

More than 232 puppets feature in 'The Lion King' including some inspired by Japanese Banraku puppetry and shadow puppetry. In this activity, the children make their very own shadow theatre. Pupils will need to think carefully about how to create their puppet and will gain an appreciation of some of the skills involved in the production.



Zazu

PUPPET MAKING

LEARNING OBJECTIVES

- Understanding that there are different types of puppets
- Realising that puppets are made up of different parts
- Recognising that ideas for their own designs can be developed by looking at a selection of puppets
- Identifying simple design criteria



To learn more view
**THE LION KING
 BEHIND THE SCENES**
 EPISODE 6 - MASKS & PUPPETS

PREPARATION

Photocopy the activity sheet (Primary 6) for each child. You will also need: sheets of hard cardboard, scissors, glue, black paint, flashlight, flat sticks (lolly sticks are fine), large sheet of white paper (this will be your 'screen').

LESSON OUTLINE

Decide with the children which story their shadow play will tell; either a re-creation of a scene from 'The Lion King' or a myth or story which you are currently reading with them.

Before beginning work on their puppets, children need to plan their characters using the prompts on the activity sheet. Once they have identified the main characteristics and function of their character, they should draw rough sketches of their planned puppet.

Remind them that the audience will only be seeing the outline of the character's shape and no other details, so they will need to make it very clear who the character is. The character only has one posture too, so they need to think hard about what it will be doing or saying. The features will need to be quite exaggerated to work in shadow form.

When pupils are happy with their designs, they copy them onto the cardboard. Alternatively, you could photocopy their designs onto cardboard or glue them to the cardboard. Using safe scissors, the children carefully cut out their shapes and glue each to its own stick. They paint the puppets black. To perform the show, turn off the lights and aim the flashlight at the large sheet of paper, which can be attached to a doorway or held by two children. The pupils grip their puppets by the sticks

and hold them between the paper and the light source. Point out that the closer they hold the puppet to the paper, the darker it appears on the other side.

The children can also cut out and paint black items of scenery, which can be secured or manipulated by a puppeteer. For example, to create a field of grass blowing in the wind, the child operating the grass would move it from side to side. Similarly, a cut-out of water can be tilted up and down to suggest chopiness.

ADAPTING THE ACTIVITY FOR OLDER PUPILS

Older children can attach arms and legs to the body using brass paper fasteners. Each arm and leg is then attached to a thin stick. Working as a team, one child controls the body and another manipulates the limbs.

PLENARY

Ask children to show their puppet to the rest of the class. Who is it? What kind of character is it? How does their character move? Do they think their puppet is effective? How could it be improved?

EXTENSION ACTIVITY

Pupils work in small groups to plan, write and perform their own puppet show. Invite parents or other classes along to watch their performance.

PUPPET MAKING

Character's Name:

Goodie or Baddie?

What are they good at?

What are they not good at?

What makes them happy?

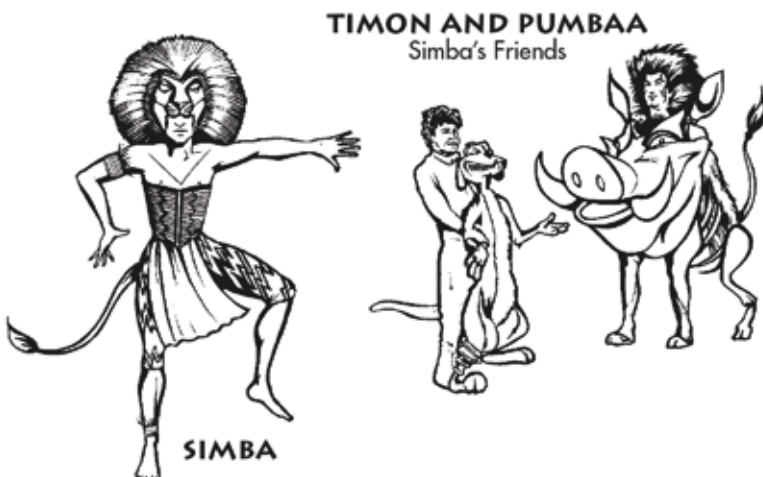
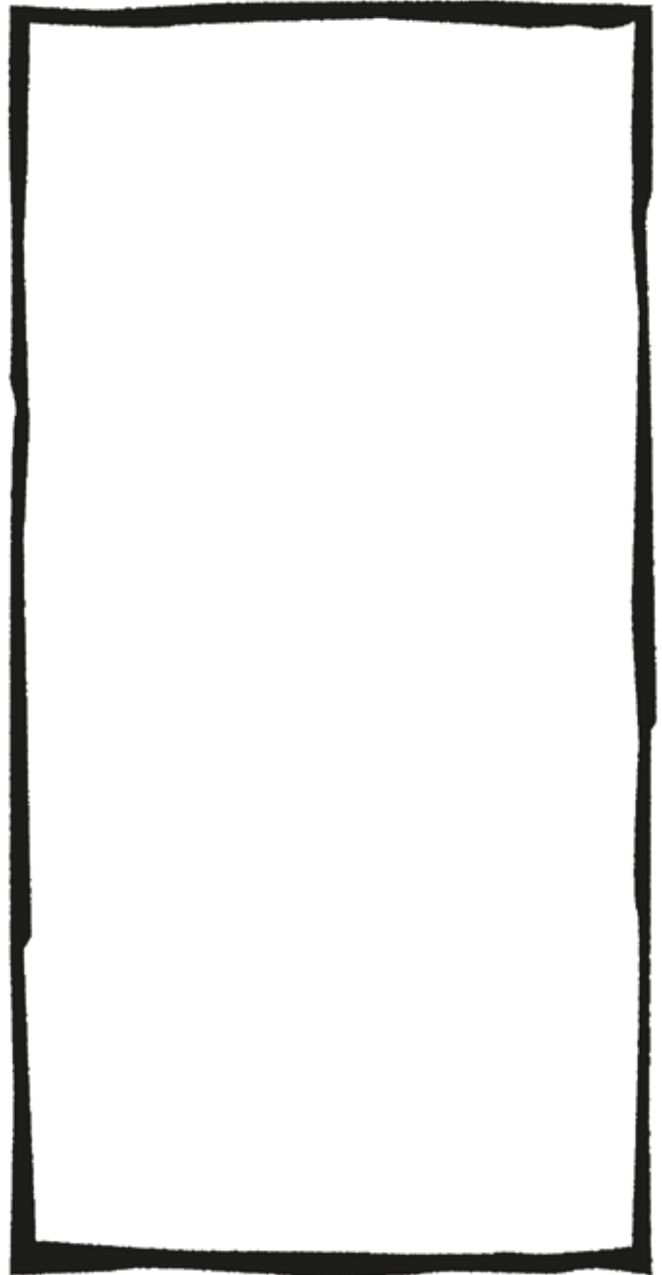
What makes them sad?

Who are their friends?

Who are their enemies?

What do they look like?

What do they do in the story?



NATIONAL CURRICULUM LINKS

LESSON PLAN 6 - PUPPET MAKING

ENGLAND

	Key Stage 1	Key Stage 2
Art	to use a range of materials creatively to design and make products	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	
English	writing narratives about personal experiences and those of others (real and fictional)	in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

WALES

	Foundation Phase	Key Stage 2
Art	explore and experiment with a variety of techniques and materials	evaluate the methods and results of their own work and that of their fellow pupils
	make choices when choosing materials and resources	explore, experiment with and apply the elements of the visual, tactile and sensory language of art, craft and design
	mix, shape, arrange and combine materials to create their own images and objects that	evaluate the methods and results of their own work and that of their fellow pupils
	communicate and express their ideas, feelings and memories creatively	Pupils should be stimulated and inspired, where appropriate, by; media, styles, ideas etc
	reflect on their own and others' work	experiment with and examine the methods used by other artists, craftworkers and designers from different; places, cultures, periods
English	express themselves creatively and imaginatively	write for a variety of purposes

NORTHERN IRELAND

	Key Stage 1	Key Stage 2
Art	explore the visual elements of colour, tone, line, shape, form, space, texture and pattern to express ideas	develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas
	look at and talk about resource material to stimulate their own ideas	collect, examine and select resource material to use in the development of ideas
Language and Literacy - Writing	talk about and plan what they are going to write	talk about and plan what they are going to write
	write without prompting, making their own decisions about form and content	write without prompting, making their own decisions about form and content
	organise, structure and present ideas and information using traditional and digital means	organise, structure and present ideas and information using traditional and digital means

NATIONAL CURRICULUM LINKS

LESSON PLAN 6 - PUPPET MAKING

SCOTLAND

	First	Second
Art	I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture.	I can create and present work that shows developing skill in using the visual elements and concepts
	I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks	I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks
	Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design	Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design
Literacy and English - Writing	Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings	Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life
	By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others	By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience