



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

Bags of pieces from Lesson 2.1, brass paper fasteners, markers, wooden dowels (one per student), tape, flashlight, (optional) beads, feathers, sequins to decorate puppets



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 have lunch with anyone, alive or dead, who would you pick?*

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

Team-building game: *What are you doing?*, Level 2 (see [Team-Building Games](#))



I Do/ We Do (20 minutes*)

Explicitly Teach

- Review examples of “comfortable” and “uncomfortable.”
- Review the cultural origin of shadow puppets, and ask students why we are using shadow puppets to express emotions in this unit.
- Model putting the pieces together to create shadow puppets, and then making artistic selections to decorate shadow puppets to show an emotion (comfortable or uncomfortable).
- Show how to shine a light on a shadow puppet and move it to create a shadow on the wall. *How should I move the puppet's limbs so that it looks comfortable? What about to make it look uncomfortable?*

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?*
- When assembling pieces, it's easy to make little mistakes. *What happens if you rip your paper? What about if you accidentally connect the wrong two body parts? What could you do in those moments?*



You Do (55 minutes)

The project, step-by-step

- Remove the body parts for one puppet from your bag.
- Mark with pencil where you will be attaching the paper fasteners.
- Attach paper fasteners at limbs so that the puppet is a full human body with knees, elbows, and a neck.
- Attach a wooden dowel to the back of the puppet using glue or tape.
- Repeat steps for the second puppet.
- Decorate the puppet with markers to further show “comfortable” and “uncomfortable” emotions.

Extensions: Have students cut small holes or shapes in their puppets that will show up when in front of a flashlight. Embellish puppets further with sequins, feathers, or glitter.

Closure: Project a flashlight in the classroom and turn off the lights. Have students come up one by one put their puppets in front of the flashlight while posed in a comfortable or uncomfortable position. Have other students in the class guess whether the puppet is meant to show a comfortable or uncomfortable emotion.

Optional Writing Prompt: What specific emotions could these puppets show? What kind of a puppet show could you imagine putting on for these puppets?



Big Picture

We'll make two other kinds of puppets as we continue exploring emotions.