

Felt Puppet

Grade Level 3-6

Visual Arts

By: Vicki Sapp

Lesson Description:

This lesson is based on the *Beauty Queen, Super Hero and the Peanut* by Pam Kravetz. This installation of three larger than life hand-sewn marionettes was recently taken down but it was well loved by CAC visitors. Part of its popularity was due to the nature of its materials- fabric. The one thing that still surprises me is how students love to sew and make things with fabric. Depending on the level you teach you can adjust the materials and theme.

This is also a great lesson on character building with stories that you can dramatically act out.

For more information on this installation and the artist <http://contemporaryartscenter.org/unmuseum/artists#kravetz>



Objectives:

Students will make their own character design.

Students will create a story which includes their puppet as a character.

Students will animate their puppet though acting out a creative play in the classroom.

Materials and Resources:

Felt, scrap fabric, hole-punch (little hands), thread, glue, buttons, yarn

Critical Questions:

How can you make a character that is true to your own ideas while also staying true to the classroom theme?

How does one character in a story affect the story as a whole?

Activities:

Start by brainstorming the story or theme in class. Have the students write the theme/story. Once the story is developed a sketch of the character should be completed. Using the sketch as reference, students will start to make their own puppet.

Using a template in the shape of the body of the puppet, students will trace the template on two pieces of felt. Cut out the felt pieces, setting one aside (this will be the back of the puppet). Using the remaining piece of cut felt, add details to the puppet - facial features, clothing, hair, etc. Do the same for the back of the body. Once complete students will stitch together the sides and top of the felt pieces, leaving the bottom open.

Depending on time, age and detail you can tailor this to your own class room needs.

Assessment:

Teacher made rubric to follow age level and advancement of the project. Students can also be graded on the written part of the project and the acting part.

National Standards:

Understanding and applying media, techniques, and processes

- K-4.1 Students know the differences between materials, techniques, and processes
- K-4.2 Students describe how different materials, techniques, and processes cause different responses
- K-4.4 Students use art materials and tools in a safe and responsible manner
- 5-8.1 Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
- 5-8.2 Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

Using knowledge of structures and functions

- K-4.1 Students know the differences among visual characteristics and purposes of art in order to convey ideas
- K-4.2 Students describe how different expressive features and organizational principles cause different responses
- K-4.3 Students use visual structures and functions of art to communicate ideas
- 5-8.1 Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work
- 5-8.2 Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas
- 5-8.3 Students select and use the qualities of structures and functions of art to improve communication of their ideas

Choosing and evaluating a range of subject matter, symbols, and ideas

- K-4.1 Students explore and understand prospective content for works of art
- K-4.2 Students select and use subject matter, symbols, and ideas to communicate meaning
- 5-8.1 Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks
- 5-8.2 Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

Making connections between visual arts and other disciplines

- K-4.1 Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines
- K-4.2 Students identify connections between the visual arts and other disciplines in the curriculum
- 5-8.1 Students compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context
- 5-8.2 Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts