

# ***Power of Puppetry***

*Louriann Mardo-Zayat-Art Teacher  
LMZartworks@yahoo.com  
Alberta Procaccini-School Nurse Teacher  
Peg Little- 2nd grade teacher  
Ella Risk School, Central Falls, RI*



**Description:** Participants will be introduced to a series of lessons and activities based on an animal theme. We'll take a journey from reality to fantasy using puppetry to build self-esteem.

Children will explore the world of animal symbolism as a form of expression. Using the "Lion King" as reference, children will discover how animals help us explore ourselves and the relationships around us.

Children will participate in role playing activities, storytelling and puppet making activities that will help them learn to communicate, work together harmoniously, respect each other and have pride in themselves and their work.

Lessons include traditional animal drawings, creature drawings and fantasy puppets with expressive movement. Other activities include classroom teacher activities, school nurse-teacher supported instruction, TALL literacy program and Big Nazo puppets.

## ***Process:***

### ***Week 1 Introduction of Project.***

Who are we? How do we act? How do others perceive us? Questions we discuss and explore.

Discuss in groups about each others personalities and characteristics.

Traits - <http://www.gurusoftware.com/GuruNet/Personal/Factors.htm>  
<http://cte.jhu.edu/techacademy/web/2000/kochan/charactertraits.html>  
character traits <http://www.teachervision.fen.com/writing/resource/2669.html>



[Simba](#)



[Nala](#)



[Mufasa](#)



[Scar](#)



[Zazu](#)



[Timon](#)



[Pumbaa](#)



[Sarabi](#)



[Rafiki](#)



[Hyenas](#)

Introduce the "Lion King".

Make a list of list of characters in the movie. Before viewing the movie discuss each character and what their characteristic are like.

Watch the movie and discuss personalities and traits of characters. Who would you most relate to..



***Lion King Character Informational links:***

<http://www.lionking.org/characters/>

[http://en.wikipedia.org/wiki/List\\_of\\_The\\_Lion\\_King\\_characters](http://en.wikipedia.org/wiki/List_of_The_Lion_King_characters)

<http://www.lionkingpride.net/charact.html>

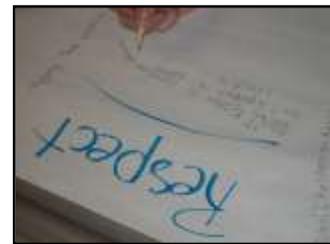
<http://lionking.top-site-list.com/>

<http://disneydvd.disney.go.com/the-lion-king-1-1-2.html>

***Week 2: Getting Along***

Discuss respect, responsibility and pride and how it relates to the "Lion King" movie they watched. Divide students in groups and give each a large piece of paper. At the top of one paper write the word Respect, another Responsibility, and another Pride. Make as many sets as needed. Have students brainstorm what the word on the paper means to them. Share responses.

Pass out paper with animal characteristics. Have children circle characteristics that best fit them. Put animal charts with characteristics on the board. Have children work in their groups to see which of their characteristics matches the one for the animals. Select and discuss the animal that fits them. Have children research information about their animal Have children research information about their animal.



<http://www.writedesignonline.com/assignments/masks/animalsymbolism.htm>



***Week 3: If I were an animal***

Use research to answer questions on worksheet "If I were an animal". Draw animals in sketchbook.

Children research information about their animal and draw their animal with their classroom teacher. In art class we discuss and reinforce why the selected the animal they are.

Draw animal on large 16 x 20 paper. Add texture and blend colors. Take pictures of student's face. Print, laminate and cut. Glue for face of animal. Glue entire face or just eyes, nose and

mouth. Continue working in art and in classroom.

<http://www.princetonol.com/groups/iad/lessons/middle/animals2.htm>

<http://www.animal-symbols.com/>

<http://livingartsoriginals.com/animal-symbols.html>

<http://www.greatdreams.com/animals.htm>



#### **Week 4: Role playing activities**

Students worked with performing artist "Elizabeth Keiser" from TALL program. She guided students on role playing activities. The three main topics were: respect, listening skills and eye-contact.

**Elizabeth Keiser** is a playwright, actor, and Director of Tall University School, the District's Transitions **through Arts Literacy Learning (TALL)** program. Elizabeth

*utilizes various arts and comedy as tools to build literacy and community throughout the District..*

*Elizabeth has developed numerous curricula which are facilitated "on the feet, instead of the seat" with a major focus on literacy, tolerance and global issues.*

**Focusing and listening activity:** Students form a large circle. A hand clap is passed from one person to the other. As it is passed, students are to make eye contact and acknowledge the clap with eye-contact. Numerous claps are passed around to represent the beating heart of the animal. No talking is allowed.

**Spatial awareness activity:** In a large circle, students perform a yes-go movement. One student crosses into the circle and high-fives another student. Multiple students work within the circle continuously. The objective is to become aware of the relationship of other moving students.

**Sound and movement activity:** In a large circle, three students are placed in the center of the circle and asked to close their eyes. One student in the circle is asked to lead gestures and movements. As music is played, the three students in the center of the circle try to figure out who is initiating the movement all are doing. When they have an answer, they have a conference and agree on a final answer.

Children also worked on movement skills of animals. Some students sat in an audience scenario while others performed on an imaginative stage.

#### **Week 5: Big Nazo Puppets**

*BIG NAZO is an international performance group of visual artists, puppet performers, and masked musicians who unite to create larger-than-life sized characters. Erminio Pinque is founder and director of Big Nazo Lab, an international touring troupe and creature-making studio based in downtown Providence, RI.*



Students worked on opening circle activities and role playing activities.

Erminio from Big Nazo pulled out heads of puppets one at a time and explained how each was created. Students were extremely excited to wear puppets and portray the puppet they were wearing. How would they move...sound...interact with each other. Limbs were added so children could see

how movement played an important part with large and awkward pieces.

Erminio worked on role-playing with storytelling roles, as he described action for students to perform. All student had a turn to participate. After experiencing Big Nazo creations, students began to transform their real animals into fantasy animals.

### ***Week 6: Fantasy Drawings***

Students worked on opening circle activities and role playing activities.

Erminio shows how different puppets portray different personalities. Students were puppets and work on taking on the personality of that creature/animal. Erminio demonstrates how to use basic shapes to draw a creature or animal. He also demonstrates how to enlarge drawing by tracing onto acetate.



Also, instruction was given on how to use large cardboard to create a head of a creature/animal and add limbs. Students began moving with cardboard cutouts.



Students sat in a circle and began drawing their own creatures/animals.

### ***Week 7: Tracing & Outlining***

Students worked on opening circle activities and role playing activities.

Erminio demonstrated how to take drawings from previous week and trace onto acetate with black sharpie. Projectors were set up so students can trace their drawings onto large cardboard. Next students broke up into groups. One group finished their drawings, a second group traced their drawings onto acetate and a third group worked at the projectors. When drawings were completely traced onto cardboard, students started outlining their pencil lines with black paint. students worked in groups helping each other on their puppets.



Closing activities:

Students sat in a circle on the floor and discussed how they worked together.



All

***Week 8 & 9 : Painting***

Erminio demonstrated a dry brush painting technique to blend colors. Students began working together to paint puppets.



***Week 10 & 11: Performance***

Puppets were cut out and handles stapled to the back. Students worked on movement to music with their cardboard puppets. Students utilized previous movement and role playing skills. Grade 2 students begin writing play.

***Week 12: Fun Time!***

Students visit Big Nazo Puppet Studio in Providence, perform during school talent show and parade around neighborhood with their puppets.

