

Performing an Aesop Fable in Shadow Puppetry. Material and Evaluation

Age group and options:

This was made and adapted for students 4th-6th grade (9-12). Playing with light and shadows can be hard and sometimes frustrating, particularly if done remotely without help. An option is to make paper puppets (on a stick) to be played in front of the theater, instead of behind as shadow theater.

The information below can be adapted easily for that front play format, evaluation remains the same.

MATERIAL

What students need to have

Cereal box, tape, scissors, a pencil, colored pencils

What students receive - small kit (pick up location)

1 page of heavier black paper
1 sheet of white paper
3 half pages of colored paper (yellow, blue, green)
2 feathers
4 skewers
Small pieces of yarn
A few pieces of colored cellophane
1 pin
1 "what is your fable about" sheet

If students lost or can't pick up material, they might find options around their house

A cookie sheet, white cloth, or even newspaper/worksheets (even if printed)
Paper plates, thin cardboard from various food boxes
Small pieces of yarn, ribbons, cotton, or anything light laying around
Skewers, straws, yarn needles, pencils, thin but sturdy stick of wood

MAIN STEPS (see "Workshop Facilitation" sheet, and adjust each steps as needed)

1. Teacher introduce what a fable is, and where Easop fables come from
2. Have the student make her/his theater (see video tutorial)
3. Student finds an Easop fables, go to: <http://www.read.gov/aesop/>
4. Student reads the fable and fills out the "What is your fable about?" sheet (used for steps 5-9)
5. Make puppets first. Introduce what the options are and what to be careful about (see tuto)
6. Make Sceneries. Introduce the options and what to be careful about (see tuto)
7. Find a light. Introduce the options and what to be careful about
8. Performance rehearsal. Introduce the options and what to be careful about (intro, tone, rhythm, movement, speed, end, etc.)
9. Present live in class or make a video and share (from phone, computer, ...)

EVALUATION OF FINAL PRESENTATION

(a student who is able to find any solutions to a lack of material at home should get extra credits!)

Construction	Not quite there yet	Great, it works!	Went the extra miles
Screen	Student did not find/make a screen	Student was able to find/make a screen/theater	Students named/decorated his/her theater
Scenery	Student did not make a scenery	Student made a scenery	Student added colors or multiple pieces of sceneries, to make it extra special
Puppet	Student did not make a puppet	Student made the puppets	Student obviously spent extra time on their silhouettes (added textures, colors, inside holes, etc)

Oral Presentation	Not quite there yet	Great, it works!	Went the extra miles
Introduction to the piece (title, etc.)	The student did not introduce the piece	The student gave the name of the piece	The student introduced with passion (tone, extra info, etc.)
Interpretation of the written fable	The student just read the piece as is	The student told at least part of the story in its own words	The student was able to entirely retell the story in its own way
Passive description to active dialogue	The student told the story but did not add any dialogue /personal thoughts	The student was able to add at least one dialogue/personal thoughts	Student was able to transform the whole story in a very active way
Voice tone	No change in voice at all	The student is able to make different voice (storyteller/character)	Student is able to add a lot of personality in its voice
Voice rhythm	The audience can't understand the story (too fast, too quiet, pronunciation, etc.)	The story is easy to understand	The story has changes in rhythm (slower, faster) while staying clear

Visual presentation	Not quite there yet	Great, it works!	Went the extra miles
Movement of the puppets	The student did not move the puppets, or puppets were not visible (obviously not looking at the screen)	The student was intentionally able to move the puppets along with the story	Some movement were particularly interesting, funny, original
Rhythm	The puppet movement is too fast or giggely, making it hard to see clear actions	Rhythm is clearly shown. Only talking puppets are moving when dialogue happens	Multiple changes in rhythm during the whole presentation clearly added to the piece as a whole
Light	The piece is not visible	The light works, the piece is visible	The student experimented with light and found a new/fun way to use it
Establishing a start	No clear visual start	Puppet have a clear and intentional entrance	
Establishing a middle	Not clear about the story	The story is clear and concise	
Establishing an end	No clear ending	Characters are clearly leaving the screen, or ending of it is clearly established	



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WHAT IS YOUR FABLE ABOUT?

Your Name:

What is the title of your fable:

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Who are the characters (*there might be more than two*)?

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-
-
-

Where is your story taking place (*there might be more than one place, if so put them in order of appearance in the story*)?

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-
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Is there anything else that is important in your story (*an object, piece of food,..*)?

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-
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What is the moral of your story ?

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In your own words, what is the story about (*in just 2 or 3 sentences*)? (*use the back if needed*)