



# artsNOW

Integrated learning solutions

## STORYTELLING THROUGH SHADOW PUPPETS

Grade Band: K-1

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 tell a story through shadow puppetry.



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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><b>Kindergarten:</b>            ELAGSEKRL2 With prompting and support, retell familiar stories, including key details.            ELAGSEKRL3 With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>Grade 1:</b>            ELAGSE1RL2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.            ELAGSE1RL3 Describe characters, settings, and major events in a story, using key details.</p>	<p><b>Kindergarten:</b>            VAK.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.            VAK.CR.2 Create works of art based on selected themes.            VAK.CR.4 Understand and apply media, techniques, and processes of three-dimensional art.            VAK.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.</p> <p><b>Grade 1:</b>            VA1.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.            VA1.CR.2 Create works of art based on selected themes.            VA1.CR.4 Understand and apply media, techniques, and processes of three-dimensional art.            VA1.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
<p><b>Kindergarten:</b>            ELA.K.AOR.1.1 Identify and describe the main character(s), setting, and events that move the plot forward.            ELA.K.AOR.2.1 Retell familiar stories using main story elements in a literary text.</p> <p><b>Grade 1:</b>            ELA.1.AOR.1.1 Identify and describe the main story elements, such as character(s), setting, and events that move the plot forward.</p>	<p><b>Anchor Standard 1:</b> 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><b>Anchor Standard 2:</b> 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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ELA.1.AOR.2.1 Retell a story using main story elements and identify a lesson in a literary text.

## KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"><li>● <u>Design process</u> - A process of revising work</li><li>● <u>Story elements</u> - Characters, setting, plot, conflict, resolution, etc.</li><li>● <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</li><li>● <u>Sequence</u> - The chronological order in which events occur within a plot</li></ul>	<ul style="list-style-type: none"><li>● <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</li><li>● <u>Shape</u> - One of the seven Elements of Art; a two-dimensional figure</li><li>● <u>Silhouette</u> - The outline or shape of an object or person that appears dark against a lighter background</li><li>● <u>Contrast</u> - One of the Principles of Design; the difference between two visual elements put side by side</li></ul>

## MATERIALS

- 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

Opening/Activating Strategy



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- 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 Three Little Pigs](#)).
- Ask students to make observations on how the puppets looked and how that differs from other puppets they may have seen.
  - Discuss silhouettes and contrast.
- Ask students to identify the elements of a story that they noticed in the video.
- Ask students:
  - How did the puppets help to tell the story?
  - What is the job of the puppeteer?

## Work Session

- Arrange students in collaborative groups.
- Explain to students that they will be retelling a story that they read in class.
  - Remind students that they will need to identify the setting, characters, beginning, middle and end of the story.
  - Have students draw illustrations of the beginning, middle, and end of the story. Students should write a brief description of each illustration.
- 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.
  - Show students the video [How to Make Shadow Puppets](#) or demonstrate the process to students in class.
- Students will collaborate with their group to create their shadow puppets based on their story.
  - Remind students that they must retell the beginning, middle and end of the story in their performances. Students should use their illustrations to help them.
  - 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

### 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 write their own story rather than retell a story from class.

#### Remedial:

- 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 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.*

*Ideas contributed by: Shannon Green. Updated by Katy Betts.*



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