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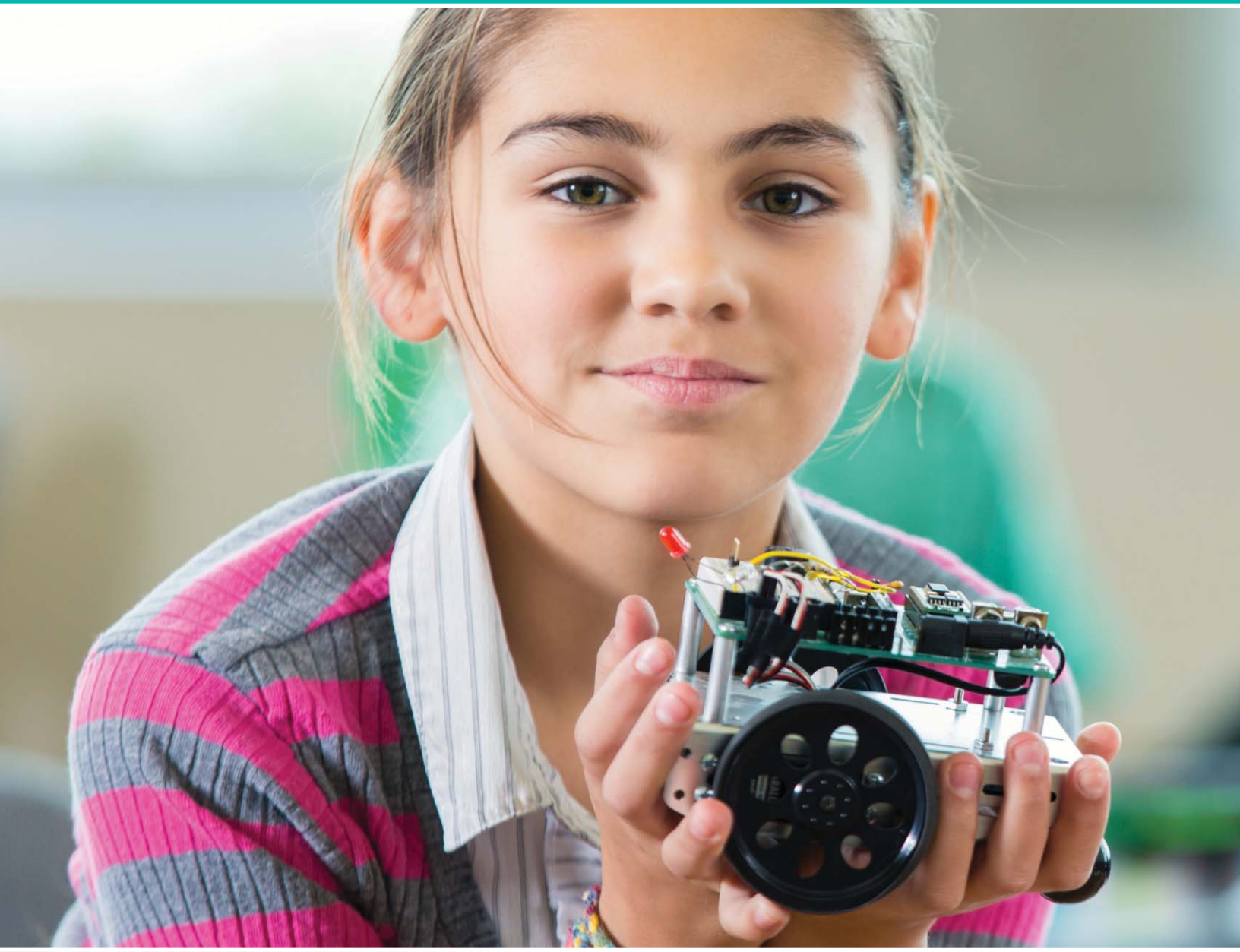

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Puppets Make Great Teachers

PUPPETS MAKE GREAT TEACHERS!

Puppets Make Great Teachers

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Goals & Objectives

When my students approached me with the idea of making puppets I thought it was a great art project. When my students explained that they wanted to read literature and use it as a basis for their puppets I was pleased at the integration of reading. When my students suggested using their puppets to teach younger generations and their peers about literature through their own reenactment of the story as a play I was amazed! I thought this was a wonderful, innovative idea that would make a larger impact in our school and our community.

. Goals & Objectives .

Students need an outlet in life which allows them to express their love of art alongside their ever growing knowledge base. The goal of my project "Puppets Make Great Teachers" is to show students that there are ways to learn about core academic skills such as reading and writing through a media that they enjoy such as the visual arts.

The objective of this project was to teach my low performing students how to read grade level text and take the material they have read and convert it into a physical representation (a puppet show) that a younger generation could learn from. My students took on this project with an eagerness that could be commended because it was something new, something different than what they see in every English or Language Arts class.

. Standards .

Visual Art

VA.912.C.1.4 Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.

VA.912.C.2.1 Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.

VA.912.C.3.1 Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.

VA.912.F.1.3 Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.

VA.912.F.3.4 Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.

VA.912.O.1.5 Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.

VA.912.S.1.4 Demonstrate effective and accurate use of art vocabulary throughout the art-making process.

VA.912.S.2.2 Focus on visual information and processes to complete the artistic concept.

VA.912.S.3.1 Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.

VA.912.S.3.10 Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.

VA.912.S.3.11 Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination prevent damage and/or cross-contamination.

VA.912.S.3.4 Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.

Language Arts

LAFS.910.RST.2.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 910 texts and topics.

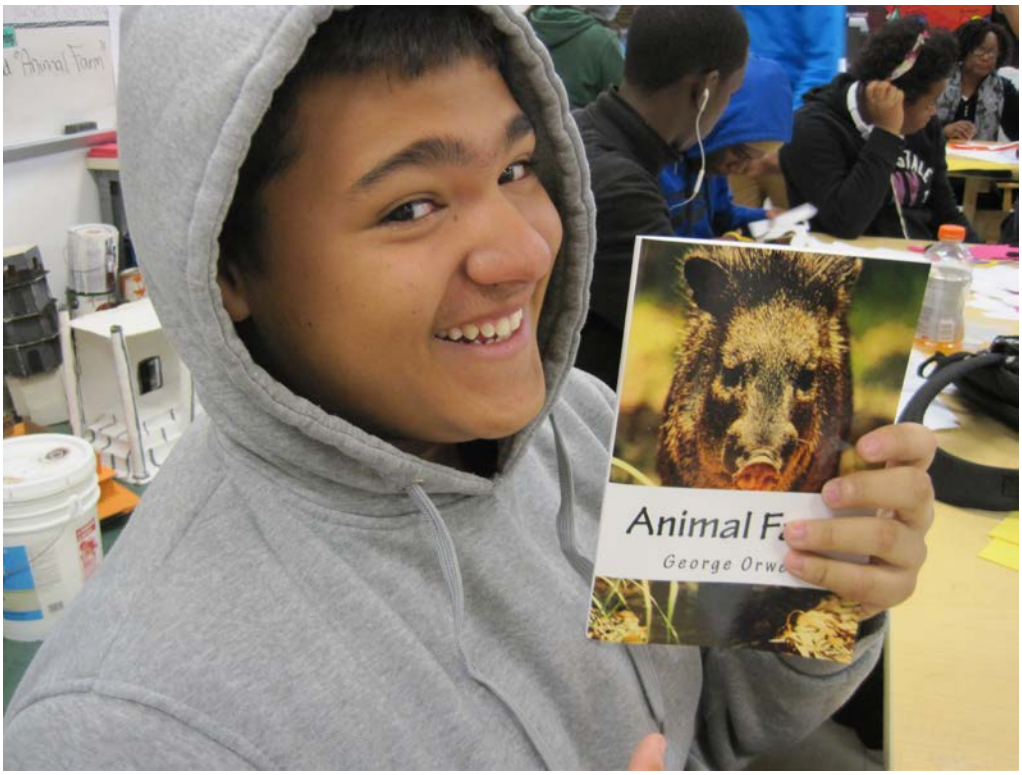
LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one,in groups, and teacher-led) with diverse partners on grades 910 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LAFS.910.SL.1.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LAFS.910.SL.2.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

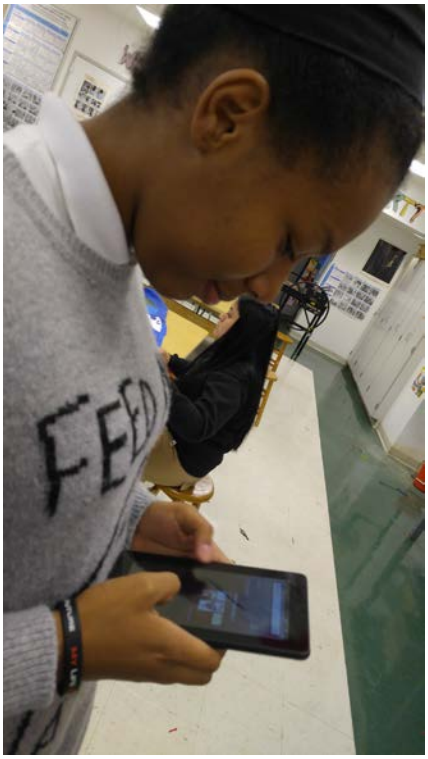
LAFS.910.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

* Depending on how this project is adapted it can qualify under many different objectives. Stated above are the most commonly used objectives for this project for the High School Grades 9-12 student range.



Course Overview

To begin, students were given the option to pick a grade level story that was appropriate to their reading level. Students were encouraged to choose a story that was understandable, but something that would be beneficial for them to read and practice their Language Arts skills with. I also recommended students to group themselves with classmates that were interested in the same story to be able to do larger productions.



Students were told to use tablets and phones to read their stories on and those who did not have access to the technology were given Amazon Fire 7" Tablets to use. This was important because I think it is vital to incorporate technology into the classroom, especially the students own supplies. The reading was enhanced using the tablets because students were able to use built in dictionaries to define troublesome words and look up imagery that depicted the characters and scenes. Once the students had a grasp on the story they had chosen they were instructed to sketch out the characters. At first students were hesitant in choosing which character to base their project on, but allowing them to sketch multiple characters helped boost their confidence level in their artistic skills and in turn their project. They had to read their stories multiple times to find details

that explained what the characters looked like.

Once their sketches were done, they were told to choose one character that would be created into a puppet. The students were allowed to use any materials that were available to create their puppets. Some students opted to use felt and stuffing to create stuffed felt puppets that could be positioned. Others chose to use paper-mache and newspaper to create a marionette. I encouraged students to also consider recyclable materials to enhance their project and help the environment. The majority of the time spent on this project was on the production of their puppets.

When the puppets were complete, students were tasked with coming up with a short representation of their stories that could be conducted as a puppet show or play. Since students were allowed to work individually or in small groups their outcome was different. The individual students were able to act out a single scene from the story they read. On the other hand, groups of students were encouraged to recreate the stories in their entirety with multiple characters. The students were able to yet again use their reading the stories in their entirety with multiple characters. The students were able to yet again use their reading skills to interpret the most important scenes of their stories and then use their writing and collaboration skills to create a script to be used in their production.

In the end, students were able to create a short play that reenacted their story. I encouraged students to share their plays with their families and friends so that they could become the teachers through their puppets. Students felt that they were learning the material better because now the roles were reversed.

Course Outline

“Puppets Make Great Teachers” can be seen as a project or a unit of study. It can be customized to fit the criteria of any grade level by modifying the reading material, amount of steps, and the art materials.

Lessons may be accelerated depending on student's capabilities. It is encouraged that the students visit a playhouse to view a play using marionettes, but the lesson can be modified to work well with viewing plays through social media and the internet.

Technology is incorporated throughout the lesson as it is something the students can easily connect to and is readily available. I permit the use of tablets, cameras, and occasional cell phones (for camera purposes) in my classroom during the duration of this project. I have a class set of tablets that the students can use to read their chosen stories on. Feel free to omit the use of technology, but as long as the students are monitored the use of technology is a wonderful enhancement to this project.

1. Classroom Discussion on Literature and Puppetry; What is Puppetry? Who primarily uses it? How can we recreate Literature using Puppetry? Famous renditions of stories through Puppetry.

2. Read and Research Chosen Literature: Students can use the internet, visit the library, and use our classroom tablets to read a literature piece of their choice. Students

were instructed to choose something that is at grade level or just above for added success.

3. In small groups or individuals, design a plan for a short play based on the literature. Students must plan how they can modify their chosen literature so it can be interpreted by their peers. Students will chose vital scenes and characters to recreate to make a successful play that conveys their story.

4. Sketch and Design their puppets. Students will sketch their puppet design after compiling research from their literature. Students must include at least 5 details that enhance and identify their character

5. Construct their puppets. Students will use visual art techniques to create their three dimensional puppets. Students are encouraged to use materials that are

comfortable to them and are available at hand. Students can create puppets using felt and fabric or wire and paper-mache.

6. Paint and Draw their details onto their character. Encourage students to experiment using different media on their puppets as crayon, chalk, pastel, tempera, and acrylic paint. Also, suggest that students bring recyclable materials and cloths to add to their puppets.

7. Create Background Sets for their Play; Students will create at least one background for their play. Students are encouraged to create set props that are necessary and important to a play.

8. Perform the Play: Invite community leaders and school administrators to see your student's completed plays Students are to perform their play in front of a live audience of their peers. Multiple students can perform at once and one can act like the narrator. Students are encouraged to bring music and any additional props that are needed.

9. Record and Broadcast the Plays: Students can choose to record their play and upload it to Social Media Outlets such as YouTube and Twitter. Students are encouraged to show their plays to younger students and siblings in the hopes to spread awareness of famous literature and encourage them to read.

Step by Step Guide

Puppets Make Great Teachers

Lesson Part 1: Read, Discuss, & Design

Subjects Grades 9-12

Arts: Visual Arts
Language Arts

Brief Description of Lesson

Teacher will explain the importance of reading literature and show students selections of famous literature. Teacher will show examples of how literature can be taken from its written form and transformed into plays. Teacher will use Social Media and Youtube to show examples of plays performed using marionettes.

Students will discuss the material presented and in small groups decide which literature they would chose to create their own short play. Students will work together to determine the impact that plays have had to encourage students to read.

After researching their chosen literature, students will read the material by either checking the book out of the library or downloading a copy onto our classroom tablets. Students will continue to read their literature as we work on sketching and planning the puppets.

Students will sketch their chosen character from the front and the back since they will be creating a three dimensional rendition. Students will be encouraged to work in small groups to also sketch and plan the set for their play and any additional props that may be needed to complete their play.

Objectives

- Demonstrate personal responsibility, ethics, and integrity, including respect for intellectual property, when accessing information and creating works of art.
- Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.
- Construct new meaning through shared language, ideation, expressive content, and unity in the creative process.
- Solve aesthetic problems, through convergent and divergent thinking, to gain new perspectives.
- Investigate an idea in a coherent and focused manner to provide context in the visual arts.
- Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.
- Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
- Compare artwork, architecture, designs, and/or models to understand how technical and utilitarian components impact aesthetic qualities.
- Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.
- Examine artistic response to social issues and new ideas in various cultures.
- Analyze how current events are explained by artistic and cultural trends of the past.

Materials

Copy of Chosen Literature
Manila Sketch Paper
Drawing Pencils
Erasers
Straight Edges
Rulers
Computer Technology & Projector

***NOTE* Teacher may choose to assign a specific literature and have the students create short plays explaining each scene of the story instead of allowing students to choose different topics.**

Procedure

1. Start a discussion by asking students what is their favorite piece of literature. Try and guide the discussion by addressing key topics such as:

What kinds of books to do you like to read?
Have you read Shakespeare?
Can anyone name a famous literature?
Do you enjoy stories such as Romeo & Juliet, Hamlet, Othello?
What about Greek and Roman Mythology?

2. Using your computer and projector, show examples of famous literature and highlight specific important passages or scenes that can be visually interpreted with ease.

3. For Home Learning, have students in groups chose a famous literature and attain a copy by either visiting the local library or downloading a copy to read on their smart phones, tablets, or computers. Students who do not have access to computers at home can use a classroom tablet if available.

4. Start a discussion by asking students what they think Puppetry is. Try and guide the discussion by addressing key topics such as:

What is Puppetry?

Have you ever made a puppet before?

What could a puppet be used for?

Have you ever seen a puppet show performed before?

5. Use your computer and projector to show examples of performers using puppets to recreate plays. Encourage students to use the internet to find more examples.

6. For Home Learning, have students research puppetry and find at least 2 different plays via YouTube. Have students write a written critique or reflection about the play characters and how the performers conveyed the story.

7. Explain to the students that they will be creating a three dimensional puppet that will be used to retell or recreate their chosen literature. Have each student work together in small groups to plan and design their puppets. Students will continue to read their literature as they work as a team to cooperatively design each puppet for their play and the sets which will be used.

8. Hand out Art Project Rubric and Student Cutout Rubric Sheets (Copy Provided in Resources Section). Have the students use the rubric to evaluate themselves and their peers. Students will use the rubric in small groups; discussing and "grading" each other's artwork.

Assessment:

- Students will demonstrate an understanding of the materials and media they are given.
- Students will write an outline of their chosen literature to facilitate their play.
- Students will sketch out a design for their chosen character from the literature.
- Students will sketch out a design for their set for the play.
- Students will complete an Art Project Rubric for one of their peers.

Lesson Part 2: Construction and Criticism

Subjects Grades 9-12

Arts: Visual Arts
Language Arts

Brief Description of Lesson

After reading their chosen literature and sketching their designs, students will build their character and sets using their chosen materials and recycled fabric. Students will be given a choice of either using felt and thread to show their felt puppets together or using wire and masking tape to create a paper marionette. Students will paint details and use recycled fabric to add clothing and designs.

Once their puppets are complete, students will perform their play in front of an audience of their peers. Students will be encouraged to record their production to post it on Social Media or show it to younger siblings in the hopes that they encourage others to read literature.

Finally, students will present their puppets to the class during a critique / art show. If possible, invite school administrators and community leaders to listen to the plays so students may show their knowledge of literature.

Objectives

- Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.
- Review, discuss, and demonstrate the proper applications and safety procedures for hazardous chemicals and equipment during the art-making process.
- Create multiple works that demonstrate thorough exploration of subject matter and themes.
- Develop works with prominent personal vision revealed through mastery of art tasks and tools.
- Use and maintain tools and equipment to facilitate the creative process.

- Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.
- Manipulate and embellish malleable or rigid materials to construct representational or abstract forms.
- Create three-dimensional modeled and rendered objects in figurative and nonfigurative digital applications.
- Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.
- Assess the challenges and outcomes associated with the media used in a variety of one's own works.
- Examine artistic response to social issues and new ideas in various cultures.

Materials

Felt
Embroidery Thread
Tapestry Needle (blunt)
Polyester Fiber Filling
Paper Mache
Masking Tape
Craft Sticks
Newspaper
String
Recycled Fabric (for clothing)
Glue (Hot Glue, Tacky Glue, Super Glue)
Scissors
Painting tools (Paint Brushes, Cups, Rags, Palettes)
Acrylic / Tempra Paint
Color Pencils
Drawing Pencils
Erasers
Straight Edges

Rulers

Camera Technology (Tablet, iPhone, iPods, Digital Camera, etc)

Computer Technology & Projector

Procedure

1. Home Learning: Have the students bring in any recycled fabrics they can think of to use cloth their puppets. Recommend students to bring a large variety of fabrics depending on what they expect to need to cloth the puppets of their team as well as their own. Examples: Jeans, T-Shirts, Silk Blouse, Socks, Rags, etc.

2. Students will construct their puppets using one of two methods. Students (or the teacher) can chose to either create stuffed felt puppets using felt or marionettes using wire, masking tape, and paper mache. Both designs can be used to create a puppet show.

3. Teacher will explain the materials and how to properly use them. Teacher will remind students to recycle as much as possible. Only throw away fabric/felt material if it is to small to use or it is damaged.

Stuffed Felt Puppet Instructions:

I. Students will use their front & back sketch to trace their design onto two pieces of felt. Using scissors, students will cut their design out of the felt leaving ½ inch gap around their design.

II. Students will cut their details (eyes, clothing, designs) from their sketches and trace them into felt or recycled fabric. Students will then cut their designs out exactly as they traced them so they can be attached to their body designs.

III. Students will use tacky glue or hot glue to attach their detail cuts to the front and back of their body designs. Students will allow these to dry completely before beginning to sew their design closed.

IV. Students will use the embroidery thread and tapestry needle to sew the front of the body to the back making sure to first place the detailed pieces inside

out. Students will leave a 2 inch gap without sewing to be able to reverse and flip their designs.

V. Students will flip their designs so that the details are on the outside. Students will then stuff their felt puppets using Polyester Fiber Filling attempting to fit into every crevasse and pocket.

Wire Marionette Puppet Instructions:

I. Students will use the provided skeletal structure handout (See Resource Section) to cut and manipulate wire to create a metal skeletal framework.

II. Students will wrap the skeletal structure with newspaper and tape. Students will leave a gap around the puppet's joints to allow for a full range of motion.

III. Once students have their puppets body built, they will use paint and supplies to paint a body color on their puppets. Then, using recycled fabric and felt, students will create clothing for their puppets.

IV. Students will be reminded to attach details and props to their puppets where necessary.

4. Students will use string to attach their puppets to craft sticks that have been glued together in the shape of a T. Students will tie string to the top of the head and both wrists for their puppet. The string to the head will be tied to the bottom of the T. The hand will be tied to the sides of the T.

5. Once students have completed their puppets, students are to begin working on creating their set designs for their play. Students should have at least one background for their play. Students should be encouraged to create props and any additional details that will make their play extra special.

6. Home Learning: As students are working on their puppet show, ask them to write an essay on how this project has changed their opinion on reading and interpreting famous literature. Have them answer questions such as:

Now that you have visually interpreted literature, do you see yourself reading more literature?

If you could choose one character to become in your play, who would it be and why? What makes them so special?

7. Once all components are complete, students are to perform their play in front of a live audience of their peers. I recommend you setup a day where all students perform their plays at once. Students are encouraged to record their plays to place them on Social Media, but it ultimately is their choice.

8. Have the students present their completed puppets to the class during a critique or art show. If possible, invite school administrators and community leaders to listen and view their plays.

9. Hand out Art Project Rubric and Student Cutout Rubric Sheets (Copy Provided in Resources Section). Have the students use the rubric to evaluate themselves and their peers. Students will use the rubric in small groups; discussing and "grading" each other's artwork.

Assessment:

- Students will demonstrate an understanding of the materials and media they are given.
- Students will create a three dimensional puppet either using stuffed felt technique or wire marionette technique.
- Students will adhere to the size requirements of their three dimensional model.
- Students will create at least one background set for their play. Students will present their completed three dimensional puppets to the class during a critique.
- Students will complete an art project rubric for each other presenting group in the class.

Recommended Materials

This project can be made possible with any materials the teacher may have at hand. Students were encouraged to use recyclable materials such as old clothing for fabric.

Recommended Materials to have at hand:

The quantity of materials needed depends on the number of students participating. But on average each student will need the following:

Paper Mache/ Masking Tape Puppet:

Paper & Pencil to Sketch a Template

Paper Mache

Masking Tape

Newspaper

Paint

Paint Brushes

String

Cloth for Puppet clothing

Hot Glue Gun & Glue Sticks

Stuffed Felt Puppet:

Paper & Pencil to Sketch a Template

Scissors to Cut their Template

4-5 Sheets of 9"x12" Felt

(2 for the Body, 2-3 for Details)

Tapestry Needle (blunt)

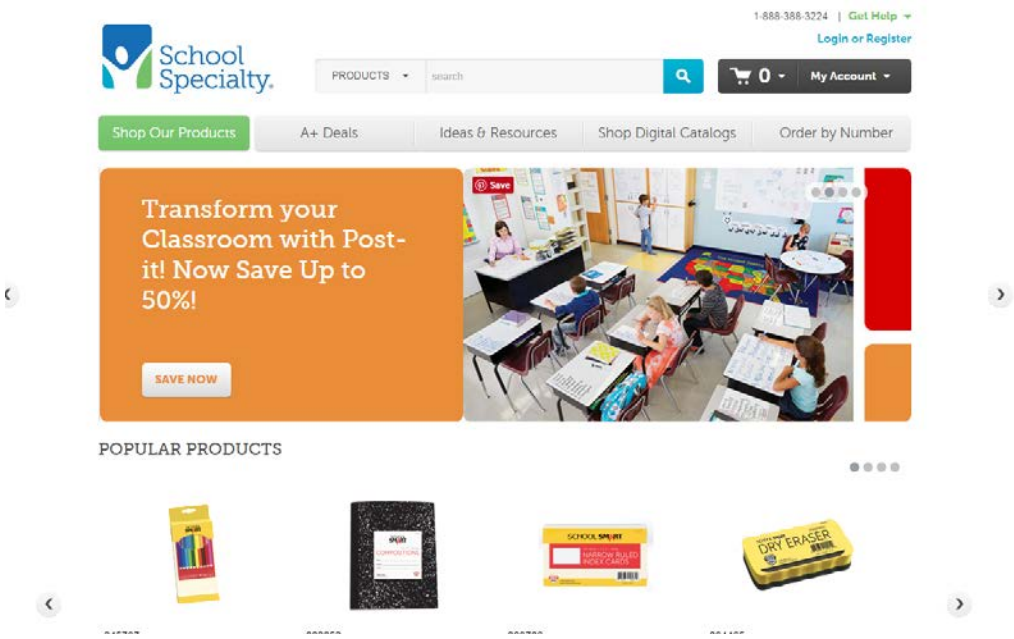
1 Embroidery Thread

Tacky Glue

Polyester Fiber Filling

Hot Glue Gun & Glue Sticks

All materials can be purchased through SchoolSpecialty.com at a discount for the school.



Resource List

The following resources have been created by Ms. Young and they are free to use and reproduce in your classroom for the purpose of completing this project. Please feel free to modify them for educational purposes.

Art Project Rubric	Page 23
Art Project Rubric Student Cutouts	Page 28
Paper Marionette Skeleton Framework Handout	Page 29
Creating Your Puppet Theater	Page 30

Art Project Rubric

A. Knowledge & Understanding

VA.912.S.1.4 Demonstrate effective and accurate use of art vocabulary throughout the art-making process.

VA.912.S.3.10 Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.

Level 0	Level 1-2 -3	Level 4 -5 - 6	Level 7 - 8	Level 9 - 10
The student does not reach a standard described by any of the descriptors.	A1: The student demonstrates a **limited** knowledge and understanding of the art form as evident in their planning sheets. A2: The student demonstrates a **limited** awareness of design as evident in their writing task. A3: The student has **limited** understanding of the significant concept	A1: The student demonstrates a **satisfactory** knowledge and understanding of the art form as evident in their planning sheets. A2: The student demonstrates **satisfactory** awareness of design as evident in their writing task. A3: The student has **satisfactory** understanding of topic language and a **satisfactory** understanding of the significant concept.	A1: The student demonstrates a **good** knowledge and understanding of the art form as evident in their planning sheets. A2: The student demonstrates **good** awareness of design as evident in their writing task. A3: The student has **good** understanding of topic language and a **good** understanding of the significant concept.	A1: The student demonstrates an **excellent** knowledge and understanding of the art form as evident in their planning sheets. A2: The student demonstrates an **excellent** awareness of design as evident in their writing task. A3: The student has an **excellent** understanding of topic language and an **excellent** understanding of the significant concept.

B. Application

VA.912.F.3.4 Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.

VA.912.O.1.5 Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.

Level 0	Level 1-2 -3	Level 4 -5 - 6	Level 7 - 8	Level 9 - 10
The student does not reach a standard described by any of the descriptors.	B1: The student demonstrates his/her understanding of the directions and project requirements with a **limited proficiency.** B2: The student demonstrates a **limited** ability to develop **some** skills and apply **some** decorative techniques through texture, color and design.	B1: The student demonstrates his/her understanding of the directions and project requirements with a **satisfactory proficiency.** B2: The student demonstrates a **satisfactory** ability to plan and employ decorative techniques through texture, color and design.	B1: The student demonstrates his/her understanding of the directions and project requirements with **proficiency.** B2:The student demonstrates a **good** ability to plan and employ decorative techniques through texture color and design	The student demonstrates his/her understanding of the directions and project requirements **above proficiency expectations.** B2: The student demonstrates an **excellent** ability to plan and employ decorative techniques through texture, color and design.

c. Artistic Process & Material Maintenance

VA.912.S.3.1 Manipulate materials, techniques, and processes through practice and perseverance to create a desired result in two- and/or three-dimensional artworks.

VA.912.S.3.11 Store and maintain equipment, materials, and artworks properly in the art studio to prevent damage and/or cross-contamination.

Level 0	Level 1-2 -3	Level 4 -5 - 6	Level 7 - 8	Level 9 - 10
The student does not reach a standard described by any of the descriptors.	C1: There is a **limited** ability to work with the required material. C2: The student stores and maintains the classroom equipment **with much encouragement.**	C1: The student demonstrates a **satisfactory** ability in working with the required materials. C2: The student stores and maintains the classroom equipment **with encouragement.**	C1: The student demonstrates a **good** ability in working with the required materials. C2: The student stores and maintains the classroom equipment **with little encouragement.**	C1: The student demonstrates an **excellent** ability in working with the required materials. C2: The student **actively** stores and maintains the classroom equipment.

D. Reflection & Evaluation

VA.912.C.3.1 Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.

LAFS.910.WHST.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

VA.912.C.1.4 Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.

Level 0	Level 1-2 -3	Level 4 -5 - 6	Level 7 - 8	Level 9 - 10
The student does not reach a standard described by any of the descriptors.	D1: The student is only able to give a **limited** description of the progress they have made so far and only with assistance. D2: The student demonstrates a **limited** ability to evaluate their own work and this is often ineffective or incomplete. D3: Use feedback **in a limited form** to inform their own artistic development and processes.	D1: The student is able to give a **satisfactory** description of the progress they have made so far and identify some strategies to develop and improve their artistic processes. D2: The student can give a **satisfactory** evaluation of their own work. D3: Use feedback **satisfactorily** to inform their own artistic development and processes.	D1: The student is able to give **good** description of the progress they have made so far and identify effective strategies to develop and improve their artistic process. D2: The student can give a **good** evaluation of their own work. D3: Use feedback to **greatly** inform their own artistic development and processes.	D1: The student is able to give an **in-depth** description of the progress they have made so far and identify effective strategies to develop and improve their artistic processes. D2: The student carries out an **excellent** evaluation of their own work and identifies areas for improvement. D3: Use feedback **excellently** to inform their own artistic development and processes.

E. Artistic Awareness & Personal Engagement

VA.912.C.2.1 Examine and revise artwork throughout the art-making process to refine work and achieve artistic objective.

VA.912.F.1.3 Demonstrate flexibility and adaptability throughout the innovation process to focus and re-focus on an idea, deliberately delaying closure to promote creative risk-taking.

Level 0	Level 1-2 -3	Level 4 -5 - 6	Level 7 - 8	Level 9 - 10
The student does not reach a standard described by any of the descriptors.	E1: The student shows **limited** commitment to developing their own artistic processes. E2: The student shows **limited** curiosity, motivation, or a willingness to take risks. E3: The student rarely works with peers and only **with much encouragement.**	E1: The student shows **satisfactory** commitment to developing and using their own artistic process. E2: The student demonstrates **satisfactory** curiosity, or self-motivation, or a willingness to take some risks. E3: The student works and either supports or encourages their peers in a positive way **with encouragement.**	E1: The student shows **good** commitment in developing and using their own artistic process. E2: The student **generally** demonstrates curiosity, self-motivation, initiative and a willingness to take risks. E3: The student supports, encourages and works with peers in a positive way, **with little encouragement.**	E1: The student shows **excellent** commitment in developing and using their own artistic processes. E2: The student **actively** demonstrates curiosity, self-motivation, initiative and a willingness to take informed risks. E3: The student **actively** supports, encourages, and works with their peers in a positive way.

Name_____ Period ____
Project

Name_____ Period ____
Project

Rubric		**Rubric**	
A: Knowledge & Understanding		A: Knowledge & Understanding	
B: Application		B: Application	
C:Artistic Process & Material Maintenance		C:Artistic Process & Material Maintenance	
D: Reflection & Evaluation		D: Reflection & Evaluation	
E: Artistic Awareness & Personal Engagement		E: Artistic Awareness & Personal Engagement	

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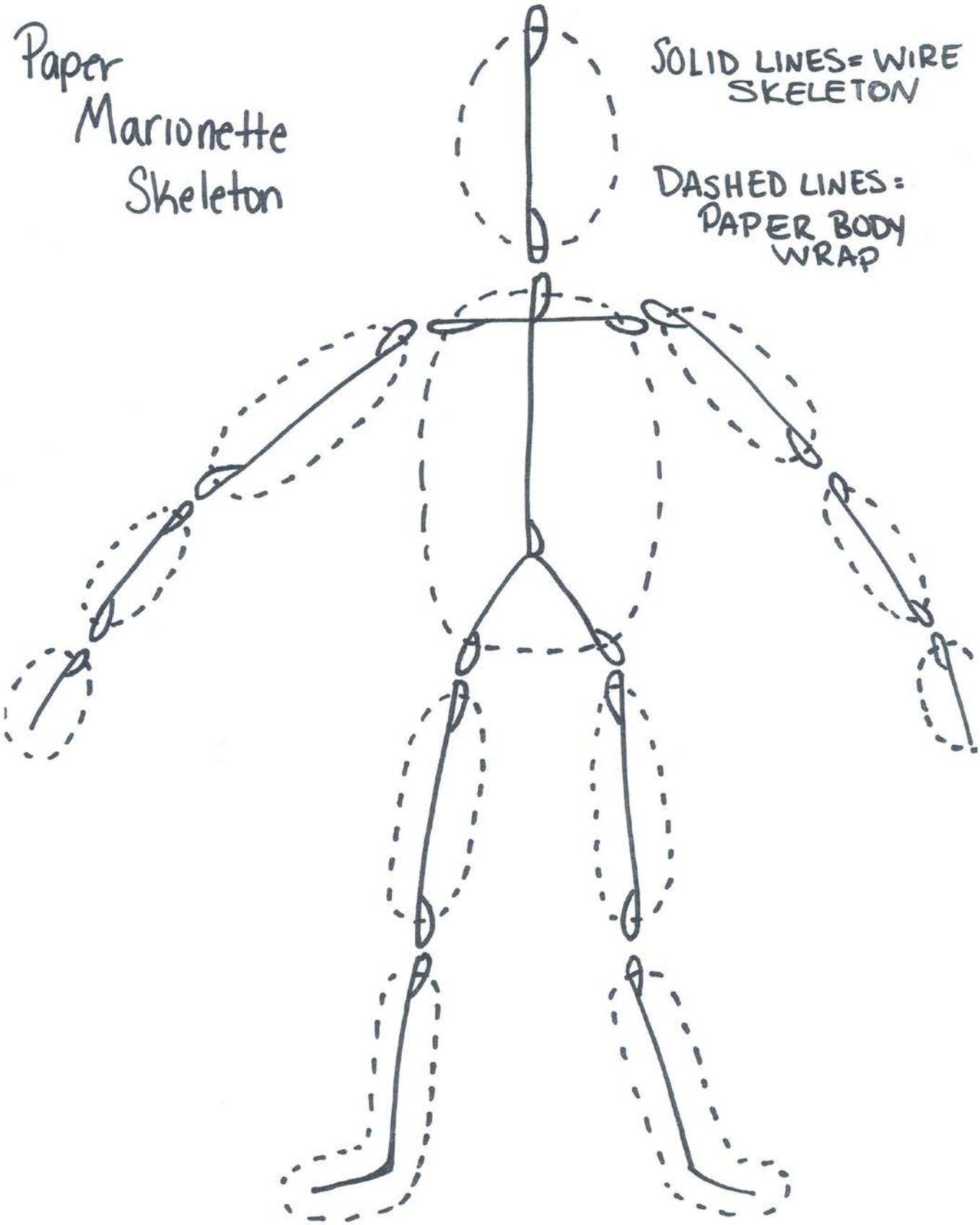
Paper Marionette Skeleton



Creating Your Puppet Theater

Materials:

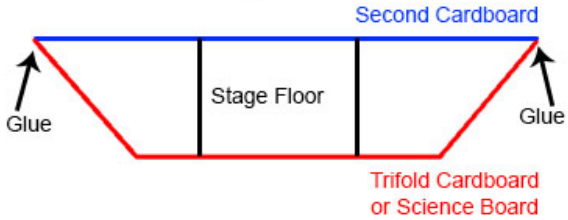
Cardboard (2 Large Piece)
OR
One Science Board + 1 Piece of Cardboard

Construction Paper
Recycled Fabric
Ribbon
Hot Glue Gun
Tape
Paper Clips

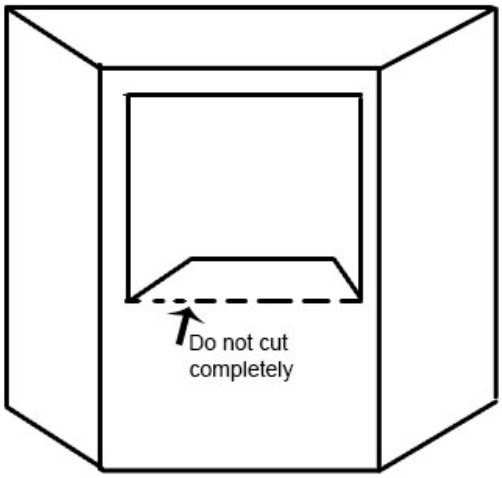
Procedure:

1. Fold your cardboard into a trifold, (or use a science board which has been precut)
2. Cut out a large square from the center of your card board <u>BUT do not completely cut the bottom of the square</u>. This will be the window where your puppets will be visible.
3. Fold the square inward to create the floor for the puppets to rest on.
4. Attach the second piece of cardboard across the back of your trifold by hot gluing along the vertical outer edges of your trifold. Attach the top part of the "floor" to the back wall using tape.
5. Decorate your theater using construction paper, recycled fabric (curtain), and ribbon. Print out logos or designs to accent your stage.
6. Student created backdrops can be held to the stage using paper clip.

Top View



Front View



Students at Work

Students designing, creating, and building their puppet theater using cardboard boxes, hot glue gun, construction paper, and fabric.

Students using their skeletal structure drawings to build their marionette puppets using wire, tape, scissors, and glue.

Students decorating their puppets like the characters they chose using recycled materials such as old fabric clothing, bags, newspaper, and craft sticks.

Students performing their puppet rendition of "Julius Caesar" in front of an audience of their peers who were giving them feedback on their play.

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For more information, contact:
Edwina Lau, Program Director
305.558.4544, ext. 113
elau@educationfund.org

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