



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 marionettes.
- Sculpt the body of a marionette puppet.
- Describe the qualities of feeling frustrated, and cite examples.

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

One 1-inch ball of Cloud Clay per student, twelve 8-inch pieces of nylon string per student, white paper for drying, one 6-inch dowel per student, glue or tape



Time needed

90 minutes



Vocabulary for this lesson

Social-Emotional: *comfortable, uncomfortable, frustrated*

Visual Arts: *marionette*

Theatre: *ensemble, body*



Warm-Up Phase (15 minutes)

Circle: Hypothetical question: *If you could give any gift, what would you give, and to whom?*

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

Team-building game: *What are you doing?*, Level 3 (see *Team-Building Games*)



I Do/ We Do (20 minutes)

Explicitly Teach

- Review examples of “comfortable” and “uncomfortable.”
- Introduce new emotion word: *frustrated*. Have students turn and talk with a partner and list times they have felt frustrated in their lives.
- Ask students if they think “frustrated” is a comfortable or uncomfortable emotion. Why?
- Say, *Feeling frustrated is an extremely common emotion. It’s an important emotion to be able to articulate, because when people are frustrated, they can become aggressive, mean, or withdrawn. If you can tell someone that you’re feeling frustrated, you may be able to ask for some space until you are calm enough to talk about what’s bothering you.*
- Introduce art vocabulary: *marionette*. *A marionette is a puppet controlled from above using wires or strings depending on regional variations. Puppetry is an ancient form of performance. Some historians claim that they pre-date actors in theatre. Ancient humans in Egypt and Greece used marionettes to express themselves. People today still use marionettes – although now they are much larger. Pinocchio was a marionette. The movie “Team America: World Police” was created entirely with marionettes.* (Show pictures from the Internet.)
- Explain that we are going to create marionettes that are decorated to represent “frustrated.” Today we will focus on the form of the marionette; later in the unit, we will decorate the puppets.

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?*
- Describe the new art supplies and explain how they might be difficult to use. *How can we make sure that we are gentle with clay? Why is that important?*
- Clay is changeable. *How can you make sure you take the steps necessary to finish your project?*



You Do (55 minutes)

The project, step-by-step (refer to [video](#))

- Begin with supplies gathered in front of you: a 1-inch ball of clay, and twelve 8-inch pieces of nylon string.
- Roll a 1/2 ball around a piece of nylon cord to make the head. Create a loop at the top.
- Make four rolls around the cords for arms. Create hands at the ends of the two pieces.
- Make four rolls around the cords for legs. Create feet at the end of the two pieces. Attach a wooden dowel to the back of the puppet using glue or tape.
- Create a torso with three cords: two for the neck and legs and one for the arms.
- Assemble the figure by tying the body parts together. Tie it to a dowel rod.
- Write your name on a piece of white paper. Place marionette body on the paper and put it on a windowsill or in a dry place to dry.
- Once it is dry, these may be stored in large zip-top plastic bags if need be.

Extensions: Have students create pictures of ways they will decorate their puppet to make it look frustrated.

Closure: Have students use their bodies to show you what they think “frustrated” might look like. Ask students to freeze and notice how bodies are hunched, open, or tensed up.

Optional Writing Prompt: If you were writing a play using marionette puppets, what would happen in the play? See if you can make one of the characters in your play grow frustrated.



Big Picture

We’ll finish this puppet in a few class sessions after sculpting another set of puppets next class.