

Drama unit planner

Year 10

Teacher syndicate

Suggested duration

10
weeks

Unit/Topic/Theme:

Shadow Puppetry

The big question:

Can students design, make and manipulate shadow puppet characters to tell a story that is relevant to their own lives? The characters are adapted from a myth, and strengthened by the elements, techniques and conventions of drama.

Achievement Objectives	Level	
Practical Knowledge (PK)	5	<ul style="list-style-type: none"> Students will select and use dramatic elements, techniques and conventions for specific purposes, and explore the use of relevant technology.
Developing Ideas (DI)	5	<ul style="list-style-type: none"> Students will initiate ideas, and collectively develop and refine drama for specific purposes.
Communicating and Interpreting (CI)	5	<ul style="list-style-type: none"> Students will present and respond to drama, and describe how dramatic elements, techniques, conventions and technologies combine to create form and meaning.
Understanding in Context (UC) ↓	5	<ul style="list-style-type: none"> Students will investigate and compare the treatment of similar themes in the drama of past and present cultures.
Learning outcomes Students will: <ul style="list-style-type: none"> study Greek myths (representative of the beginning of world theatre) and Māori myths (representative of beginnings of New Zealand theatre) and, using elements and conventions, adapt themes to modern day; design and make shadow puppets, based on the characters in their devised stories; use drama techniques to develop their shadow-puppet character; present their shadow-puppet play to the class. 		

Elements:

- role,
- time,
- space,
- action.

Conventions:

- hot seating,
- role on the wall,
- freeze-frames,
- spoken thoughts aloud,
- flashback,
- chorus of movement,
- chorus of voices,
- slow motion.

Techniques:

- voice – volume, tone, pitch;
- gesture.



Summative assessment opportunities

Teacher observation:

- shadow-puppet character development;
- shadow-puppet group performance.

Peer evaluation.

Journal entries.

Essential skill development

Communication, Social and co-operative, Self-management, Problem solving

Physical

Work and study

Small group work. Planning time frame. Reconciling design idea to principles.

Co-ordinating and controlling puppet movement. Effective use of voice.

Taking responsibility for learning in a group.

Collaboration with other learning areas	Materials and resources
<p>Visual arts</p> <p>Music</p>	<ul style="list-style-type: none"> • Cardboard, wire, knives/scissors, 'Blu tac', masking tape, polystyrene, sheet or white fabric, screen frame, light source • Shadow puppet exemplars – video and puppet • Gamelan music recordings • Brothers Grimm's fairy tale 'Iron John' from Bly, R (1990) <i>Iron John: A book about Men</i>. New York: Addison-Wesley (pp. 250–259) • 'Daedulus and Icarus' from McCaughrean, G (1993) <i>Greek Myths</i>. New York: Macmillan International (pp. 26–31) • 'Daedulus and Icarus' from <i>The stories of the Greeks</i>, Warner, R (1990). London: MacGibbon & Kee (pp.27–29) • Rae Te Ake Ake, A (1999) <i>Myths and Legends of Aotearoa</i>. Scholastic Press • Wisniewski, D (1997) <i>Worlds of Shadow: Teaching Shadow Puppetry</i>. David Wisniewski and Donna Wisniewski. ISBN 1–56308–450–3 • Simmen, R (1975) <i>The World of Puppets</i>. London: Elsevier-Phaidon • Baird, B (1965) <i>The Art of the Puppet</i>. New York: Macmillan

