

## Unit 2B Puppets

### Focus – textiles

#### ABOUT THE UNIT

This unit involves children making a textile product by marking out, cutting and joining pieces of fabric. Children look at a selection of hand puppets and base their design on their investigations into how the puppets have been made and who they have been designed for. This unit provides a context for work in literacy and offers an opportunity for children to make up their own play or to retell a familiar story using their puppets.

This unit could be adapted by focusing on another simple textile product *eg a protective bag that can be made from a limited number of pieces*.

Unit 2D 'Joseph's coat' is an appropriate alternative to this unit.

#### PRIOR LEARNING

It is helpful if the children have:

- drawn around a template
- joined sheet materials using glue
- discussed ideas with others
- drawn products

This unit builds on early experiences with textiles *eg collage* and using the computer for drawing, and on Unit 1D 'Homes'.

It also builds on Science Unit 1C 'Sorting and using materials'.

#### VOCABULARY

In this unit, children will use words and phrases relating to:

- designing *eg user, list, label, drawing, ideas, mock-up, choose, decide, evaluate, try out ideas, standard unit*
- making *eg plan, template, fabric, cutting out, sewing, needle, running stitch, gluing, adding*
- knowledge and understanding, *eg character, puppet, seam, stitch, thread, strong, quality, features, strengthen, reflective symmetry, position, to, towards*

#### RESOURCES

- examples or pictures of a variety of finger and hand puppets from a range of cultures
- fabric for learning sewing techniques *eg plastic mesh, binca, hessian*
- fabric for puppets, preferably non-fraying *eg felt, dipryl (which is used for making disposable cloths)*
- doweling
- templates, fabric scissors
- needles, thread, fabric glue, stapler
- felt-tip pens, wool, sequins, buttons, small pieces of fabric to use as features for the puppets

#### EXPECTATIONS

##### at the end of this unit

*most children will:*

have discussed their ideas as they developed and be able to say what their design has to do; have created a puppet that works (ie is the right size and reflects the character) using a given technique; have stitched two pieces of fabric together and added features using appropriate materials and techniques

*some children will not have made so much progress and will:*

have made suggestions as to what they intend to do; have created a puppet with support by gluing two pieces of fabric together and added features using appropriate materials and techniques

*some children will have progressed further and will:*

have reflected on their own ideas and have worked independently to create their puppet using appropriate techniques to measure, mark out and join the fabric pieces they have selected; have added features to their puppet to capture particular characteristics and expressions; have been able to identify how well the puppet works in relation to simple design criteria

**LEARNING OBJECTIVES**

**POSSIBLE TEACHING ACTIVITIES**

**LEARNING OUTCOMES**

**POINTS TO NOTE**

CHILDREN SHOULD LEARN

CHILDREN

**INVESTIGATIVE, DISASSEMBLY AND EVALUATIVE ACTIVITIES (IDEAs)**

- that there are different types of puppets
- that puppets are made up of different parts
- to make simple drawings and label parts

- Provide opportunities for children to examine a selection of hand puppets and finger puppets made from a variety of materials. *How has the puppet been put together? What type of fabric has been used? What has been added? Who might the puppet have been made for? How well has it been made?*
  - Ask the children to draw one or some of the puppets labelling the different features.
  - Show a video of a range of puppet shows. Discuss with the children the types of puppets, the stories and how they make the characters come to life.
  - Ask each child to find an example of a puppet to bring to the group and talk about.

- talk about the different examples of puppets, describing how they have been made
- make clear, labelled drawings of the puppets

**Links to this unit**

**Design and technology:** Unit 4A 'Money containers'  
**Science:** Unit 3C 'Characteristics of materials'  
**Information technology:** Units 1D 'Labelling and classifying', 2A 'Writing stories: communicating information using text', 2B 'Creating pictures', 4A 'Writing for different audiences'  
**Mathematics:** Number (fraction, whole, half, remainder)

**Literacy:** Writing for different audiences

Basing puppets on characters from traditional stories would require children to justify their designs by relating them to a text *eg finding a description of appearance*.

Play making provides a good context for encouraging expressive reading and the way that dialogue is set out, contrasting with speech marks. Teach children how to consider alternatives and reach an agreement when planning as part of the group discussion

**Speaking and listening:** Drama activity and performance

**Content**

- Although a wide range of puppets could be investigated, including ones with attached heads, the template design is simpler if it incorporates the head so that the main body of the puppet can be made from two pieces of fabric.
- Non-fraying fabric will be easier for children to use for their puppets. Fabric with an open weave is useful for practising basic sewing techniques. Use needles that are appropriate for the fabric and thread.
- The two pieces may be joined either by sewing or gluing. Teachers may demonstrate both of these methods or concentrate on just one.
- To avoid wasting fabric, the children could be given pieces of fabric that are approximately the right size. Discuss appropriate use of materials with the children.

**Class management**

The amount of adult support for this activity will depend on the previous experience of the children. Related activities for other groups could include:

- acting out or writing a story or play about the puppet
- observational drawings of the puppets
- making paper mock-ups
- writing instructions on how to use a needle and thread
- writing definitions of vocabulary which will be new to the class

**Health and safety**

When carrying out a risk assessment for this activity, teachers will need to consider the materials, tools and equipment being used.

In addition, the following point should be noted:

- take care with the storage of sharp objects *eg pins and needles*. Felt pads with lines drawn on are useful for storing and checking needles. On-going work with needles attached can be stored in resealable bags

**Out-of-school activities and homework**

There are opportunities for children to investigate and practise some of these activities at home *eg drawing other textile products, making up stories with their puppets, creating a more elaborate finish to their puppets*.

**FOCUSED PRACTICAL TASKS (FPTs)**

- basic sewing techniques
- to use a template to mark out identical pieces of fabric
- to compare joining techniques
- simple vocabulary associated with the use of textiles

- Provide an opportunity for children to practise basic sewing techniques *eg starting, ending, running stitch, using eg hessian, binca or plastic mesh*.
- Demonstrate how to use a template to cut out two identical pieces of fabric.
- Ask the children to explore simple ways to add features and bring characters to life. Discuss how something can be made to look fierce, scary, funny, and so on.
  - Children could practise making templates or patterns allowing for seam allowances.
  - Children could investigate ways of joining two pieces of fabric *eg running stitch, stapling or gluing*. Discuss when these techniques might be useful and the advantages and disadvantages of each of them.

- are able to use basic sewing techniques
- know how to use a template for marking out identical pieces
- discuss the advantages and disadvantages of different joining techniques
- use appropriate vocabulary to describe materials, components and processes

**DESIGN AND MAKE ASSIGNMENT (DMA)**

**Design and make a puppet for a purpose**

- that ideas for their own designs can be developed by looking at a selection of puppets
- to identify simple design criteria
- to model their ideas by making a paper mock-up
- to mark out, cut and join fabric pieces to make the main part of their puppet
- to use appropriate finishing techniques
- to evaluate against design criteria

- ★ Discuss with the children what puppets are designed for *eg for small children to play with, or for a group of children to produce a short play for story telling with a book, or for entertaining a young child in a car*.
- ★ As a class, identify simple criteria for the puppets, *eg each puppet must fit the hand of the person using it, they must look like particular characters, the pieces must not come apart*. Ask the children to finish the sentence 'A good puppet should be.....'
- ★ Remind the children of the techniques they have learnt for making their puppets. Use examples of puppets to talk about ideas that the children might use in their own designs.
- ★ Show the children how they can adapt a template for the basic shape of their puppet. Encourage them to try out their ideas by making a paper mock-up. This could be used as a paper pattern or they could make their own template from thin card.
- ★ Encourage the children to be accurate when marking out, cutting, joining and finishing.
- ★ Ask the children to evaluate against the design criteria.

- apply what they have learnt through IDEAs/FPTs in their designing and making
- talk about what their puppet needs to do to work well
- adapt a given template and model their ideas using paper
- use a template or paper pattern to cut out two pieces of fabric for their puppet
- join their fabric pieces effectively
- add features to their puppets using appropriate materials and techniques
- talk about their finished puppet in relation to how well it works and how well it fulfils the design criteria

- essential activities
- ★ assignment stages (all are essential)
- optional activities

