



### Yearlong Objectives

- Express oneself in words and art.
- Work as an ensemble.
- Understand the power and importance of uniqueness.

### Essential Questions

- What is special and unique about me?
- Why should I plan out my work before I do it?
- How can I effectively plan a work of art?

### Lesson Objectives

- Understand the historical and cultural origin of shadow puppets.
- Use theatre knowledge to control the body and express emotion.
- Plan steps to create shadow puppets.

### National Arts Standards

- Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. *(VA:Cr2.1.6a)*
- Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions *(VA:Re7.2.6a)*
- Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work. *(TH:Cr2-6.b)*



### Materials needed

Cardstock or construction paper, scissors, pencil, zipper-lock plastic sandwich bags



### Time needed

90 minutes



### Vocabulary for this lesson

Social-Emotional: *comfortable, uncomfortable, unique*

Visual Arts: *shadow puppets*

Theatre: *ensemble, body*



### Warm-Up Phase (15 minutes)

Circle: Hypothetical question: *If you could travel anywhere on earth for a week, where would you go?*

Optional follow-up question: *Are you feeling comfortable or uncomfortable?*

Team-building game: *What are you doing?*, Level 1 (see [Team-Building Games](#))



## I Do/ We Do (35 minutes\*)

### Explicitly Teach

- Formally introduce “comfortable” and “uncomfortable.” *We have been using the words “comfortable” and “uncomfortable” in our circles since the beginning of the year. Identifying your emotions can be useful because it helps other people understand what you’re feeling. That can help them treat you the way you want to be treated.*
- Solicit examples of times students have felt comfortable and of times they’ve felt uncomfortable. Write them on the board.
- Introduce the idea of using one’s body as an artistic medium. *Actors use their bodies to portray emotions all the time. When a person is uncomfortable, she might get small, lower to the ground, or hunch her shoulders. When a person is comfortable, she might stand tall and proud.* Demonstrate with your own body.
- Allow students to silently show what it might look like to be comfortable or uncomfortable in their bodies by standing behind their chairs, ensuring they are inside their own actors’ space.
- Introduce vocabulary: . Show examples of African shadow puppets.
- Explain that today we will begin the process of making shadow puppets to represent comfortable and uncomfortable emotions. *Shadow puppets will help us show what comfortable and uncomfortable emotions might look like in the human body. What kinds of qualities should we add to our shadow puppets to show comfortable and uncomfortable emotions?*
- As a class, create a list on the board of the different body parts we would use in a shadow puppet

### Keep in Mind

- Go over norms for an art space. *Art space needs to be safe, respectful and calm. What needs to happen to ensure everyone feels that way?*
- Go over the different art supplies used and how to use them kindly. *What is the right way to use this object? What is a way to use this object that might not be so kind?*
- All puppets will look different. *What should you think if your puppet looks different from your neighbor’s puppet? What are some of the advantages of creating unique work?*



## You Do (40 minutes)

### The project, step-by-step

- Start with “comfortable.”
- Select colors of card stock that you associate with comfortable. One piece of card stock is plenty, but you may choose to use two different colors.
- Create shapes for the following body parts: 2 calves and feet, 2 upper legs, 1 torso, 2 hands and forearms, 2 upper arms, 1 head. Make sure the shapes face the side (show pictures), so you will be able to make your shadow puppet express emotion more easily.
- Cut shapes out. Label shapes with your name and put in your plastic bag for next class.
- Repeat steps for “uncomfortable.” (All pieces can go in the same bag.)

**Extensions:** Have students create extra body parts for classmates who might not finish all their parts in time.

**Closure:** Have students pair with a partner and talk about whether they are feeling comfortable or uncomfortable. Have them ask each other if their body is showing that emotion or not.

**Optional Writing Prompt:** Make a list of all the comfortable emotions you can think of. Now a list of all the uncomfortable ones you can think of. Which do you think you feel more often? Give examples.



## Big Picture

We will assemble our puppets next week, and have them take on the jobs of showing comfortable and uncomfortable body pictures.

\* *Please note that the We Do portion of this lesson is longer than normal. Time should be allotted for students to use their own bodies to think about the way comfortable and uncomfortable can look for actors.*