



artsNOW

Integrated learning solutions

STORYTELLING THROUGH SHADOW PUPPETS

Grade Band: 4-5

Content Focus: Visual Arts & ELA



LEARNING DESCRIPTION

Students will engage in a hands-on project to explore the art of storytelling through shadow puppets. They will learn about elements of a story and how to translate them into visual representations using cardstock and other materials. The project will encourage creativity, problem-solving, and collaboration.

LEARNING TARGETS

Essential Questions	"I Can" Statements
What are the key elements that make up a story?	I can identify and explain the basic elements of a story.
How can we use visual representations like shadow puppets to tell a story?	I can use the design process to plan and create shadow puppets.
How can we work together to create a cohesive shadow puppet performance?	I can collaborate with classmates to develop a shadow puppet story.



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	I can present my shadow puppet story to an audience.
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GEORGIA STANDARDS

Curriculum Standards	Arts Standards
<p>Grade 4: ELAGSE4W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>Grade 5: ELAGSE5W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Grade 4: VA4.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VA4.CR.2 Create works of art based on selected themes. VA4.CR.4 Understand and apply media, techniques, and processes of three-dimensional art. VA4.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.</p> <p>Grade 5: VA5.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VA5.CR.2 Create works of art based on selected themes. VA5.CR.4 Understand and apply media, techniques, and processes of three-dimensional art. VA5.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.</p>

SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
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<p>Grade 4: ELA.4.C.3.1 Write narratives developing real or imagined experiences. When writing: a. establish a situation and setting; b. introduce a narrator and/or characters; c. organize a plot structure; d. use narrative techniques such as dialogue, descriptive language, and sensory details to develop events, setting, and characters; e. use a variety of transitional words and phrases to sequence events; and f. provide an ending that follows from the narrated experiences or events.</p> <p>Grade 5: ELA.5.C.3.1 Write narratives to develop real or imagined experiences. When writing: a. establish a situation and setting; b. introduce a narrator and characters; c. establish a plot structure; d. use narrative techniques such as dialogue, precise words, descriptive language, and sensory details to develop events, setting, and characters; e. use a variety of transitional words and phrases to sequence the events; and f. provide an ending that follows logically from the narrated experiences or events.</p>	<p>Anchor Standard 1: I can use the elements and principles of art to create artwork. VA.CR NM.1.2 I can combine several elements of art to construct 2D or 3D artwork.</p> <p>Anchor Standard 2: I can use different materials, techniques, and processes to make art. VA.CR NH.2 I can use and combine materials, techniques, and processes to make art.</p>
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KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> ● <u>Design process</u> - A process of revising work ● <u>Story elements</u> - Characters, setting, plot, conflict, resolution, etc. ● <u>Narrative</u> - a story or account of events, experiences, or interactions that are usually arranged in a chronological sequence to convey a particular message, theme, or idea ● <u>Sequence</u> - The chronological order in which events occur within a plot ● <u>Mood</u> - The overall emotional atmosphere or tone that a piece of 	<ul style="list-style-type: none"> ● <u>Shadow puppet</u> - A shadow puppet is a form of storytelling where cut-out figures are manipulated behind a screen to create shadowy images visible to the audience ● <u>Shape</u> - One of the seven Elements of Art; a two-dimensional figure ● <u>Silhouette</u> - The outline or shape of an object or person that appears dark against a lighter background ● <u>Contrast</u> - One of the Principles of Design; the difference between two visual elements put side by side



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<p>writing evokes in the reader</p> <ul style="list-style-type: none"> • <u>Sensory language</u> - Descriptive language that engages the five senses: sight, sound, touch, taste, and smell • <u>Transitional words</u> - Terms that help to guide readers through a piece of writing, ensuring that ideas flow smoothly from one to the next 	
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MATERIALS

<ul style="list-style-type: none"> • Overhead projector or flashlight • White sheets or large sheet of white paper • Cardstock • Scissors • Tape or glue • Variety of translucent, transparent, and opaque materials (e.g., tissue paper, cellophane, cardboard, plastic sheets) • Brads • Hole punch or awl • Bamboo skewers or popsicle sticks • Masking tape

INSTRUCTIONAL DESIGN

<p>Opening/Activating Strategy</p>
<ul style="list-style-type: none"> • Introduce the concept of shadow puppetry and its history by watching a short video or demonstration of shadow puppet storytelling (Video: Introduction to Shadow Puppetry; Video: The legend of the Chinese Zodiac). • Ask students to make observations on how the puppets looked and how that differs from other puppets they may have seen. <ul style="list-style-type: none"> ○ Discuss silhouettes and contrast. • Ask students to identify the elements of a story that they noticed in the video. • Ask students: <ul style="list-style-type: none"> ○ How did the puppets help to tell the story? ○ What is the job of the puppeteer?
<p>Work Session</p>



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- Arrange students in collaborative groups.
- Explain to students that they will be writing a story together. Tell students that their narratives must:
 - Have a setting, characters, rising action, climax, falling action, and conclusion.
 - Use descriptive language and sensory details to develop the characters and setting.
 - Use transitional words and phrases to move the reader smoothly through the story.
- Allow time for students to brainstorm ideas and develop their stories.
 - Provide time for students to engage in a peer-editing process.
- Explain to students that they will be creating puppets that represent the characters in their story.
- Introduce the design process by showing them the image below.
 - Explain to students that artists use this process to revise and improve their artwork; students will use this process in planning their puppets.
 - Students will design and revise their puppets using the design process before creating them.



- Allow students time to sketch out their plans for their shadow puppets.
- Introduce the materials students will use to create shadow puppets (cardstock, scissors, tape, brads, colored theater gels, bamboo skewers) and demonstrate how to use them safely.
 - *Optional: Show students a video of how to make shadow puppets (see “Additional Resources”).*
- Students will collaborate with their group to create their shadow puppets based on their story.
- Provide time for students to rehearse their shadow puppet stories, focusing on storytelling, timing and puppet movement.
- Groups will present their shadow puppet stories to the class, followed by a whole group reflection on how groups demonstrated the elements of a story in their puppet presentations.
 - Teacher can model how to celebrate students' creativity and teamwork in presenting their stories.

Closing/Reflection

- Facilitate a whole group reflection. Have students write or discuss what they learned from the project about storytelling and creating their puppets and how they would approach it differently the next time.

ASSESSMENTS



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Formative

Teachers will assess student understanding by observing students' engagement, collaboration, and understanding during planning and creation sessions.

Summative

CHECKLIST

- Students can incorporate elements of a story into their shadow puppet performances.
- Students can use their creativity in puppet design.
- Students can design their puppets to demonstrate the characters in their stories.
- Students can use teamwork skills to work collaboratively.

DIFFERENTIATION

Accelerated:

- Encourage students to experiment with complex puppet designs.
- Challenge students to incorporate dialogue or narration into their performances.

Remedial:

- Simplify the storytelling process by focusing on fewer story elements and providing more guidance during planning and creation.
- Provide a graphic organizer to assist students in organizing their ideas.
- Provide pre-cut shapes for students to assemble to create their shadow puppets.

ADDITIONAL RESOURCES

- Video: [Introduction to Shadow Puppetry](#)
- Video: [How to Make Shadow Puppets](#)
- Video: [How To Make Shadow Puppets Using The Cricut Maker](#)
- Video: [How to create puppets with the glowforge](#)
- Video: [The legend of the Chinese Zodiac](#)
- Video: [The Three Little Pigs](#)

This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.

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