



Victorian Essential Learning Standards

Sample Unit

Pulling Strings

Level 3: Interpersonal Development, English, The Arts, Design, Creativity and Technology, Information and Communications Technology, Thinking Processes

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Introduction

In *Pulling strings* students investigate forms of puppetry used in contemporary and historical cultures in order to provide understanding of the contexts in which puppets and puppetry occur.

Students develop skills in and knowledge about designing puppets in response to a design brief. They develop and communicate ideas about a puppet design appropriate for an intended performance and explain why the design option they have chosen addresses the purpose better than other options. They plan and make their puppet following the design brief and drawing on knowledge of simple mechanical production. They reflect on the progress of the puppet and the processes used.

As a concluding activity, students present a puppet show, in groups, pairs or individually, using ideas and scripts developed during the unit.

This unit provides opportunities for students to demonstrate achievement against the standards in Interpersonal Development, English, the Arts, Design, Creativity and Technology, Information and Communications Technology and Thinking Processes.

Learning focus

This unit addresses learning focus statements from all three strands. These include:

Physical, Personal and Social Learning

Interpersonal Development

- self-evaluate and reflect on the effectiveness of the teams in which they participate
- work in teams, research a topic and organise ideas from a range of sources, including the Internet, to answer their own and others' questions
- work towards the achievement of agreed goals within a set time frame
- give and receive feedback about their own and others' designs, scripts, puppets and processes

Discipline-based Learning

The Arts

- explore arts processes and concepts in the world around them
- develop and perform a puppet show

English

- plan, organise and write an imaginative and/or informative script



Interdisciplinary Learning

Design, Creativity and Technology

- investigate what puppets do, how they work, what they look like and why they look that way
- follow a design brief to generate and present different design ideas
- safely use several tools and equipment
- plan, make and evaluate a puppet and reflect on the process used

Information and Communications Technology (ICT)

- develop a digital design folio
- use the Internet to research a topic using a search engine and simple key words

Thinking Processes

- use a range of sources of information including observations and findings from investigations.

Victorian Essential Learning Standards

Pulling Strings can be used to assess a range of Victorian Essential Learning Standards.

The table below is an example of how this unit might be used to assess some Level 3 standards.

| Strand | Domains | Dimensions | Key elements of standards Students: |
|---|------------------------------|----------------------------------|--|
| Physical, Personal and Social Learning | Interpersonal Development | Building social relationships | ...sharing ideas and materials, offering assistance, giving appropriate feedback and acknowledging individual differences. |
| | | Working in teams | ...cooperate with others in teams for agreed purposes, taking roles and following guidelines established in task. ...evaluate their own contribution and team's progress towards the achievement of agreed goals. |
| Discipline-based Learning | English | Reading | ...use several strategies to locate, select and record key information from texts. |
| | | Writing | ...write narratives which include characters, setting and plot. ...combine verbal and visual elements in the texts they produce. |
| | | Speaking and listening | ...project their voice adequately for an audience, use appropriate spoken language features, and modify spoken texts to clarify meaning and information. |



| Strand | Domains | Dimensions | Key elements of standards Students: |
|-----------------------------------|---|-----------------------------------|---|
| | The Arts | Creating and making | ...create and present works in a range of arts forms that communicate experiences, ideas, concepts, observations and feelings. |
| | | Exploring and responding | ...describe key features of arts works from their own and other cultures... |
| Interdisciplinary Learning | Design, Creativity and Technology | Investigating and designing | ...generate ideas based on a design brief, demonstrating that designs may need to meet a range of different requirements. |
| | | Producing | ...use their list of steps... ...use a variety of simple techniques, processes and a range of materials/equipment to make products... |
| | | Analysing and evaluating | ...describe what they consider to be the strengths and drawbacks of their design, product or simple system. ...consider how well a product or simple system functions and/or how well it meets the intended purpose. |
| | Information and Communications Technology | ICT for communicating | ...use a recommended search engine and limited key words to locate information from websites. |
| | Thinking Processes | Reasoning, processing and inquiry | ...collect information from a range of sources to answer their own and others' questions. |
| | | Creativity | ...apply creative ideas in practical ways and test the possibilities of ideas they generate. ...use open-ended questioning and integrate available information to explore ideas. |

For further advice see the Assessment section (page 9).



Teaching and learning activities

Throughout these activities, students work in groups (see ‘Collaborative learning strategies’ in the *Teaching and learning resource* and ‘Group assessment’ in the *Assessment resource*) and receive feedback from their own and/or other groups. Students may be required to self-assess and to assess the work of their peers. It is important that students understand and learn to practise the supportive aspects of being ‘critical friends’.

At appropriate times, students reflect on group work. They make notes on the process of working in teams, for example, to gather information, make a puppet or develop a performance. Prompts to assist reflection include:

- What are the benefits of working in teams to gather information?
- How do teams ensure that everyone contributes?
- What is the role of a spokesperson in groups?

The Design brief folio

Throughout the unit, ‘Design brief folio’ refers to the physical or electronic file in which students store evidence of their work, including research notes, the design brief for puppet making, plans and scripts. The Design brief guide (see page 13) provides ideas for teachers to use with students if required.

Activity 1: Puppets around the world

The purpose of this activity is to:

- provide students with an outline of the whole unit
- identify a range of puppets and
- develop student understanding of the role of puppets in various cultural settings.

Teachers explain that each student will design and make a puppet and that the puppets will be made according to a design brief. Following the design and production process, the puppets will be used in individual or group performances.

Students respond to examples or pictures of puppets and talk about the idea of portraying people and animals using puppets.

Students brainstorm (see *Teaching and learning resource*) what they know about puppets. Teachers provide prompts to support group discussion, for example:

- What kinds of puppets have you seen?
- What do they look like?
- What are they made from?
- How do they move?
- What are the puppets used for?
- Where do the puppets come from?

Groups consider additional information that may be needed to answer the questions and where they might obtain the information.



They research puppets using the library and/or the Internet.

Group research is shared with the whole class and stored in the Design brief folio.

The Unit resource section (see page 11) provides websites about puppetry. Discussion and research can cover a range of cultural/historical sources, for example, Indonesian wayang kulit shadow puppets and varieties of European puppet forms.

Activity 2: Exploring the design brief

In this activity, students explore the stages of the design brief and discuss ways they can use it to develop a puppet for a performance.

Teachers distribute the Design brief guide (see page 13) for discussion, explaining the importance of following the stages outlined in the brief.

Teachers introduce a draft assessment rubric (to be revisited) encompassing, for example, design brief, puppet, performance and teamwork, and negotiate assessment criteria with the class.

Students think about and discuss ideas for puppets and performances.

Activity 3: Planning a puppet show

In this activity, students use a planner to focus their ideas about a puppet show. They reflect on the value of using planning tools.

Teachers introduce Planning your puppet show (see page 18).

Students, working in groups or pairs, use the support planner to work through and record ideas for their performance.

Students:

- plan their performance
- identify the kinds of puppets that would be suitable
- allocate roles and responsibilities and begin to develop scripts
- identify a purpose and discuss the kind of audience they will appeal to.

Students report on and discuss ideas for the puppet show with the whole class. If necessary, teachers suggest possible purposes for the performances, for example, telling a story, creating a character or voice, singing a song or delivering a monologue.

Students keep records of these developments in their Design brief folio.

Activity 4: Writing the script

In this activity students continue to develop, revise, edit and finalise their scripts.

Students keep drafts of scripts in their Design brief folio.



Teachers provide additional stimulus material if necessary, for example, typical narrative structures, character ideas, character development strategies, different purposes or settings.

Students do not need, at this stage, to make a final decision about the kind of puppet they will design and make.

Activity 5: Experimenting with movement

Students experiment with different types of levers and linkages. They experiment with fixed and movable joints to see what movements they can create in a puppet.

Groups report to the class one or more interesting pieces of information they have found. Teachers list these group discoveries on the board, ensuring that students are clear about how they can create different types of movement using levers and linkages.

Students make notes of their findings to demonstrate their understanding and include these notes in their Design brief folio.

Activity 6: Developing and choosing the best design

Students explore and investigate a range of materials from which puppets could be made. Teachers show students materials, tools and equipment with which they will work and demonstrate and discuss correct and safe use of tools and equipment, including hazards and precautions.

Students draw three design options that address the design brief and include them in the Design brief folio. They consider different parts and ways for their puppet to move and include these ideas in their designs.

Students label their ideas to show the following:

- the parts of the puppet
- how the parts will be joined
- how the puppet will move (students use arrows to show direction of movement)
- what the puppet looks like
- the materials from which the parts are made.

Teachers discuss with the class what would make the best design. Students share ideas about the features of good design, for example:

- Does the design follow the brief?
- Does it have moving parts?
- Does it require only the available tools?
- How well does it suit their performance plans?

Teachers list the ideas on the board.

Students modify their initial designs following this discussion, if desired, and record this in their Design brief folio.



Activity 7: Production planning

In this activity, students choose a design and plan the process of making a puppet.

Students use My best design (see page 14) to record their design choices and their reasons for making the particular design choice.

Students use the table, Listing the materials (see page 14), to write a list of materials they will use and also note why they selected each material.

Students use My plan (see page 15) to write a simple step-by-step plan of how the puppet will be made, identifying at least two joining methods that they will use.

The logic and clarity of the planning are the key areas for assessment of this part of the folio.

- Has the student identified suitable materials to make the puppet?
- Are the joining materials appropriate?
- Is the step-by-step plan logical?
- How well is the puppet likely to work in performance?

Activity 8: Making the puppet

Students make their puppet and modify their design if it does not work as expected. They record changes using My design progress (see page 16).

Teachers observe and record information about:

- the quality of the product
- the level of safety demonstrated
- the level of competence in using several tools
- the ability to make changes as required
- the ability to explain why changes were made.

Testing in rehearsal

Students test the puppet in rehearsal sessions, using Testing and evaluating the puppet (see page 17) to record observations.

Activity 9: Performance and evaluation

In this activity, students perform their puppet show before the whole class and then reflect on its success, including evaluating the way the puppet worked.

They use the Performance self-assessment guide (see page 21) provided to evaluate their own performance.

They also use the guide to provide feedback to their peers as ‘critical friends’.

Students use Testing and evaluating the puppet (see page 17) to evaluate the functional aspects of their puppet.



Assessment

The Victorian Essential Learning Standards supports a combination of assessment practices:

- Assessment of learning (summative)
- Assessment for learning (formative)
- Assessment as learning (ongoing)

Further information on these can be found at:

<http://www.sofweb.vic.edu.au/blueprint/fs1/assessment.asp>

When assessing student achievement, assessment criteria can be developed from relevant standards and associated tasks or activities. The table below shows a range of assessment criteria, tools and strategies applicable to this unit. Teachers could choose to use some or all of these or use the unit to assess other standards.

| Standards | Assessment criteria (Examples) | Evidence |
|--|--|---|
| Interpersonal Development <i>Building social relationships</i> | Ability to: <ul style="list-style-type: none">• achieve agreed goals within a set time frame | Timetable in 'Planning your puppet show' (Activity 3) |
| Interpersonal Development <i>Working in teams</i> | <ul style="list-style-type: none">• self-evaluate and reflect on the effectiveness of the teams | Recorded in 'Performance self-assessment guide' (Activity 9) |
| English <i>Reading</i> | <ul style="list-style-type: none">• research a topic for deep understanding• plan and organise ideas before writing | Recorded in 'Planning your puppet show' (Activity 3) |
| English <i>Writing</i> | <ul style="list-style-type: none">• plan, organise and write an imaginative and/or informative script | Notes on development of script in Design brief folio (Activity 4) |
| English <i>Speaking and listening</i> | <ul style="list-style-type: none">• project the voice adequately for an audience | Rehearsal and performance (Activities 8 and 9) |
| The Arts <i>Exploring and responding</i> | <ul style="list-style-type: none">• identify key features of puppets from various cultures | Notes on research into puppets in Design brief folio (Activity 1) |
| Design, Creativity and Technology <i>Investigating and designing</i> | <ul style="list-style-type: none">• investigate what puppets do, how they work, what they look like and why | Notes on research into puppets in Design brief folio (Activity 1) |

| Standards | Assessment criteria (Examples) | Evidence |
|--|--|--|
| Design, Creativity and Technology <i>Producing</i> | <ul style="list-style-type: none"> • generate and present different design ideas • safely use several tools and equipment • make design choices and explain reasons for these • plan, realise a product and reflect on the process | Ideas and drawings in Design brief folio (Activity 6) Teacher observation (Activity 8) ‘My best design’ – step 3 in Design brief guide (Activity 7) |
| Design, Creativity and Technology <i>Analysing and evaluating</i> | <ul style="list-style-type: none"> • give and receive feedback about their own and others’ products • evaluate how well a design functions | Teacher observations recorded in ‘My design progress’ – step 6 in Design brief guide (Activity 8) ‘Testing and evaluating the puppet’ – step 7 in Design brief guide (Activity 8) |
| Information and Communications Technology <i>ICT for communicating</i> | <ul style="list-style-type: none"> • locate information on an intranet, and use a search engine and limited key words to locate information from websites | Teacher observations of computer use (Activity 1) |
| Thinking Processes <i>Reasoning, processing and inquiry</i> | <ul style="list-style-type: none"> • use a range of sources of information including observations and findings from their own investigations • organise ideas from a range of sources to answer their own and others’ questions | Student’s research notes in Design brief folio (Activity 1) Teacher observation (ongoing) |
| Thinking Processes <i>Creativity</i> | <ul style="list-style-type: none"> • apply creative ideas in practical ways | Design ideas recorded in Design brief folio |

See the *Assessment resource* for advice on developing rubrics.



Unit resources

Design brief guide

The Design brief guide (see page 13) is designed to be modified by teachers and extended to suit class requirements and the needs of students. It is a template and is not intended to be used in its current form.

Reference

Macaulay, David 1998 *The New Way Things Work*, Dorling Kindersley Limited, London

Carratello, J. & R 1991, *Simple machines*, Hawker Brownlow Education Pty Ltd, Vic, Australia

Lee, R. & Aldridge, J. 1989 *Design Briefs: A Complete Introduction to Craft Design and Technology*, Cambridge University press, pp.13-15

Video production

Traditional Performing Arts of Asia, Department of Education and Training, 2000

This resource is available in VHS video format and includes comprehensive coverage of performances using traditional Vietnamese, Thai and Indonesian puppets. It can be ordered through SofWeb at:

<http://www.sofweb.vic.edu.au/arts/perform/index.htm>

Websites

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the Internet, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to this unit of work, and to check these addresses prior to allowing student access.

Science, Technology and Engineering. Institution of Engineers Australia, 2000. Science in Schools website.

<http://www.enged.com.au/>

Enchanted Learning. Website of Enchanted Learning Software 1996—2004. This site contains some simple animations that demonstrate levers.

<http://www.enchantedlearning.com/physics/machines/Levers.shtml>

Edheads. Website that includes information on simple machines.

<http://www.edheads.org/activities/simple-machines/>

The Puppetry Homepage (containing ‘Puppetry Traditions Around the World’) provides information about the history of puppets and how they are used in different cultures.

<http://www.sagecraft.com/puppetry/definitions/index.html>



Puppets with a Purpose - Using puppetry for social change. This is a UNICEF site on the use of puppetry for social change which details uses of puppetry to communicate new ideas in Third World countries.

<http://www.unicef.org/puppets/>

Victorian Curriculum and Assessment Authority

www.vcaa.vic.edu.au

Victorian Essential Learning Standards for information on Level 3 Standards

<http://vels.vic.edu.au>

Teacher materials

Teaching and learning resource

This document provides information about teaching and learning strategies referred to in the unit. It is available at <http://vels.vcaa.vic.edu.au/support/teaching.html>

Assessment resource

This document provides information about assessment strategies referred to in the unit. It is available at http://vels.vcaa.vic.edu.au/support/assessment_resource.html

Student materials

[Design brief guide](#) (page 13)

[Planning your puppet show](#) (page 18)

[Performance self-assessment](#) guide (page 21)

1. Design brief summary

You are going to perform a puppet show (on your own, with a friend or a group), for an audience of your choice (adults, small children, classmates, other). You are to design and make a puppet for the show. The puppet must have moving parts. You have to make the puppet from at least two materials and use levers to create at least one moving part. You need to use at least two joining methods.

2. Design ideas

Develop three designs for your puppet. Remember your designs must include moving parts, levers, at least two materials and at least two different joining methods. Label each design to show:

- the different parts of the puppet
- how the parts will be joined
- how it will move (use arrows to show the direction of movement)
- what the puppet looks like (colours etc)
- the materials.

Design idea 1

Design idea 2

Design idea 3



3. My best design

Which number design have you chosen?

Why did you choose this design?

4. Listing the materials

List the materials you chose and why you chose them. Remember that you must use at least two materials. Don't forget to list joining materials (glues etc) too.

| Write one material in each box | Why did you choose this material? |
|--------------------------------|-----------------------------------|
| | |
| | |
| | |



5. My plan

Write a step-by-step plan of how you will make your puppet including the tools and equipment that you will use.

Remember that you need to use at least two joining methods and use levers.

| | Write the steps here | In this column list the tools and equipment you will use |
|--------|----------------------|--|
| Step 1 | | |
| Step 2 | | |
| Step 3 | | |

6. My design progress

On this and the next page, list the changes you made to your designs and the puppet, and explain why they were made. You don't have to fill in every box. Just use as many as you need.

| Changes made to your drawings/designs | Changes made to your puppet |
|--|--|
| Date: Change/s made: Reasons for changes made: | Date: Change/s made: Reasons for changes made: |
| Date: Change/s made: Reasons for changes made: | Date: Change/s made: Reasons for changes made: |

7. Testing and evaluating the puppet

Draw your finished puppet on this page.

Compare the drawing of your finished puppet with your first drawing.

| List the things that are different | Do you think the changes you made to your puppet made it better? Why? |
|------------------------------------|---|
| | |
| | |
| | |
| | |

Look back at the materials you said you would use. Did you use the same materials? Why/why not?

Do you think the materials you used were good materials to use? Why/why not?

Are there changes you could now make to your puppet that would make it better?

Planning your puppet show



Student Materials

Whenever you plan a performance or writing project, it's a good idea to begin by asking and answering two important questions:

Working individually, in pairs or performance groups, answer these important planning questions.

What is my purpose?

This question is important because the answer makes it clear what you want to do and why. When you write the answer to this question, you get a clear idea of what your aims are. You can come back to that idea all the time when you want to check that you are 'on track'.

What am I going to do?

Your purpose could be to create a puppet performance to tell a story or joke, to introduce a puppet character, to show an action scene or some other purpose.

Write your purpose here:

My purpose is to...

How do I want to affect the audience?

You could also want to entertain, inform, frighten, make the audience laugh, make them think or some other response.

Write your purpose here:

My purpose is to...

Who will be my audience?

This question is important because you do things differently for different people, for example small children and older people. When you write the answer to this question, it helps you to get an idea of the kind of language you should use or the sort of story the audience might like or how you might act out your performance.

Describe your audience here. (Is it a small group of friends or the class or children in Prep or parents and teachers or others?)

I will create my puppet show for...

Title and idea

Now you have worked out your purpose and audience, you need to decide on a title and write a short description of your show.

Title:

Description:

Production Team

If you are working in a group, you need to think about what needs to be done and who needs to do it. (Do you have enough puppeteers? Who plays which character? Do you need a lighting person? Who is good at writing? Who can do voices? Who is good at staging shows?)

List all the people involved in your show and what they agree to do to make the show a success.

List here: (you may need to attach a list to this worksheet)

Timetable

The next thing you need to know is when your show is on so you can work out how much time to allow for writing, rehearsal and things such as collecting materials for props or special effects, for example, lighting and sound.

Organise your timetable according to days and weeks depending on how much time you have. For example, if you have two weeks, your timetable might look this:

Week 1

Step 1: Think about ideas for a short performance and decide on a title (Whole group)

Step 2: Write script (Annie and Tim); Try out script with puppets (whole group)

Week 2

Step 1: Discuss script (Whole group) Practise voices (Whole group)

etc...

Step 5: Performance (Whole group)

When you are sure of your purpose, and you all agree on who is doing what and when, you can begin to put your ideas into a show.

Performance self-assessment guide



Student Materials

Use the table below to rate your performance and how well you planned it. You do not need to answer all the questions as some may not apply to your performance. They are just there as suggestions. You might want to include your own questions. **The main thing is to answer the numbered questions and make some comments.**

| | | |
|---|-------------|----------|
| <p>1. How well do you think you prepared for your puppet show?</p> <ul style="list-style-type: none">• Did you use a script?• Did you follow a rehearsal timetable?• Did your group stick to a production plan? | Stars (1-5) | Comments |
| <p>2. Did your audience enjoy your show?</p> <ul style="list-style-type: none">• Did you get feedback from others while you rehearsed?• Did you make changes because of the feedback?• Did your audience understand and enjoy the performance?• Do you think your performance suited your audience? In what ways? | Stars (1-5) | Comments |

Performance self-assessment guide (continued)



Student Materials

| | | |
|--|-------------------------------|-----------------|
| <p>3. How well did your group work during this unit?</p> <ul style="list-style-type: none"> • What support did you give to your fellow group members during the performance? • How did they support you? • What strategies and skills did you use to resolve conflict in your group? • Which roles did you play in your group and what skills did you develop to assist in filling these roles? | <p>Stars (1-5)</p> | <p>Comments</p> |
| <p>4. How might you change your performance to improve it for the future?</p> <ul style="list-style-type: none"> • What strengths and skills did you use to perform with your puppet? • How did you feel when you were performing? • Which things worked well in your performance? • How would you improve your performance? | <p>No stars for this one!</p> | <p>Comments</p> |