

Lesson focus: Designing and creating puppets

Outcomes:

- Comprehending the importance of developing an intended purpose for their puppet and designing, planning and evaluating their puppet to realise this purpose (recorded in a visual diary)
- Ability to describe their puppet using appropriate art language

Assessment:

- Students design and annotate their puppet, including the materials required to construct it and describe their puppet's character and purpose, in a visual diary
- Peer assessment: In pairs, students assess one another with prompting questions (provided) recorded on a short rubric (consider pairings)

Background to learning

Teacher: Understanding of how to create basic puppets and which materials are suitable (refer to website video link – 'Jim Henson on Making Muppets 1969')

***Resources:**

- *Ask the children to bring a variety of materials from home prior to the lesson, e.g. fabric, buttons, cardboard shapes, socks, old tennis balls, string, ribbon*
- Polystyrene shapes, including spheres
- Paddlepop sticks, corks, artificial feathers and fur, scrap fabric
- Coloured paper
- Cardboard
- Blue tack, glue, thumb tacks, rubber bands, toothpicks (bonding materials)
- Coloured markers/textas
- Students' visual diaries/art workbooks
- Cameras or computer tablets to take photos (optional)

* Any materials you see fit for the children to use – you are limited by your imagination here!

Development (20 mins)

- Have the students brainstorm different materials and techniques that could be used to make puppets
- Ask them to remind you of the different types of puppets and why they might be used
- *Which types of puppets did Ron Mueck create? What might he have used to create certain puppets (e.g.) Why?*
- Show the children how to create a few basic puppets (time permitting), the variety of materials available that they can use and to remember their purpose when choosing these (how do they want their puppet to look? What message do they want their puppet to send to the viewer? What could help them achieve this?)
- Explain consolidation task to children (below). Have the students remind you of what needs to be done throughout the creating process

Consolidation (80 mins)

- Students need to design their puppet using sketches and colour. They should record an intended purpose for their puppet, remembering why Ron Mueck fashioned his puppets to look the way they did and the artist principles and elements present (explored in previous lesson)
- After creating an annotated plan, students need to begin making their puppet. Every 15 minutes remind the children to jot down what stage they are at in the process and to briefly analyse what is working well for them, what they might change from the original design and why (if possible, the children can accompany their notes with a photograph)

Closure (20 mins)

- Students may need another lesson to finish making their puppet; gauge this
- Pack up materials
- Have the children offer comments about the activity

Example focus questions:

What went well, what was challenging and why? In what way did regularly evaluating your puppet help you achieve your goal? In what ways could these puppets be used now? What art elements and principles are especially important so your puppet will capture an audience and send a particular message?