

The Pucking Fuppet Co.



Puppetry 101 - Curriculum Tie-In

Grades 7-8

Creating and Presenting

Applying the creative process, students will learn to use the art of puppetry to communicate feelings, ideas, and different perspectives. Puppetry can be a way to communicate feelings, thoughts, and abstract ideas in and of itself or it can be a convention/element used to heighten the dramatic experience. Exercises encourage collaboration and attention to using simple movement to highlight the relationship between characters. Students will use the puppets to role-play and express moods, which can be a good stepping stone to role-playing and expressing moods themselves, without the benefit of the puppet.

Through puppetry, students will be exposed to the fundamental concepts of drama:

- *Role/character:* Using voice, stance, and gesture students will create different characters with different perspectives
- *Relationship:* Students will be encouraged to analyse the relationship between characters and be taught specific ways to illustrate said relationship onstage
- *Time and Place:* Students will be encouraged to examine how time and place might influence their performance and also how they might communicate the setting to the audience without the use of technology
- *Tension:* Improvisation games will involve situations of tension that the students will explore through role-playing
- *Focus and Emphasis:* Through study of eye focus and the body language involved in basic conversation, students will learn how to direct focus with inanimate objects through performance.

Reflecting, Responding, and Analysing

Students will be able to communicate feelings, ideas, and understandings in response to video samples of the art of puppetry. They will be encouraged to pay attention to their own reactions and to develop their own personal tastes about puppetry while using the proper terminology.

Exploring Forms and Cultural Contexts

Students will be exposed to puppetry as an example of a specific theatrical form and particularly a form with roots in ancient non-Western culture. Through video samples, students will see how puppetry and its use differs in different cultural contexts.

Grades 9-10

Creating and Presenting

Students will have the opportunity to take on roles and to create and enter into imagined worlds. They will be able to explore characters, issues, and feelings both individually and collaboratively. In a unique way, students will learn about themselves. By communicating through their characters, students acquire proficiency in listening, speaking, and problem-solving.

The Creative Process: Students will learn the basics of puppetry so they will be able to use it as an element in their dramatic presentations in future. They will also create dramatic content through role-play and improvisation.

Elements and Conventions: Students will use voice and body language to communicate through their puppets.

Presentation Techniques and Technologies: Students will, through video samples and exercises, learn about different styles of puppetry that can be used to establish rapport between performer and audience; various crowds from adult audiences to children. They will use a variety of expressive voice and movement techniques to support the depiction of character.

Reflecting, Responding, and Analysing

The Critical Analysis Process: Students will use the critical analysis process in response to video samples and their own work to communicate their aesthetic and personal values.

Drama and Society: Students will explore the benefits and pitfalls of archetypes and predictability as well as the 'status' of characters. Students will be encouraged to reflect upon how dramatic exploration can lead to personal growth and self understanding and also of how dramatic exploration helps develop group skills and appreciation of communal values. Through a variety of video samples, students will see the variety of uses for and benefits of puppetry on society.

Connections Beyond the Classroom: Students will use collaborative skills such as the willingness to take risks, negotiating skills, flexibility, self-confidence, listening skills, willingness to consult, and organizing skills. Realizing most students are not going to become professional puppeteers, there is a focus on how the skills acquired through the study of puppetry can be useful in other work and in social contexts.

Foundations

Concepts and Terminology: Students will learn the proper terminology used in puppetry, which has a lot of cross-over to clown, mask, and drama in general. Using video samples, students will become acquainted with the non-Western origins of puppetry and the influence it continues to have on society.

Contexts and Influences: Through samples and discussion, students will identify different purposes of puppetry and different social contexts in which it is used.

Responsible Practices: Through physical and vocal warm-ups as well as ongoing attention to performer health, students will learn safe ways of using their body while performing.

Grades 11-12

Creating and Presenting

Students will have the opportunity to take on roles and to create and enter into imagined worlds. They will be able to explore characters, issues, and feelings both individually and collaboratively. In a unique way, students will learn about themselves. By communicating through their characters, students acquire proficiency in listening, speaking, and problem-solving.

The Creative Process: Students will learn the basics of puppetry so they will be able to use it as an element in their dramatic presentations in future. They will be introduced to a variety of ways to create characters and will also create dramatic content through role-play and improvisation.

Elements and Conventions: Students will use voice and body language to communicate through their puppets. They will use their puppets to clarify roles, relationships, and themes.

Presentation Techniques and Technologies: Students will, through video samples and exercises, learn about different styles of puppetry that can be used to establish rapport between performer and various audiences. They will use a variety of role-development techniques to create characters with different perspectives and unique voices and movement.

Reflecting, Responding, and Analysing

The Critical Analysis Process: Students will use the critical analysis process in response to video samples and their own work to communicate their aesthetic and personal values.

Drama and Society: Students will be encouraged to reflect upon how puppetry can lead to personal growth and self understanding and also of how it helps develop group skills. Through a variety of video samples and their own work, students will see the variety of uses for and benefits of puppetry on society such as self- and social awareness.

Connections Beyond the Classroom: Students will use skills such as the willingness to take risks, negotiating skills, flexibility, self-confidence, listening skills, willingness to consult, and organizing skills. Discussion of professional puppeteering will be included but realizing most students will not become professional puppeteers, there is a focus on how the skills acquired through the study of puppetry can be useful in other work and in social contexts (e.g., voice projection skills, relaxation techniques, body language, active listening, and collaborative skills.)

Foundations

Concepts and Terminology: Students will learn the proper terminology used in puppetry, which has a lot of cross-over with clown, mask, and drama in general. Using video samples, students will become acquainted with the non-Western origins of puppetry and the influence it continues to have on our society.

Contexts and Influences: Through samples and discussion, students will identify different purposes of puppetry and different social contexts in which it is used. Students will discuss the particular skills required in puppetry as compared to traditional acting.

Responsible Practices: Through physical and vocal warm-ups as well as ongoing attention to performer health, students will learn safe ways of using their body while performing.