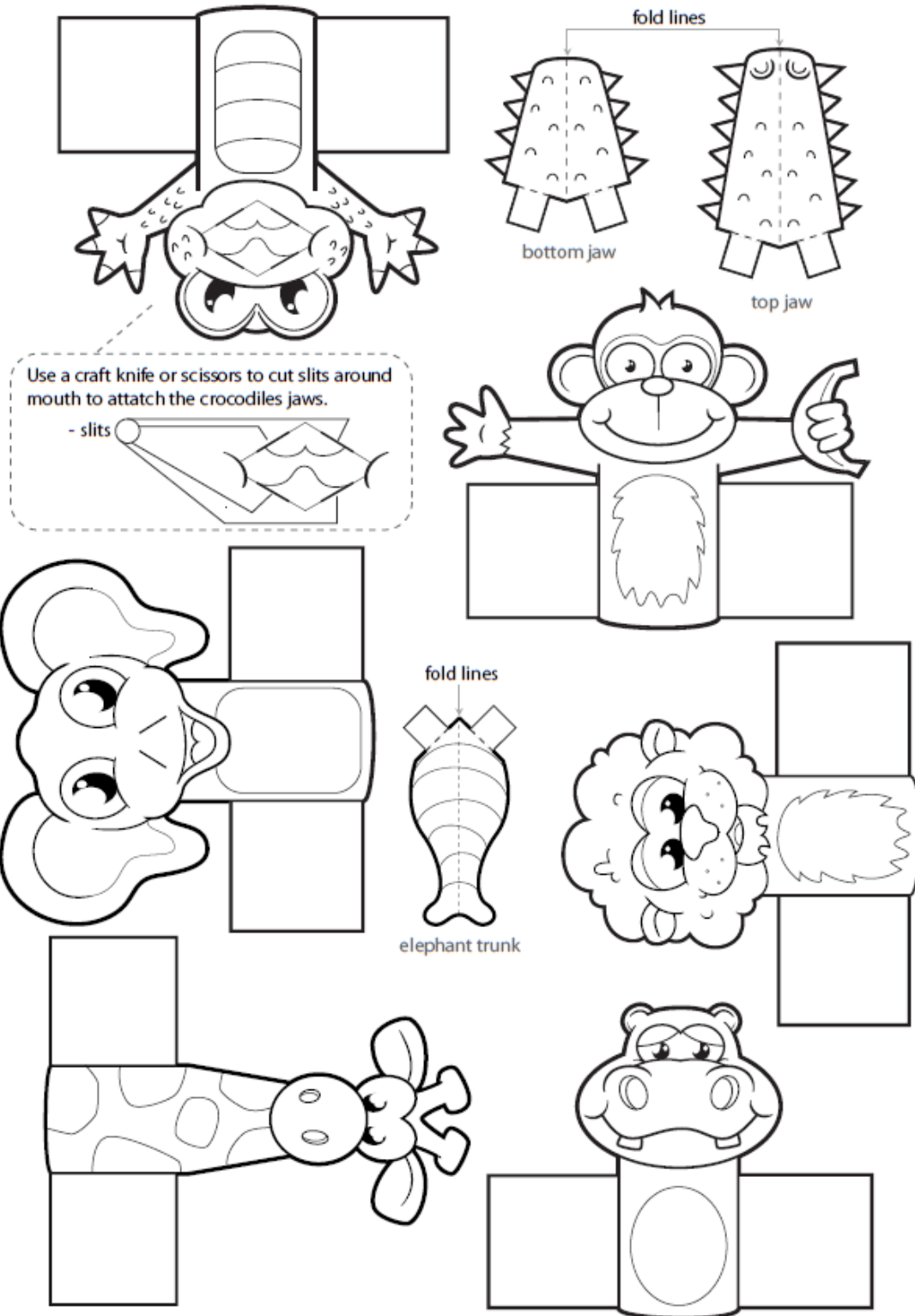
lion

## APPENDIX: Familiar Face puppet from [Family Fun](#)

Cut out these templates, then trace them onto extrathick foam core to create your puppet body and stand.



## APPENDIX: Templates for Animals Finger Puppets from Family Fun (below)





## APPENDIX: How to Make a Marionette

With a little practice, you can make this goofy bird waddle, bob, and dance at your command.



### Materials

- Hot glue gun (for step 1 only)
- 2 chopsticks
- Pieces of yellow and green craft foam
- 2 yellow wooden beads
- Sharp pencil
- 3-inch Styrofoam ball
- 2 1/2-inch Styrofoam ball
- 1 yard of 7/32-inch-wide cotton cord or clothesline
- Tape
- Tacky Glue
- 1 yard marabou feather boa
- Embroidery floss
- Skewer
- Feathers
- 15 mm 'googly' eyes
- 

**Total Time Needed:** 2-3 Hours.

### Instructions



Hot-glue two chopsticks together in an X. For feet, cut two 10-inch circles out of yellow craft foam, then cut a wedge from each. Hot-glue a bead to each circle. With a sharp pencil, poke a hole through the larger ball, then make one 3/4-inch-deep hole in each ball as shown.



For legs, cut a 20-inch piece of cord and wrap one end with tape. Thread it through the leg hole in the larger ball. Make sure the legs are even, and then squeeze a bit of glue into the hole to secure the cord. For the neck, add glue to the remaining holes in the two balls and insert the ends of a 7-inch piece of cord. Allow the glue to dry.



Working on one half of the larger ball at a time, cover it with glue, then coil the boa around it. Trim any excess, and then lightly press the boa to the body so it adheres well.



Cut two 3/4-inch circles of blue craft foam. Glue 'googly' eyes to them, then glue the circles to the head. Use the side of a skewer to press a groove into



the front of the head as shown. Cut two yellow craft-foam triangles and glue them in the groove. Squeeze glue inside the yellow beads and insert the leg cords into them. Dot the ends of several feathers with glue and insert them into the head and body as shown.



Cut four 2-foot lengths of embroidery floss. Double-knot a strand to each knee. Tie triple knots in the ends of the other two strands. With a skewer, poke a small hole in the top of the head and the top of the body. Dot the holes with glue, then use the skewer to poke the knots into them. Tie the head and body strings to the ends of one chopstick, and then tie the leg strings to the ends of the other chopstick. Wrap the strings around the sticks to adjust their length. When everything is just right, add glue to secure the wrapped strings.

<http://familyfun.go.com/crafts/crafts-by-type/dolls-toys/puppet-crafts/how-to-make-a-marionette-674861/>