



PUPPETRY IN PRACTICE



EXPLORING the NEIGHBORHOOD

Toy Theater and Puppetry for 1st Grade

For the 2014-2016 school years, Puppetry in Practice is honored to be the recipient of special funding through multiple school partnerships made available through two new initiatives developed by the New York City Department of Education, through the office of Schools Chancellor Carmen Fariña.

The Department of Education's Arts for English Language Learners and Students with Disabilities is a program that funds arts partnerships that serve a diverse group of student participants, including ELL and Special Education students. The DOE's Arts Continuum is a new arts partnership initiative designed to bridge arts learning between the elementary and middle schools.

Under the umbrella of the Arts for ELLs and Students with Disabilities, school recipients working with Puppetry in Practice include PS 217, PS 159 and PS 228 in Brooklyn, and Junior High School 185 in Queens and the Joan Snow Pre-K Centers in Brooklyn. For the Arts Continuum programs, Puppetry in Practice is working with PS 193 and IS 240 Hudde Middle School.

Through these new initiatives Puppetry in Practice is enlarging its reach to language learning student populations, incorporating a variety of art forms through dynamic, interactive programming.

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PUPPETRY IN PRACTICE



EXPLORING the NEIGHBORHOOD

Toy Theater and Puppetry for 1st Grade

The residency outlined in the following pages details a Toy Theater, project-based program designed by Puppetry in Practice, Inc. for Grade 1 students. This program aligns with The NYC Blueprint for Teaching and Learning in the Arts as well as Grade 1 Social Studies curriculum in neighborhood studies.

This 10-week residency incorporates explorations and development in paper collage, paper sculpture, puppet-making and puppet performance. Students are engaged in a variety of art-making lessons that help them learn to experiment, create and reflect on the use of art materials in producing representations of what they see in their neighborhood. Individual, as well as group projects are emphasized so students learn on their own as well as from each other.

During the residency, the Toy Theater, or miniature puppet stage, is the center of activity. Steadily, throughout the residency, a simple cardboard box is transformed into a specific neighborhood place. Teachers and students select a busy Supermarket or the quiet Library, the exciting Fire Station or a favorite Restaurant as the focus of the project.

Students draw from their experiences in addition to research through reference materials, to create colorful, collaged interpretations of the interiors and exteriors of these places. As their knowledge of these neighborhood landmarks grows, they are able to create lively puppets that activate the Toy Theater and enable students to create scenarios and enact them in a creative and imaginative setting, which they have created on their own.



EXPLORING the NEIGHBORHOOD

A 10-Week Toy Theater and Puppetry Residency for Grade 1

Artists-in-Residence: Jason Leinwand

RESIDENCY TIMELINE

Week 1 – The Buildings in Our Neighborhood

- What kind of building do you live in?
- Collaging our home/apartment building

Week 2 – The Toy Theater

- Introduction to a specific place in the neighborhood (Restaurant/Library/Supermarket/Firehouse)
 - Inside and Outside. What are the differences?
- Begin Backgrounds. How will we represent these places using collages?

Week 3 – The Backgrounds

- Continue collaging the background inserts
- Is everyone working together as a team?

Week 4 – The Backgrounds

- Introduction of patterned papers. How can we use different kinds of papers?
 - Complete background inserts

Week 5 – Pop-Ups

- What is a pop-up mechanism and how can we use them in our Toy Theater?
 - Parrallelogram Stand-ups

Week 6 – Pop-Ups

- What is another kind of pop-up mechanism and how can we use them in our Toy Theater?
 - Sliders

Week 7 – Puppets

- Who visits the places in our neighborhood? Who works at the place in our neighborhood?
 - Cardboard Stick Puppets

Week 8 – Puppets and Puppeteering

- Decorating, dressing, completing our puppets. What is mixed media and how can we use it?

Week 9 – Finishing up!

- Complete all puppets, toy theater bases and backgrounds!
 - Practice playing/improvising with the Toy Theater

Week 10 – Toy Theater Showcase

- Mini-Performances in our stages

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Juice

Vegetables
out of 5

Fish

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LESSON 1 – The Buildings in Our Neighborhood

OBJECTIVE

To create real or imaginary apartment building by collaging pre-cut paper shapes. To select from, and arrange, a variety of shapes and colors to create an entire neighborhood full of buildings.

The focus of the lesson is for the children to:

- Explore the attributes of collage (selecting, arranging, overlapping, gluing)
- Discover how shapes and patterns can be used to create buildings
- Create a dream apartment building
- Learn that buildings and our collages of buildings are all different
- Combine and share their individual projects to create one, large group project

MATERIALS

Colored construction paper (pre-cut into a variety of shapes and sizes), gluesticks, plastic trays, plastic containers, cardboard, Elmer's glue

KEY TERMS/CONCEPTS

Collage, selecting, arranging, gluing, neighborhood, apartment buildings

PROCEDURE

1. Greetings and introductions
2. Group discussion about the neighborhood
 - “Tell me about your neighborhood?”*
 - “When we walk around our neighborhood what do we see?”*
 - “What kind of building do you live in?”*
3. Introduce paper collage and show all the different pre-cut shapes of construction paper
 - “How can we use these shapes to build our own apartment building?”*
4. Students direct the teacher in a demonstration of how to choose and arrange the shapes to construct a building
 - “What shape/color/size should I start with?”*
 - “What does my building need on it? What shape/color/size should I choose and where should I put it?”*
 - “How will we stick it?”*
 - “What else will you add to your building?”*
 - “Will your building be tall or wide?”*
5. Distribute the materials onto the tables
6. Students create colorful, collaged buildings using the provided materials
7. Upon completion, students glue their buildings next to one another onto a large cardboard sheet to create a whole neighborhood that will be used later in the residency
8. Wrap up, pack up and clean up!

SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

Take a walking tour of the neighborhood around the school. Discover the different colors, textures, sizes, shapes and designs that are found in the different buildings. Do we see similarities to the collage buildings we made? Do we see differences to the collage buildings we made?

In preparation for the next lesson, discover how important places in the neighborhood (supermarket, library, firehouse, etc.) are situated in and among the other apartment buildings. How do these places stand out?



VISUAL ARTS BLUEPRINT 2ND GRADE BENCHMARKS ADDRESSED:

Create a collage that demonstrates manipulation of cut shapes to represent a real or imaginary subject. Observe community sites on a neighborhood walk and notice colors, buildings, people and patterns.



LET'S EXPLORE ALL THE DIFFERENT KINDS OF BUILDINGS WHERE PEOPLE LIVE in NYC!



How many different shapes and colors can we find?



Some buildings are tall! Some buildings are wide!



LESSON 2 – The Toy Theater

OBJECTIVE

To focus the residency on a particular place in the neighborhood (Supermarket, Library, Firehouse, Restaurant, etc.). To create a representational collage of the *outside* of that specific place in the neighborhood. To select from, and arrange, a variety of paper shapes, colors and sizes. To work collaboratively with multiple partners.

The focus of the lesson is for the children to:

- Be introduced to the Toy Theater puppet stages
- Examine an important place in their neighborhood (Supermarket, Library, Firehouse, Restaurant, etc.)
- Continue exploring the attributes of collage (selecting, arranging, overlapping, gluing)
- Develop a deeper understanding of using shapes for representational purposes
- Make decisions, compromise and collaborate with partners
- Create the *outside* of the place the class is studying

MATERIALS

Multimedia slideshow with examples of neighborhood places, Toy Theater boxes and inserts, colored construction paper (pre-cut into a variety of shapes and sizes), gluesticks, plastic trays, plastic containers, cardboard, Elmer's glue

KEY TERMS/CONCEPTS

Collage, selecting, arranging, gluing, representing, Supermarket, Library, Firehouse, Restaurant, backgrounds, teamwork, *inside vs. outside*

PROCEDURE

1. Greetings and review

“Last week we used collage to make buildings for our neighborhood. Today we are going to focus on a special place in our neighborhood. Does anyone know any special places in our neighborhood?”
2. Introduce the place of focus* for the class (*Teacher selects the place for the class)
3. Slideshow on the SmartBoard of pictures and/or videos of the outside of a Supermarket, Library, etc.

“What do we see on the outside of the Supermarket?”
“How is this place different from our apartment buildings? How is it similar?”
4. Introduce the blank Toy Theater stage and the blank cardboard inserts

“When I put the cardboard background in the Toy Theater we have an INSIDE and an OUTSIDE.”
“How can we turn this Toy Theater into a Supermarket?”
“Let's start with the outside of the Supermarket, what do we need to make”
“How will we use paper collage to make the outside of the Supermarket?”
5. Students direct the teacher in a demonstration of how to choose and arrange the shapes to show the outside of the place
6. Students are placed in groups of 2 or 3

“This job is too big for one person! Lets work together! How will you divide up jobs to finish your collage?”
“Who will make the door and who will make the windows?”
“Will you start at the top or the bottom?”
7. Distribute the materials onto the tables
8. Students create colorful, collaged representations of the neighborhood place using the provided materials
9. Teacher encourages repeated analysis of the reference material on the SmartBoard
10. Wrap up, pack up and clean up!

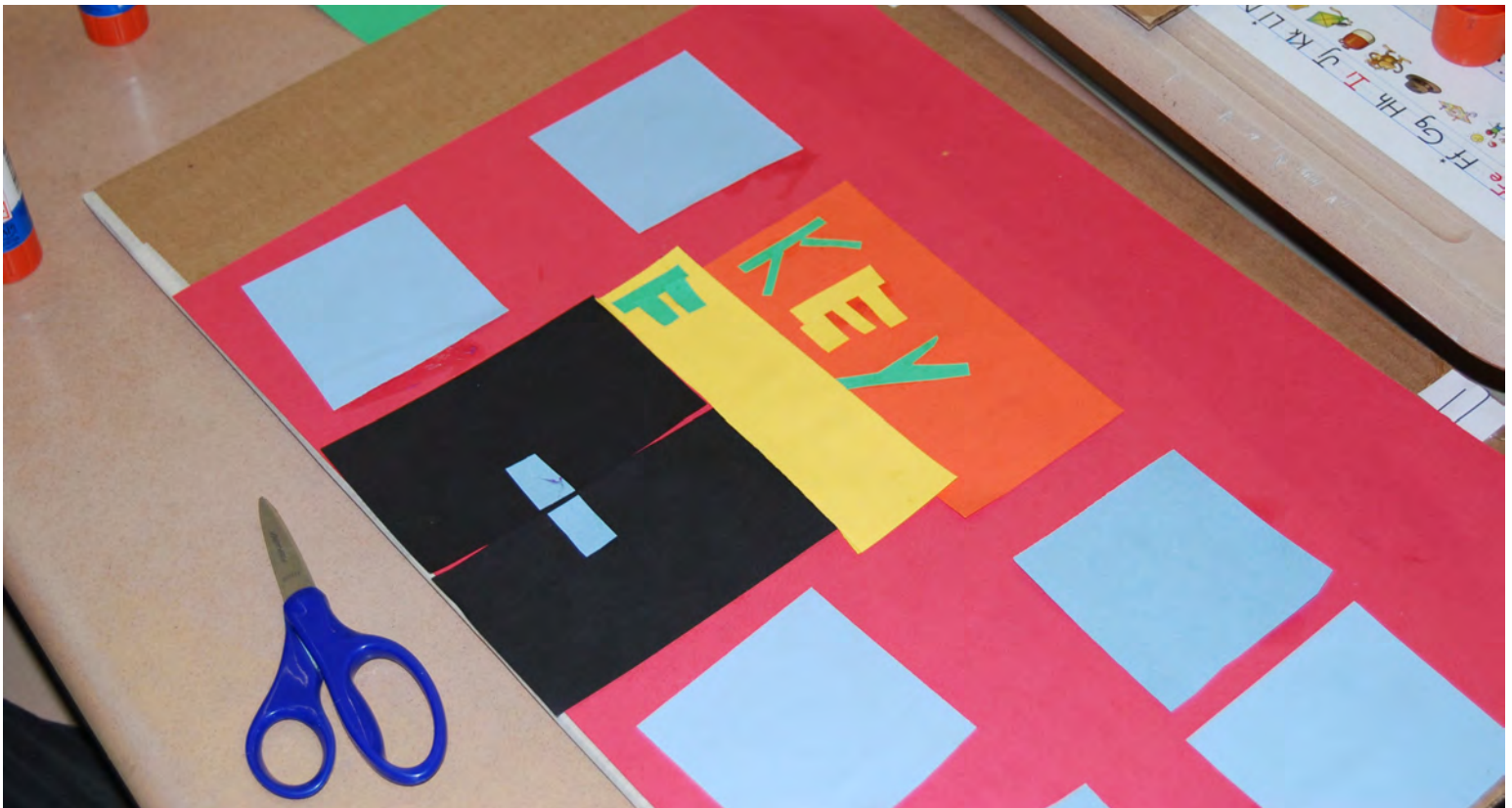
SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

Take another walking tour of the neighborhood, only this time visit the specific place of study. How does this place stand out amongst the other buildings? Why is this place so important to our neighborhood? Do you see any similar shapes, colors and/or patterns between your collage and the real place? What details are the most important in telling us what this place is? Take a tour of the inside in preparation for the following lesson!

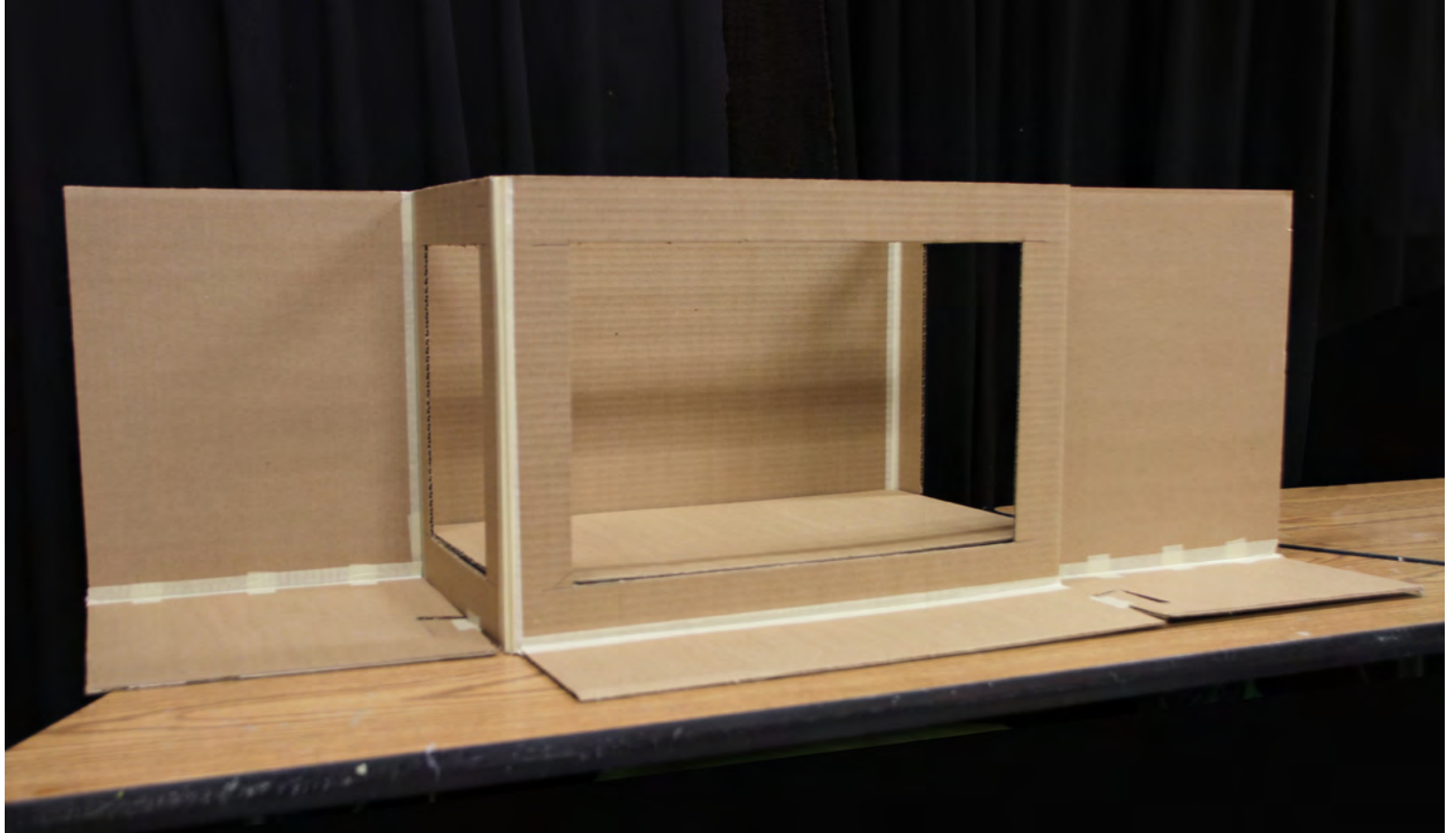
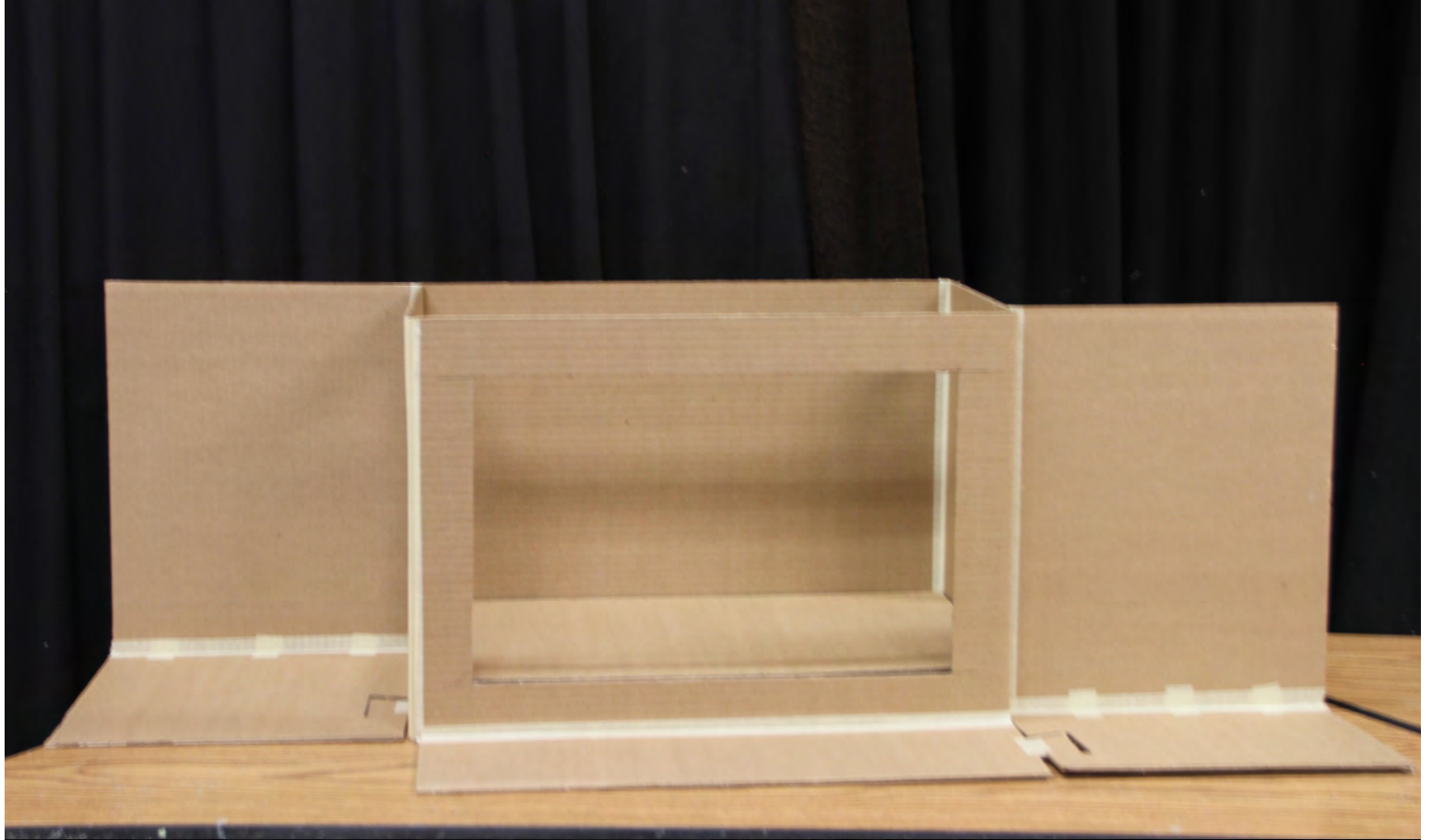


VISUAL ARTS BLUEPRINT 2ND GRADE BENCHMARKS ADDRESSED:

Create a collage that demonstrates manipulation of cut shapes to represent a real or imaginary subject. Create a collage that demonstrates imaginative placement of shapes.



THE TOY THEATER

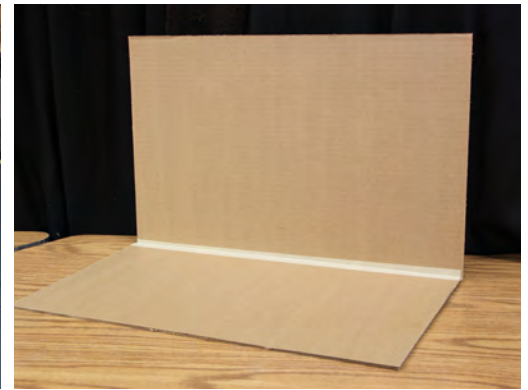
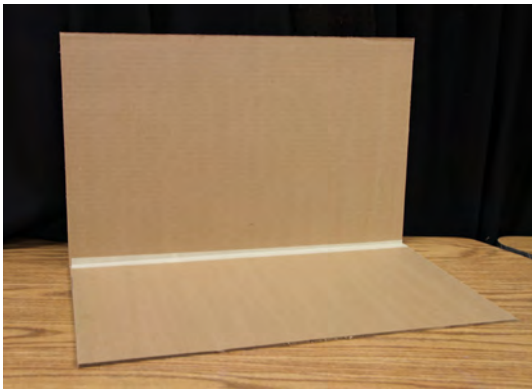


The Toy Theater is nothing more than a rectangular cardboard box with a window cut out of several sides. With some extra cardboard and masking tape, the box can expand in a number of ways. PiP designs its Toy Theaters using simple materials and techniques to encourage teachers and students to create their own with boxes and materials they can easily find.

Throughout the residency, while students are working on their backgrounds, some students are called upon to come decorate the Toy Theater itself. Using the same collage techniques they are developing, this simple cardboard base will magically transform into a colorful, neighborhood puppet theater.

By creating these cardboard inserts, students can easily change the “setting” inside the Toy Theater. The possibilities are endless as students imagine all kinds of stories, scenarios and settings.

In addition to developing art-making skills, once activated with puppets, the Toy Theater becomes a great language learning/teaching tool. With prompts from the teacher, students become engaged in puppeteering, storytelling and language. Before long they are using the Toy Theater stages in the classroom on their own, developing rich stories about their lives or fantastical scenarios from their imaginations.





Outside a Supermarket



Inside a Supermarket

LET'S EXPLORE OUR NEIGHBORHOOD!

For this residency, participating teachers chose one place in the neighborhood for their students to focus on. Their selections included the Supermarket, the Library, the Fire Station and a Restaurant.

Students drew from their own experiences, as well as from slideshows on the SmartBoard to provide them with reference material for their artwork. Students made connections between what they saw and the shapes, colors and forms they would find or create with the collage materials.



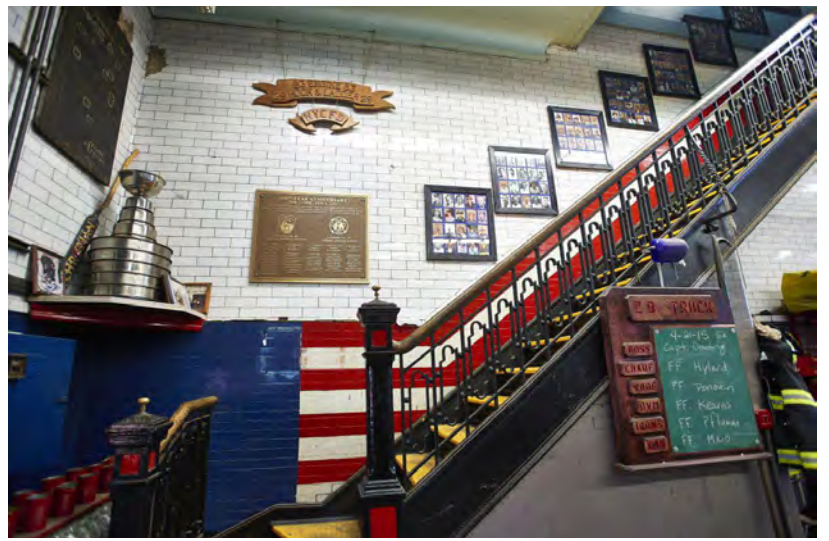
Outside a Library



Inside a Library



Outside a Fire Station



Inside a Fire Station



Outside a Restaurant



Inside a Restaurant

LESSON 3 – The Backgrounds - Finishing the Outside and Starting the Inside

OBJECTIVE

To continue collage work on the background inserts for the Toy Theater. To begin using cutting, tearing and folding as a means to get the shapes and forms needed for their ideas. To create, and arrange, a variety of paper shapes, forms, colors and sizes. To work collaboratively with multiple partners.

The focus of the lesson is for the children to:

- Examine an important place in their neighborhood (Supermarket, Library, Firehouse, Restaurant, etc.)
- Incorporate important details based on research, discussions and analysis of images and reference materials
- Continue exploring the attributes of collage (selecting, arranging, overlapping, gluing)
- Experiment with cutting and changing the paper with scissors, folds and tears
- Develop a deeper understanding of using paper for representational purposes
- Make decisions, compromise and collaborate with partners
- Create and collage the *inside* of the place the class is studying

MATERIALS

Multimedia slideshow with examples of neighborhood places, Toy Theater boxes and inserts, colored construction paper (pre-cut into a variety of shapes and sizes), gluesticks, scissors, plastic trays, plastic containers, cardboard, Elmer's glue

KEY TERMS/CONCEPTS

Inside vs. Outside, collaboration, adding details, making your own shapes and forms

PROCEDURE

1. Greetings and review
“Last week we used collage to make the outside of a special place in our neighborhood. Today we are going to finish the outside and start working on the inside. Let's explore the details of our place?”
2. Slideshow on the SmartBoard of pictures and/or videos of the inside of a Supermarket, Library, etc.
“Now, what about INSIDE? What do you think we will find INSIDE our place?”
“What's different about the inside? How is it similar?”
“What are the most important things that are inside/outside of the Supermarket?”
“Why are they important? And why are they found only in the Supermarket?”
3. Introduce the idea of making our own shapes and forms out of the paper
“Last week we used shapes that the teacher cut out. How can we start to make our own shapes or forms?”
“Are there any other ways besides using scissors to get the shapes we want?”
4. Students direct the teacher in a demonstration of how to choose, *make* and arrange the pieces to create the inside of the place on their cardboard background insert
5. Distribute the materials onto the tables
6. Students work in their teams to continue creating colorful, collaged representations of the neighborhood place using the provided materials
7. Teacher encourages repeated analysis of the reference material on the SmartBoard to emphasize the specific details each place has
8. Wrap up, pack up and clean up!

SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

Have students find collage materials at home or in their neighborhood. What kinds of paper, pattern paper or textured paper can we find at home that we can use for our collage? For example, students studying the Supermarket might find the coupon circulars in their apartment buildings or in the newspaper and will want to incorporate it into their collages.



VISUAL ARTS BLUEPRINT 2ND GRADE BENCHMARKS ADDRESSED:

Create a collage that demonstrates experimentation with cutting organic and geometric shapes in a variety of sizes and experimentation with tearing paper. Create a collage that demonstrates and exploration and expressive use of colored paper to represent a subject.



LESSON 4 – The Backgrounds - Finishing the Inside

OBJECTIVE

To complete their collage work on the background inserts for the Toy Theater. To use cutting, tearing and folding as a means to get the shapes and forms needed for their ideas. To incorporate patterned/design paper. To create, and arrange, a variety of paper shapes, forms, colors and sizes. To work collaboratively with multiple partners.

The focus of the lesson is for the children to:

- Complete the task of representing the *inside* and *outside* of a specific place in the neighborhood
- Use the attributes of collage (selecting, arranging, overlapping, gluing)
- Discover uses for different patterned/design paper
- Learn about parts to whole relationships
- Use details from observation and experience
- Make decisions, compromise and collaborate with partners to reach a conclusion

MATERIALS

Multimedia slideshow with examples of neighborhood places, Toy Theater boxes and inserts, colored construction paper (pre-cut into a variety of shapes and sizes), design paper, gluesticks, scissors, markers, plastic trays, plastic containers, cardboard, Elmer's glue

KEY TERMS/CONCEPTS

Completing your work, paper with designs and patterns, teamwork

PROCEDURE

1. Greetings and review
“Last week finished the outside of a special place in our neighborhood and started to make the inside. Today we are going to finish our work. What do you need to do to finish up your collage?”
2. Using examples of students work, discuss what is left to do
“Does anyone see any parts that could use more work?”
“Are we sure our collages shows all the important details of the Supermarket, Library, etc.?”
“How do we know when we are finished with our work?”
3. Introduce patterned/design paper
“So far we have used paper that is all one color. Today there is paper that has designs and patterns printed on it.”
“What makes this paper different?”
“How can we use this patterned paper? What can we use this patterned paper for?”
4. Distribute the materials onto the tables
5. Students work in their teams to complete their colorful, collaged representations of the neighborhood place using the provided materials
6. Teacher encourages repeated analysis of the reference material on the SmartBoard to emphasize the specific details each place has
7. Wrap up, pack up and clean up!

SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

Let's start writing about the place our class is visiting. What are the important vocabulary words we should know? Can we start writing about what we know about the Supermarket, Library, etc.?

Writing exercises at this stage in the residency will help the students develop their puppet shows/scenarios at the conclusion of the residency.



VISUAL ARTS BLUEPRINT 2ND GRADE BENCHMARKS ADDRESSED:

Students recognize the societal, cultural, and historical significance of art; connect the visual arts to other disciplines; apply the skills and knowledge learned in visual arts to interpreting the world.

LESSON 5 – Pop-Ups

OBJECTIVE

To incorporate pop-up mechanisms into our collages. To learn about 3-D and use parrallelogram stand-ups. To make connections between a material (pop-up) and an idea (something in the neighborhood place).

The focus of the lesson is for the children to:

- Explore 3-D paper collage through the use of pop-up mechanisms
- Use the attributes of collage (selecting, arranging, overlapping, gluing)
- Experiment and build with paper as a sculptural material
- Discover how 3-D elements create overlap, shadow, foreground and background
- Develop a deeper understanding of using paper for representational purposes
- Make decisions, compromise and collaborate with partners

MATERIALS

Cardstock Pop-Up (parrallelogram stand-ups), multimedia slideshow with examples of neighborhood places, Toy Theater boxes and inserts, colored construction paper (pre-cut into a variety of shapes and sizes), design paper, gluesticks, scissors, markers, plastic trays, plastic containers, cardboard, Elmer's glue

KEY TERMS/CONCEPTS

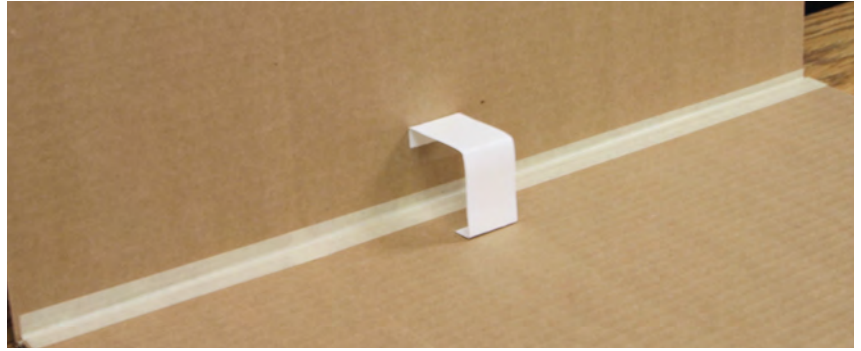
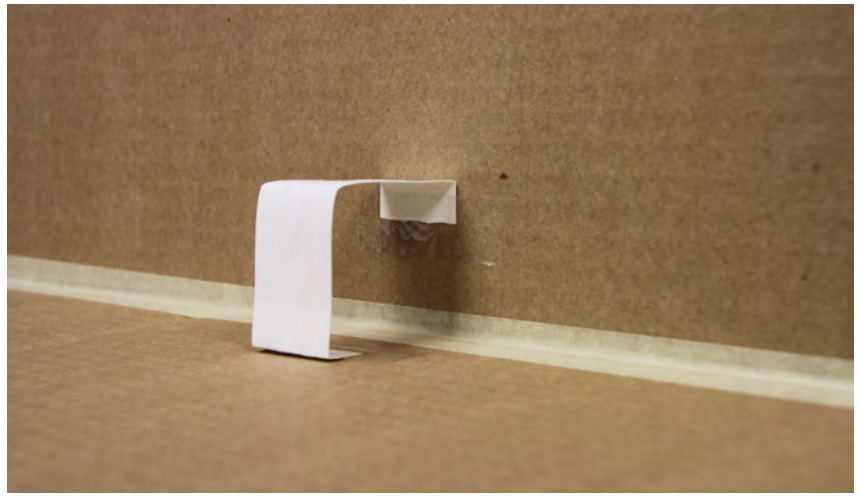
3-Dimensional, paper sculpture, Pop-Up mechanism, Parrellelogram Stand-up, foreground/background

PROCEDURE

1. Greetings and review
“Last week we finished the inside and outside of our neighborhood place. Today we are going to add pieces of paper that let us make things pop up! Has any one ever seen a pop-up book before?”
2. Introduce the parrellelogram stand-up
“This is a kind of pop-up called a parrellelogram stand-up. What shape does it look like?”
“When we use pop-ups we make parts of our collage 3-D or sculptural. How is that different from our collages?”
“Pop-ups make things come forward. We now have parts that are in front, and parts that are in back.”
3. Students direct the teacher in a demonstration of what the pop-up can be used for
“Where should we put it? And what can we use it for?”
“Is there anything in the Supermarket, Library, etc. that we can make using this pop-up piece?”
“How many pop-ups will you use, where will you put them and what will you use them for?”
4. Distribute the materials onto the tables
5. Students work in their teams to incorporate parrellelorgram stand-ups
6. Teacher encourages repeated analysis of the reference material on the SmartBoard to emphasize the specific details each place has
7. Wrap up, pack up and clean up!

SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

Explore pop-up books with the class. Let students see how many different kinds of pop-ups there are and how they are used. Besides the many different pop-up story books that can be found in the schools library. Some students may enjoy some hands-on research of pop-ups with **The Elements of Pop-Up: A Pop-Up Book for Aspiring Paper Engineers** by David A. Carter and James Diaz.



VISUAL ARTS BLUEPRINT 2ND GRADE BENCHMARKS ADDRESSED:

Create a sculpture that demonstrates imaginative ability to build with paper by bending, folding, twisting. Create a collage that demonstrates a basic understanding of overlapping.



LESSON 6 – Pop-Ups

OBJECTIVE

To incorporate pop-up mechanisms into our collages. To learn about 3-D and movable mechanisms by using slider pop-ups. To make connections between a material (pop-up) and an idea (something in the neighborhood place). To begin activating their artwork as a puppeteer.

The focus of the lesson is for the children to:

- Explore 3-D paper collage through the use of pop-up mechanisms
- Use the attributes of collage (selecting, arranging, overlapping, gluing)
- Experiment and build with paper as a sculptural material
- Discover how 3-D elements can create movable pieces
- Develop a deeper understanding of using paper for representational purposes
- Make decisions, compromise and collaborate with partners

MATERIALS

Cardstock Pop-Ups (sliders), Multimedia slideshow with examples of neighborhood places, Toy Theater boxes and inserts, colored construction paper (pre-cut into a variety of shapes and sizes), design paper, gluesticks, scissors, markers, plastic trays, plastic containers, cardboard, Elmer's glue

KEY TERMS/CONCEPTS

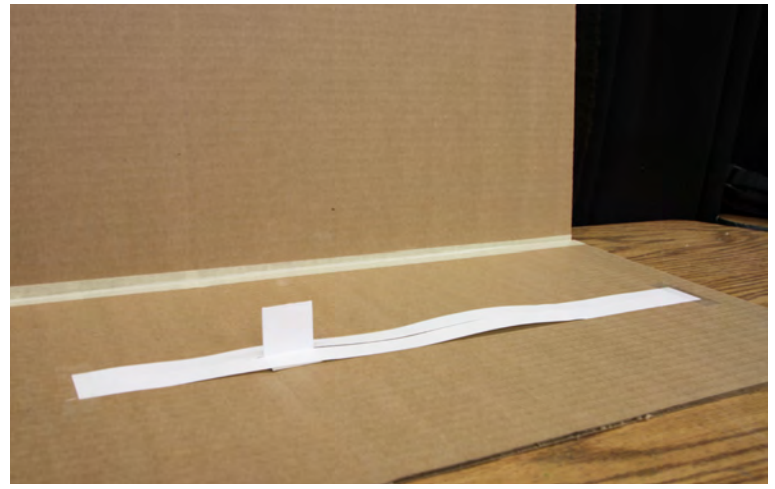
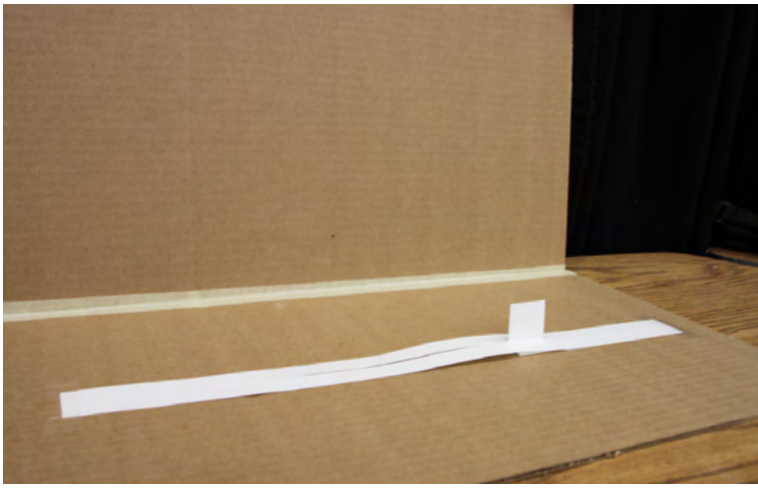
3-Dimensional, paper sculpture, Pop-Up mechanism, Sliders, moving parts

PROCEDURE

1. Greetings and review
“Last week we started to make our collages 3-D by adding pop-ups. Today we are going to use pop-ups to make parts of our collages movable!”
2. Introduce the slider
“This is a kind of pop-up called a slider. What do you think it can do?”
“When we use pop-ups we make parts of our collage move. Why would we want to make things move?”
3. Students direct the teacher in a demonstration of what the pop-up can be used for
“Where should we put it? And what can we use it for?”
“Is there anything in the Supermarket, Library, etc. that we can make using this pop-up piece?”
“How many pop-ups will you use? Where will you put them? What will you use them for?”
4. Distribute the materials onto the tables
5. Students work in their teams to incorporate sliders
6. Teacher encourages repeated analysis of the reference material on the SmartBoard to emphasize the specific details each place has
7. Wrap up, pack up and clean up!

SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

In preparation for the following lessons. Plan visits with people in the community who work at the specific place of study. For example, if the class is building their Toy Theater of the Firehouse, arrange for students to meet a firefighter or fire marshall. What does this person do when they go to work? What does this person wear at their job? What are their favorite things about their job? Why are they an important part of the neighborhood?



VISUAL ARTS BLUEPRINT 2ND GRADE BENCHMARKS ADDRESSED:

Create a sculpture that demonstrates imaginative ability to build with paper by bending, folding, twisting. Create a collage that demonstrates a basic understanding of overlapping.



LESSON 7 – Puppets

OBJECTIVE

To create puppets of community workers for our Toy Theater stages. To use prior collage experience with shapes to create people. To draw connections between life experiences with people in the neighborhood and art materials.

The focus of the lesson is for the children to:

- Explore collage with mixed media (cardboard, fabric, yarn, found objects, paper)
- Use the attributes of collage (selecting, arranging, overlapping, gluing)
- Learn about the people who work at or visit the Supermarket, Library, etc.
- Arrange figures with part to whole thinking
- Create a puppet for the stage
- Incorporate important details based on research, discussions and analysis of images and reference materials

MATERIALS

Multimedia slideshow with examples of neighborhood people, Toy Theater boxes and inserts, colored construction paper (pre-cut into a variety of shapes and sizes), design paper, gluesticks, scissors, markers, plastic trays, plastic containers, cardboard pieces, yarn, fabric, tacky glue, Elmer's glue, bamboo skewers

KEY TERMS/CONCEPTS

Puppets, Puppeteer, Mixed Media, tacky glue, Community Helpers, uniforms

PROCEDURE

1. Greetings and review
"We've finished up our puppet stages. Now we will need puppets for a puppet show. Who should our puppets be for our Toy Theater of a Supermarket, Library, etc?"
2. Slideshow on the SmartBoard of pictures and/or videos of the people who work in the Supermarket, Library, etc.
"What do we notice about these people? What are they wearing? What do they do for work?"
3. Introduce mixed media puppet materials
"We have many different cardboard shapes. Big square, little squares and many different rectangles. If we are going to make a person should we start with the head or the body?"
"What pieces should we use for the body? The head? The arms? Legs? What else does our puppet need?"
"How will we stick these pieces together and build our puppets?"
4. Introduce tacky glue* (*white glue that is stronger and better for cardboard, fabric, etc.)
"This glue is called tacky glue. It's stronger than regular glue and better for this cardboard material."
5. Students direct the teacher in a demonstration of how to build a cardboard stick puppet
"How should we position these pieces?"
"Now that we've built our puppets, how will we decorate and dress them to make them look like the people who work in the Supermarket, Library, etc.?"
"What are the most important details?"
6. Distribute the materials onto the tables
7. Students work individually to create their own community member puppet
8. Teacher encourages repeated analysis of the reference material on the SmartBoard to emphasize specific details
9. Wrap up, pack up and clean up!

SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

Explore puppetry! There are plenty of great videos online that show the rich tradition and diversity of puppetry. If possible, seeing live puppetry is always best. Plan a visit to the Puppetry In Practice Resource Center at Brooklyn College. Students always enjoy see a room full of puppets and it will help them see their community resources as well as career opportunities.



VISUAL ARTS BLUEPRINT 2ND GRADE BENCHMARKS ADDRESSED:

Observe community sites on a neighborhood walk and notice people. Create a sculpture that demonstrates organization of parts to whole.



WHO are the people in our neighborhood?



Firefighters work in at the Fire Station



**Customers shop at the Supermarket
Cashiers and Shelf Stockers work in the Supermarket**



**Customers eat at the Restaurant.
Waiters and Chefs work in the Restaurant**



The Librarian works in the Library

LESSON 8 – Puppets and Puppeteering

OBJECTIVE

To complete the puppets for the Toy Theater stage. To develop an understanding of puppetry, performance and play.

The focus of the lesson is for the children to:

- Complete the puppet of the community helper
- Explore narratives and dialogues with partners through puppet play with partners
- Experiment with voice and sounds for their puppet
- Discover puppetry as a means of storytelling and expression
- Make connections between their artwork and knowledge/understanding of people in their neighborhood
- Improvise dialogue and scenarios with their puppets and backgrounds with 1 or 2 partners

MATERIALS

Multimedia slideshow with examples of neighborhood people, Toy Theater boxes and inserts, colored construction paper (pre-cut into a variety of shapes and sizes), design paper, gluesticks, scissors, markers, plastic trays, plastic containers, cardboard pieces, yarn, fabric, tacky glue, Elmer's glue, bamboo skewers

KEY TERMS/CONCEPTS

Puppets, Puppeteer, Puppet Play, Community Helpers, storytelling, puppet voice

PROCEDURE

1. Greetings and review
"Last week we started making our puppets for our puppet stage. What will we do today to finish them?"
2. Using examples of students work, discuss what is left to do
"Does anyone see any parts that could use more work?"
"Are we sure our puppet characters have all the important details of the people who work or visit the Supermarket, Library, etc.?"
"How do we know when we are finished with our work?"
3. Introduce puppet play
"When your puppets are finished you can become a puppeteer. A puppeteer is the person who works the puppet."
"How will your puppet move?"
"How will your puppet talk?"
"What does your puppet say?"
"Can your puppet talk to another puppet? What will happen when they meet?"
"Can your puppet visit the inside of the Supermarket, Library, etc.? What will they do there?"
4. Distribute the materials onto the tables
5. Students work individually to complete their own community member puppet
6. When students complete their puppet, they can practice puppeteering in their background inserts in small groups
7. Wrap up, pack up and clean up!

SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

Encourage students to try using their puppets and puppet stage to create stories together. After they experiment and improvise with their puppets and each other, ask students to write down some of the stories they came up with. For students who have difficulty with the language and/or writing, the teacher can record what they say.

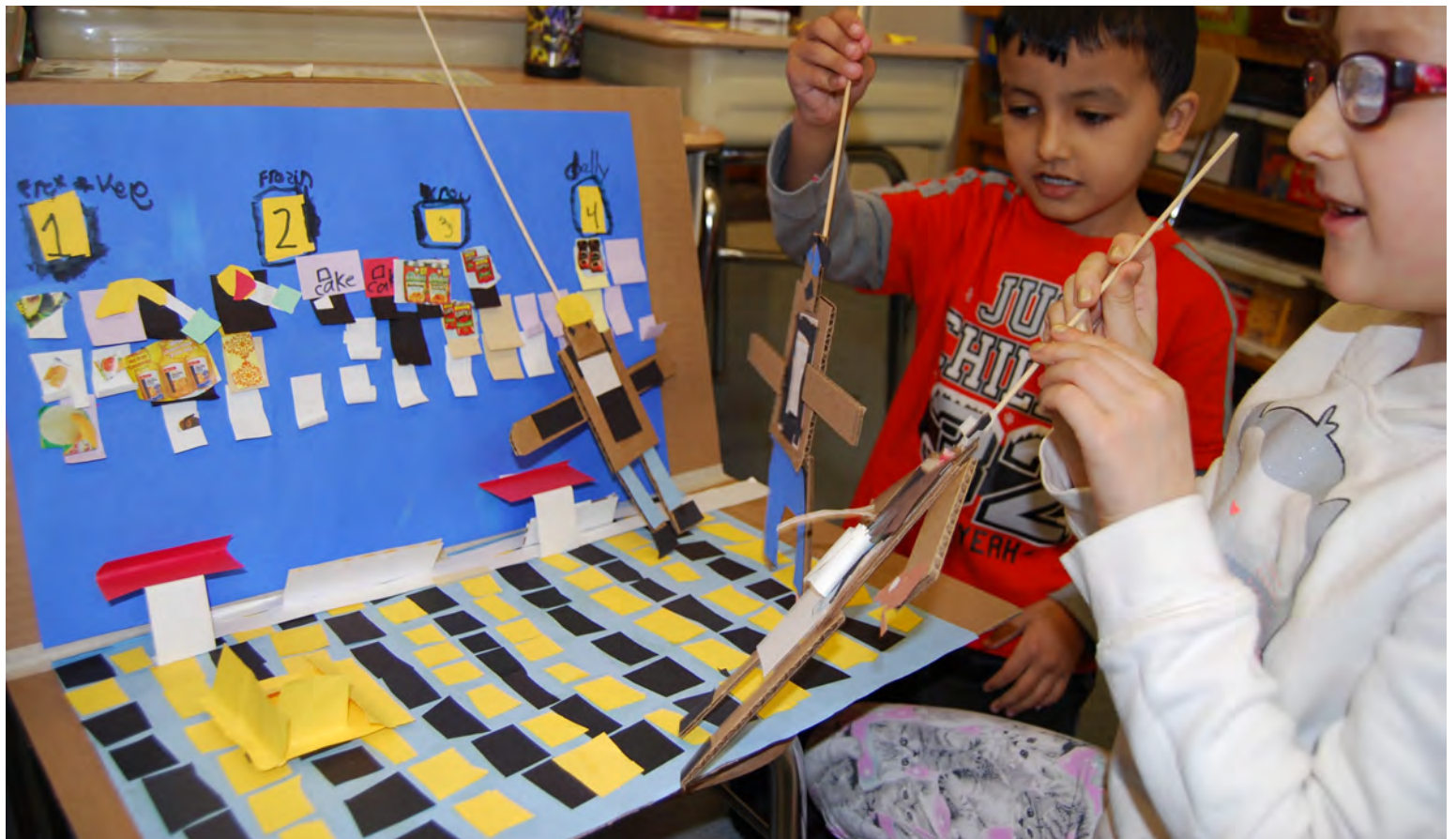
Create word walls or quotation charts for the classroom based on these puppet play times. They can be very helpful developing a puppet show



VISUAL ARTS AND THEATER ARTS BLUEPRINT 2ND GRADE BENCHMARKS ADDRESSED:

Observe community sites on a neighborhood walk and notice people. Create a sculpture that demonstrates organization of parts to whole.

Students participate in group activities, including creative play, storytelling, pantomime and improvisation.



LESSON 9 – Finishing Up!

OBJECTIVE

To complete our Toy Theater stages, puppets and accessories. To plan a puppet performance about our neighborhood place. To put all the collaged elements from the residency together.

The focus of the lesson is for the children to:

- Improvise and develop scenarios with their puppets
- Demonstrate knowledge and understanding of community places and helpers
- Create decorations for the main Toy Theater
- Develop the whole neighborhood
- Plan, practice and collaborate with partners
- Make choices about incorporating additional props or puppets in their stories

MATERIALS

Completed Toy Theaters, completed backgrounds, completed puppets, colored construction paper (pre-cut into a variety of shapes and sizes), design paper, gluesticks, scissors, markers, plastic trays, plastic containers, cardboard, tacky glue, Elmer's glue, bamboo skewers

KEY TERMS/CONCEPTS

Plan, practice/rehearse, Puppet Play, Puppet Performance, props

PROCEDURE

1. Greetings and review
 - “Last week we finished our puppets and starting practicing for a show. Does our Toy Theater look like its part of a neighborhood? What can we add to to it? What materials will we use?”*
 - “Can we show the road? Where will we put the apartment buildings we made our first day together?”*
2. Introduce props and accessories
 - “Should we create anything else for our show?”*
 - Example:** The firefighters put out fires. Can we make “fire puppets” that the firemen rush to put out?
 - Example:** In the Restaurant, the chef cooks food in the kitchen. Can we make food that the chef brings out to the customers?
 - “What else can we add?”*
3. Distribute the materials onto the tables
4. Students work individually or in groups to complete the Toy Theater and all the necessary parts
5. Students continue practice puppeteering in their background inserts in small groups
6. Wrap up, pack up and clean up!

SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

In preparation for the final day and puppet performance students can make posters for their show to decorate their classroom or their school. Using posters from famous Broadway shows as reference material is a great way to explore the larger landscape of NYC. What other kinds of shows can we see in our neighborhood? Borough? City?



THEATER ARTS BLUEPRINT 2ND GRADE BENCHMARKS ADDRESSED:

Through sequential activities, students begin to understand the process of moving from design to the creation of production elements.



LESSON 10 – Toy Theater Showcase

OBJECTIVE

To conclude the residency by bringing to life our artwork and knowledge of the neighborhood. To perform a puppet show about a place in the neighborhood using our Toy Theater and our puppets for an audience.

The focus of the lesson is for the children to:

- Perform for an audience
- Practice being a good audience member
- Explore the attributes of puppet performance (voice, movement, staging, interactions)
- Develop public speaking and performing skills
- Demonstrate an understanding and knowledge of scenarios and interactions that take place in the Supermarket, Library, etc.

MATERIALS

Completed Toy Theaters and Puppets, music to accompany puppet play

KEY TERMS/CONCEPTS

Performer, Puppet Performance, Audience, Applause

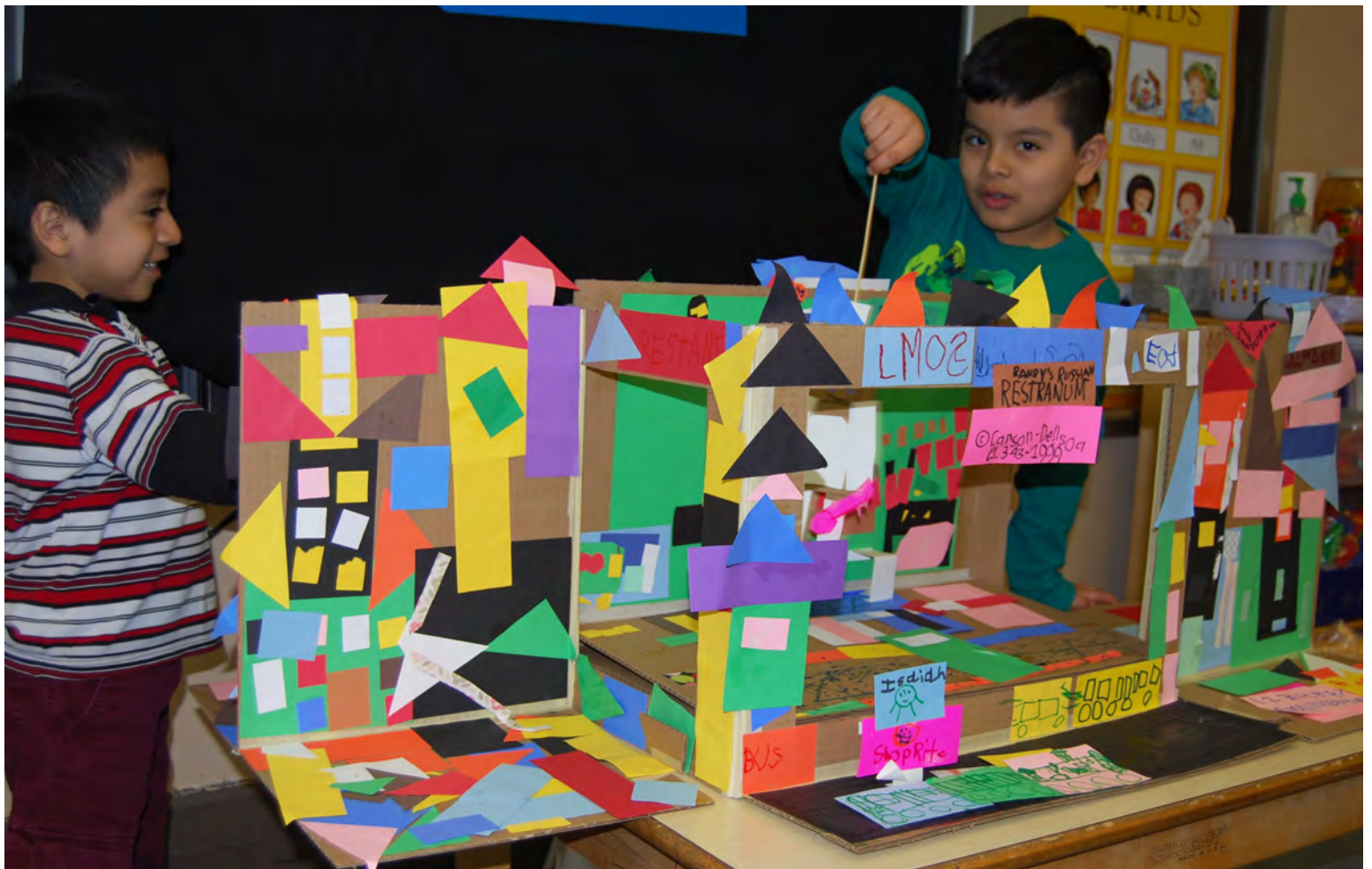
PROCEDURE

1. Greetings and review
“Last week we finished our puppets and our stage. Today we are going to have a puppet show using all the things we have made over the past 10 weeks.”
2. Set up the Toy Theater in the front of the room
“This Toy Theater is the stage. The people moving the puppets are the performers or puppeteers. The people watching the show are the audience. What do the performers do? What does the audience do?”
“Where will the performers stand?”
“Who will perform their puppet show about the Supermarket, Library, etc. first?”
3. Teacher prompts students with simple sentence starters for students to begin their performances
“One day, the firefighters were walking to work. Outside the firestation they would...”
“A customer was inside a restaurant. The chef came out and asked him...”
“Earlier today when two friends were shopping in the Supermarket they saw...”
4. As students become more comfortable performing, the prompts can be developed by the performers or the audience
5. Groups of students take turns performing for the class
6. Final discussion about what we learned throughout the residency
7. Wrap up, pack up and clean up!

SUGGESTIONS FOR FOLLOW-UP IN THE CLASSROOM

Continue using the Toy Theater in the classroom for more shows or neighborhood studies. The Toy Theater can be the foundation for an extended study of the neighborhood. What else is in our neighborhood? Who else is in our neighborhood? What else could we add to our Toy Theater neighborhood?

Should we make another Toy Theater for a different kind of story? What would it be? Who will the puppet characters be? What other kinds of materials could we use?



VISUAL ARTS AND THEATER ARTS BLUEPRINT 2ND GRADE BENCHMARKS ADDRESSED:

Through an exploration of art materials and techniques, students exercise imagination, construct meanings, and depict their experiences; work in two-dimensional and three-dimensional art forms, use basic art tools, and gain knowledge of media and compositional elements.

Students extend their understanding of theater by connecting it to learning in other disciplines.







TEACHER REFLECTIONS

PUPPETRY IN PRACTICE

RESOURCE CENTER at Brooklyn College \ 2900 Bedford Ave \ James Hall, Room 0712 \ Brooklyn NY 11210 \ (718) 951-4240
www.puppetryinpractice.org

TEACHER EVALUATION

PROGRAM: Puppetry In Practice -

NAME: Gina Natale SCHOOL: PS 217 CLASS: 1-211

TEACHING ARTIST: Mr. Jason

It's hard to believe we are at the end of the 10-week residency! What an honor it was to work with you and get to know your students! Puppetry in Practice is truly a literacy-based, process-driven program. We ask that you take a few moments to reflect on the process of the past months. Consider the use of hands-on art processes; working in groups; connections to the curriculum; use of technology; presentation of materials; creative and constructive input by students.

1. What do you determine to be the strengths of the program as related to your students? (Did anything surprise you?)

The students worked very well together in small groups. They were also able to express themselves through their creations.

2. Did you notice significant growth in students by being engaged in this multipronged process? (If so, please give examples. Be as detailed as possible.)

Through the small group work and the different tasks each week, the students really needed to stay on task. I saw significant growth in the area of staying on task.

3. Did you observe techniques that you could apply to your classroom teaching? If so, what?

I think that Jason gave the students the opportunity to really be creative. This is something the kids don't get to do enough of. I will definitely try to incorporate some more creativity throughout the curriculum.

4. What else would you like us to know?

This was an amazing experience. The class really enjoyed the entire process.

Please write any additional comments on the back.

Thank you for taking the time to answer these questions. Your feedback is extremely helpful to us.

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TEACHER EVALUATION

PROGRAM: Neighborhood Toy Theaters

NAME: Teresa Alario SCHOOL: P.S. 217 CLASS: K/1-409

TEACHING ARTIST: Jason

It's hard to believe we are at the end of the 10-week residency! What an honor it was to work with you and get to know your students! Puppetry in Practice is truly a literacy-based, process-driven program. We ask that you take a few moments to reflect on the process of the past months. Consider the use of hands-on art processes; working in groups; connections to the curriculum; use of technology; presentation of materials; creative and constructive input by students.

1. What do you determine to be the strengths of the program as related to your students? (Did anything surprise you?)

Using shapes and pre cut paper to create puppets/buildings, etc.

Use of technology/smart board. to model what students were being asked to make. I was surprised at how much detail students added with direction.

2. Did you notice significant growth in students by being engaged in this multipronged process? (If so, please give examples. Be as detailed as possible.)

The students enjoyed using the puppets and it allowed some the opportunity to increase language skills.

3. Did you observe techniques that you could apply to your classroom teaching? If so, what?

-Using pre cut shapes during classroom projects will make it easier for students to complete than having them create something completely on their own.

4. What else would you like us to know?

This class is a self contained special education class and half of the class is ESL. Jason was very patient with them and took the time to explain and repeat directions and information over and over as needed.

Please write any additional comments on the back.

Thank you for taking the time to answer these questions. Your feedback is extremely helpful to us.



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TEACHER EVALUATION

PROGRAM: Neighborhood Toy Theaters

NAME: Ms. Parisi SCHOOL: P.S. 217 CLASS: 1-214

TEACHING ARTIST: Mr. Jason

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1. What do you determine to be the strengths of the program as related to your students? (Did anything surprise you?)

*The sequence of events building a setting.
Students using creative idea and no matter what
being praised for their work.
Working as a group was an excellent style to teach.*

2. Did you notice significant growth in students by being engaged in this multipronged process? (If so, please give examples. Be as detailed as possible.)

*Children looked forward to
Mr. Jason every week. They always had
a choice this allowed them to show
their creativity as an individual.*

3. Did you observe techniques that you could apply to your classroom teaching? If so, what?

*Yes, children can tell stories using stages
(settings) and characters they design.
Telling stories by acting out.*

4. What else would you like us to know?

*The children loved the program and
Mr. Jason was excellent with the children.*

Please write any additional comments on the back.

Thank you for taking the time to answer these questions. Your feedback is extremely helpful to us.



PUPPETRY IN PRACTICE

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This program is supported, in part, by public funds from the New York City Department of Cultural Affairs, in partnership with the City Council, and the New York State Council on the Arts, with the support of Governor Andrew Cuomo and the New York State Legislature. Programmatic funding has been made possible by HSBC Bank.