

Title: The Art of Puppetry
Grade: High School
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Lesson Outcomes

After this Unit, students will be able to identify and classify the basic types of puppets and their history origins. Students will use math and geometry to be able to design and construct their own practical puppets for use in performance. Students will operate puppets and demonstrate proper puppeteer techniques. Through lectures, discussions, and activities, students will practice literacy skills to write their own scripts to be used for a puppet performance. Students will be assessed on their ability to recall historical facts, their commitment and participation in the activities and building process, as well as the execution of their performance.

Objectives for Unit:

By the end of this Unit, students will be able to identify and classify the basic types of puppets and their history origins. Students will use math and geometry to be able to design and construct their own practical puppets for use in performance. Students will operate puppets and demonstrate proper puppeteer techniques. Through lectures, discussions, and activities, students will practice literacy skills to write their own scripts to be use for a puppet performance. Students will be assessed on their ability to recall historical facts, their commitment and participation in the activities and building process, as well as the execution of their performance.

National Theatre Standards:

TH:Cr1.1.1.a. Apply basic research to construct ideas about the visual composition of a drama/theatre work.
TH:Cr3.1.1.a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
TH:Pr5.5.1.a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
TH:Pr5.5.1.b. Use researched technical elements to increase the impact of a design for a drama/theatre production.
TH:Re8.1.1.a. Identify and compare cultural perspectives and contexts that may influence the evaluation of a drama/theatre work.

Lesson 1 – The History of Puppetry

Today we will: Students will be able to identify and classify the basic types of puppets and their history origins. Through lectures, discussions, and activities, students will practice literacy skills to write their own Jeopardy style questions to be used in class during a game.

Teaching Objectives:

- To introduce the world of puppetry
- To outline the different types of puppets and their origins by country
- To show the value and relevance of puppetry in the visual arts and theatre content area

Student Objectives:

- Students will identify and differentiate the origins of puppetry by country
- Students will classify and distinguish between at least 4 different types of puppets
- Students will recognize and value the practicality of puppets in performance

Essential Questions:

1. What is puppetry and why should we study it?
2. What are the 4 main types of puppets and their origins?
3. What purpose do puppets have in the performing arts?
4. What role have puppets played in shaping society?

Learning Set

Gain Attention

As students enter the room, ask them to sit in the first two rows. Introduce the topic and ask a series of questions to gain interest.

- What types of film, television and theater performances can you think of that involve some kind of Puppetry?
- How many different types of puppets can you think of?

Students will contribute answers using prior knowledge such as Star Wars, Mr. Rogers' Neighborhood, and Avenue Q. Then, share how Puppets can be used in a variety of ways in society as well as play an opening video from Star Wars depicting the use of Puppets.

Review/State Prerequisite

"Thus far this semester we have briefly discussed Javanese and Indonesian shadow puppetry. You have all seen different performances that involve some type of mechanical puppet. Where do you think these puppets were influenced by? Who invented puppetry?"

Students will contribute ideas based on their prior knowledge.

Advance Organizer

1. Intro discussion questions and video (5 minutes)
2. Review of objectives, Standards, and agenda (5 minutes)
3. History of Puppetry PowerPoint (15 minutes)
4. Guided group writing for Jeopardy questions (10 minutes)
5. Play Jeopardy game (10 minutes)
6. Questions, review and closure (5 minutes)

2) Present Information

Describe

Part 1:

After the intro and overview of today's lesson, present a PowerPoint with the following information about Puppetry:

- Brief History
- Types of Puppets and their origins
- Several short videos of each type of Puppet and it's uses

Pass around a puppetry handout with key concepts for the students to use to take notes on during the PowerPoint. This will help them organize the important aspects to be used for the group question creation portion following.

Part 2:

After the PowerPoint, have the students break into two groups to write down at least 10 Jeopardy style questions per group that will be used in the game to follow.

Part 3:

Play the Jeopardy game as a way of checking for understanding and give another approach for students to use the information and retain it.

Demonstrate

Part 1:

The PowerPoint will include pictures and videos to clarify the information. The pictures will depict each different type of puppet and its origin by country.

The videos will show each type of puppet in action. Connect back to the Star Wars video and discussion from the beginning of class to share the importance of puppetry in history.

Part 2:

While going through the Jeopardy questions, remind the students of the important key elements of the lesson such as terminology, vocabulary words, and practical uses.

Students Refine Learning

Practice

Part 1:

The students will be given a handout that they can take notes on. Highlight important parts of the PowerPoint presentation that match exactly to the handout.

Part 2:

The students will create their own questions to be used in the game. This will reinforce the information they learn and give them several different ways of viewing the information that needs to be learned.

Feedback

Part 1:

Lead a discussion about how to create the game questions. As a class, go through sample questions, and the students will contribute answers from their small group work. Offer insight and feedback based on the students' responses.

Part 2:

After the students have played the game, have a class discussion about their experiences and observations. Share comments and contribute thoughts based on your observations of the students' work.

Closure

Summary

Discussion of what we have learned today:

1. What is puppetry and why should we study it?
2. What are the 4 main types of puppets and their origins?
3. What purpose do puppets have in the performing arts?
4. What role have puppets played in shaping society?

Connect learning and the purpose of puppetry to the Star Wars video from the beginning of class.

Transfer

"How can we apply what we have learned today about puppetry to areas outside of theatre?"

Possible answers include:

- We can reach a younger audience about sensitive issues that may be hard to talk about person to person
- Puppets are a huge part of entertainment and can be a lucrative skill to possess in the arts.

Near Transfer

"How can we apply what we have learned about Puppetry to theatre?"

Possible answers include:

- Performance style
- Uses for shows
- Artist techniques

"Great job today everyone! Thank you for your contribution and participation. This is going to be an exciting unit, and I hope you are able to gain a lot from the world of Puppetry!"

Modifications for Special Needs:

Students who are behind in writing/reading or have learning disabilities will be accommodated – copies of the notes from the PowerPoint will be provided. For students who struggle to write, they can orally contribute to the question writing process. For students who struggle to read, the PowerPoint will be read out loud, as well as the questions during the Jeopardy game play. Translations of the PowerPoint can be provided for English language learners as well. For students who are unable to participate in the gameplay due to injuries or physical condition, they may observe the other students or participate to an extent they are comfortable with. They may also aid the teacher as the question reader or scorekeeper.

Supplemental Materials:

The History of Puppetry PowerPoint

The History of Puppetry study guide note-taking handout including:

- Automata
- Dolls vs. Puppets
- Shadow
- Rod
- Hand / Glove
- String / Marionette
- Punch and Judy
- Ventriloquists
- Supermarionation
- Muppets
- Stop-action
- Animatronics
- Purposes of Puppetry

Lesson 2 – Puppetry Techniques

Today we will: Students will be able to operate hand puppets to demonstrate the 5 basic puppetry techniques and illustrate Mouth Action, Lip Synchronization, Eye Contact, Posture, and Entrances and Exits of their hand puppets.

Teaching Objectives:

- To express the importance of proper movement techniques within the puppeteer's hands
- To outline the different types of puppets and the differences in their mechanics
- To guide the students in practice of the 5 basic puppetry techniques

Student Objectives:

- Students will operate hand puppets to demonstrate the 5 basic puppetry techniques
- Students will illustrate Mouth Action, Lip Synchronization, Eye Contact, Posture, and Entrances and Exits of their hand puppets

Essential Questions:

1. What makes puppeteering an art?
2. What are the 5 basic puppetry techniques?
3. How can we incorporate these techniques into our movement?
4. What is the purpose of practicing and using these techniques?

Learning Set**Gain Attention**

As students enter the room, ask them to sit in the first two rows. Introduce the topic and ask a series of questions to gain interest using a custom-made puppet head.

- What makes this puppet seem more realistic as I manipulate his movement?
- What are some of the techniques you see me using to separate myself from the puppet as individuals?

Students will contribute answers using prior knowledge and observation of the teacher's puppet movement and techniques. After, share a brief description of how Puppets can be manipulated to become more realistic.

Review/State Prerequisite

"Thus far this semester we have briefly discussed the history puppetry. You have all seen different performances that involve some type of mechanical puppet. We have learned about the history of puppetry and how it evolved into modern times. Now we are going to look behind the scenes at the puppeteers and the work it takes to create these types believable movements.

Advance Organizer

1. Intro discussion questions and puppet demonstration (5 minutes)
2. Review of objectives, Standards, and agenda (5 minutes)
3. 5 basic techniques demonstration (15 minutes)
4. Guided individual work with techniques (20 minutes)
5. Questions, review and closure (5 minutes)

2) Present Information**Describe**Part 1:

After the intro and overview of today's lesson, describe the 5 basic puppetry techniques:

- Mouth Action
- Lip Synchronization
- Eye Contact
- Posture
- Entrances and Exits

Pass around a puppetry technique handout with key concepts for the students to use to take notes on during the demonstration. This will help them organize the important aspects to be used to practice the techniques.

DemonstratePart 2:

Go through the list and personally demonstrate each technique while using a puppet for visual aid.

Students Refine Learning**Practice**Part 3:

After the demonstration, have the students individually practice each technique as a whole group with guidance from the teacher.

FeedbackPart 4:

The students will have time to work on their own or with a partner to have their puppets speak to one another using these new skills. Take this opportunity to check in on different individuals or groups and give specific feedback and help.

Closure**Summary**

Discussion of what we have learned today:

- 1) What makes puppeteering an art?
- 2) What are the 5 basic puppetry techniques?
- 3) How can we incorporate these techniques into our movement?
- 4) What is the purpose of practicing and using these techniques?

Connect learning and the purpose of puppetry to the Star Wars video from the previous class.

Transfer

“How can we apply what we have learned today about puppetry to areas outside of theatre?”

Possible answers include:

- We can be more articulate without movement or speaking to become clearer and more concise.
- Posture and eye contact can be useful in job interviews or speeches to convey a positive, outgoing status.

Near Transfer

“How can we apply what we have learned about Puppetry to theatre?”

Possible answers include:

- Performance style
- Believable characters
- Artist techniques
- Livelier puppet

“Great job today everyone! Thank you for your contribution and participation. Next class we will be diving into the world of building our own puppets for use in your own puppet production.”

Modifications for Special Needs:

Students who are behind in writing/reading or have learning disabilities will be accommodated – copies of the notes from the handout will be provided. For students who struggle to read, the handout will be read out loud. Translations of the handout can be provided for English language learners as well. For students who are unable to participate in the guided practice due to injuries or physical condition, they may observe the other students or participate to an extent they are comfortable with. They may also aid the teacher.

Supplemental Materials:

Puppet for demonstration

The Five Basic Puppetry Techniques Handout (see Handouts and Supporting Materials section at the end of the unit)

Lesson 3 – How to Build a Puppet

Today we will: Students will be able to identify and select the proper materials used to build working puppets, define and recall a puppet building sequence breakdown, and design and construct their own hand puppets.

Teaching Objectives:

- To express the importance of proper safety measure when working with hot or sharp materials
- To outline the building procedures for creating a proper foam puppet head.
- To guide the students in building their own puppet heads.

Student Objectives:

- Students will identify and select the proper materials used to build working puppets
- Students will define and recall a puppet building sequence breakdown
- Students will design and construct their own hand puppets

Essential Questions:

1. What materials are used to create this puppet head?
2. What are some safety procedures involved when working with hot or sharp materials?
3. What are the proper steps and sequencing to building a foam puppet head?

Learning Set

Gain Attention

As students enter the room, ask them to sit in the first two rows. Introduce the topic and ask a series of questions to gain interest using a custom-made puppet head.

- What materials are used to create this puppet head?
- What are some safety procedures involved when working with hot or sharp materials?

Students will contribute answers using prior knowledge and observation of the puppet and the materials they see laying out in the classroom space. After, share a brief description of how Puppets are built and the safety concerns.

Review/State Prerequisite

“So far this semester we have briefly discussed the history of puppetry. You have all seen different performances that involve some type of mechanical puppet. We have learned about the history of puppetry and how it evolved into modern times. We looked behind the scenes at the puppeteers and the work it takes to create these types of believable movements. Now we are going to be building our own puppets to be used in your future performance.”

Advance Organizer

1. Intro discussion questions and puppet build description (5 minutes)
2. Review of objectives, Standards, and agenda (5 minutes)
3. Show instructional YouTube video of my build (10 minutes)
4. Guided individual work with techniques (The rest of class and whole following class day)
5. Questions, review and closure (When students finish building)

2) Present Information

Describe

Part 1:

After the intro and overview of today’s lesson, play the instructional YouTube video to give the students an idea of the whole process.

Demonstrate

Part 2:

Go through the list of materials and their uses and then some safety concerns with the hot glue gun and sharp tools. Then, each step will be shown in sequence. After each step is shown, the students will do the step together before moving on to the next step.

Students Refine Learning

Practice

Part 3:

Work through each step of the build with class as a whole. All students will finish each step before moving on to the next step in the build process.

Feedback

Part 4:

The students that struggle with certain parts of the build will receive help from the teacher and fellow students.

Closure

Summary

The class will show their puppet heads and discuss different design choices.

- What makes puppetry an art?
- What are the safety procedures we all used while creating our puppet heads?
- Which parts of the build were difficult and which parts were easier? Why?

Connect learning and the purpose of building their own puppets to the upcoming lesson of bringing their puppets to life and eventually using them in their own show.

Transfer

“How can we apply what we have learned today about building puppets to areas outside of theatre?”

Possible answers include:

- Creativity and proper skills can produce meaningful entertainment
- Following directions and paying attention to detail enhance the product being built

Near Transfer

“How can we apply what we have learned about Puppetry to theatre?”

Possible answers include:

- Creativity
- Respect for puppet designs of the past
- Artist techniques

“Great job today everyone! Thank you for your contribution and participation. Next class we will be diving into the world bringing our puppets to life.”

Modifications for Special Needs:

Students who are behind in writing/reading or have learning disabilities will be accommodated. For students who struggle to read, the instructional video will be provided. For students who are unable to participate in the guided practice due to injuries or physical condition, they may observe the other students or participate to an extent they are comfortable with. They may also aid the teacher in instruction.

Supplemental Materials:

Puppet for demonstration

Puppet head pattern template, Sharpie Pen, Scissors, X-Acto knife/precision knife, Hot glue gun and Hot glue, Duct tape, ½” foam, felt material, foam core board.

YouTube video link: www.youtube.com/watch?v=Y_Ylp0H7NHU

Lesson 4 – Creating a Puppet Character

Today we will: Students will be able to illustrate how to bring a puppet to life, will develop a character voice for their puppet, dramatize emotional and intellectual qualities of their puppet’s character, and choose characteristics of their puppet and write their choices onto a character worksheet

Teaching Objectives:

- To express the importance of breath, senses, movement, vocal expression, and emotional and intellectual qualities while creating a character
- To outline specifics of each of these techniques
- To guide the students in creating their own believable puppet characters

Student Objectives:

- Students will illustrate how to bring a puppet to life
- Students will develop a character voice for their puppet
- Students will dramatize emotional and intellectual qualities of their puppet’s character
- Students will choose characteristics of their puppet and write their choices onto a character worksheet

Essential Questions:

1. What characteristics are indicators of life?
2. What are some ways we can signify senses and movement of a living character?
3. What are some emotional and intellectual qualities of a character?

Learning Set

Gain Attention

As students enter the room, ask them to sit in the first two rows. Introduce the topic and ask a series of questions to gain interest using a custom-made puppet head.

- What characteristics are indicators of life?
- What are some ways we can signify senses and movement of a living character?
- Describe some emotional and intellectual qualities of a character

Students will contribute answers using prior knowledge and previous puppet performances. After, share a brief description of how Puppets are brought to life.

Review/State Prerequisite

“So far this semester we have briefly discussed the history of puppetry. You have all seen different performances that involve some type of mechanical puppet. We have learned about the history of puppetry and how it evolved into modern times. We looked behind the scenes at the puppeteers and the work it takes to create these types of believable movements. Then we built our own puppets to be used in your future performance. Now we are going to come up with some ways to bring these characters to life.”

Advance Organizer

1. Intro discussion questions and puppet character examples (5 minutes)
2. Review of objectives, Standards, and agenda (5 minutes)
3. Show reminder YouTube videos of great puppet characteristics (5 minutes)
4. Guided individual work with techniques and character worksheet (30 minutes)
5. Questions, review and closure (5 minutes)

2) Present Information

Describe

Part 1:

After the intro and overview of today’s lesson, play the reminder YouTube videos to give the students an idea of what is expected in their character work.

Demonstrate

Part 2:

Go through the handout and demonstrate each of the parts and their detailed character indicators. Show them, by example and modeling with a puppet, ways to execute these indicators.

Students Refine Learning

Practice

Part 3:

The students will practice these techniques on their own or in groups. Then they will sit down and fill out their individual character sheets.

Feedback

Part 4:

Use spotlighting to have several students demonstrate their new skills for the class. The teacher will give specific praise and feedback for improvement.

Closure

Summary

Discuss as a class the specific differences in each technique. Connect learning and the purpose of bringing their puppets to life to the upcoming lesson of creating their own puppet shows using these puppets and characters.

Transfer

“How can we apply what we have learned today about bringing our characters to life to areas outside of theatre?”

Possible answers include:

- Creativity and proper techniques can produce meaningful entertainment
- Social interaction can be enhanced by physical and emotional qualities of a character

Near Transfer

“How can we apply what we have learned about Puppetry to theatre?”

Possible answers include:

- Creativity
- Respect for puppeteers and their character creations from the past
- Artist techniques

“Great job today everyone! Thank you for your contribution and participation. Next class we will be diving into the world script writing and show building!”

Modifications for Special Needs:

Students who are behind in writing/reading or have learning disabilities will be accommodated. For students who are unable to participate in the guided practice due to injuries or physical condition, they may observe the other students or participate to an extent they are comfortable with. They may also aid the teacher in instruction and give specific feedback on the accuracy of their delivery of techniques.

Supplemental Materials:

Puppet for demonstration

Puppet Character Sheet (see Handouts and Supporting Materials section at the end of the unit)

Handout on how to bring a puppet to life (using the following sites to prepare a handout OR ask the students to research themselves)

- <https://youtu.be/vXT3gPef8zo>
- <https://youtu.be/fKr7TNtS26s>
- https://youtu.be/_9McW77CeDk
- <https://youtu.be/2pVHOaT9CZ4>

Lesson 5 – Writing a Puppet Show

Today we will: Students will be able to select the themes and topics to be used in their story, assemble and develop a ground plan for their puppet stage and setting, and develop and formulate a written script to be performed with puppets for the class and possibly local elementary school children.

Teaching Objectives:

- To express the importance of plot structure while creating their stories
- To outline the 5 points of their plot structure
- To guide the students in creating their own puppet shows

Student Objectives:

- Students will select the themes and topics to be used in their story
- Students will assemble and develop a ground plan for their puppet stage and setting
- Students will develop and formulate a written script to be performed with puppets for local elementary school children

Essential Questions:

1. What makes a great story?
2. What are some of the parts of a full plot?
3. How can we interconnect the characters to create a quality story?

Learning Set

Gain Attention

As students enter the room, ask them to sit in the first two rows. Introduce the topic and ask a series of questions to gain interest.

- What makes a great story?
- What are some of the parts of a full plot?
- How can we interconnect the characters to create a quality story and raise the stakes?

Students will contribute answers using prior knowledge and previous puppet performances. After, share a brief description of how a show is written, including the 5 points of a plot. (Exposition, Rising action, Climax, Falling action, Resolution)

Review/State Prerequisite

“So far this semester we have briefly discussed the history of puppetry. You have all seen different performances that involve some type of mechanical puppet. We have learned about the history of puppetry and how it evolved into modern times. We looked behind the scenes at the puppeteers and the work it takes to create these types of believable movements. Next, we built our own puppets to be used in your future performance. Then, we came up with some ways to bring these characters to life. Now, we are going to incorporate all of this into your own written shows.”

Advance Organizer

1. Intro discussion questions and review character choices (5 minutes)
2. Review of objectives, Standards, and agenda (5 minutes)
3. Break down the plot structure (5 minutes)
4. Warm up activity (15 minutes)
5. Break them into groups to work on developing and writing their own scripted shows (Two class periods)
6. Questions, review and closure (One class period of group performances)

2) Present Information

Describe

Part 1:

After the intro and overview of today’s lesson, break down the plot structure and give examples of popular fairytale stories.

Demonstrate

Part 2:

Explain the warmup activity. They will get into groups of 2-3 people each and will create a 1-2 minute puppet show in which they will portray party guests. They must introduce themselves to each other and each must talk about three aspects of their background from the character worksheet. (A performance rubric is provided in supplemental materials.)

Students Refine Learning

Practice

Part 3:

The students will take these groups and begin developing and writing their own scripted puppet show using the characters they created. These puppet shows must be 6-8 minutes in length and have all components of a proper plot structure.

Feedback

Part 4:

The students will submit a rough draft of their scripts to the teacher. Give specific feedback and suggestions for improvement before they turn in a final version for performance.

Closure

Summary

Discuss as a class the specific differences in each group's storylines and character integration.

Transfer

"How can we apply what we have learned today about bringing our characters to life to areas outside of theatre?"

Possible answers include:

- Writing scripts and using plot structure can strengthen the intensity of their stories.
- Understanding proper plot structure and applying it to a script can help in future resume skills and job interview cover letter writing.

Near Transfer

"How can we apply what we have learned about Puppetry to theatre?"

Possible answers include:

- Creativity
- Respect for playwrights and their character creations from the past
- Artist techniques

"Great job today everyone! Thank you for your contribution and participation."

Modifications for Special Needs:

Students who are behind in writing/reading or have learning disabilities will be accommodated. For students who are unable to participate in the guided practice due to injuries or physical condition, they may observe the other students or participate to an extent they are comfortable with. They may also aid the teacher in instruction and become the directors of the shows.

Supplemental Materials:

Standards written on the dry erase board

Performance Rubric:

Names				
Projection – Could we hear you?				
Diction - Could we understand you?				
Character Voice – Did you use a voice different from your own?				
Manipulation of puppet body - Did you have good posture and movement?				
Manipulation of mouth – Did you move the lower jaw?				
Coordination of voice and mouth - Did the mouth move				

Scores: 1- needs work 2- almost there 3- okay 4- good 5- great

***Handouts and Supporting Materials
can be found on the following pages.***

Let's start learning about puppetry!

Puppetry is the art of learning the basic techniques of operating a puppet and how to present a puppet show.

This page is intended for puppeteers with little or no experience. We will be learning the five basic techniques of puppetry and practicing exercises to help your technique.

These basics are important to all levels of puppetry. You need to become proficient in these techniques to the point that they become second nature. All the basics can be practiced without a puppet. These skills are important to both puppetry and ventriloquism. Some ventriloquists use soft puppets so they need to know most of these basics the same as a puppeteer would.

HAND POSITION: You must know the correct way to hold a puppet. Insert one hand through the body of the puppet and into the mouth. Your hand should feel comfortable with four fingers in the roof of the mouth and the thumb in the jaw below. Both the fingers and the thumb should be touching the cloth-covered mouth.

FIVE BASIC PUPPETRY TECHNIQUES:

1. MOUTH ACTION

Correct mouth action is necessary in good puppetry. Practice opening the puppet's mouth by moving your thumb downward without moving your fingers upward. (Don't flip your lid!) A slight forward thrust of the fingers may help when first starting out.

2. LIP SYNCHRONIZATION

Synchronize the opening and closing of the puppet's mouth with the spoken word. Avoid moving the mouth at random during a sentence. Do not open the mouth all the way with each word. Save the wide mouth openings for exaggerated or loud expressions. Do not bite your words or do your impression of a Japanese movie! Move mouth once for each syllable.

3. EYE CONTACT

Remember to look at the audience regularly. If your stage is elevated, you will want your puppets to look down a little more than usual, rather than over the heads of your audience. This will ensure more effective eye contact. This is achieved by simple adjustments in the bend of the wrist.

4. POSTURE

If you want your puppet to appear natural, good posture cannot be ignored. To achieve this, the puppeteer's arm must be held at right angles to the floor and the hand kept level. Do not allow puppets to lean from side to side nor lean on the stage.

5. ENTRANCES & EXITS

While there are many ways to enter and exit a puppet, the one we recommend using most often is to make your puppet appear as if he is walking up or down a ramp. This movement uses the whole arm and requires the puppeteer to keep his forearm straight up and down while the wrist remains relaxed. Using a fluid motion, the puppeteer moves forward as he "bounces" the puppet onto the stage. With each "bounce" of the arm, the puppet comes more fully into view. When the puppet leaves the stage, this process is reversed. The beginning puppeteer will want to practice in front of a mirror whenever possible to observe his or her techniques. Holding the fingers immobile with the other hand while working the thumb will accustom the thumb muscles to this new movement. Whenever possible a beginner should use taped performances, fully memorized so that the added distractions of voice work and scripts are eliminated.

Puppet Character Sheet

Date _____ Period _____

My Puppet's Character

Puppeteer: _____ Puppet: _____

Describe your Puppet's Walk _____

Describe your Puppet's Voice using **at least 3** of the following:

Accent _____ Placement _____

Pitch _____ Rate _____

Tone _____

Describe your Puppet's character. Who are they?

Age: _____ Height: _____ Shoe Size: _____

Occupation (job): _____

Family (parents, siblings, spouse, children, relatives): _____

Homeland _____

Favorite Food(s) _____

Favorite Color(s) _____

Three Hobbies _____

Dislikes: _____

Irritating Habit(s): _____

Social class (wealth): _____

Education: _____

Anything else interesting: _____

Pre- or Post- Assessment

Name: _____

Date: _____

Puppetry Assessment

Choose the best answer (1 point each).

- 1) Puppetry was originally influenced by mechanical toys called:
 - a. Autonomy
 - b. String dolls
 - c. Automata
 - d. Supermarionation

- 2) What is the oldest form of puppetry?
 - a. Marionettes
 - b. Shadow Puppets
 - c. Rod Puppets
 - d. Bunraku

- 3) What are the names of the famous rod puppets from the 1800's that made fun of society?
 - a. Thelma and Luis
 - b. Slap and Stick
 - c. Abbot and Costello
 - d. Punch and Judy

- 4) Traditional Indonesian shadow puppets were constructed from what material?
 - a. Paper Mache
 - b. Leather
 - c. Card stock
 - d. Soft metals

- 5) The master and main puppeteer in Indonesian puppetry was called the _____
- a. Director
 - b. Dalang
 - c. Master Leader
 - d. Master of Ceremonies
- 6) How many puppeteers are required to operate one Bunraku puppet
- a. 1
 - b. 2
 - c. 3
 - d. 4

Define the origins of, and describe 2 facts about, the following terms in relation to puppetry (3 points each):

- 7) Shadow puppet
- 8) Rod puppet
- 9) Hand / Glove puppet
- 10) String / Marionette puppet

Give three examples of a specific purpose puppets can be used for. (1 points each)

- 11)
- 12)
- 13)

Describe two details of Bunraku puppetry (2 points each)

- 14)
- 15)

Total: _____/25

Pre- or Post-Assessment Answer Key

Name: _____

Date: _____

Puppetry Assessment Key

Choose the best answer (1 point each).

- 1) Puppetry was originally influenced by mechanical toys called:
 - a. Autonomy
 - b. String dolls
 - c. Automata
 - d. Supermarionation

- 2) What is the oldest form of puppetry?
 - a. Marionettes
 - b. Shadow Puppets
 - c. Rod Puppets
 - d. Bunraku

- 3) What are the names of the famous rod puppets from the 1800's that made fun of society?
 - a. Thelma and Luis
 - b. Slap and Stick
 - c. Abbot and Costello
 - d. Punch and Judy

- 4) Traditional Indonesian shadow puppets were constructed from what material?
 - a. Paper Mache
 - b. Leather
 - c. Card stock
 - d. Soft metals

- 5) The master and main puppeteer in Indonesian puppetry was called the _____
- a. Director
 - b. Dalang
 - c. Master Leader
 - d. Master of Ceremonies
- 6) How many puppeteers are required to operate one Bunraku puppet
- a. 1
 - b. 2
 - c. 3
 - d. 4

Define the origins of, and describe 2 facts about, the following terms in relation to puppetry (3 points each):

7) Shadow puppet

Shadow puppets are originally from ancient Indonesia and India. They are 2 dimensional figures made from leather and held up to a screen with a rod. The screen is light from behind to cast a shadow of the figure on the screen in front for the audience. The main master puppeteer was named the Dalang.

8) Rod puppet

Rod puppets were originally shadow puppets with rods added to move the arms and legs. Also from Indonesia, Rod puppets became 3 dimensional characters with moving parts.

9) Hand / Glove puppet

Developed in China, Hand or Glove puppets would have clothes to cover the main rod and the puppeteer would put their hand under the clothes to move the arms and legs. Eventually the hand would manipulate the mouth for speech.

10) String / Marionette puppet

String puppets originated in France in the middle ages. They were 3 dimensional characters that were manipulated from strings that hung above the puppet and used to move the arms and legs.

Give three examples of a specific purpose puppets can be used for. (1 points each)

- 11) Encourage the quietest children to begin talking
- 12) Neutral medium to discuss sensitive issues with children
- 13) Pure entertainment, or to tell fabled stories of religion or ritual

Describe two details of Bunraku puppetry (2 points each)

- 14) Bunraku puppets originated in Japan.
- 15) They take 3 people to run the larger puppet. The main puppeteer manipulated the head and right arm while the other two would work the feet or left arm.