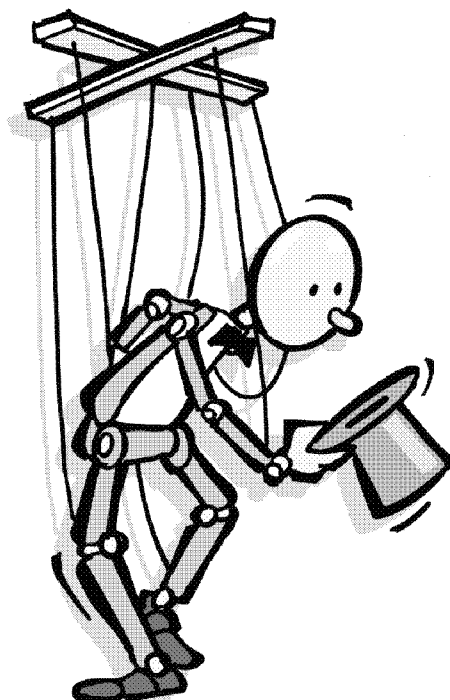


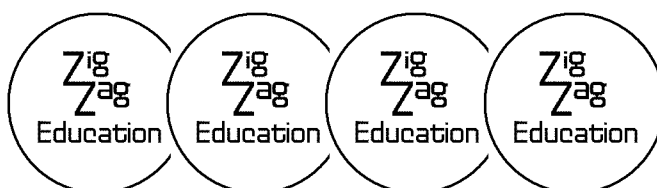
Puppetry for Year 7

Teacher's Notes and Student Handbook



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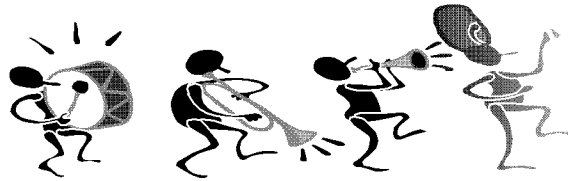
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Teacher's Notes

How to use this scheme of work

Do feel free to use as much or as little of the scheme as suits your purpose. It is intended as a full scheme of work and has a clear assessment scheme to support it.

There is a learning objective for each lesson, and step-by-step content ideas. It is intended to be prescriptive but should give a clear idea of how I go about teaching the content I include, with references made to the handbook throughout.

I have deliberately left out references to the English KS3 curriculum and have no reference point. I felt citing such references categorically was best left to the whoever and wherever they may be, so that they can take account of their own situation. As a guide, in my own situation I cite the following:

- English Key Stage 3 specification – Speaking & Listening especially
- Every Child Matters
- Special Educational Needs differentiation
- Gifted & Talented extension activities
- Application of literacy
- Application of numeracy
- Application of ICT
- Business & Enterprise opportunity / any other relevance to specialist schools

A4 and A5 format

This resource has been provided in A4 format for individual handouts and a full student booklet.

If you wish to use it as an A5 booklet, please ensure you photocopy it double-sided and in the order of the pages.

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Resources

In order to teach the complete scheme the following resources are required:

- **A small collection of finger puppets**
These can be purchased cheaply from toy shops or could be made by students
- **Some glove puppets**
No need for expensive new ones! Collect bargain puppets looking for rummage sales, car boot sales and from eBay!
- **Some marionette puppets**
Again collect from second-hand sources if new ones are too expensive
- **A puppet theatre**
These can be constructed using fabric or an old curtain across a doorway
- ***Labyrinth***
The DVD version of the Jim Henson / David Bowie film – has special features
cost from online stores
- **Desk lamps for shadow puppetry**
Place on the floor against a black background to create a shadow puppet
- **A copy of 'The Complete Puppetry Handbook' for each student**

Non-essential resources might include:

- **Pictures or photographs of different forms of puppets, and/or from different cultures**
- **A selection of 'puppet themed' music**
'Puppet on a string' – Sandi Shaw
'The Muppets' theme tune
'Fraggle Rock'
'I'm your puppet' – Marvin Gaye
- **Clips from well-known children's programmes/shows that use puppetry**
Easily found on the web

Suggested Learning Audience

- Year 6/7 KS3
- Ideal as a primary transition unit
- SEN

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Assessment

Students should be encouraged to self-assess and peer-assess each other after record completion point. These marks should be totalled at the end of the unit of 100%.

I have reproduced the level descriptors for Drama at Key Stage 3 on the next page. The Arts Council can be found here: <http://www.artscouncil.org.uk/media/uploads/2014/05/Key-Stage-3-Drama-Descriptor.pdf>. It's difficult to write ones that fit the many subject/topic areas/skills of a drama unit. Some descriptors directly relate to puppetry skills. Students need awareness of where their level is, so they can improve, of course, so I refer to these for general purposes but point out areas for improvement in record when they have completed the unit.

For the purpose of the National Curriculum level correlation the following table is used for assessment. Generally I have found most teachers break the each level down into three parts so students can gauge how near to moving up a level they might be. So a student might be making that level, while 3b is secure and 3a is nearly moving up to level 4. This table should meet your needs.

Criteria	Transition Entry	Y7	Y8
1c	50%	60%	50%
1b	60		
1a	70		
2c	80	70	60
2b	83	73	63
2a	86	76	66
3c (Baselined)	90	80	70
3b	93	83	73
3a	96	86	76
4c	100	90	80
4b		93	83
4a		96	86
5c		100	90
5b			93
5a			96
6c			100
6b			
6a			
7c			
7b			
7a			
8			

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Level Descriptors for Drama at Key Stage 3

Level 1

- I can.... ☒ Take part in a wide range of 'pretend' activities to explore situations through imaginative play
- ☒ Respond to other characters in role
- ☒ Pretend to be a character, demonstrating emotion through action

Level 2

- I can.... ☒ Take part in a range of drama activities and use simple theatre techniques
- ☒ Explore problems in an imagined world and make up plays from scratch
- ☒ Use the dialogue in existing texts as well as create my own

Level 3

- I can.... ☒ Devise plays from a range of stimuli
- ☒ Respond to show a deeper understanding of the role or situation
- ☒ Select appropriate props, set, costume for my drama
- ☒ Choose vocabulary and movement to match the person, place and time

Level 4

- I can.... ☒ Work confidently as a member of a group
- ☒ Plan and structure plays and express my ideas using a range of techniques
- ☒ Interpret the work of a playwright
- ☒ Write and perform a simple script
- ☒ Create a character using appropriate movement and voice

Level 5

- I can.... ☒ Explore and interpret ideas, issues and relationships in my drama
- ☒ Devise performances of different types for different purposes
- ☒ Sustain a character/role for a reasonable amount of time
- ☒ Select and make use of available resources to enhance my work
- ☒ Rehearse extracts from a range of drama texts
- ☒ Write scripts and short plays based on devised work

Level 6

- I can.... ☒ Use drama to explore challenging issues and themes
- ☒ Work as a valuable member of a group, accepting suggestions and contributing to the rehearsal process
- ☒ Sustain and represent clearly-defined characters with depth and consistency
- ☒ Write scripts and short plays that use symbols to communicate

Level 7

- I can.... ☒ Create performances for different audiences and purposes using a range of techniques
- ☒ Contribute creatively to the devising and collective authorship
- ☒ Make very effective use of available resources and theatrical devices
- ☒ Show an ability to entertain and educate others through drama
- ☒ Use a variety of text sources both classical and contemporary as well as devised

Level 8

- I can.... ☒ Experiment with and explore a variety of theatre resources, techniques and devices
- ☒ Use collaborative group work to create performances that are successful for their intended audiences
- ☒ Demonstrate imagination and considered justification when interpreting texts
- ☒ Make use of appropriate software to develop and translate ideas

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Lesson Plans

Aims

- To introduce different forms of puppetry
- To explore how inanimate objects can be brought to life
- To develop good group working skills while working towards a group

Objectives

By the end of this unit pupils will have:

- Experimented with and explored different forms of puppetry, using real
- Undertaken some research using ICT into a famous puppeteer
- Have engaged with specialist vocabulary within the subject area
- Worked in groups to produce short puppet performances for a peer audience
- Have designed and made their own puppet character

Lesson 1 – Where does this form of performance come from?

Learning objective: *To introduce the topic of puppetry and uncover how this art form*

1. Issue books to students
2. Ask students to read in turn the vocabulary out loud to the class
3. Read through 'A Brief History of Puppetry' (pp. 2–3 of the handbook)
4. Ask students to complete the timeline of puppetry development
5. Read through the 'Around the World' (p. 4 of the handbook)
6. If available show students pictures of different puppets from different parts of the world and identify where the puppet hails from

Homework: *To use information from their Geography class to complete the map of the world*

Lesson 2 – Is puppetry just for children?

Learning objective: *To nostalgically explore our childhood memories of puppetry*

1. Consolidate homework from last lesson
2. Discuss some examples of puppet characters you (as teacher) remember and how you enjoyed those shows
3. Allow students time in small groups to list shows and puppet characters and present this back to the class
4. You could run this as a contest, where the group who have named a character gets a prize
5. Ask students to complete the chart on p. 5 of the handbook
6. Read through 'Punch & Judy' (p. 6 of the handbook)
7. Allow students to discuss why this form of puppetry became politically
8. Ask students to complete the cloze procedure
9. If available, end the lesson with a few clips of different shows that use puppets

Homework: *Ask students to find 'thumbnail' size pictures to stick in their books.*

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Lesson 3 – Are there many different forms of puppetry?

Learning objective: *To be able to identify the main different forms of puppetry.
To undertake the first skills assessment.*

1. Identify the different forms of puppetry that will be introduced over the handbook)
2. If available show the students examples of these different forms
3. In small groups ask students to identify distinguishing features of the d (Each group could tackle a different one and then feed back.)
4. Ask pupils to establish some rules and expectations when using the pup
5. Guide students through the instructions on p. 8 of the handbook
6. Review performance and ask students to complete Skills Record 1 (p. 32)
7. Show students the first 10 minutes of *Labyrinth* and see who can spot the worm first!

Lesson 4 – Is there really any skill in using a glove puppet

Learning objective: *To experiment with using a glove puppet and to create a short g*

1. Seat students in a circle and give each student a puppet (or share a pup)
2. Guide students through the instructions on p. 9 of the handbook
3. Pupils may swap puppets with others and try this exercise again
4. Discuss how some puppet characters found some of the movement diff characters that can do different movement too?
5. Guide students through p. 10 and discuss the different ways a voice cou they are working with
6. Set the group task allowing an agreed amount of time for them to work piece to the rest of the class
7. Review performances and ask students to complete Skills Record 2 (p. 32)
8. If time will allow show 10 minutes more of *Labyrinth* looking at the char he is made to move

Lesson 5 – Is it possible to operate a marionette without getting tangled?

Learning objective: *To learn how to use, move and store a marionette correctly.*

1. Read through the information on p. 11 of the handbook
2. Ask students to identify potential problems that might occur working v
3. Expound the rules and how to care for the puppet being used
4. Explore the different movement you can make your puppet do
5. Guide students through the workshop
6. Review performances and ask students to complete Skills Record 3 (p. 32)
7. End the lesson by watching a short snippet of *Labyrinth* while looking at (p. 25 of the handbook) and considering how many puppeteers must be

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Lesson 6 – Is it difficult to work with a group of puppeteer

Learning objective: *To explore how to use a puppet theatre for a performance and*

1. Read through p. 12 of the handbook on the different ways to provide di with a 'stage'
2. Set up different 'puppet theatre' spaces around the room
3. Give students an opportunity in fairly large groups (5–7) to experiment performance areas in rotation
4. Ask students to evaluate the difficulties/challenges/benefits of working puppeteer (p. 13 of the handbook)

Lesson 7 – How can 'just your hands' be used to create pup

Learning objective: *Exploring and experimenting with hand puppetry as a form*

1. If available, show some picture examples of 'hand puppetry' at work – search the web for 'faces made using hands'
2. Read through p. 14 of the handbook
3. Watch the moment in *Labyrinth* where Sarah falls down the shaft and is hands'. You may need to watch this snippet more than once.
4. In groups of 4/5, ask students to create a 'hand character' of their own a their 'face' to say a short nursery rhyme
5. Review their work: What things could enhance the character they have cre shape to make small costume items, or use small props and add glasses or
6. Each group has to demonstrate their 'hand puppet' by making their cha topic of 'their family'
7. Each student is to rough sketch how the hand face was created in the sp

Lesson 8 – Can you use your hands in a different way to c characters?

Learning objective: *Looking at the ancient way of telling stories using shadow p different forms.*

It is up to you how detailed you go into the history of shadow puppetry and as a way to teach, tell stories and entertain others.

1. Set up performance spaces – desk lamps shone onto a large black piece shadow work, and a white sheet with a lamp shone from behind it for c
2. Explain the difference between 'hand shadow puppetry' and 'shadow p
3. Read through pp. 15–16 of the handbook
4. Allow students to have 25 minutes to experiment with one form before minutes on the other

Homework: *To read through pp. 17–18 of the handbook and think about which ty like to make.*

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Lesson 9 – How easy is it to design and make my own puppet?

Learning objective: *To consider different ways to construct a puppet character.*

1. Ask the students which of the methods for puppet-making that they researched appealed to them, with reasons for their answer
2. You may choose to demonstrate with some 'assistants' a few of the methods of puppet making, or indeed use some puppet construction ideas from elsewhere. There are many books that go into detail on puppet-making.
3. Ask them to sketch their intended design, planning how it is constructed and identified (p. 19 of the handbook). This is always an interesting task and an idea of suitability of materials chosen when they do this design task.
4. Do set a date for completion: I often find it useful if this lesson coincides with a film being constructed.
5. If time allows, watch *Labyrinth* special DVD features where it shows the construction of the film being constructed

Homework: *To construct a puppet character that you can demonstrate bringing to life to the group.*

Lesson 10 – Can we put a puppet show on please?

Learning objective: *To plan a puppet performance for an intended audience.*

1. Look at pp. 20–21 of the handbook
2. On separate cards write 'finger puppetry', 'glove puppetry', 'marionette puppetry', 'puppetry with moving parts' and place each card into a hat
3. Split the class into five groups and ask each group to choose from the hat one method which to create and plan their group performance
4. Place heavy emphasis on the importance of good group work and overall objectives to occur in order to meet their objective
5. Facilitate the groups as they plan their performance
6. If time allows watch *Labyrinth* special DVD features where it shows how to create a puppet with moving and using different puppet forms to create different effects

Lesson 11 – We're puppeteers! So let us perform!

Learning objective: *To review and evaluate each other's puppetry performances.*

1. Allow a short time for each group to recall and prepare their work
2. After each group has performed ask the students how they felt their performance. Identify 'how much' they would charge a potential audience member to get them to consider the 'value' and 'quality' of their work. I have previously explored this further by seeing if a peer audience will pay a small charge to watch a performance.
3. Ensure they complete Skills Record 4 (p. 32 of the handbook)

Homework: *To do a search on the web for Jim Henson, and see what puppet characters he created other than those in Labyrinth. Short print-outs, or written notes to complete a wider research task if you wish to – such as asking them to find out about puppeteers behind other well-known characters or shows.*

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Lesson 12 – How will you decide what mark to give our pupils?

Learning objective: *To attempt to mark the work of others fairly.*

1. Each pupil to stand up and present their puppet creation, stating:
 - How they went about constructing it
 - What inspired/influenced their design
 - How the creation is brought to life
 - What kind of voice the puppet should be given
2. Other pupils are invited to ask questions, and offer their critique on the creations. Lots of discussion and a wide range of puppet character creations, and quality of work.
2. Review students' research work and ask them to secure this into their books.
4. Ensure students complete Skills Record 6 and 8 (p. 32 of the handbook)

Homework: *To learn the meaning and spelling of specialist puppetry vocabulary.
To complete the word search on p. 30 of the handbook to aid revision.*

Lesson 13 – Evaluation

Learning objective: *To test students' ability to use and spell subject specialist vocabulary.
To confirm and record students' Skills Record marks.*

1. Run the vocabulary test as on p. 31 of the handbook. I find it useful to put the word in a sentence rather than the word itself – this means students get a chance to get a mark for understanding the word even if the spelling may be incorrect.

Vocabulary (p. 31 of the handbook)

Definition

1. An object brought to life by a puppeteer
 2. Performing using puppets
 3. A person who performs using puppets
 4. Those who watch your performance
 5. French for 'puppet'. Another name for string puppets
 6. Creating a voice without moving your mouth
 7. A toy character placed on your hand like a glove
 8. Is the name given to using your hands alone to create a character
 9. Small characters that fit onto digits
 10. The name given to a glove puppet theatre
2. Ask students to complete the evaluations on pp. 33–34 with consideration. They will come up with some excellent suggestions!

Lesson 14 – The curiously, ever so satisfying, conclusion to the journey

1. While I speak to students individually to take in their marks and award them, play *Labyrinth* to play in the background – so many students moan about not watching the whole film
2. Allow students to complete the film quiz on pp. 26–27 and go over the answers
3. You may wish to award a 'Best Puppeteer' award for the student with the most correct answers
4. By this point students usually have lots to show me and lots they want to tell me about aspects of puppetry

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Contents of Student Handbook

Page(s)	Content	Student
1	Important vocabulary to know	<i>Read words aloud and</i>
2–3	A brief history of puppetry	<i>Complete a timeline</i>
4	Around the world	<i>Mark developments on</i>
5	Puppet characters you remember	<i>Complete the chart</i>
6	Punch & Judy	<i>Cloze exercise</i>
7	Forms of puppetry	
8	Using a finger puppet	<i>Complete workshop: 1</i>
9	Using a glove puppet	
10	Giving a puppet a voice	<i>Complete workshop: 1</i>
11	Using a string puppet	<i>Complete workshop: 1</i>
12	Working in a puppet theatre	<i>Complete workshop</i>
13	Working in a puppet booth	<i>Evaluate how best to</i>
14	Hand puppetry	<i>Form your own hand</i>
15	Hand shadow puppetry	<i>Complete workshop: 1</i>
16	Shadow puppetry	<i>Make a cardboard shoe</i>
17–19	Making junk puppets	<i>Homework: Puppet m</i>
20	Putting on a puppet show	<i>Construct a puppet p</i>
21–22	Planning your performance	<i>Complete performanc</i>
23	Films & shows that use puppets	
24	Information I found on the internet	<i>Homework: ICT rese</i>
25	Hunt the <i>Labyrinth</i> characters	<i>Word search</i>
26–27	The <i>Labyrinth</i> film quiz	<i>Complete the quiz as</i>
28	Your favourite moment in the film	<i>Sketch your favourite</i>
29	The story of Pinocchio	
30	Puppetry word search	<i>Find the words to hel</i>
31	Spelling test sheet	<i>Complete test: Skills</i>
32	Skills record	<i>Keep a record of your</i>
33	Evaluate your work	<i>How well do you thin</i>
34	Teaching & learning evaluation	<i>Tell us what you thou</i>

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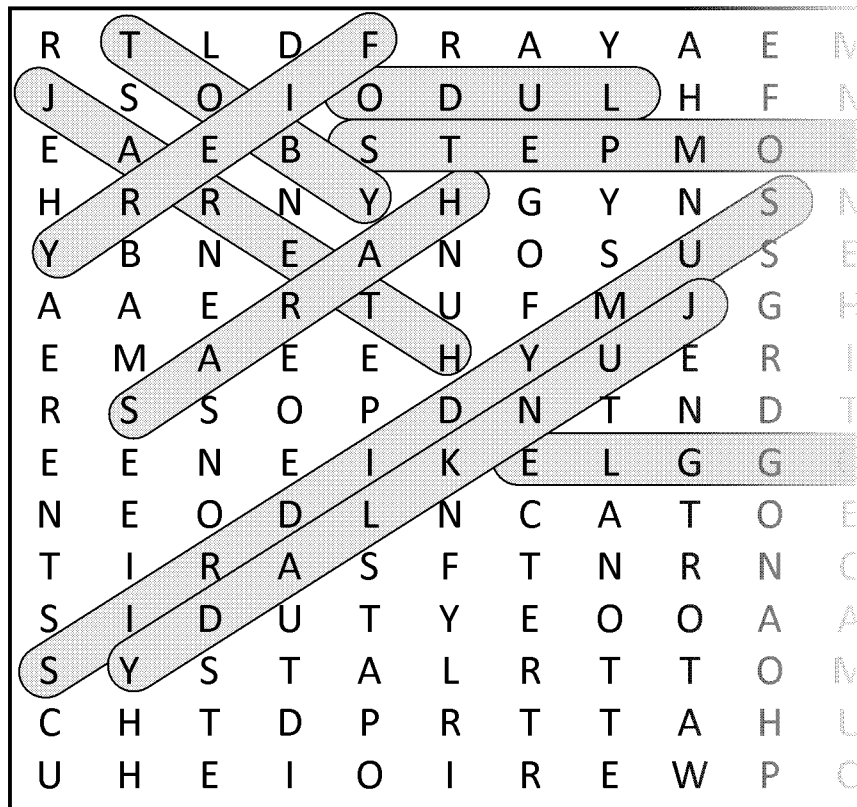


Answers

p. 6 **Punch and Judy (Gap Fill)**

Punch, traditional, London, entertained, seaside, Judy, squeaky, sl

p. 25 **Hunt the *Labyrinth* Characters (Wordsearch)**



pp. 26–27 **The *Labyrinth* Film Quiz**

1. 1986
2. David Bowie
3. Sarah. Goblin King. Toby. Step mother. Step father.
4. Jim Henson
5. The worm. The eyes
6. The Firerys Hoggle sometimes. Goblins Jumping. Small goblin
7. A Peach
8. Ludo. The Goblins riding creatures. The Goblin mechanical
9. Up to student
10. Up to student

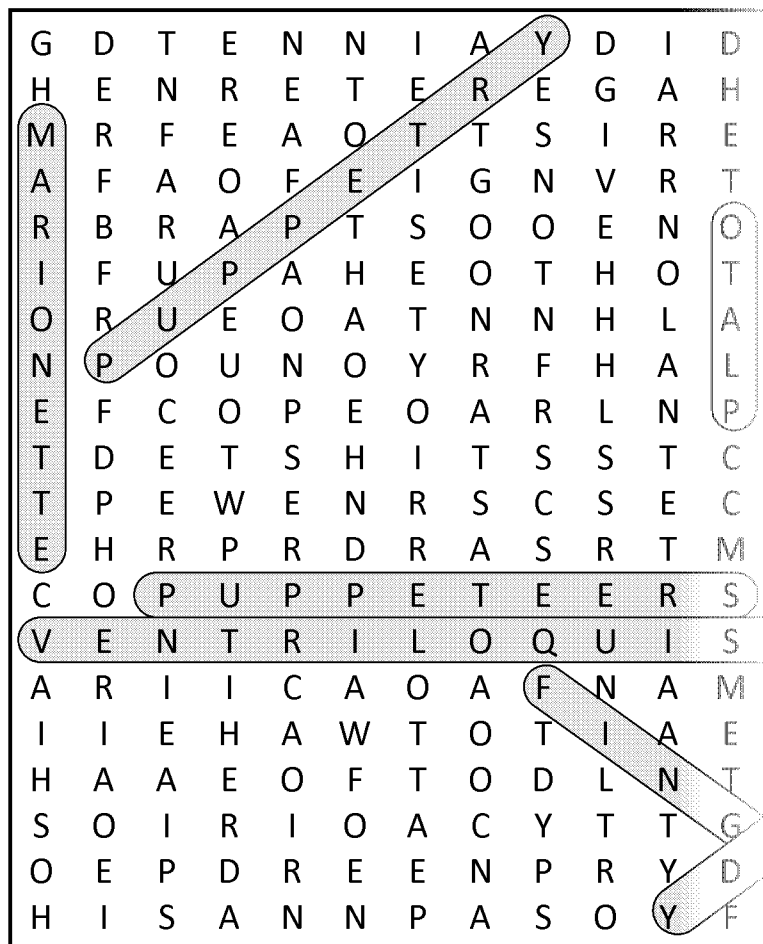
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p. 30 Find the Puppetry Words (Gap Fill)

puppetry, Plato, puppeteers, finger, glove, body, string, marionette, audience

Wordsearch



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