

## Knowledge

- \* Puppetry is an ancient form of artistic expression that is a variation on story telling or human theatrical productions.
- \* Puppetry as an art form is believed to have its roots in ancient cultures, more than 3000 years old.
- \* There are many different types of puppets.



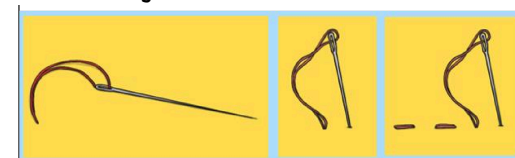
- \* Features can be added to a puppet to capture particular characteristics or expressions.
- \* Felt is a textile material that is produced by matting, condensing and pressing fibres together. It doesn't fray easily.

## Vocabulary

- \* Puppeteer-a person who operates puppets.
- \* Function-to work or operate in a particular way.
- \* Template-a shape of rigid material used as a pattern for cutting or shaping.
- \* Aesthetics-attractive appearance of an object.
- \* Characteristics-features of an object.
- \* Expressions-a look on someone's face that shows a particular emotion.
- \* Seam-a line where two pieces of material are sewn together.
- \* Fray-unravel at the edge.



## \* Running stitch



- \* Needle-a thin piece of metal at one end and a sharp point at the other to thread.

## Design, make, evaluate

1. Look at examples of puppets. Consider shape, size, aesthetics, and function.
2. Design a finger puppet to represent a character. Children must consider the functionality-the puppet must fit on their finger and when their finger is bent this should be below the face of the puppet.
3. Running stitch is a method of joining two pieces of material together. Practise stitch using scrap materials.
4. Draw around a fingerplate template onto felt and select appropriate tools to cut.
5. Join back and front of the puppet using running stitch. Children should be able to thread their needle independently and use it safely.
6. Decorate their puppet to capture characteristics or expressions.

## Skills

- Shape textiles using a template.
- Cut accurately using scissors.
- Thread a needle.
- Join front and back using running stitch.
- Decorate using a range of features.

Skills	
Design	<p>Have their own ideas.</p> <p>Explain what they want to do.</p> <p>Explain what their product is for, and how it will work.</p> <p>Use pictures and words to plan, begin to use models.</p> <p>Design a product for themselves following design criteria.</p> <p>Research similar existing products.</p>
Make	<p>Explain what they're making and why.</p> <p>Consider what they need to do next.</p> <p>Select tools/equipment to cut, shape, join, finish and explain choices.</p> <p>Measure, mark out, cut and shape, with support.</p> <p>Choose suitable materials and explain choices.</p> <p>Try to use finishing techniques to make the product look good.</p> <p>Work in a safe and hygienic manner.</p>
Evaluate	<p>Talk about their work, linking it to what they were asked to do.</p> <p>Talk about existing products considering: use, materials, how they work, audience, where they might be used.</p> <p>Talk about existing products, and say what is and isn't good.</p> <p>Talk about things that other people have made.</p> <p>Begin to talk about what could make the product better.</p>
Textiles	<p>Shape textiles using a template.</p> <p>Cut accurately using scissors.</p> <p>Thread a needle.</p> <p>Join front and back using a running stitch.</p> <p>Decorate using a range of features.</p>