



LARGE FINGER PUPPET – Detail, Colour, Texture and Form

Students use Crayola Model Magic to create a large finger puppet with enough details that the viewer will have an idea about its personality just by looking at it.

Required Time

60 Minutes

Grade Level

Grade 4 to Grade 8

Subject

Language Arts
Social Studies
Visual Arts

Vocabulary

character
colour
detail
personality
secondary colour
tertiary colours
texture
variety

Materials

Crayola Model Magic - Assorted Colours

Crayola Scissors

Crayola Glitter Glue

Masking Tape

Cardstock Paper - 3.8 cm x 7.6 cm (1 ½" x 3") - 2 per student

Googly Eyes

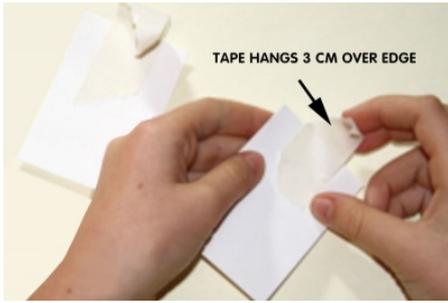
Garlic Press

Toothpicks

PVA Medium (Acrylic Varnish) - optional

Shop Crayola
Products

Steps



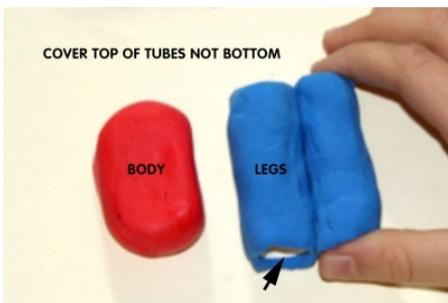
Step One

1. Use 2 pieces of 3.8 cm x 7.6 cm cardstock paper.
2. Place a small piece of masking tape on the end of each piece of cardstock.
3. Make sure the tape hangs about 3 cm over the edge of one end of the paper.



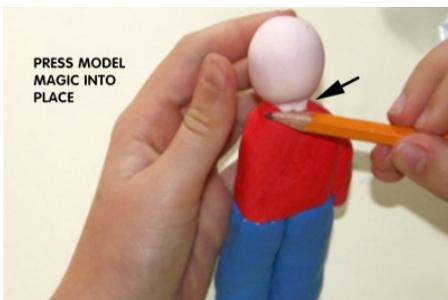
Step Two

1. Wrap the paper around your finger and secure it with the masking tape.
2. Repeat with the other paper.
3. Make sure the tubes you have created are **tight** enough to stay put, and **loose** enough to move gently if you pull on them.



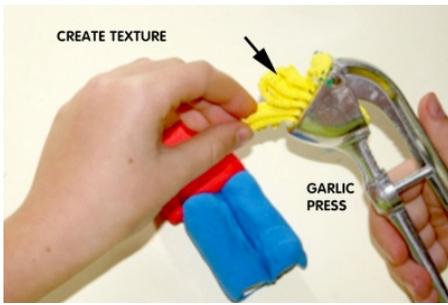
Step Three

1. Choose a colour of Model Magic for the legs.
2. Flatten it between your fingers and thumb.
3. Wrap the Model Magic around the tube.
4. Be sure to cover the **top** as well as the sides.
5. Do **NOT** cover the bottom.
6. Do the same with both tubes.
7. Roll a ball of Model Magic for the body.
8. Shape it into a cylinder about 3/4 the length of the legs.



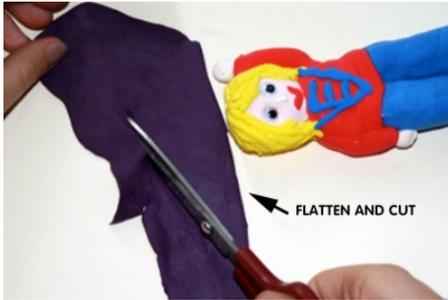
Step Four

1. Attach the cylinder to the legs.
2. Roll thin coils for the arms and attach them to the shoulders of the body.
- In this example the student is waiting to attach the other arm until the head is attached to accommodate the Superhero's stance.
3. Mix some Model Magic the colour you want for the head.
4. Roll a small ball and attach it to the body.
Tip- for a pale colour **start with white** and slowly add small amounts of colour to it.



Step Five

1. Use a garlic press to create hair.
2. Gently pull the strands of Model Magic away from the garlic press.
3. Stick the strands to the head for hair.



Step Six

1. Continue to add details making sure each piece sticks to the figure.
2. Flatten Model Magic and cut it with scissors to make large flat pieces of clothing.
3. Attach pieces carefully making sure you don't squish the rest of the figure.
4. You may want to add glitter glue to some parts of your figure when it is finished.



Step Seven

1. You may want to seal the puppet with an acrylic varnish (PVA Medium).
2. Allow the varnish to dry completely.
3. Use your puppet to tell a story.

Learning Goals

Students will be able to:

- create a finger puppet with enough details that the viewer will have an idea about its personality just by looking at it;
- mix primary colours to make new colours;
- demonstrate technical accomplishment and creativity;
- respond to the work of others;
- support their ideas with evidence found in the artworks.

Extensions

Have students:

- work in small groups;
- develop a story worth telling using their puppet characters;
- establish a clear setting;
- develop relationships among the characters;
- create a story that shows the characters encountering some kind of problem and figuring out how to resolve it;
- write and refine the script, and decide on how best to present it – props, backdrops, sound effects etc.;
- practise and rehearse their stories;
- present the plays to their class and/or others;
- video the performances throughout to view their works in progress;
- include lots of peer assessment throughout the process so they can learn from each other.

Prepare

1. Create a partially completed exemplar to show students.
2. Place desks in groups of about 6 so students can share materials.
3. Download and display the **Colour poster** available on this website.
4. Review or teach colour mixing.
5. Connect this lesson to a theme or unit you are currently working on, e.g., *Have students think about the characters in a story they are retelling, or an imaginary character in a story they are writing.*
6. Encourage students to do some research and brainstorming to think of details for their puppet, e.g., *The puppet shown in this lesson is a Superhero. Before beginning students looked at images of Superheroes to see what other artists have imagined for costumes and body stance.*

Introduction

1. Brainstorm a list of details that show personality.
2. Demonstrate basic techniques to use with Crayola Model Magic.
 - *mixing two primary colours by kneading them together*
 - *marbling colours by mixing colours and stopping before they are completely mixed*
 - *flattening it by pressing it onto a clean surface with the palm of your hands*
 - *rolling it back and forth with fingertips to create long coils*
 - *indenting it by pressing fingertips into it*
 - *pinching it*
 - *squeezing through a garlic press*
 - *making textures by pressing different objects such as a fork, or straw into it*
 - *cutting it with scissors*
 - *pressing it together gently to make it stick*
 - *squishing it by pressing too hard*
3. Introduce the challenge.

Activities

The Challenge

1. Create a puppet with enough details that the viewer will have an idea about its personality just by looking at it.
2. Mix primary colours to make new colours.
3. Demonstrate technical accomplishment and creativity.
4. Respond to the work of others.
5. Support your ideas with evidence found in the artworks.

The Process

1. Make sure everyone understands the challenge.
2. Establish success criteria with your students, for example, I know I am successful when I have:
 - *created a unique finger puppet*
 - *included details that show its personality*
 - *used a variety of modelling techniques*
 - *mixed new colours*

- *created a sturdy, well-crafted puppet*
- *responded to the work of others*
- *supported my ideas with evidence*

3. Guide students through the steps outlined in this lesson plan.
4. Once the basic puppet is made, encourage students to add defining details.
5. Observe students as they work.
6. Provide individual assistance and encouragement.
7. If you can only make the basic puppet during one class (40 minutes) allow the puppets to dry until the next class and have students add details then.

Sharing

1. Have students place their puppets on their tables.
2. Provide sticky notes at each table.
3. Ask students to view the puppets and select **three** to comment on.
4. Tell them to write their own name on the sticky note as well as a **specific** comment that says something they like or find interesting about the puppet, and then place the sticky note beside the puppet.
5. Remind students that they have to provide details about what they like. (*e.g., You can't just say, "I really like your puppet. You have to say what you like about the puppet, for example, I really like the way you added a cape to make her look more like a Superhero."*)
6. Have students share some of their comments with the class.

Assessment

1. Observe students as they work - thoughtful focus, discriminating, seeking more information, elaborating, experimenting.
2. Observe students as they discuss their puppets - speaks with a clear voice, looks at audience while speaking, points to areas in the puppet, provides accurate information, answers questions from the audience effectively.
3. Observe students as they listen - looks at presenter, asks effective questions, supports ideas with evidence found in the artwork.
4. Use a checklist to track progress. (Downloads - Puppet_tracking.pdf)
5. Have students use the self-assessment form to evaluate their work. (Downloads - Puppet_self-assessment.pdf)