

Dr. Debrah C. Sickler-Voigt Presents...

Once Upon a Fairy Tale: A Puppet Theatre Production

Early Childhood: PreK-2nd Grades

Big Idea

● Performance

Learning Targets

- I can create a puppet inspired by a fairy tale that I selected with my group.
 - I can select an art method and materials to form my puppet.
 - I can construct a sturdy puppet for my puppet show.
 - I can use paper and other art materials to create a backdrop showing the fairy tale we selected for our group's puppet show.
- I can identify at least one example of how creating a book illustration of a fairy tale character differs from creating a three-dimensional puppet of the same character during the class discussion.
- I can perform my fairy tale puppet show before an audience.
- I can develop at least one sound effect and one prop for my group's performance.

Vocabulary

Puppet, Fairy Tale, Performance, Story, Script, Character, Prop, Magic, Balance, Construct, Two-Dimensional, Three-Dimensional

(Students will need ongoing practice and teacher guidance to learn advanced terminology. The focus is for students to develop exposure to new words.)

Essential Questions

1. Why do people perform?
2. Why do people create fairy tales?
3. Why do puppeteers perform fairy tales?

Overview

This lesson focuses on ICEFA Lidice's theme "the theatre, the puppet, and the fairy tale." When artists and puppeteers create puppet theatre performances they link the fine arts with the performing arts. Many have called upon fairy tales as inspirations for their puppet theatre productions. Across our planet, people have written and performed fairy tales to communicate ideas about life and morality. Many fairy tales originate from cultural folk tales passed down from generation to generation that people told to each other orally and sometimes performed. Common characteristics of fairy tales include magic, mythical creatures, talking animals, and good verses evil characters who partake in a series of events in far away places, long ago. Students will identify the characteristics of fairy tales and discuss why puppetry theatre is a practical medium for teaching about and performing different fairy tales. Working in small groups, the children will select a fairy tale to create a handmade puppet and puppet performance.

Materials

Invite students to select among age-appropriate materials such as heavy papers, papier-mâché (newspaper, glue, tape, water), markers, tempera paint, socks, and/or assorted fabrics as part of a choice-based curriculum.

Procedures

Presenting, responding, and connecting...

1. The teacher will (TTW) present the big idea performance, the meaning of fairy tales, and the lesson's essential questions to the students. TTW identify and explain the lesson's objectives, vocabulary words, and assessment criteria and check for student understanding. *The students will (TSW) engage in the class discussions about fairy tales and puppetry, as well as make connections to the reasons why people perform fairy tales. TSW repeat the lesson's objectives. TSW answer the essential questions orally as part of a class discussion. TSW ask questions if there is something they do not understand and acknowledge understanding at the appropriate time(s).*
2. TTW read fairy tales to the students and discuss their visual qualities for students to compare the qualities of their two-dimensional designs to three-dimensional puppets. TTW present videos of fairy tale puppet shows and how artists and puppeteers include sound effects, props, and other unique features to enhance their productions. *TSW actively listen to and participate in the fairy tale book and video presentations. TSW identify the qualities of fairy tales and explain the differences between creating two- and three-dimensional characters. TSW brainstorm ways to include relevant sound effects, props, and other unique features into a puppet production.*

Creating and connecting...

3. TTW demonstrate how to create a backdrop and how to form sturdy, durable puppets safely using cardstock, papier-mâché, and fabrics. *TSW select a fairy tale, media, and method to create their puppet and puppet show backdrop. TSW follow the objectives to produce their puppets and backdrops. TTW monitor and assist the students throughout the learning process. TTW facilitate students' final edits to their puppets, scripts, and backdrops and provide them with feedback as they practice performing their puppet shows. TTW oversee student cleanup activities. TSW collaborate with the teacher and their peers to produce the script for their performance. TSW make final revisions to their puppets, scripts, and backdrops. TSW practice performing their puppet productions. TSW be responsible and follow class procedures safely throughout the lesson, including cleanup.*

Presenting and connecting...

4. TTW facilitate the class puppet productions and closure activities. *TSW perform their puppet productions with their groups. TSW explain what they learned by studying and performing their fairy tale during a final critique of their puppet and performance. TSW complete the checklist (either by filling it out individually or reviewing each step collaboratively with the teacher).*

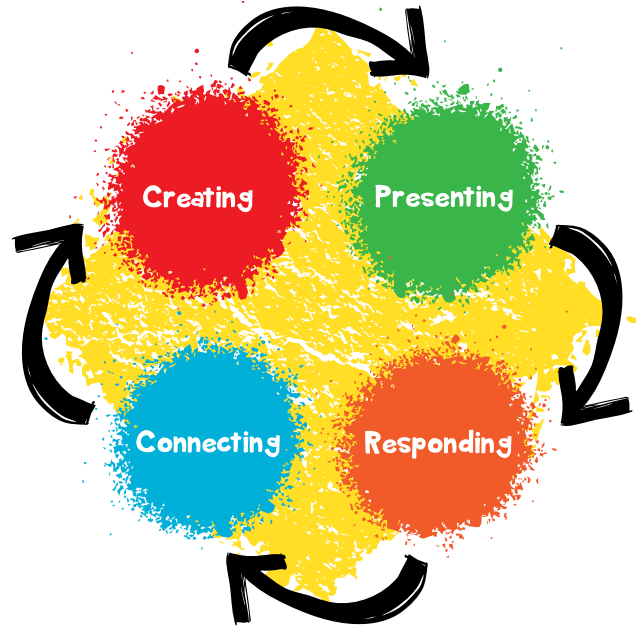
Accommodations

The teacher will:

1. Break down academic vocabulary and the steps necessary for students to participate in all class activities.
2. Provide hands-on demonstrations to show students how to participate in the choice-based puppet production and performance.
3. Meet with students individually to review key information and check for understanding.
4. Brainstorm possible ways to augment the puppet production and performance with advanced learners.

National Visual Arts Standards

- Standard #1—**Creating**: Generate and conceptualize artistic ideas and work.
- Standard #5—**Presenting**: Develop and refine artistic techniques and work for presentation.
- Standard #8—**Responding**: Interpret intent and meaning in artistic work.
- Standard #11—**Connecting**: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.



Inspiration Artists

- Jim Henson
- Jiří Trnka
- Pablo Cano
- Alice Wallace
- Liz Joyce
- Javanese Wayang Kulit: Shadow Puppet Theatre
- Bunraku: Japanese Puppet Theatre
- Yaya Coulibaly (Bambara puppetry)
- Grimm Brother's Illustrated Fairy Tale Books
- ICEFA Lidice 40th Exhibition Children's Artworks



- (Left) Honourable mention: Řeháčková Anna (5 years), ZUŠ, Postoloprty, Czech Republic. ICEFA Lidice 43rd Exhibition.
- (Right) Medal: Klapetek Jan (6 years), ZUŠ Ant. Doležala, Brno, Czech Republic. ICEFA Lidice 40th Exhibition

Assessment: Checklist

The student will meet all six criteria.

- I created a puppet inspired by a fairy tale that I selected with my group.
- I selected an art method and materials to construct a sturdy puppet for my puppet show.
- I used paper and other art materials to create a backdrop showing the fairy tale we selected for our group's puppet show.
- I identified at least one example of how creating a two-dimensional book illustration differs from a three-dimensional puppet during the class discussion.
- I performed my fairy tale puppet show before an audience.
- I developed at least one sound effect and one prop for our group performance.

Group and Self-Assessment

The students will participate in a class critique on their finished puppets and performance. They will discuss the process of making their puppets and sets. They will identify the most successful components of their fairy tale inspired production. They will identify if there were any aspects of their production that they would have changed and how they would do them differently.

References

ICEFA Lidice. (2015). *International Children's Exhibition of Fine Arts Lidice*. Retrieved from <http://www.mdvv-lidice.cz/en/>

National Coalition for Core Arts Standards. (2014). *National Core Arts Standards: A conceptual framework for arts learning*. Retrieved from http://www.nationalartsstandards.org/sites/default/files/NCCAS%20%20Conceptual%20Framework_4.pdf

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Acknowledgements

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