What should I already know?

(Substantive Knowledge)

* Understand that artists reinvent and as artists, we can take the work of others and re-form it to suit us. That we can be inspired by the past and make things for the future.
* Develop Mark Making.
* Make visual notes to capture, consolidate and reflect upon the artists studied.
* Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.

Key Vocabulary:

|  |  |
| --- | --- |
| Shadow Puppets  Shadow Puppet Making and Performance | An ancient form of storytelling and entertainment which uses flat articulated cut-out figures which are held between a source of light and a translucent screen or scrim. |
| Narrative | A spoken or written account of connected events; a story. |
| Performance  Everything is a Performance: The World's a Stage — How Communication Works | An act of presenting a play, concert, or other form of entertainment. |
| Characterisation | The creation or construction of a fictional character.  A description of the distinctive nature or features of someone or something. |
|  |  |
|  |  |

What will I learn?

(Implicit Knowledge/Skills)

* Combine making with drawing skills to create shadow puppets using cut and constructed lines, shapes and forms from a variety of materials. Working collaboratively to perform a simple show sharing a narrative which has meaning to you.
* Work collaboratively to present outcomes to others where appropriate. Present as a team.
* Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond.
* Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.

Focus Artists

Lotte Reiniger

A silhouette of a person in a carriage

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Blooms Taxonomy – Specific Verbs to Use in Lesson Aims

Knowledge: Describe, find, identify, list, locate, name, recognise, retrieve Comprehension: Classify, compare, explain, infer, interpret, paraphrase, summarise Application: Carry out, implement, use Analysis: Deconstruct, Organise, outline, structure Synthesis: Construct, design, devise, invent, make, plan, produce, Evaluation: Appraise, assess, choose,

Glue here.

My Learning Ladder

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Objective | | Pupil Voice | Teacher Assessment |
| to discover artists and approaches to puppets | |  |  |
| to develop a narrative for a puppet show | |  |  |
| to create the characters for the performance | |  |  |
| to rehearse our puppet show | |  |  |
| to evaluate our performance | | See below. |  |
| Evaluation of my Final Piece | | | |
|  |  | | |
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