

# Puppet Unit Plan

Grade 4 Drama & Art Integration

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| ART/Drama : Puppet Creation and Inanimate Object Animation   |  |   |
|--|--|---|
| Established Goals  | TRANSFER GOAL  |   |
| <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>-Create and decorate meaningful and thoughtful puppets.</li> <li>-Use speech and movement to give life to puppets.</li> <li>-Use puppets to find a voice for themselves.</li> <li>-Use puppets to act with other student's puppets.</li> </ul> | <p>- <b>Students will combine a comfort in dramatic play and artistic creation to create personalized and meaningful puppets, and through speech and movement animate them to interact on their own and with other puppets.</b></p>  |   |
|  | MEANING  |   |
|  | <p><b>Enduring Understandings:</b></p> <p><i>Students will understand that...</i></p> <p><b>U1</b> – Meaning can be created in puppets through thoughtful choices of colour, shapes and aesthetic features.</p> <p><b>U2</b> – There are multiple types of puppets that can be created.</p> <p><b>U3</b> – Speech and movement can be used to bring inanimate objects to life.</p>               | <p><b>Essential Questions:</b></p> <p><i>Students will keep considering...</i></p> <p><b>Q1</b> – What techniques can bring non-alive objects to life?</p> <p><b>Q2</b> – What features can be added to a puppet to create meaning?</p> <p><b>Q3</b> – How a puppet can tell a story that a human cannot.</p> |
|  | ACQUISITION OF KNOWLEDGE & SKILLS  |   |
|  | <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>- What a puppet is and how to create sock, paper and found object puppets.</li> <li>- How to create life in inanimate objects.</li> <li>- How to create meaning through a puppets creation and manipulation.</li> </ul>   | <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>- Making puppets with a personal meaning.</li> <li>-Giving life to puppets.</li> <li>-Expressing thoughts and feelings through any object.</li> </ul>   |
| STAGE 2 – Evidence   |  |   |
| Evaluative Criteria  | Assessment Evidence  |   |
| <p><i>Performance is judged in terms of:</i></p> <ul style="list-style-type: none"> <li>-Participation</li> <li>-Discussions</li> <li>-Paper Puppet</li> <li>-Found Object Puppet</li> <li>-Being Elmo Reflection</li> <li>-Sock Puppet Plays</li> </ul>   | <p><b><i>Students will need to show their learning by:</i></b></p> <p>Students will show learning by engaging in active class discussions and offering input and thoughts about puppets and puppet theatre. They will show art and drama understanding by creating a number of puppets out of a variety of objects, and animating them in a series of workshops, monologues and short plays.</p> |   |

# Unit Outcomes

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## GENERAL LEARNING OUTCOMES:

### Art

- *Students will receive a complete set of experiences about art through the four components of reflection, depiction, composition and expression.*

### Drama

- *To acquire knowledge of self and others that results from reflecting on dramatic play.*
- *To develop competency in communication skills through drama.*
- *To foster an appreciation for drama as an art form.*

## SPECIFIC LEARNING OUTCOMES

### Art

- *Students will assess the visual qualities of objects.*
- *Students will interpret artworks by examining their context and less visible characteristics.*
- *Students will select appropriate references for depicting.*
- *Students will create emphasis by the treatment of forms and qualities.*
- *Students will create unity by interrelating the parts of a composition.*
- *Students will decorate items personally created.*
- *Students will create an original composition, object or space based on supplied motivation.*

### Drama

- *become aware of the puppet as a communicative medium by:*
    - *moving as a puppet*
    - *moving another as a puppet*
    - *constructing a simple puppet*
  - *apply speaking skills to puppetry by:*
    - *communicating through the puppet as an extension of self*
    - *responding to another puppet creating dialogue*
  - *apply moving skills to puppetry by:*
    - *experimenting with puppet manipulation*
    - *exploring and creating various environments through which the child can move the puppet*
  - *apply dramatization skills to puppetry by:*
    - *creating a character for a puppet*
    - *creating an environment in which the character will react*
    - *expressing feelings as a puppet*
    - *working with others to create a puppet story*
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# Unit Rationale

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I chose to do my own unit on puppet making, while exploring the grade 4 drama curriculum that focuses on puppetry. I wanted to combine the drama and art curriculums together, as I believe the making of a puppet to create a character and manipulate it in an environment takes students first through the art curriculum as they make a character, and then the drama curriculum as they learn to act and react with their puppet. I believe puppetry is a great unit for art integration, as it gives students a chance to use their artistic skills to create the prop they will be using for their dramatic exploration.

For many younger students, finding a voice for themselves can be a challenge in school with so many other peers around them. I believe puppetry is a very valid form of both art and dramatic expression, as it allows students the chance to build an item that has meaning and uniqueness to them, and through that they can speak in such a way that they otherwise could not on their own. With a puppet, a student can express thoughts and ideas and have them voiced through a mouth that is not their own, but rather an extension of themselves. Puppetry is especially useful at this age, as it encourages students to find this voice that is not their own in a playful and engaging manner.

The elementary drama curriculum lends itself well to this unit, as it states that the outcomes and learner objectives it gives are guidelines but not necessary for students to complete. Because many schools cannot do drama, teachers that have the luxury to utilize the curriculum are able to pick and chose strong objectives that they believe will lead to their students having a powerful engagement in dramatic play. The puppetry unit is very open ended, and due to its casual nature it is a perfect match with the art curriculum. As students create, decorate, explore and represent ideas through artistic choices, they will simultaneously be creating both art and drama. This unit really captures the ideas of art integration, and allows for students to take one simple activity and discover a multitude of skills and growth through it.

# Unit Assessment Plan

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| <b>Method of Assessment</b>            | <b>Assessment Components</b> | <b>Lesson Utilized</b> | <b>Weighting</b> | <b>Type</b> |
|--|------------------------------|------------------------|------------------|-------------|
| <b>Critiques and Class Discussions</b> | Observation                  | 1,2,3,4                | n/a              | Formative   |
| <b>Attendance &amp; Effort</b>         | Checklist                    | 1,2,3,4                | n/a              | Formative   |
| <b>Paper Puppet</b>                    | Rubric                       | 1                      | 25               | Summative   |
| <b>Found Object Puppet</b>             | Rubric                       | 2                      | 25               | Summative   |
| <b>Being Elmo Reflection</b>           | Checklist                    | 3                      | 10               | Summative   |
| <b>Sock Puppet &amp; Plays</b>         | Rubric                       | 4                      | 35               | Summative   |
| <b>Sock Puppet Planning</b>            | Checklist                    | 4                      | 5                | Summative   |

Students will be evaluated on the standard 5 point scale as seen in the Elementary Report Card  
 (5 - Excellent, 4 - Very Good, 3 - Satisfactory, 2- Improvement Needed,  
 1 - Unsatisfactory)

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# Unit Summary

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To introduce students to puppets, I plan to first introduce them to a former master in the puppet industry and the creator of the Muppets, Jim Henson. I have an excellent YouTube video selected that shows Jim explain what puppetry is, how to make numerous different simple puppets, and how to bring these creations to life. This is a great starting point, as it covers all the main themes of the unit. I have broken my unit into 4 separate lessons, each of which will take a number of classes to complete. The first will have students watch the video and be introduced to puppet making, and will have them create simple folded paper puppets to try playing with. They will decorate them to work with the art curriculum, and then create a voice for them to hit the drama objectives. The next part of the lesson will have students make puppets out of a found object. Each will bring an object to create a character, and they will have to rationalize why they chose this object. Students will create this new puppet, and then use them to tell a story on a puppet stage.

Following this, I plan to show students the film *"Being Elmo"* to show them how the character was created, and how they can create their own characters that mean something to them. They will then plan out a character they want to create to begin thinking about what kind of characteristics they will give to their creation. The next section of the unit will have them use their information sheets to create a sock puppet, and from there they will put on a small play with a number of other students for an ECS classroom. They will be in charge of writing a short script that incorporates a beginning, middle and end. This will then allow students to approach the art curriculum by learning how to create a multitude of puppets, and will explore the drama curriculum by having students create characters and act through the puppets themselves. I believe it will be a great way to integrate art into the curriculum, while allowing students to explore and have a lot of fun.

This unit touches on art history as we look at puppets that are easily created, and that have relevance in both contemporary culture and past culture. The main history focus is Jim Henson, and his creation of the Muppets in 1955. A studio activity of presenting a puppet play to young students will be included, as well as a reflection on a documentary about the character Elmo. Students will reflect on the growth of the character, and how art and drama contributed to the national sensation. Psychomotor skills are addressed through the manipulation of clothe, paper and found objects to make puppets and then manipulate them to create life in them. Elements of design are also touched upon, as student will need to apply aesthetic choices to give meaning to their puppet to help bring the character to life. This unit combines the elements of art and drama to give students an entire artistic experience while exploring the art of puppetry.

# Lesson Plan Summaries (40 minute classes)

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## ***Introduction to Puppets (2 classes)***

Students will begin by being introduced to puppets, and will be given a brief look at different types of puppet making techniques and animation ideas. The lesson will be focused around the puppeteer Jim Henson, and students will receive information about Jim's career that led to the creation of the Muppets. This lesson will then look at a YouTube clip that shows Jim giving a brief demonstration on simple puppets. Afterwards, students will make simple paper mouths that can be manipulated with their hands, and will interact with other classmates' puppets.

## ***Hand Puppets (3 classes)***

Students will next focus found object puppets. They will make hand puppets as shown by Jim Henson, and will be required to bring one object from home they want to be the focus of their puppet. To introduce students to the ideas of reusing and recycling, no new materials will be purchased for these puppets. Students will be required to use found objects for their entire puppet. Numerous examples are given in the video by Jim Henson to give students ideas. Students will then have time to create their puppets, and prepare a short monologue for them to introduce themselves to the rest of the class on a small puppet stage. The students will present their puppets and reflect on the experience.

## ***Being Elmo (2 classes)***

Students will next watch the documentary *Being Elmo*. The focus of this lesson will be on creation of a character, and students should pay close attention to the transformation of the character of Elmo. After the video, students will write a short reflection on the video to be handed in for assessment.

## ***Sock Puppet Plays (6 classes)***

Students will next use their brainstormed ideas to create a sock puppet character. Students can create any character, human or animal, that they wish. They will do a final draft of the puppet's characteristics on a handout for evaluation. This handout will have students think about many different aspects of their puppet and answer numerous questions about their characteristics and lives. Students will then create short plays in groups of 3 or 4 and present them to an ECS classroom. Students will after show the ECS students how they made the puppets, and how they used art and drama to make their plays for them.



| <b>Lesson 1</b>                  | <b>Paper Puppets – 2 classes</b>  |
|----------------------------------|---|
| <b>Drama General Outcomes</b>    | Students will: <ul style="list-style-type: none"> <li>- Acquire knowledge of self and others that results from dramatic play.</li> <li>- Develop competency in communication skills through drama.</li> <li>- Animate an inanimate paper object through movement and speech.</li> </ul>   |
| <b>Art General Outcomes</b>      | Students will: <ul style="list-style-type: none"> <li>- Receive a complete set of experiences about art through the four components of reflection, depiction, composition and expression.</li> <li>- Use colours, shapes and lines to explore choices in creating a puppet.</li> </ul>  |
| <b>Drama Learning Objectives</b> | Students will: <ul style="list-style-type: none"> <li>- <i>Identify how puppets can be brought to life.</i></li> <li>- <i>Create characters for puppets using movement and speech.</i></li> <li>- <i>Use their puppets to interact with other students.</i></li> <li>- <i>Develop a comfort for speaking through an inanimate object.</i></li> </ul>  |
| <b>Art Learning Objectives</b>   | Students will: <ul style="list-style-type: none"> <li>- <i>Identify how to create multiple types of puppets.</i></li> <li>- <i>Observe different puppets to find elements of colour, shape and line.</i></li> <li>- <i>Familiarize themselves with different puppet artists.</i></li> <li>- <i>Make informed decisions while creating a puppet to express motivations.</i></li> </ul>   |
| <b>Assessment</b>                | <ul style="list-style-type: none"> <li>- <b>Formative:</b> Observation, Class discussion</li> <li>- <b>Summative:</b> Paper Puppet</li> </ul>   |
| <b>Materials</b>                 | Smartboard/projector, YouTube Jim Henson Clip, PowerPoint presentation, paper, tape, markers, googly eyes, glue, Drama journals   |
| <b>Teaching Strategies</b>       | Discussion, Lecture, Demonstration, Hands-on Activity, Exploration  |
| <b>Introduction (20 min)</b>     | <p>The introduction will take up one class, and the next part of this lesson will take place on the following lesson. Students will enter the drama classroom and sit viewing the Smartboard, where the introductory activity to puppetry will be shown. Have students take out their drama journals, and begin by having them brainstorm what puppets and puppetry are. Have any students ever seen a live puppet? What shows have they seen that use puppets? Students will write down the definitions for puppetry, animation and inanimate objects in their journals for reference.</p> <p>Students will then go through the PowerPoint presentation up to the fifth slide. They will watch the video by Jim Henson, and then talk about what they've seen. Ask students to brainstorm the types of puppets that they saw. Inform them that they will be creating the paper puppets, the puppets made of found objects that use their hands, and a sock puppet. Show the following pictures from the slides and pose to students these questions:</p> |



- What kinds of puppets did you see?
- What materials can puppets be made of?
- How can we move puppets and animate them?
- How can we make puppets look like they're alive?



- What shapes do you see in the puppets?
- What colours do you see?
- What textures and lines can you see?
- What kind of feeling do the puppets give off?
- What other things do you notice about these puppets?

Inform the students that the following class will have them create and decorate simple paper puppets, and use them to interact with other students.


**Body  
(90 min)**


Students will enter the classroom and do a quick recap of the video they saw the previous day. They will continue with paper puppets first by creating a simple shape they will use for a puppet head. The shape is similar to paper fortune tellers, but taped on the sides to create a stable mouth. Students will be shown the following video of how to fold the paper:

<http://www.youtube.com/watch?v=XAcYGX58cio>

Every student will be given a white square of paper. As a group, the teacher will go through a guided demonstration to show every student how to properly fold and tape their puppets. Following the demonstration, students will be given 10 minutes to glue on googly eyes, draw features, and put on other attachments to create a simple paper character. Have students give their puppets a name, and once everyone is finished, have them gather in a circle.

|                             |  |
|-----------------------------|--|
|                             | <p>Have students wander around the classroom with their puppets on their hands. As they walk, have them first say hello to every puppet that they pass by. Following that, have them introduce themselves with their names as they pass another puppet. Following this, have students partner up with the closest student to them for the next activity.</p> <p>Students will be given a few moments to talk through their puppets and tell the other student's puppet about themselves. Have students talk about the puppets background and personal life. Encourage them to come up with ideas about:</p> <ul style="list-style-type: none"> <li>- Family life</li> <li>- Where they live</li> <li>- Their favorite hobbies</li> <li>- Favorite food</li> <li>- Where they work</li> <li>- Ect.</li> </ul> <p>After each student introduces themselves, they will separate and look for a new partner to talk about themselves to. By the end of the class, students should be comfortable talking through their puppet, and should have a pretty good understanding of their character.</p> |
| <b>Closure<br/>(10 min)</b> | <p>Before students exit, have them rip out a page of their journal. They are to write their names on them, and write down as much as they can about the puppet they created. Whatever they used as information to introduce themselves to other puppets should be included. Have students write their names on their puppets as well, and have them hand in the puppets and journal sheets with their puppet information. These two pieces will be used as assessment for this lesson, and will be used for summative assessment. They will be worth 25% of the unit.</p>  |
| <b>Sponge<br/>Activity</b>  | <p>Have students who finish early fold and create a second paper puppet with different colours, shapes and aesthetics to create a second character.</p>  |

| <b>Lesson 2</b>                  | <b>Hand Puppets – 3 classes</b>  |
|----------------------------------|--|
| <b>Drama General Outcomes</b>    | Students will: <ul style="list-style-type: none"> <li>- Acquire knowledge of self and others that results from dramatic play.</li> <li>- Develop competency in communication skills through drama.</li> <li>- Animate an inanimate object through movement and speech.</li> </ul>  |
| <b>Art General Outcomes</b>      | Students will: <ul style="list-style-type: none"> <li>- Receive a complete set of experiences about art through the four components of reflection, depiction, composition and expression.</li> <li>- Use colours, shapes and lines to explore choices in creating a puppet.</li> </ul>   |
| <b>Drama Learning Objectives</b> | Students will: <ul style="list-style-type: none"> <li>- <i>Identify how objects can be transformed into puppets.</i></li> <li>- <i>Create characters for puppets using movement and speech.</i></li> <li>- <i>Use their puppets to find a unique and purposeful voice.</i></li> <li>- <i>Develop a comfort for speaking through an inanimate object.</i></li> </ul>  |
| <b>Art Learning Objectives</b>   | Students will: <ul style="list-style-type: none"> <li>- <i>Learn how to transform everyday items into puppets.</i></li> <li>- <i>Observe other hand puppets to see what choices their artist’s made.</i></li> <li>- <i>Justify artistic creation choices about puppet materials.</i></li> <li>- <i>Make informed decisions while creating a puppet to express motivations.</i></li> </ul>  |
| <b>Assessment</b>                | <ul style="list-style-type: none"> <li>- <b>Formative:</b> Observation, Class discussion</li> <li>- <b>Summative:</b> Hand Puppet</li> </ul>   |
| <b>Materials</b>                 | Smartboard/projector, Variety of recycled objects, paper, tape, glue, googly eyes, black fabric, string  |
| <b>Teaching Strategies</b>       | Discussion, Lecture, Demonstration, Hands-on Activity, Exploration, Presentation   |
| <b>Introduction (20 min)</b>     | <p>Students will begin by brainstorming a list on the whiteboard or Smartboard. They will have to come up with as many ideas of objects they can use to create their own puppets. Students will review the ideas of the last lesson and the video by going over what a hand puppet is and how they are manipulated. Slides 8 and 9 of the PowerPoint will be used at this point to get students thinking about the idea of hand puppets and what can be attained through them. Ask the following:</p> <div style="text-align: center;">  </div> |


|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>○ How is this puppet being manipulated?</li> <li>○ How can you give this puppet life-like characteristics?</li> <li>○ What can you add to a hand puppet to give it real characteristics?</li> <li>○ What would you decorate this simple puppet with to give it personality?</li> </ul> <p>Follow by going to the 9<sup>th</sup> slide and asking the following questions:</p> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>○ What can these puppets be used for?</li> <li>○ What kind of feelings do these puppets give you?</li> <li>○ Why did the artist make them this specific way?</li> <li>○ How are these two puppets similar? How are they different?</li> <li>○ Why did the artist make these puppets?</li> </ul> <p>Inform students that they will next be creating their own hand puppets out of found objects. Leading up to this class, be sure to be gathering recyclable materials, and even borrow recycling from other classes in the school. Stress the importance of recycling and reusing materials by explaining to students that puppets can be made of unwanted materials to create a beautiful and artistic creation. Students will be required to incorporate one found object somewhere on their hand puppet.</p>  |
| <p><b>Body</b><br/><b>(95 min)</b></p> | <p><b>ACTIVITY 1 – PUPPET CREATION</b></p> <p>Students will begin by taking the rest of the first class (20 min) to begin constructing their puppets. Students will be given the chance to find their one found object for the hand puppet. Students can also bring an item from home for the next class if they have a particular object in mind. Give a demonstration of how to create a usable head using a tennis ball, a functioning body with an old rag, and hands with pieces of cardboard. This can be shown to students so they have the basic knowledge of how to create a body, head and hands.</p> <p>The next class, students will have the first 20 minutes to finish working on their puppets. Final touches will be added to the puppets, and if students do not finish they will have to find time to finish them later. The second part of the class will have students look at creating a small introduction for their puppet. Students will be given the remaining 20 minutes to begin planning their short speech. Each should range from 30 seconds to a minute. Students will be given a piece of black fabric along a string that will act as a puppet stage. Students will use the rest of the class to plan and start rehearsing. Stress to students the importance of thinking through all aspects of a character including their name, age, lifestyle, family, job and other details in order to make a full presentation.</p> |


|  |  |
|--|--|
|  | <p><b>ACTIVITY 2 – PUPPET PLAYS</b></p> <p>The last class will begin with a short 10 minute period to finish practicing speeches. After that, students will create an audience as the puppet stage made of the black clothe on the string is set up. Each student will hide their bodies behind the clothe, and use their puppets to act using speech and voice. Students will give their quick introduction speech to tell the class who they are and a little about themselves. This activity is designed to allow students to manipulate the artwork they have created, as well as learn to speak through another medium. After each speech, the students will show their support by applauding. Students will be given the last 5 minutes of the class for discussion.</p> |
| <p><b><i>Closure<br/>(5 min)</i></b></p> | <p>The class will end with a short discussion. Have students discuss the following:</p> <ol style="list-style-type: none"> <li>1. Why did we perform these short introductions?</li> <li>2. How did you transform your puppet from a piece of art into a living, breathing object?</li> <li>3. As the artist, what meaning did you want the puppet to show?</li> <li>4. What did you add to your puppet in order to create the character you wanted?</li> <li>5. What found object did you use in your puppet?</li> </ol> <p>Students will hand in their puppets when leaving the class, and they will be used for summative assessment. The presentation will not be marked, but counted toward the effort assessment. The puppet will be weighed at 25%.</p>                 |

| <b>Lesson 3</b>                  | <b>Being Elmo - 2 classes</b>   |
|----------------------------------|---|
| <b>Drama General Outcomes</b>    | Students will: <ul style="list-style-type: none"> <li>- Develop competency in communication skills through drama.</li> <li>- To foster an appreciation for drama as an art form.</li> <li>- Learn how to create dynamic characters with meaning in inanimate objects.</li> </ul>  |
| <b>Art General Outcomes</b>      | Students will: <ul style="list-style-type: none"> <li>- Receive a complete set of experiences about art through the four components of reflection, depiction, composition and expression.</li> <li>- Learn how aesthetic elements can be utilized to create expression and meaning.</li> </ul>  |
| <b>Drama Learning Objectives</b> | Students will: <ul style="list-style-type: none"> <li>- <i>Identify what makes a strong character.</i></li> <li>- <i>Learn how to create more authentic and realistic movement in a puppet.</i></li> <li>- <i>Learn the importance puppets can play in people's lives.</i></li> <li>- <i>Appreciate puppetry as an art form.</i></li> </ul>   |
| <b>Art Learning Objectives</b>   | Students will: <ul style="list-style-type: none"> <li>- <i>Learn how to create realistic and meaningful creations.</i></li> <li>- <i>Learn how art projects can affect people's lives.</i></li> <li>- <i>Make informed decisions while creating a puppet to express motivations.</i></li> </ul>   |
| <b>Assessment</b>                | <ul style="list-style-type: none"> <li>- <b>Formative:</b> Observation, Class discussion</li> <li>- <b>Summative:</b> Being Elmo Reflection</li> </ul>  |
| <b>Materials</b>                 | Being Elmo Video, Projector/T.V., Drama Journals, Paper   |
| <b>Teaching Strategies</b>       | Discussion, Video, Reflection   |
| <b>Introduction (5 min)</b>      | Students will enter the class and sit in a comfortable position while the projector or T.V. is set up. Students will be informed that for the next two classes they will be watching a puppet documentary called <i>Being Elmo</i> . Students will be told to pay attention to the film, as they will complete a reflection after the film. Students should be told to focus especially on the transformation of Elmo.  |
| <b>Body (75 min)</b>             | <p><b>ACTIVITY 1 - <i>Being Elmo</i></b><br/>           Students will spend the rest of the class watching <i>Being Elmo</i>. Any part of the film that is not finished will be watched in the next class. This is a short documentary, so it should easily be finished in the two classes.</p> <p><b>ACTIVITY 2 - Reflection</b><br/>           Students will complete a short paragraph reflection in their drama journals once the video is complete. The PowerPoint should display slides 10 and 11, and the questions from the PowerPoint will be projected for students. These questions are:</p> |

|                                   |   |
|-----------------------------------|---|
|                                   | <ol style="list-style-type: none"> <li>1. How did the puppeteer make Elmo come to life?</li> <li>2. How did the change in Elmo's character make you feel? What changed about Elmo over time?</li> <li>3. How did the artists create the puppets in the movie?</li> <li>4. Do you think puppetry has value in it? Is it an important art to perform? Why or why not?</li> </ol> <p>Give the students the remainder of class to finish their reflection. Inform them they will be marked, so they should try and include at least 1 sentence for each question. Students should aim for a 1 paragraph reflection.</p> |
| <b><i>Closure<br/>(5 min)</i></b> | The class will end with a short discussion about the question. Students can take time to express their ideas about the movie, and how puppetry fits in to both art and drama. Students will hand in their reflections before they leave to be assessed. The reflections will be weighed at 10% of the unit's mark.  |
| <b><i>Sponge<br/>Activity</i></b> | Students who finish early will be asked to use a spare piece in their drama journals to use words or pictures to try and figure out how Elmo is manipulated by the puppeteer.   |



| <b>Lesson 4</b>                  |   |
|----------------------------------|---|
| <b>Drama General Outcomes</b>    | <p><b>Sock Puppets – 6 classes</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>- To acquire knowledge of self and others that results from reflecting on dramatic play.</li> <li>- To develop competency in communication skills through drama.</li> <li>- To foster an appreciation for drama as an art form.</li> <li>- Create dynamic and unique characters and use them to act out a story.</li> </ul> |
| <b>Art General Outcomes</b>      | <p>Students will:</p> <ul style="list-style-type: none"> <li>- Receive a complete set of experiences about art through the four components of reflection, depiction, composition and expression.</li> <li>- Apply meaning and emotion to inanimate objects through the use of aesthetic choices.</li> <li>- Understand how artwork can be transformed into living objects.</li> </ul>   |
| <b>Drama Learning Objectives</b> | <p>Students will:</p> <ul style="list-style-type: none"> <li>- <i>Create unique characters with detailed lives.</i></li> <li>- <i>Apply movement and speech to enhance their puppet characters.</i></li> <li>- <i>Create a short play with a beginning, middle and ending.</i></li> <li>- <i>Perform for an audience with their puppets.</i></li> <li>- <i>Appreciate puppetry as an art form.</i></li> </ul>                   |
| <b>Art Learning Objectives</b>   | <p>Students will:</p> <ul style="list-style-type: none"> <li>- <i>Learn how to create realistic and meaningful creations.</i></li> <li>- <i>Learn how art projects can affect people’s lives.</i></li> <li>- <i>Make informed aesthetic decisions that compliment planning of a character.</i></li> </ul>   |
| <b>Assessment</b>                | <ul style="list-style-type: none"> <li>- <b>Formative:</b> Observation, Class discussion</li> <li>- <b>Summative:</b> Sock Puppets, Sock Puppet Presentation</li> </ul>   |
| <b>Materials</b>                 | Socks for every student, art supplies, scissors, felt, glue, googly eyes, black fabric, string, Character Handouts for every student, Drama journals  |
| <b>Teaching Strategies</b>       | Discussion, Lecture, Exploration, Rehearsal, Presentation   |
| <b>Introduction (20 min)</b>     | <p>Students will begin by looking at slides 12, 13 and 14 of the PowerPoint. As they view each slide, reflect on the following questions:</p> <div style="text-align: center;">  </div>  |

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|---|---|
|   | <ul style="list-style-type: none"> <li>○ What give these puppets lifelike qualities?</li> <li>○ What feeling do these puppets give you?</li> <li>○ How could you use these puppets to create a positive feeling for someone else?</li> <li>○ What could you do to make these puppets come to life?</li> </ul> <p>Following that discussion, go to the final slide and discuss the following:</p>  <ul style="list-style-type: none"> <li>○ What might this puppet be called?</li> <li>○ Where is it from? How old is it?</li> <li>○ What kind of personality does it have?</li> <li>○ How was this puppet made?</li> <li>○ What feelings do you think the artist wanted to express through this puppet?</li> </ul> <p>Have students try and answer the questions with reference to ideas they learned in the <i>Being Elmo</i> video. Students should by now realize that puppetry is a combination of both art and drama skills. Be sure that students are making reference to the fact that they need art in order to create the characters that they are bringing to life with dramatic skills. Students should have an appreciation of both art and drama curriculums, as puppetry allows them to explore both arts.</p> |
| <p><b>Body</b><br/><b>(200 min)</b></p> | <p><b>ACTIVITY 1 – Puppet Planning</b><br/>Students will end the first class by planning their puppets. They will be given a short handout that can be found below this lesson. Students will spend the remainder of the class planning out their puppet, and coming up with the background so they can start creating their character next class.</p> <p><b>ACTIVITY 2 – Sock Puppet Creation</b><br/>For the next section of the lesson, students will have one whole class to work on their sock puppets. Each student will be given one sock, and they must use the information they wrote down on their planning sheets to create their characters. Students should make connections between their planning and artistic choices in the creation of the characters. Students who do not finish in class will have to complete their puppets before the next class. Students will hand in their planning sheets for summative assessment at the end of the class. Sheets will be worth 5%.</p> <p><b>ACTIVITY 3 – Sock Puppet Play Planning</b><br/>Students will next be given 3 classes for a total of 120 minutes to plan out their sock puppet plays. Students will be put into groups of 3 or 4 by the teacher. Students will have to tell their partners all about their puppets, and then work</p> |

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|----------------|--|
|                | <p>together to come up with a play that uses all of the characters. The plays they create can be any kind, but must contain a beginning, middle and end. Students will be given the three classes to write out a script, learn the play, and practice performing it. Students will be told that they will be performing the plays with the black felt like they did with the hand puppets. Students should be comfortable with their plays by the end of the third class, as they will next be performing them for an ECS class.</p> <p><b>ACTIVITY 4 – Puppet Performances</b></p> <p>Students will be visited by an ESC class for the last of this unit. Students will set up the fabric clothe for the stage, and will spend the first 30 minutes of class putting on their plays for the ECS students. Students who are not performing may sit quietly with the ECS class to watch their peer’s work. Once all groups have performed their plays, they will all sit at the front of the stage as the ECS class asks them questions about their plays. The teacher will instruct the ESC class that the plays were created out of a mixture of drama and art, and will have students explain how they learned the skills they needed to create the plays. The ESC class will then exit after the question period, and students will gather for the end of the unit.</p> |
| <b>Closure</b> | <p>The class will end as students close the unit. Students will hand in their sock puppets, and they will be used for summative assessment. The puppets will be marked for 35% of the unit’s grade, and their performances will contribute to that grade. The unit will end after this class, and students should be informed of the next unit that will follow in the next class.</p>   |

# Puppet Planning Handout ( /5)

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Name: \_\_\_\_\_

1. What is your puppet's name?
2. Where does your puppet live?
3. How old is your puppet?
4. What does your puppet do for a job? Do they have a job?
5. Who is friends with you puppet?
6. What does you puppet do for fun?
7. Where has your puppet been in the world?
8. What is special about your puppet?
9. Why does your puppet look the way he or she does?
10. What is your puppet's biggest goal in life?

Draw a simple sketch of your puppet that you will use to create your sock puppet:

