



Durham Arts Council CAPS Teaching Artist Roster
Lesson Plan Template

Program Title: Student Workshop Puppetry 101 Crash Course		Teaching Artist Name: Kathie Guild Executive Director Puppet Show Incorporated	
Grade Level: 2-5	Maximum Student Participants: 30	Length of Program: <i>Total Days One</i> <i>Length of session(s):</i> <i>Two Hours</i>	
Arts Focus: Theatre Arts		Curriculum Focus: English Language Arts	
Primary Learning Goal(s): <i>(What should students learn during this residency, workshop, or performance?)</i> Using well known children's literature as a foundation, students will learn the basics of puppetry arts including script writing using story boards, plot and character development, puppet voice, puppet movement, props, staging and production.			
Connecting NC Essential Arts Standard <i>Identify at least one NC Essential arts standards being addressed by the program and primary learning goal.</i> <u>Theatre Art Essential Standards:</u> C.1 Use movement, voice and writing communicate ideas and feelings. <u>Clarifying Learning Objectives:</u> C.1.1 Use non-verbal expression to communicate elements of characterization, including age and physicality. C.1.2 Apply appropriate volume and variation in pitch, rate and tone to express character. C.1.3 Understand how to transform stories into written dialogue <u>Theatre Art Essential Standards:</u> 3.C.2 Use performance to communicate ideas and feelings <u>Clarifying Learning Objectives:</u> 3.C.2.1 Use improvisation to present a variety of simple stories or		Connecting Common Core State Standard(s) <i>Identify at least one common core standards in math or language arts being addressed through your residency for the grade level specified above.</i> <u>English Language Arts Reading Literature K-5</u> <u>CCR Anchor Standards RL.2</u> Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. <u>Primary Learning Objectives:</u> RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through the key details in the text. RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.5.2 Determine a theme of a story,	

situations.

3.C.2.2 Interpret stories from given texts by acting them out.

Theatre Arts Essential Standards:

4.C.1 Use movement, voice and writing to communicate ideas and feelings.

Clarifying Learning Objectives:

C.1.1 Use a variety of postures, gaits and mannerisms to express character in the presentation of stories.

C.1.2 Apply appropriate vocal elements of volume, pitch, rate, tone, articulation, and vocal expression to various types of literature and story telling.

C.1.3 Understand how to adapt sources such as literature texts, poetry, and speeches, into scripts.

Theatre Arts Essential Standards:

4.C.2 Use performance to communicate ideas and feelings

Clarifying Learning Objectives:

4.C.2.1 Use improvisation to tell stories and express ideas

4.C.2.2 Interpret multiple characters from stories through the use of the body and voice.

Theatre Arts Essential Standards:

5.C.1 Use movement, voice and writing to communicate ideas and feelings

Clarifying Learning Objectives:

5.C.1.1 Use a variety of postures, gaits and manners to express a variety of characters in the presentation of stories

5.C.1.2 Apply appropriate vocal Elements of volume, pitch, rate, tone, articulation, and vocal expression in various types of formal and informal presentations.

drama, or poem from details in the text including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCR Anchor Standard W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Primary Learning Objectives:

W.3.3; W.4.3; W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

- a. Organize information and ideas around a topic to plan and prepare to write
- b. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally
- c. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations

<p>5.C.1.3 Construct original scripts using dialogue that communicates ideas and feelings.</p> <p><u>Theatre Arts Essential Standards:</u></p> <p>5.C.2 Use performance to communicate ideas and feelings</p> <p><u>Clarifying Learning Objectives:</u></p> <p>5.C.2.1 Use improvisation to create characters and solve problems.</p> <p>5.C.2.2 Interpret various characters from different genres of given texts through the use of the body and voice.</p>	
<p>Connecting NC Essential Standard(s) <i>Identify at least one NC Essential science, social studies, information & technology, healthful living, or world languages standards being addressed by the residency and primary learning goal.</i></p> <p><u>N.C. Healthful Living Standards</u></p> <p>NCES.3.ICR: Understand healthy and effective interpersonal communication and relationships.</p> <p><u>Clarifying Learning Objectives:</u></p> <p>NCES.3.ICR.1.4 Illustrate how to effectively and respectfully express opinions that differ.</p> <p><u>N.C. Healthful Living Standards</u></p> <p>NCES.4.ICR: Understand healthy and effective interpersonal communication and relationships.</p> <p><u>Clarifying Learning Objectives:</u></p> <p>NCES.4.ICR.1.1 Explain the importance of showing respect for self and respect and empathy for others.</p> <p>NCES.4.ICR.1.3 Interpret facial expressions and posture to express emotions and empathy</p> <p><u>NC Essential Standards Guidance</u></p> <p>RED.SE.3 Use communication strategies effectively for a variety of purposes and audiences.</p> <p><u>Clarifying Objectives:</u></p> <p>RED.SE.3.1 Use oral and written communication skills to share information with others.</p> <p><u>NC Essential Standards Guidance</u></p> <p>RED.CR.4 Understand the connection among attendance, collaboration, grades and life goals</p> <p><u>Clarifying Objectives:</u></p> <p>RED.CR.4.1 Recognize how to interact and work cooperatively in teams and groups</p>	

Program Overview *(Describe the activities you will present each day of the residency, or for the timeframe of the workshop/performance in order to develop participant understanding of the primary learning objective and the connecting arts and core curriculum standards. (Include approximate length of each activity).*

First Hour:

- Brief Introduction to the types of puppetry (shadow, hand, marionette, Bunraku, carnival/large body, finger, rod)
- Read children's literature that will be foundation for puppet performance
- Puppetry performance by Kathie Guild puppeteer
- Discussions, questions and answers
- Puppet voice, puppet character and puppet movement – students practice using a simple paper puppet they create
- 3 minute break

Second Hour:

- Storyboard as a whole group/class to develop puppet script (9 panels)
- Break into groups & assign each group a section from the storyboard script to perform using craft stick puppets they assemble.
- Students practice their section of the script
- Student perform their section of the puppet script.

Materials: *List materials that will be required to conduct this program.*

I will provide all the materials for the workshop.

Teacher Involvement	Program Evaluation
<p>Teacher(s) role: <i>Describe the role of the classroom teacher before, during, and/or after the sessions and activities.</i></p> <p>Classroom Teachers and/or Teacher Assistants are asked to remain in the classroom during the lessons.</p>	<p>Evaluation Tool(s): <i>Describe how you will evaluate your program's success. Address at what points you will check in throughout the residency to determine student learning and participation levels.</i></p> <p>Teacher and student surveys will be given to evaluate the program's success. Throughout the workshop, I will continually check for understanding by questioning students and following up with individuals and the groups on their progress towards completing puppets and scripts.</p>

<p>Teacher-Artist Orientation: <i>Outline your orientation checklist, including any questions, suggestions, collaboration ideas and any information you will provide to teachers/staff as part of this program.</i></p> <p>A meeting with the teacher is requested before the workshop . It can be done over the phone. I request that teachers share in advance of the residency their classroom rules, quiet/attention signals and all Positive Behavior Intervention and Support (PBIS) techniques used. A list of student names and information on students requiring classroom modifications and accommodations in order to fully access the curriculum.</p> <p>It is helpful if the students have had an educational unit on fairy tales and fables (defining, reading, discussing, comparing, contrasting) before the puppetry workshop.</p>	<p>Extension Activities: <i>Describe the tools you will leave behind for teachers and staff to develop and implement after you have left the classroom.</i></p> <p>An optional resource list can be provided to the teachers with additional activities, discussions and children's books that continue to reinforce the learning objectives after the workshop concludes.</p>
<p>Resources: <i>List resources consulted or used during the residency (books, DVD's, music, web resources, and other supporting materials)</i></p> <p>The children's book, Goldi and the Three Bears by James Marshall. List of Goldilocks and the Three Bears story variations from the Orange County Librarian with 23 book titles, Goldi and #3 Bear Cottage puppetry performance original script by Kathie Guild. paper puppet pattern by Kathie Guild, storyboard template. Teachers Pay Teachers craft stick puppet templates</p>	
<p>Space Requirements:</p> <p>An area 6 feet by 6 feet to set up a table</p>	<p>Technical Needs:</p> <p>Access to school's WIFI, interactive white board such as a smart board</p>
<p>Program Variations Available: <i>Describe any flexibility in the program or other variations of the program offered, etc.</i></p> <p>I could come over 2 days if it is not possible to block out 2 hours in one day.</p>	
<p>Additional Comments:</p>	