

MYP4 Drama

Unit 1: Puppets

A World Theatre unit



Statement of Inquiry: Puppets transcend boundaries of communication and expression across time, space and place.

Global Context: Personal and cultural expression

Key Concept: Communication

Inquiry Questions: What are some of the conventions of world puppet traditions such as Wayang Kulit and Bunraku? What can Puppets communicate that humans can't? Why has puppetry endured for so many thousands of years?

Recap:

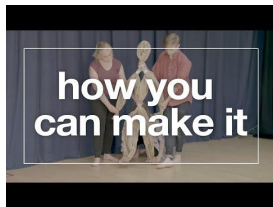
Last lesson you started working on your research task, and you also explored satirical puppetry, including Punch and Judy and Spitting Image. If there was time, you watched some Youtube videos on creating and operating a large newspaper puppet.

If you didn't get to this last week:

These Gyre and Gimble (theatre company) videos are very inspired by [Bunraku](#), a form of Japanese puppetry, especially the way in which the three Bunraku puppeteers operate just one puppet.

'If these three puppeteers do not all work together in perfect harmony, the puppet's motions will seem unnatural and fall apart, and thus the doll will never seem to come to life. The left hand of the head puppeteer, which supports the weight of the heavy doll, is like the puppet's spine, and it is through his left hand that the breath of life is first breathed into the puppet.'

<http://www2.ntj.jac.go.jp/unesco/bunraku/en/contents/creaters/operator.html>



30-45 minutes: Watch the three videos, and then make two large paper puppets as a group. Create a short scene where these two puppets meet and interact in some way (e.g. have an argument, or threaten to leave, or asks on a date etc) whilst waiting for a bus. At least two people should operate one puppet.

Educational Puppetry

Puppets are also used in educational settings and many children's TV shows. Why do you think this might be?



Summative Performance: 15-30 minute introduction, questions and getting started.

Due w/b 11/11

https://docs.google.com/document/d/1y1NhTdcLBo1Hut_HLbB1gtx99bz2RzAXr4A_vylo-kg/edit

Making your Puppets - inspiration



Summative Assessment - Commentary

Summative Assessment Task Three: Commentary (Bi, Cii, Ciii Di and Diii) **Due w/b 18th Nov**

For this assessment you need to submit a **commentary**. This can be audio/visual (maximum four minutes) or written (maximum of 4 sides of A4).

The commentary must include:

- A 3-4 paragraph record of the process of learning and developing a new performance skill - puppetry! This record should show how you acquired and then improved your skills in operating a puppet/using voice. Use annotated photos or film to help explain/show your progress. (Bii)
- A 3-5 paragraph analysis of the impact of your group's Educational Puppetry performance - Did it meet your artistic intentions? Were you able to communicate your message/lesson? Did your target audience enjoy/learn from your performance? (Dii, Diii)
- A short reflection on the statement of inquiry and inquiry questions. (Di, Dii)

<https://docs.google.com/document/d/1uxdUAlrzd-z2txq-PDvgo7T3K58rQcJqhJ205o47Sdl/edit?usp=sharing>