

# Creating a Puppet Show

This unit of work has been designed with Year 5 in mind but would be easily adapted for any Primary year group.

## Introduction to the scheme of work

In this unit of work, children will be creating their own puppet show including designing and making their own puppets and puppet theatre, as well as putting on a production.

It is suggested that this scheme is linked to a visit to the gallery at 2 Temple Place, London between 28th April – 23rd April 2017. There will be free literacy workshops available which will directly complement this scheme of work. However, if no visit is possible, the plans and resources will work well as a stand-alone unit. This unit would work well in tandem with the literacy unit from this exhibition – Stories with Historical Settings.

## Lesson Variations

The lesson plans for this unit are detailed.

Suggestions have been made about how to differentiate activities for children with Special Educational Needs (SEN) and children with English as an Additional Language (EAL).

Each lesson also has a resource list which makes it clear which resources have been included in this pack, and those which need to be sourced at school.

# Design and Technology - Sussex Modernism - Lesson 1

LO: To explore and explain different types of puppet

Planned by Matilda Munro for Two Temple Place, 2016

Main Teaching	Activities - Differentiation	Plenary
<p>This unit could be linked to the English unit when children will have written their own stories inspired by artworks from the Sussex Modernist movement. Alternatively, teachers can provide children with stories to dramatise. In addition, teachers can decide whether to provide the children with puppet theatres, or whether the design and making of the theatre is also part of the unit.</p> <p><b>Q: What are puppets?</b>  <b>Q: What different types of puppets do you know about?</b></p> <p>Explain to children about these types of puppet:</p> <p>Finger puppets, hand puppets, stick puppets, marionettes, shadow puppets – more information can be found by googling “puppets interesting facts for kids” which will bring you to a very helpful wordpress page. You will also find lots of videos showing each on YouTube. Ideally, you will be able to show real examples of each to the children.</p> <p>Explain that their task in this unit will be to (write a story and) put on a puppet show to an audience. They will be designing and making the puppets (and the theatre). Today they will be exploring different types of puppet.</p> <p>Model completing one box of Worksheet 1 with the class. Draw one of the types of puppets and label it to explain how it works.</p>	<p><b>Activity</b>            Each child to have a worksheet and to complete as modelled by the teacher – drawing the puppet and labelling it to explain how it works. Ideally there should be examples of puppets on the tables and children can go around the room trying each one, then completing their sheet. If this is not possible, then they should have access to videos showing the puppets in action. They should discuss how the puppet works as a group before completing their sheets.</p> <p><b>EAL / SEN:</b> Collaborative group discussion</p> <p><b>Success criteria</b>            I can explain what a puppet is.            I know there are different types of puppet.            I can explain how different types of puppet work.</p>	<p>Children to present their explanations for the different puppet types.</p> <p><b>Speaking Frame:</b>  <i>I think this puppet works by...</i></p> <hr/> <p><b>RESOURCES</b>  <b>(bold included in pack)</b></p> <p><b>Worksheet 1 - puppet types</b></p> <p>Different types of puppet or access to videos of different puppets.</p>

# Design and Technology - Sussex Modernism - Lesson 2

LO: To be able to design an effective puppet

Planned by Matilda Munro for Two Temple Place, 2016

Main Teaching	Activities - Differentiation	Plenary
<p><b>Q: If we were making a puppet show of the story of the three little pigs, which characters would we need to make out of puppets?</b></p> <p><b>Q: What type of puppet would be effective for each character?</b></p> <p><b>Q: Why do you think that would be a good choice of puppet type?</b></p> <p>Model designing a character of a particular type e.g. one of the 3 little pigs as a finger puppet. Model drawing your character and labelling what materials you have used – such as felt for the body, googly eyes, felt pens for adding detail, glue to stick clothes on, thread to stitch the two halves together.</p> <p>Explain that finger puppets can be like a glove finger (made of two parts sewn or glued together) or like a cone shape. Glove puppets can be made in a similar way, except measured around the whole hand instead of just a finger.)</p> <p>Sock puppets can also be very effective.</p> <p>Stick puppets can be made by making a character out of card or similar, and sticking a lollipop stick to the back as a handle. Alternatively, a wooden spoon can be given a face, and dressed. Shadow puppets involve cutting out the shapes of silhouettes but these should only be made if the performance space can be made dark, and lit appropriately or children will be disappointed!</p> <p>A website called 'Danielle's Place' has lots of explanations and examples of different types of puppets. A google search of "puppets danielle's place" will direct you here.</p> <p>Explain that they will be working in groups to put on their puppet show so they need to divide the characters between the group so everyone is designing and making one character for the show.</p> <p>Make sure they are clear about the resources they will have available to them.</p> <p>Children to design their puppet using the worksheet provided.</p>	<p><b>Activity</b></p> <p>Children to design their puppet ensuring they include the list of materials they will need (ensuring this matches what you have said will be available to them). They should also label how it will work and list any concerns they have about making it.</p> <p><b>EAL / SEN:</b> Paired discussion, visual aids</p> <hr/> <p><b>Success criteria</b></p> <p>I can design a puppet</p> <p>I can explain the reasons behind my design choices.</p>	<p>Children to share their designs and concerns they have to be discussed as a group.</p> <p><b>Speaking Frame:</b></p> <p><i>I am looking forward to making ... because...</i></p> <p><i>I am worried about ... because...</i></p> <hr/> <p><b>RESOURCES</b> <b>(bold included in pack)</b></p> <p><b>Worksheet 2</b></p> <p>Pencils</p> <p>Colours</p> <p>List of resources they will have for making their puppets.</p>

# Design and Technology - Sussex Modernism - Lesson 3

LO: To be able to use materials effectively to create my puppet

Planned by Matilda Munro for Two Temple Place, 2016

Main Teaching	Activities - Differentiation	Plenary
<p>This lesson will need to be tailored depending on the range of puppet types being made. Ensure you show the children how to make the different puppet types, and how to use the tools they have effectively and safely.</p> <p>Show the different puppet types and model making them. Children should be sitting with other children making the same puppet type for ease of sharing resources. Model using your design ideas as you make your puppet.</p> <p>Children will select appropriate tools and materials to make their puppets.</p> <p>Children will report back in groups about the puppets they are making and how they feel the process is working for them.</p> <p><b>Note: It may take more than one session, or an extended session for children to complete their puppets.</b></p>	<p><b>Activity</b> Children to make their puppets using their designs from lesson 2.</p> <p><b>EAL / SEN:</b> Visual aids</p> <p><b>CT</b> put visuals out for class to look at on tables</p> <hr/> <p><b>Success criteria</b> I know how to make different types of puppets. I can use my design to make an effective puppet.</p>	<p>Children to present their explanations for the different puppet types.</p> <p><b>Speaking Frame:</b></p> <p><i>We like how you have used...</i></p> <p><i>I think this works well on my puppet...</i></p> <p><i>I think I could improve this bit about my puppet by...</i></p> <hr/> <p><b>RESOURCES</b></p> <p>Materials for making puppet.</p> <p>Children's worksheets from previous lesson.</p>

# Design and Technology - Sussex Modernism - Lesson 4

LO: To design and make an effective puppet theatre

Planned by Matilda Munro for Two Temple Place, 2016

Main Teaching	Activities - Differentiation	Plenary
<p>Teachers can decide how much of the theatre the children should make – for example each group could be provided with a box, and then they need to make the curtains, lighting and scenery (as required).</p> <p>Depending on how complex the theatre will be, different instructions and different amounts of time will be required.</p> <p>For the theatre itself, a large cardboard box is ideal. The front and sides then need to be cut off, leaving a border so the box remains stable. If notches are cut along the top at equal distances, scenery can be hung from dowels and balanced across the top for easy addition/removal. The bottom of the box will need to be removed if finger/glove puppets are being used.</p> <p>Options:</p> <p><b>Curtains</b> These can just be stuck on as decoration on either side of the stage opening. Alternatively, they can be stitched with thread through the top hem and wound open using a pulley system.</p> <p><b>Scenery</b> Multiple scenes could be painted and designed to hang at the back of the theatre.</p> <p><b>Lighting</b> This could be provided by torches (with coloured acetate over if required) or alternatively children could wire their own circuits.</p> <p><b>Note: It may take more than one session, or an extended session for children to complete their theatres with scenery.</b></p>	<p><b>Activity</b> Children to make their theatres, working together as a group.</p> <p><b>EAL / SEN:</b> Collaborative activity.</p> <p><b>CT</b> put visuals out for class to look at on tables</p> <hr/> <p><b>Success criteria</b> I can use materials to make an effective puppet theatre. I can make scenery for my theatre. I have thought about how my theatre will be lit.</p>	<p>Children to show their puppet theatres and evaluate them with the class.</p> <p><b>Speaking Frame:</b></p> <p><i>We like how you have used...</i></p> <p><i>I think I could improve this bit about our theatre by...</i></p> <hr/> <p><b>RESOURCES</b></p> <p>Materials for making the theatres</p> <p>Large boxes</p> <p>Cardboard</p> <p>Dowels</p> <p>Fabric for curtains</p> <p>Circuit equipment if required</p> <p>Torches</p> <p>Coloured acetate</p>

# Design and Technology - Sussex Modernism - Lesson 5

LO: To rehearse, perform and evaluate a puppet show

Planned by Matilda Munro for Two Temple Place, 2016

Main Teaching	Activities - Differentiation	Plenary
<p>The children's theatres and puppets should be complete by this session.</p> <p>Explain that today the children will be rehearsing and performing their puppet shows.</p> <p>You could put on a puppet show for the children, or show them videos. Searching 'Little Red Riding Hood Puppet Show' in YouTube will deliver some good example videos.</p> <p>The children have their stories, scenery and characters now. They might want to think more about sound effects – some they can make with their voices, but some might be better with musical instruments perhaps.</p> <p><b>Q: What would make your puppet show effective?</b>  <b>Q: Do you need a narrator or is it clear to your audience what is happening?</b>  <b>Q: Have you shared out the roles in your group so everyone has something to do?</b>  <b>For example if you are a puppeteer for a scene, maybe someone else needs to be responsible for changing the scene.</b></p> <p>Give children time to rehearse and then each group should perform their story to the rest of the class.</p>	<p><b>Activity</b>            Children to rehearse their puppet shows with their groups. Ensure every child has a role in each scene.</p> <p>Children then to perform their puppet shows.</p> <p>Finally children evaluate their own and each other's work.</p> <p><b>EAL / SEN:</b> Collaborative activity.</p> <p><b>CT</b> put visuals out for class to look at on tables.</p> <p><b>Success criteria</b>            I can ensure everyone in my group has a role in the production.            I can use puppets effectively to tell a story.</p>	<p>Class to evaluate the puppet shows and puppets/theatres using two stars and a wish sheet.</p> <p><b>Speaking Frame:</b></p> <p><i>We like how you have used...</i></p> <p><i>I think they could improve this bit about their production by...</i></p> <p><b>RESOURCES</b>  <b>(bold included in pack)</b></p> <p><b>Two stars and a wish sheet</b></p> <p>Puppet theatres</p> <p>Puppets</p>