



Yearlong Objectives

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

Essential Questions

- Why is it important to express my feelings?
- Who do I affect when I keep my emotions to myself?
- What can I do to show what I am feeling with artwork?

Lesson Objectives

- Understand the importance of adding content to a sculptural form.
- Demonstrate how puppets can express various emotions.

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

Dried marionettes from Lesson 2.3, dried sugar skulls from Lesson 2.4, acrylic paints, brushes, cups of water, permanent markers, slips of paper



Time needed

90 minutes



Vocabulary for this lesson

Social-Emotional: *comfortable, uncomfortable, frustrated, excited, hurt, annoyed, neutral, unique*

Visual Arts: *marionette, sculpture, sugar skull*

Theatre: *ensemble, body*



Warm-Up Phase (15 minutes)

Circle: Hypothetical question: *If you could have any pet, what pet would you have?*

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

Team-building game: *What are you doing?*, Level 5 (see [Team-Building Games](#))



I Do/ We Do (20 minutes)

Explicitly Teach

- Review all emotion words from unit.
- Say, *We have learned new emotion words throughout this unit. Now that we have given some thought to the way they look and feel in our bodies, we can start to articulate them. Think about how you are feeling right now. What emotion word best describes the way you're feeling?* Have students tell a partner how they are feeling.
- Review definitions of _____ and _____.
- Explain that artists who work with clay must be concerned first with form, and then with how they present the form: the decoration. Say, *We have planned some decoration for these puppets. It's time to add color to our forms to have them express the emotions we intended.*
- Model decorating the marionette as frustrated. Say, *I want this puppet to look frustrated. What colors should I use? What shapes should I add to the puppet's body that might represent "frustrated"? What should the puppet's face look like?*

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. *Paint can be messy. What expectations should we follow around paint?*
- Talk about the implications of working with permanent ink. *How can we be careful not to get this ink on our bodies or clothes? Why is that important?*



You Do (55 minutes)

The project, step-by-step

- Distribute marionettes and sugar skulls.
- Each student should have a palette with acrylic paints, a paintbrush, and a few permanent markers.
- Beginning with permanent marker, design each puppet to represent the emotion intended for it.
- Add paint after all marker has been added.
- Complete all puppets.

Extensions: Sketch more sugar skull design possibilities, with other emotion words drawn from students' prior knowledge.

Closure: Have students complete a "gallery walk." Place all completed puppets on desks, and have students stand up and walk around, looking at each of the puppets. When they have returned to their seats, have students write a compliment about another puppet on a slip of paper.

Optional Writing Prompt: Which puppet do you feel most proud of? Why?



Big Picture

We've created a collection of puppets for several emotions. Now we could stage a real-life puppet show, if we'd like.