**Student Teacher:** Megan Altieri

**Lesson Title:** Marionettes

**Class:** 4th Grade

**MI Department of Ed. GLCE:**

* ART.VA.II.4.1 Synthesize the use of a variety of materials, techniques, and processes to problem solve in the creation of art
* ART.VA.II.6.2 Develop and apply critical thinking strategies through the art making process at a developing level

**District Objective:**

* I can use line and shape to form the body of the marionette

**Behavior Management Procedures:**

* Students will be placed at tables where they have ample amount of room to create their marionette
* Room will be organized so students can easily move around to retrieve necessary materials
* Posters will be on the wall stating classroom expectations (tba)
* There will be a table towards the front and sides of the room where the materials will be placed
* Teachers will give instruction by gathering students at the beginning of the class on the floor
* Younger and older students will be split so demonstrations can be given

**Materials:**

* Pipe cleaners
* Wire
* Duck tape, masking tape
* Assorted embellishment materials i.e. feathers, googly eyes, fabric
* Saw
* Tacky glue
* Tissue paper
* Newsprint paper
* Newspaper
* Hot glue gun
* Hot glue sticks
* Scissors
* Foil
* Wire cutters
* Pliers
* Eye goggles (students using wire)
* White Paper
* Pencils
* Elmer’s Paper Mache Art Paste (2 oz)

**Lead questions (Anticipatory Set):**

* Have different examples of marionettes hanging
* Review some of the themes and ideas from previous hours at camp
* Ask kids what type of characters or ideas came to mind while seeing marionette examples
* Recall interesting thoughts or ideas while seeing the examples
* Write the class objective on the board

**Sequence of instruction:**

**Day 1:** Objective: have students build structure of the marionettes. Body, arms, and legs

 ***Guided Practice***

* Students will have an introduction to the project with examples and videos of marionette performances
* Talk about process of starting with a sketch even when making 3D art
* Guide students in sketches (5 min sketch, see indep. Practice) Have students go back to their seats and walk through sketching a giraffe
* With the older kids start with a demonstration of building the interior of the body using paper, foil and wire
* Focus: Transitioning to a line, shape, and for; Use paper and then foil
* Do the same demonstration with the younger children using pipe cleaners
* During demonstrations tell them how to clean up
* Marionette needs to be taller then your fore-arm

 ***Independent Practice***

 Give students a few minutes to sketch out their ideas

* Students will be given the rest the class to begin building their marionettes
* Clean-up

**Day 2:** Objective: Assemble forms

 *Guided Practice:*

* Students held us the shapes of their forms when asked the proper name of that form

 ***Independent Practice:***

* Students finished up their forms
* Demonstrations were given on how to create joints. After demonstration students were asked to work independently to make the hinges

**Day 3:** Objective: Finish covering and embellish forms

***Guided Practice:***

* Individual groups mimicked demonstrations by their councilors

***Independent Practice:***

* Students worked to cover their form with a tissue paper, fabric, or other option surface.
* If they had the time they began embellishing

**Day 4:** Objective: Complete marionettes and hang them

***Guided Practice:***

* In color groups councilors shows students how to hang their marionettes

***Independent Practice:***

* Students worked to complete their marionettes

**Plans for Differentiation:**

* Class room will be arranged so students can easily move around
* Directions will be given verbally and visually step-by-step
* Left hand scissors will be provided
* Example marionettes will be shown as “templates”

**Evaluation/Assessment:**

***Formative:***

* What were some problems you came across when you were creating your marionette and how did you solve them?
* Who can tell us the steps they took while creating their marionette?
* What is your marionettes name?
* What is the marionette going to be doing?
* What kind of texture, colors, or patterns are you considering adding to your marionette?
* What kind of movements are you thinking for your marionette
* What shapes do you see in your bodies? What shape did your head form into?

***Summative:***

 1. Recall one problem you remember having? What were some more ways of solving that problem?

 2. What action or emotion have you chosen to give your marionette and why?

 3. What is one thing you feel you did successfully throughout the day?