

Puppet Project
Lisa Neal, Nokomis Regional High, Newport, Maine

After attending a workshop on Puppetry at Broadway Teaching Group, I got an idea for a STEAM project. After discussions with our Anatomy teacher, two math teachers with backgrounds in engineering, and our art teacher, we decided that creating seven life sized puppets would be a way to teach problem solving, physics of the human body, and mathematical concepts, all while nurturing the artistic elements of storytelling.

The plan is to work with various groups to create these puppets including a newly formed after school engineering club, an advanced Anatomy class, a theatrical stagecraft class, Art students and seniors who are working on their senior projects. As the puppets are being created, my Playwriting class will be formulating a script using the puppets as characters in their pieces and my Advanced Theater Class will be learning the art of becoming a puppeteer with the express goal of performing the stories written by the playwrights and using the puppets we have created. They will present their production to the general public as well as at our elementary schools. Our broadcasting program will create a documentary of our process.

I am working on various lesson plans for each of the classes and have enlisted the help of a local artist to help create the prototypes. We have almost completed our prototype and will update you as we continue through this process.

Essential Questions (Puppet Construction) :

How do you create puppets that simulate human action?

How do you create puppets that show clear character traits?

Essential Question (Playwriting):

How can you use puppets to create characters about whom an audience cares?

Essential Question (Advanced Theatre Arts):

How can you convey a clear message through puppetry?

What skills need to be honed in order to tell an effective story through puppetry?

Visual and Performing Arts Standards Covered:

Graduation Standard 1: Disciplinary Literacy:

Students will show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes.

Indicator	Does Not Meet	Partially Meets	Meets	Exceeds
1. Students will utilize appropriate terminology for the discipline.	I can list, label or define discipline-specific terms.	I can classify discipline-specific terms.	I can make use of discipline-specific terms when speaking, writing, or responding to a task or prompt.	I can justify my use of discipline-specific terms when speaking, writing, or responding to a task or prompt.
2. Students will be able to evaluate the features of composition in the art discipline.	I can name the features of a composition.	I can explain the features of a composition.	I can judge the quality of the features an artist uses in an original or adapted work and defend my judgment.	I can propose a way to improve a composition by modifying its features and defend my proposal.
3. Students will be able to use tools, techniques and processes to demonstrate their knowledge of the art discipline.	I can list and/or define tools, techniques and processes used to create a product.	I can show how tools, techniques and processes are used.	I can utilize tools, techniques and processes to perform or create a product.	I can create an innovative expression of the art discipline by applying a range of tools and techniques

Graduation Standard 2: Creation, Performance, and Expression

Students will create, express and communicate through the art discipline.

1. Students will be able to apply appropriate elements, mediums and principles of design of the discipline.	I can list, label, or define the elements that impact a composition or product.	I can demonstrate the elements, mediums or principles that impact a composition or product.	I can make use of a variety of elements and/or mediums to impact a composition or product.	I can justify my use of artistic elements and mediums.
---	--	--	---	---

2. Students will be able to communicate a variety of ideas, feelings and meanings by creating original works, or by adapting or interpreting existing works.	I can tell the message that the author, artist, or composer may have intended.	I can explain the message that the author, artist, or composer may have intended to communicate.	I can express a message by designing a work of my own, or by modifying or interpreting the work of others.	I can develop or expand upon the central message of the piece.
3. Students will be able to present their finished product in the art discipline to an audience.	I can prepare a finished product.	I can share a finished product for an audience.	I can intentionally apply technical skills for an audience.	I can influence an audience by drawing attention to the central message of an artistic piece.

Graduation Standard 3: Aesthetics and Criticism

Students will be able to use their knowledge of the discipline to analyze all aspects of the art discipline.

Indicator	Does Not Meet	Partially Meets	Meets	Exceeds
1. Students will be able to describe , analyze and interpret an art form.	I can describe a piece of art or performance.	I can analyze a piece of art or performance.	I can interpret a piece of art or performance.	Based on my interpretation, I can elaborate on the message of a piece of art or performance.
2. Students will be able to use their knowledge of the discipline to evaluate the impact of an artist's purpose.	I can identify the choices an artist makes in a piece of work.	I can explain how an artist's choices impact the art's purpose.	I can assess how the artwork serves the artist's purpose.	I can predict how changes will impact the artist's purpose.
3. Students will be able to evaluate themselves and peers, providing constructive feedback.	I can describe my work and/or the work of my peers.	I can analyze the characteristics of my work and the work of my peers.	I can judge the effectiveness of my work, as well as the work of my peers.	I can improve my work based on self and peer evaluations.

--	--	--	--	--