https://www.accessart.org.uk/shadow-puppets/

Autumn Term Year 1 Shadow Puppets	**Topic: Making, Drawing, Sketchbooks**	**Cultural Capital: Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.**

National Curriculum Objectives (KS2):

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] to know about great artists, architects and designers in history.

Enquiry Question: How can we adapt traditional techniques of makers, and transfer them to create our own narratives?

Previous Learning:

Years 3, 4 & 5:

- Explored a variety of drawing and making skills. Explored how artforms rely on each other and are inspired by each other. Explored how we can work alone or collaboratively to make art. Explored how we can bring our own selves to our work for the enjoyment of others.

Lesson Theme	Retrieval	Learning Target:	Activity	Success Criteria	Vocabulary	Key Concepts
Lesson 1: Discover artists and approaches	What is paper cutting? How can paper cutting be used and adapted to make shadow puppets?	To understand that paper can be cut and shaped in ways to create form and character. To understand that artists use paper creatively to make their artwork. To learn about	Pupils will become familiar with the cultural significance of shadow puppetry and artists that work with paper. They will understand how paper can be cut and shaped to create puppets.	I have seen how a variety of artists and craftspeople use their interest in cutouts to generate imagery. I can share my response to their work with my classmates. I can use my sketchbook to record, generate ideas, test ideas and reflect.	Paper cutting, Cut Outs, Shadow puppets	That there are many traditions of using intricate cutouts as shadow puppets to narrate archetypal stories. That artists and craftspeople adapt the traditions they inherit to make them their own, and to

		shadow puppets are historically significant.	They will record their responses and ideas in sketchbooks.			reflect the culture they live in.
Lesson 2, 3, 4 &5: Making Shadow Puppets	How can I used materials inventively to create a shadow puppet character? How can I respond to a narrative or story to create shadow puppets for a performance?	To learn how to use paper, and methods of joining and construction to create a shadow puppet character. To engage with text, narrative or story to develop a collaborative shadow puppet ready for performance.	Pupils will work towards creating puppets for a performance following a narrative, or make standalone puppets. They will use sketchbooks to further make notes, note down ideas, make quick sketches to test ideas/shapes.	I can make a shadow puppet thinking about how the qualities of the materials I use affect the final outcome. I can manipulate the materials using tools so that the puppets I make have character and expression. I can make my puppets move in simple ways by articulating them. I can work with my peers to create a collaborative experience.	Performance Narrative Character	That we can work in collaboration with others to make a shared experience.
Lesson 6: Share, reflect and discuss	How can I reflect on my shadow puppet and/or using it for a performance?	To display the work made through the half term and reflect on the outcomes. To put on a performance using shadow puppets.	Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. Pupils will perform a shadow puppet show.	I can share my work, as a team, and share and listen to feedback. I can give my feedback to the work of other teams, and appreciate the differences and similarities of their work to ours. I can photograph or film our puppets and performance.	Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	That when we reflect on our own work and the work of others, we can think about what we are good at and what we might do differently next time.