Manitoba Arts Education Curriculum Programming

"Exemplars of Learning"

This exemplar includes

Dance Drama Music Visual Art

appropriate for grades

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

Fractured Fairy Tales

with puppets

This exemplar includes student experiences in

Drama   VisualArt

Language, Tools and Performance Skills

Students demonstrate understanding of and facility with media, tools, and processes.

Creative Expression

Students develop original artworks to use for drama, creatively integrating ideas and art elements and media.

Understanding In Context

Students demonstrate appreciation of drama as a means of experiencing and exploring own and others' lives (e.g., stories) .

Valuing Experience

Students participate actively in art and drama learning experiences.

Young artists matter!

…. As students become capable of perceiving, thinking, and acting within the various visual arts media, they journey into an important form of artistic literacy. In learning to communicate ideas, experiences, and feelings in ways that have no linguistic equivalent, students connect with the world and tap into their own creative capacities in new ways…..

The student is at the centre.

…Drama provides a holistic context for learning and gives students opportunities for active and creative responses to what they know. It helps students to organize information, interpret ideas, gain new insights, and work with others. …….

The Learning Context

The Big Idea: What makes a Fairy Tale?

The students were in a Gr. 2 class that included a broad range of academic abilities, learning styles and special needs.

Prior learning

- In visual art, the students had prior experience with a variety art media and techniques, both in their current and previous grades.
- In drama, the students had little prior experience.
- In ELA, the students listened to, discussed and researched fairy tales and fairy tale characters.

The classroom setting : Most of the experiences were carried out in a regular classroom setting. The teacher and students also had access to an empty classroom where they constructed their puppets and practiced their performance. A visiting artist and a university student volunteer also participated in some aspects of the project.

Overview
of teaching and learning experiences

First the students
- listened to a variety of Fairy Tales, discussed and researched Fairy Tale characters, chose their own characters to make into puppets and to use for drama

Next they
- created puppets representing their chosen Fairy Tale characters

Then they
- played with their puppets & generated multiple ideas for drama
- worked with small groups to develop their own stories based on their puppet characters
- drew & wrote scripts for their stories
- practiced and rehearsed their stories
- met a professional puppeteer and were introduced to other types of puppets and drama

Finally the students
- performed their plays for their classmates
- shared a video of their performances with the school and their families

Creating puppets

The students each chose a Fairy Tale character they wanted to make into a puppet.

They looked at pictures in books and drew their own plans of what to include for their character's face and head.

Animals
Bears
Pigs
Birds
Swallow
Mole
Toads
Pigs
Goats

Magical
Ginger bread
Fairy God mot
Mermaids
Frogs
Wizards
Rumple sti

Evil
Fairies
Witches
Wolf
Dragon
step sisters
step mothers
giant
Troll

Kind
Princess
Prince
Goldilocks
Kings
Queen
children

In Creative Expression in Art, students collect visual and other information for use in stimulating and developing own art ideas 2–4 A–C1.5
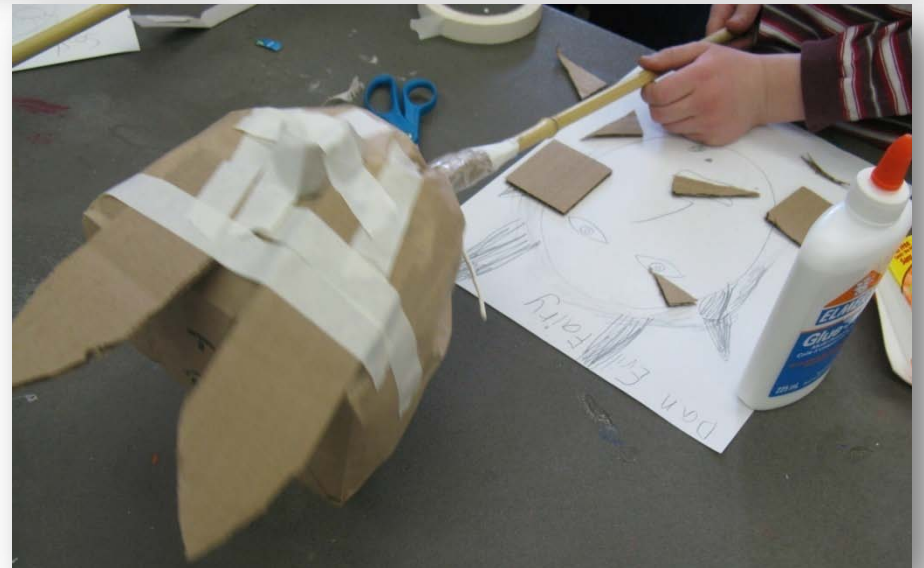
In Creative Expression in Drama, students collect information to stimulate and develop own ideas for drama 2–4 DR–C1.2

First, students made the puppet head.

Instructions:

1. Stuff a paper bag with crumpled newspaper.

2. Insert a stick for the neck and spine. Glue, tape and tie it on securely.

3. Use recycled materials to add features. Attach with glue, tape, string or staples.

In Art Language & Tools, students demonstrate understanding of oral, written, graphic, and modelled instructions for art media, tools, and processes 3–4 A–L2.4

4. Dip Plaster of Paris bandage strips in water and cover the head with two or three layers of plaster strips.

Art Toolbox tips:

The students could also have used:

Paper-mache: dip strips of newspaper into paste* and cover the head with 2 to 5 layers of strips.

* make your own paper mache paste with flour, white glue & water OR use commercial wallpaper paste

5. Make smaller features and other details with "Model Magic" or play doh. Glue the features into place.

6. Paint the head with a base coat of one or two main colours.

Then students added details

- They reviewed their character ideas and discussed what to add to the puppet head to help "bring the character to life".

  Ideas:

  Repaint details with smaller brushes.

  Attach felt, fabric, fun foam or yarn for hair.

  Make jewelry

  Make bold eyes

In Creative Expression in Art, students make appropriate decisions about the selection and use of art media, elements, and subject matter in solving artmaking problems K–2 A–C2.1

Next students made costumes

Most children made a costume with a large circle of cloth and a hand attached to a stick.
Children also made more elaborate costumes by combining several layers of cloth.

In Creative Expression in Art, students generate multiple ideas for artmaking in response to a given stimulus , with teacher guidance 2–4 A–C1.1

In Creative Expression in Drama, students create and experiment with costumes, props, and sets for specific play experiences 2–4 DR–C1.4

Finally the puppets were finished and ready for **DRAMA!**

View puppet construction and finished puppets

In Valuing Artistic Experience, students reflect on and describe own process in creating art, and use art vocabulary appropriately to explain what worked well, problems encountered, and solutions found
2–4 A–V4.3

Creating drama

Ideas for "Fractured Fairy Tales", characters, and drama emerged as soon as the students started work on their puppets. As they were creating their puppets, additional ideas grew spontaneously.

By the time puppet construction was finished, students had formed working groups and each group had collaborated on writing a draft version of their own "Fractured Fairy Tale".

Characters

Animals
Bears
Pigs
Birds
Swallow
Mole
Toads
Pigs
Goats

Magical
Ginger bread
Fairy Godmo...
Mer maids
Frogs
Wizards
Rumple sti...

Evil
Fairies
Witches
Wolf
Dragon
step sisters
step mothers
giant
Troll

Kind
Princess
Prince
Goldilocks
Kings
Queen
children

In Creative Expression in Drama, students generate multiple ideas for drama in response to an idea source (e.g experimental play experiences. 2–4 DR–C1.3

First, the students worked in groups to finish their stories.

The students practiced their ideas by making tableaux of different scenes from their stories.

They rehearsed their ideas for each other and their teacher recorded their rehearsals.

Together, they reviewed the video clips of their first rehearsals and discussed what worked well and what should be improved.

See appendix for info on assessment

In Valuing Dramatic Experience, students participate in discussing and establishing criteria for a successful drama and for successful participation in drama learning experiences K–4 DR–V4.2

Next the students

worked in small groups and refined their ideas.

Select photo

for video

Student Comments:
" We need to hold the puppets so people can see them."
"The witch and the prince talked nice and loud."
"I think we need to move around more, especially the swallow"

In Creative Expression in Drama, students share own ideas and respectfully consider the ideas of others in the creative process K–8 DR–C1.6

The students also met a professional puppeteer, shared their own puppets and ideas with her, and learned about other types of puppets and puppetry.

In Understanding Drama in Context, demonstrate awareness of people who are involved in drama in own community K–2 DR–U1.3

The students practiced telling their stories with their puppets and brainstormed for ways to show story and character.

How can we SHOW
• the story?
• the characters?

- act how they are feeling
  • hand on your heart shows "sweet + generous"

  • hand on head + move side to side = "searching"

  • "mean" = shaking hand

  • "I don't want you here" = leaning forward + shaking hands
- SAYING THE WORDS WITH VOICE
  • mean voice = "go away forever"

  • sweet voice
(the puppet)
- look at other characters in the eye.

With teacher's coaching, the students practiced how to show character.

Learning Conversation:

"Instead of telling me the story I want you to show me the story."

"How is the witch? Is her character happy? Sweet? Mean?"

"How could you show 'mean' in her voice….. with her hand, with the way she stands?"

"Now we're going to practice something with our own bodies……. We're going to practice being the witch together."

"What did you do with your hand ……... What part of your body really moved to show what you wanted?"

"When you want to tell someone something important, what do you do with your hand, your head ?"

Select photo

for video

In Drama Language & Performance Skills, students use voice, dialogue, body, gesture, and movement selectively to establish characters and roles and to express feelings K–4 DR–L2.1

The students retold their story and reflected on the process of creating their story and play.

Student Comments about their story:
" … we had all different kinds of characters…it was so hard to decide, we just made one up because the prince, the mermaid and the swallow can't find their husband or wife ….. etc"

"What was easy" : *"Making fun stuff up and doing the lines, and saying it and remember. It was easy."*

"What was difficult": *"Trying to figure out how we were going to make the story and how we were going to do it."*

Select photo

for video

In Drama Language & Performance Skills, students demonstrate understanding of beginning, problem, and resolution as basic components of dramatic play 1–8 DR–L3.1

Finally

the students performed their puppet plays for each other

Select photo

for video

Appendix: Resources

Art tools and materials

- To make the puppet head & neck: paper bag, newspaper, stick, string, glue, tape, recycled materials (e.g. boxes, tubes, styrofoam, cardboard)

- To cover puppet head: Plaster of Paris bandages water OR paper paste and strips of torn newspaper

- For clothing and embellishments: fabric, yarn, craft odds & ends, white glue or a glue gun (optional)

- Tempera or acrylic paint & large & small brushes.

Drama

- Camera and video recording equipment to film rehearsals
- TV monitor to view rehearsals

Books

- Assortment of Fairy Tales

Appendix: Learning Across the Curriculum

Drama provides a holistic context for learning and gives students opportunities for active and creative responses to what they know. It helps students to organize information, interpret ideas, gain new insights, and work with others. Through dramatic play, for example, students "live through" imaginary experiences in order to explore and test their own feelings, perceptions, and ideas about the world. *(from: Kindergarten to Grade 8 Drama Manitoba Curriculum Framework of Outcome for Arts Education)*

Visual Art : Every student is an artist, one whose growth and learning are best facilitated within rich, open-ended, hands-on artmaking experiences. *(from: Kindergarten to Grade 8 Visual Art Manitoba Curriculum Framework of Outcome for Arts Education)*

ELA: Teaching Literacy through Imaginative Play : Play is recognized as an important vehicle for developing all aspects of literacy because it provides a functional, meaningful setting for language development. Teachers promote and extend students' reading, writing, speaking, listening, viewing, and representing skills by helping them create imaginative centres around themes in the classroom*. (from: Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation*

Appendix: Learning Across the Curriculum

Grade 2 – English Language Arts. A Foundation for Implementation

General Outcome 2: Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.

2.3   Understand Forms and Techniques

2.3.1 *Forms and Genre*

Recognize that information and ideas can be expressed in a variety of forms and genres [such as poetry, articles, stories, songs, films...].

2.3.2 *Techniques and Elements*

Identify the main characters and discuss in own words the beginning, middle, and ending of oral, literary, and media texts.

General Outcome 4: Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.

4.1   Generate and Focus

4.1.1 *Generate Ideas*

Generate and contribute ideas on particular topics for oral, written, and visual texts.

4.1.2 *Choose Forms*

Use a variety of forms [such as simple reports, illustrations, role-plays of characters and situations, string games...] for particular audiences and purposes.

4.1.3 *Organize Ideas*

Order ideas to create a beginning, middle, and end in own oral, written, and visual texts.

Appendix: Resource Links

From the site "The Art of Puppetry in Canada":

Hand puppets, rod puppets, puppets from here, there and everywhere ... fairytale witches, ancient mythological gods and lively characters from children's television shows - a puppet collection is something like a window, through which we have a glimpse of the wealth of puppetry, its history and diversity, even though, once the curtain falls, the show is well and truly over.

This module invites you to explore the Canadian Museum of Civilization's puppetry collection as well as specific aspects of the art of puppetry. The Museum's collection, boasting more than 2,000 puppets and accessories, along with extensive archival material, is unique in its ability to illustrate important facets of puppet theatre in Canada.

To help you make your way through the collection and search the database, we have grouped the puppets and archival documents by Canadian artist or company, or by country, or by type of puppet, according to each theme.

Appendix: Manitoba Education Resources
Rethinking Classroom Assessment with Purpose in Mind

Rethinking
Classroom Assessment
with Purpose in Mind

Assessment *for* Learning
Assessment *as* Learning
Assessment *of* Learning

Manitoba
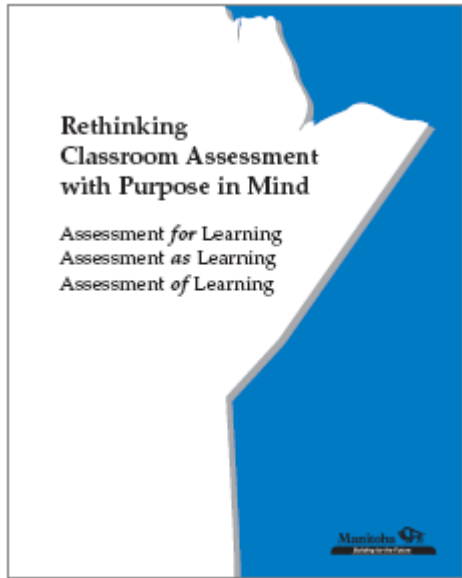
For more information, see *Rethinking Classroom Assessment with Purpose in Mind*

"Feedback is particularly important in assessment as learning. Learning is enhanced when students see the effects of what they have tried, and can envision alternative strategies to understand the material. When feedback enhances understanding and provides models for independent learning, students tend to be diligent and more engaged. Although assessment as learning is designed to develop independent learning, students cannot accomplish it without the guidance and direction that comes from detailed and relevant feedback. Students need feedback to help them develop autonomy and competence. Complex skills, such as monitoring and self-regulation, become routine only when there is constant feedback and practice using the skills.

Effective feedback challenges ideas, introduces additional information, offers alternative interpretations, and creates conditions for self-reflection and review of ideas. It provides students with information about their performance on a task, and how they could come to the conclusions on their own."

Rethinking Classroom Assessment with Purpose in Mind, page 47

Why was this exemplar a valuable learning experience?

Language, Tools and Performance Skills

Students demonstrated understanding of the art tools, media and processes needed to create their puppets. In drama they participated collaboratively in storytelling, puppetry and tableau.

Creative Expression

Students creatively integrated their unique Fairy Tale ideas into developing drama with their puppets They also finalized and shared their original artwork and drama with each other.

Understanding in Context

Students engaged and interacted appropriately with a visiting puppeteer, an artist and a dancer and demonstrated awareness of how they were all involved in the arts in their own community.

Valuing Experience

Students participated actively and enthusiastically in all the art and drama learning experiences.