Green Screen Puppet Shows on an Ipad

<https://youtu.be/FXhtPChPRzs> example

http://www.doink.com/tutorials/ tutorial

This lesson uses the big idea of story telling integrating language arts, and visual art but with an added component of technology. Attendees for the presentation will see a power point and examples of videos describing how a lesson was developed that used student teams to create papier mache puppets, write an artwork inspired script, then produce an ipad recorded and edited puppet show using the app Do Ink Green Screen. For inspiration in writing the script students visited the on line exhibitions from Crystal Bridges museum (<http://crystalbridges.org/art/>), Arkansas Art Center <http://www.arkarts.com/exhibitions> or the Brooks Museum <http://www.brooksmuseum.org/current>

Instructions for students creating the puppet show:

You and the other classmates in your buddy group will decide on at least one favorite artwork to use as the setting and starting point for your script. This image will serve as the background in your puppet show movie. Decide on the characters that will be appropriate to act out your script. Each team member is responsible for creating a puppet. Write your puppet script with a plot that includes an introduction or setting that introduces who, what, where in the story, rising action with some kind of conflict or problem, a climax where something happens, falling action and resolution—the problem is solved. You may include a moral or lesson. Use primarily dialogue to carry the story. Consider downloading the free app **ibrainstorm** to aid in collaboration with partners. Demonstrations for building the puppet armature and applying the papier mache strips are available on line. See also you tube puppet shows for examples on how to act out a story with puppets.

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| Target | Acceptable | Unacceptable | \_\_\_\_\_\_\_\_\_/200 |
| Puppet is visually appealing and creatively relates to museum artwork. 20-18 | Puppet relates well to museum artwork 17-14 | Puppet has no connection to museum art work. 13-0 pts | \_\_\_\_\_\_\_\_20 |
| Puppet is neat and well constructed of papier mache with fabric handcovering 25-22 | Puppet and hand covering have only minor craft issues.  21-18 | Gross craft issues. Hand covering missing or not attached. 17-0 | \_\_\_\_\_\_\_\_\_25 |
| Puppet character has details for added interest including yarn, and other embellishments 20-18 | Puppet has painted details to help establish character17-14 | Minimal or no details 13-0 | \_\_\_\_\_\_\_\_20 |
| Paint is applied with solid coverage 10-9 | Paint is applied with only minor coverage issues 8-7 | Paint is flaking off, incomplete or does not adequately cover. 6-0 | \_\_\_\_\_\_\_\_10 |
| All group members are actively involved in project and create a puppet character 25-22 | All group members are generally involved each creating a puppet 21-18 | Lack of cooperation among group members; not all members are represented with puppets in show 17-0 | \_\_\_\_\_\_\_\_/25 |
| Puppet script includes well defined setting, conflict, climax, resolution and is primarily dialogue; story includes a moral 25-22 | Puppet script is generally well defined with plot elements. 21-18 | Puppet script lacks cohesion, little dialogue 17-0 | \_\_\_\_\_\_\_\_25 |
| Puppet show relates well to two or more museum artworks used as background 20-18 | Puppet show uses one related museum artwork as background 17-14 | Puppet show has little connection to museum artwork 13-0 | \_\_\_\_\_\_\_20 |
| Puppet show is recorded on ipad, and link is submitted to instructor on time. Additional credit if submitted as imovie with title and credits +5 | Puppet show is recorded on ipad, and link is submitted to instructor on time 20-18 | Puppet show is late or not recorded. 13-0 | \_\_\_\_\_\_\_20 |
| Puppeteers are animated and easily understood using adequate volume and pacing 20-18 | Puppeteers are fairly well animated and generally understood using adequate volume and pacing 17-14 | Volume is too soft. Dialogue is difficult to understand 13-0 | \_\_\_\_\_\_\_20 |
| Ipad recording includes multiple shots with close ups and scene changes 15-14 | Camera shots are appropriate to the story line  13-11 | Puppets are difficult to see. Distracting editing 10-0 | \_\_\_\_\_\_\_15 |

Lesson Plan Format with the Big Idea ­­­\_\_Story telling\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Lesson Title | Balloon Puppets Tell a Story | |
| Grade Level | Multi (1-5 grade) | |
| Time Frame (How many days in the lesson?) | 5 | |
| Goal of Lesson  (Essential questions) | How can balloon puppets tell a story? | |
| Objectives (After the lesson the students will be able to \_\_\_\_\_\_\_) | Describe some of Jeff Koons balloon sculptures  Collaboratively write and perform a puppet show video. Create a hand puppet using plaster gauze over a balloon sculpture. | |
| Resources & Materials for Teacher (Cultural exemplar/Visual: Supplies and equipment; URLs) | Images of Jeff Koons Balloon Dog, Swan, Monkey, Tulips, Rabbit. Plaster gauze, water, acrylic paint, yarn, google eyes, balloons, poster board for scenery, or green screen, markers, pencils, crayons, story board templates, children’s books (fairy tales), muslin, thread for hand covering costume, ipads, Imovie software, Doink ipad application computer for editing, prepared line images of Koons’ balloon sculptures, Story prompts, 8 ½ x 11 drawing paper. | |
| Instructional Sequence/Teaching Procedure |  | |
| **Day 1 (Wed March, 29)** | Introduction (\_\_15\_\_min.) | Divide students into 5 teams (4 students each) Students get acquainted by collaboratively coloring sectioned squares from Koons’ work and realigning into colored image. Explain project to students of balloon puppet stories recorded on ipads. |
|  | Instructional Activities (15 min.) Perceptual or studio activity; direct instruction/demonstration | Students write scripts for puppet show. Use story prompts. |
|  | Guided and Independent Practice (20 min) | Students draw puppet characters; complete script writing using prompts and story board template. |
|  | Closure (\_\_5\_ min.) | Collect all writing in file folder per each team. |
|  | Management/Cleanup (5 min.) Procedures (Any safety issues to consider?) | Review info about Jeff Koons. Share story ideas around the room from each team |

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| Interdisciplinary Connections | Language arts | |
| Arkansas Standards | CR.1.1.1 Collaboratively engage in exploration and imaginative play with materials  CR.1.2.1  Formulate multiple solutions to an art or design problem through collaboration and brainstorming  CR.1.3.1  Extend an imaginative idea into a broader solution  CR.1.4.1  Individually formulate multiple solutions to an art or design problem through brainstorming  CR.2.1.1  Explore uses of various media using grade-level appropriate *elements of art* and *principles of design*  • \_drawing  • \_painting  • \_sculpture  CR.3.2.1 Collaboratively discuss and reflect on choices made in creating personal artwork, using art vocabulary  CN.10.K.1  Explore ways a story can be told  (e.g., visual, verbal, written, performed) through art | |
| Modifications/Enrichment | Peer helpers | |
| Evaluation |  |  |
|  | Formative  Check for understanding by asking question during process ie “Who is Jeff Koons?” “How does your story begin?” “What happens?” “How does it end?” | Summative  Students reflect on experience and write 4 sentences to answer the following prompts: 1. Describe your puppet. 2. Tell about your puppet story. 3. Tell how your puppet is like the work of artist, Jeff Koons. 4. Tell what you liked about working as a team and anything you did not like. |

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| Instructional Sequence/Teaching Procedure |  |
| **Day 2**  **(Wed. April, 5)** | Introduction (\_\_5min.) Review previous day’s work. Remind students they will be creating balloon puppet to act out story. Cover work area with kraft paper for easier clean up. |
|  | Instructional Activities (5 min.) Perceptual or studio activity; direct instruction/demonstration Demo to students how to apply plaster gauze to balloon |
|  | Guided and Independent Practice (30 min) Students will work as buddies to apply plaster to pre-made balloon sculpture; If time permits begin background scenery. |
|  | Closure (\_\_10\_ min.) Ask students to explain what they have made and what happens in their story |
|  | Management/Cleanup (5 min.) Procedures (Any safety issues to consider?) Set puppets in a location to dry; Clean work space. |

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| Instructional Sequence/Teaching Procedure |  |
| **Day3**  **(Wed. April 12)** | Introduction (5 min.) Review previous day’s work. Remind students they will be creating balloon puppets to act out story. Cover work area with kraft paper for easier clean up. |
|  | Instructional Activities (5 min.) Perceptual or studio activity; direct instruction/demonstration Demo to students how to mix paint colors. |
|  | Guided and Independent Practice (35 min) Students will paint puppet heads and decorate hand covering; if time permits work on background scenery |
|  | Closure (\_\_10\_ min.) Ask students to explain what they have made and what happens in their story |
|  | Management/Cleanup (5 min.) Procedures (Any safety issues to consider?) Set puppets in a location to dry; Clean work space. Remind students to clean brushes well |

Lesson Plan Format with the Big Idea ­­­\_\_\_Story Telling\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Instructional Sequence/Teaching Procedure |  |
| **Day 4**  **(Wed April 19)** | Introduction (\_\_5min.) Review previous day’s work. Remind students they will be creating balloon puppets to act out story. |
|  | Instructional Activities (15 min.) Perceptual or studio activity; direct instruction/demonstration Assist students in using hot glue to add yarn hair, google eyes and other embellishments to complete puppet. Complete background scenery. |
|  | Guided and Independent Practice (30 min) Students will practice acting out puppet story. Record on ipad |
|  | Closure (\_\_5\_ min.) Ask students to explain what they have made and what happens in their story |
|  | Management/Cleanup (5 min.) Procedures (Any safety issues to consider?) Caution students regarding use of hot glue. |

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| Instructional Sequence/Teaching Procedure |  |
| **Day 5**  **(Wed April 26)** | Introduction (\_\_5min.) Explain to students will use Imovie to add title, music, transition and credits to previous day’s recording |
| \*If additional time is needed to complete project use 5/3 otherwise use last day to view movies and celebrate | Instructional Activities (10 min.) Assist students in using imovie. (\*students may view finished movies on another day ) |
|  | Guided and Independent Practice (30 min) Students will work as teams to add title, music, transition and credits to their recording. |
|  | Closure (\_\_10\_ min.) Save recordings to a drop box location. |
|  | Management/Cleanup (5 min.) Procedures (Any safety issues to consider?) Students who choose to not work on the computer may illustrate story in the form of a movie poster |