

Punch and Judy Puppet Show

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CURRICULUM UNIT OUTLINE

Primary Levels 3 and 4

PUNCH AND JUDY

THE ARTS

Strand:

Drama, Music, Visual Art

Possible links:

English

Purpose

Students are provided with the opportunity to learn about life in medieval times and to present what they have learnt in an integrated Arts unit that encompasses Drama, Music and Visual Art. In groups the children must present a short, Punch and Judy like, puppet show that gives a snapshot of medieval life.

Overview

This unit provides an opportunity for the integration of three of the Arts strands, Drama, Music and Visual Arts. In this case, all three strands culminate for one final performance at the end of the unit. Drama provides the basis for the writing of the script, Music provides the source for a musical component to the show and through Visual Arts the students will make their puppets. Designed to run over four weeks, this learner-centered unit is separated into four phases; Orientating, Enhancing, Synthesising and Reflection.

1. Orientating: Children look at different aspects of medieval life to start brainstorming ideas for the characters and setting of their puppet shows.
2. Enhancing: Children begin writing their scripts and music. They also begin work on creating their puppets.
3. Synthesising: Children finish writing their scripts and music and begin practice. They also finish decorating their puppets.
4. Reflection: The unit culminates in the performing of their puppet shows and the children reflect on the success of their performance and how they worked individually and as a team.

Core Learning Outcomes

This unit focuses on the following core learning outcomes from the Drama, Music and Visual Arts strands of the Years 1-10 Arts Syllabus

Drama

Level Statement – Level 3

Students, individually and in groups, shape dramatic action by negotiating in and out of role. They select and use a range of elements including time, movement and relationships, and conventions appropriate to the chosen form or style. The stimulus for drama is drawn from real-life and fictional contexts. Their dramas celebrate and express ideas, feelings or events.

Students participate in drama for presentation in informal and more formal settings to audiences including other classes and year levels. Performance skills include conveying character through vocal expression, movement and gesture. They concentrate on sustaining roles, memorising lines where appropriate.

Within teacher-guided responses students use drama terminology to describe learnings and understandings developed through drama experiences.

DR 3.1 Students negotiate, in and out of role, a range of situations and narratives.

DR 3.3 Students discuss and interpret the learnings and understandings developed through drama experiences.

Level statement – Level 4

Students, individually and in groups, prepare and interpret student-devised scenarios and scripts, and published scripts. They collaborate to select and apply dramatic elements including mood, focus and symbol, and selected conventions appropriate to the form or style, to shape and manage dramatic action. The stimulus for drama is drawn from school and community issues, and historical or fictional contexts.

They present devised and scripted drama to entertain and inform specific audiences including other year levels, family and friends. They adapt vocal expression and movement to convey characters within a range of performance spaces.

Students use drama terminology when making critical judgments about their own drama and that of others.

DR 4.2 Students present devised and scripted drama using performance skills appropriate for a variety of purposes and audiences.

Music

Level Statement – Level 3

Students know a varied repertoire of music that they can aurally identify, sing and play in tune and in appropriate style, individually and with others.

They understand and respond to a broader range of musical elements through singing, playing instruments, listening, improvising and moving. They discuss their ideas and responses to music they hear and perform using appropriate musical vocabulary.

Students aurally and visually recognise, sing, play, read and write simple musical patterns containing in simple time and in compound time using the notes of the extended do pentatonic scale.

MU 3.3 Students read and write musical patterns and phrases containing Level 3 core content.

DMU 3.4 Students collaboratively plan and prepare a formal performance of repertoire incorporating Level 3 concepts and elements.

DMU 3.5 Students reflect on and communicate their ideas and responses to music using appropriate musical vocabulary.

Visual Arts

Level Statement – Level 3

Students conceive, design and modify images and objects to express their experiences, feelings, ideas and observations.

Students know and apply visual art and design elements of line, shape, texture and colour through additional concepts of space, balance, contrast and pattern to make, display and appraise images and objects.

Students work individually and collaboratively to construct and communicate intended meanings through the making and displaying of their own work in informal and formal contexts.

Students identify, describe, interpret and compare images and objects from a variety of cultural and historical contexts.

VA 3.1 Students design, make and modify images and objects applying elements and additional concepts to construct intended meanings.

VA 3.3 Students compare elements and additional concepts of images and objects from a variety of cultural and historical contexts.

Level Statement – Level 4

Students purposefully apply visual art and design elements of line, shape, texture and colour through additional concepts of proportion, symbolism, composition, depth, abstraction, representation and non-representation.

Students make, display and appraise images and objects. They work individually and collaboratively to deconstruct and reconstruct images and objects to manipulate meaning and communicate their experiences, feelings, ideas and observations.

Students understand the role and function of audience and analyse own and others' images and objects from a diverse range of societies across time.

VA 4.2 Students make and display images and objects, considering purposes and audiences.

Other Key Learning Areas

English

Writing and Shaping

Level Statement – Level 4

Students interpret and construct texts, from a range of generic categories that explore familiar and unfamiliar subject matter, by considering text type, purposes, implied meanings, and known and unknown audiences. They identify and use a range of textual resources that structure texts, extend and elaborate ideas and information, and express opinions. They explore how particular representations appeal to certain groups.

Cu 4.3

When writing and shaping, students:

- select subject matter according to purpose, text type, audience and medium
- organise subject matter that develops a topic or storyline, supports a point of view or offers an explanation
- develop characterisation that is relevant to the storyline using descriptions, actions and dialogue.

Op 4.3

When writing and shaping, students:

- use evaluative verbs and attributes and simple figurative language when developing plot and characterisation and description
- indicate direct speech with punctuation.

Cr 4.3

When writing and shaping, students:

- choose aspects of subject matter, attributes, processes and visual resources to construct representations of people, places, events and things in ways that appeal to certain groups.

Focus Overview

This unit of work provides some suggestions for planning, teaching and assessing using the Core Learning Outcomes from the Drama, Music and Visual Art strands of the Years 1-10 Arts Syllabus. It provides one way that these outcomes may be used and can be modified to suit the needs of the school or class. The focus of the “Punch and Judy” unit is to get students to work collaboratively to achieve the goal of their final performance.

Activities in this unit can also be enhanced through learning within the English Core Learning Outcomes. If students have not had the experience before of script writing and character development then learning about this genre of writing within the English outcomes would help and supplement the work being done in this unit.

Unit Organisation

This unit has been organised so that it runs over four weeks with each week being a different phase in the process. Each phase consists of one lesson for each strand, this equates to three lessons a week and twelve lessons over a four week period. Each lesson is approximately one and a half hours long. It does not matter which strand is done first as long as the four phases remain in the same order as they build on from each other. It is important that the time allocations are adjusted to suit the needs and time restraints of the class.

Background Information

This unit is inspired by the traditional favourite medieval puppet show, Punch and Judy. This type of performance puppet show is designed as light comedic entertainment and is very light hearted and jovial. Students collaborate in small groups to produce all aspects of the puppet show, including the script, puppets and a small musical accompaniment. The children must use new and prior knowledge drawn from an English component giving them the correct way to write a script and information on character development. Their puppet shows are rehearsed and polished and then performed for an audience of the other members of the class and their buddies.

School authority policies

Be aware of and observe school authority policies that may be relevant to this module. Education Queensland policies on health and safety considerations for Visual Arts can be found at www.education.qld.gov.au/corporate/doem/sindex/m-ind.htm.

For policies and guidelines for the Catholic sector, refer to the Queensland Catholic Education Commission website at www.qcec.qld.catholic.edu.au/www/index.cfm.

Equity considerations

This module provides opportunities for students to increase their understanding and appreciation of equity and diversity within a supportive environment. It includes activities that encourage students to:

- be involved within a supportive environment
- work individually or in groups
- value diversity of ability, opinion and experience

- value diversity of language and cultural beliefs
- support one another's efforts
- become empowered to take on roles
- negotiate and accept change
- become empowered to communicate freely.

It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

Support Materials and References

The following resources may be suitable for use as part of the first activities in Phase 1 as well as for reference throughout the whole learning experience. Review any material before using it with students.

Information about any copyright issues relating to the references can be via the Australian Copyright Council's Online Information Centre at www.copyright.org.au/index.htm.

Print

Duby, Georges. (2000). Art and society in the Middle Ages. Polity Press, Malden, MA.

Nees, Lawrence. (2002). Early medieval art. Oxford University Press, Oxford.

Electronic

Medieval Music Links: classicalmus.hispeed.com/medieval.html

Medieval Music: www.learner.org/exhibits/middleages/artsact.html

Punch and Judy on the Web: <http://www.punchandjudy.com/>

Queensland Art Gallery: www.qag.qld.gov.au/

Queensland Art Teachers' Association (QATA): www.qata.qld.edu.au/

Queensland Association for Drama in Education (QADIE): www.qadie.org.au/

Queensland Studies Authority: www.qsa.qld.edu.au

The Punch and Judy College of Professors: <http://www.punchandjudy.org/>

Web Gallery of Art: <http://www.wga.hu/>

Wikipedia Online Encyclopaedia: http://en.wikipedia.org/wiki/Punch_and_Judy

Assessment

The following information provides examples about four possible assessment techniques that could be used to assess students in this unit of work. It is important to note that more or less assessment could be used, that this is only a few examples and that there are many possibilities for assessment in this unit. It is important that the children are able to view the criteria for each assessment piece before they begin so that they know what they are aiming for.

Assessment Technique 1

See Assessment Resource 1

Outcomes:

DR 3.1 Students negotiate, in and out of role, a range of situations and narratives.

DR 4.2 Students present devised and scripted drama using performance skills appropriate for a variety of purposes and audiences.

Assessment Technique 1 could be conducted as either a focused analysis or an observation of how the student performed as part of the puppet show as well as a group mark that relates to the writing of the script. This assessment item looks at how the students work together as a group to write an effective script and how they cooperate together to present a united performance.

The teacher may use either focused analysis or observation to record the mark. The teacher could use anecdotal records, checklists, criteria sheets, photos or video recording as evidence of the student's performance.

Assessment Technique 2

See Assessment Resource 2

Outcomes:

MU 3.3 Students read and write musical patterns and phrases containing Level 3 core content.

DMU 3.4 Students collaboratively plan and prepare a formal performance of repertoire incorporating Level 3 concepts and elements.

Assessment Technique 2 assesses how well the children collaborated to create their piece of music, the music itself and how well the music fitted with and enhanced the puppet show performance.

The teacher may use either focused analysis or observation recorded as checklists, anecdotal notes, video or sound recording and student scripts.

Assessment Technique 3

See Assessment Resource 3

Outcomes:

VA 3.1 Students design, make and modify images and objects applying elements and additional concepts to construct intended meanings.

VA 3.3 Students compare elements and additional concepts of images and objects from a variety of cultural and historical contexts.

VA 4.2 Students make and display images and objects, considering purposes and audiences.

Assessment Technique 3 assesses the children's puppets. It looks at the quality of how it was made, the detail used and how well it relates to the people of medieval times.

The most effective assessment technique for this assessment item would be a focused analysis using a criteria sheet.

Assessment Technique 4

See Student Resource 2 and Assessment Resource 4

Outcomes:

DR 3.3 Students discuss and interpret the learnings and understandings developed through drama experiences.

DMU 3.5 Students reflect on and communicate their ideas and responses to music using appropriate musical vocabulary.

This is a very important part of the assessment process and the entire unit. Reflection is important for the children because they see where they need to improve but it is also important for the teacher because they are able to see where the students are struggling and the teacher can extend themselves to help the children in the areas that they need it the most.

The teacher can carry out the reflection in the way that they feel most comfortable with and that they think the children will respond to the best. In this case the reflection will take the form of a focused analysis work sheet that the children complete and give to the teacher as well as a criteria sheet.

Activities

Phase 1 – Orientating

In this phase, the focus of all three strands is researching and looking at life in medieval times, which will be the setting for their puppet shows. In the first drama lesson the children will be told about the task and have a look at a favourite part of medieval entertainment, Punch and Judy. They will also research about the setting for their puppet show. In visual art the children will use some pieces of medieval art to have a look at medieval art and begin talking about characters for their play. In music the children will listen to and have a go at playing some medieval music and talk about what part music will have in their puppet show.

Phase 2 – Enhancing

In this phase the children begin work on all three aspects of their puppet show; writing the script, writing the music, and making the puppets. It is important to note that the length of the play, the length and detail of the music and the detail of the puppets are at the teacher’s discretion and depend on the ability and behaviour of the students as well as time commitments.

DR 4.2

Students present devised and scripted drama using performance skills appropriate for a variety of purposes and audiences.

- Children are introduced to the task of writing and performing their own puppet shows in small groups. All aspects of the task are stated clearly and the children are given the opportunity to ask questions.
- The children are shown a video or look at pictures and research the famous medieval puppet show, “Punch and Judy”.
- They also research aspects of everyday medieval life that they may use as a setting for their play.
- Children are given their group planning sheet to map out the Who, What, When, Where and How of their play and if time permits begin planning their puppet show. See student resource 1.

Visual Art

VA 3.1

Students design, make and modify images and objects applying elements and additional concepts to construct intended meanings.

- The children research the people of medieval times to find out about what they did, what they wore, what they ate, where they lived and their occupations.
- Each child has to make a puppet for the show so the groups must discuss what their characters will be and what they will do in the play.
- Within the groups the children decide on the different characters and begin designing what they will look like.

Music

MU 3.3

Students read and write musical patterns and phrases containing Level 3 core content.

- The children listen to and have a go at playing some different medieval music. See teacher resource 1 for sample music.
- They discuss what makes it different to contemporary music and what part they think music would have played in medieval life.
- The children talk about what part music will have in their play. Will it introduce or finish the play, will it enhance an emotion in their play, will one character sing? etc.
- Time permitting students can begin talking about what part the music will have in their play.

Outcome

Activities

Drama

DR 4.2

Students present devised and scripted drama using performance skills appropriate for a variety of purposes and audiences.

- Talk to the children about their audience and remind them to aim the script at that level.
- Children finish working on their group planning sheet and when satisfied they begin working on their scripts.
- It is important to encourage the children to continue looking at their planning sheet and at the research they did to help them make the right choices for their scripts.
- It is also important that the children don’t feel trapped by their planning

sheets but know that their first idea is sometimes the best idea.

Visual Art

VA 3.1

Students design, make and modify images and objects applying elements and additional concepts to construct intended meanings.

- The children begin work on their puppets. See Teacher Resource 2 for puppet design.
- It is important to remind the children to think about the people in medieval times and to make sure that their puppet is similar and suits its role.
- Remind the children to give their puppet features such as nose and ears.
- The children will only be making the shell of the puppet today and decorating in the next phase.

VA 4.2

Students make and display images and objects, considering purposes and audiences.

Music

DMU 3.4

Students collaboratively plan and prepare a formal performance of repertoire incorporating Level 3 concepts and elements.

- Before beginning to write their musical piece the children must first think about what part of the play it will be in and how it will enhance the play.
- The children are allowed to begin writing and can experiment with different instruments (just small instruments such as triangles, tambourines, drums, xylophones, etc) to see which will be the best for their piece of music.
- It is important to remind the children that a simple piece of music can be no less effective than an elaborate one if done properly.

Phase 3 – Synthesising

In this phase the children are finishing writing and creating and begin practicing their scripts and music. They also decorate their puppets and make their clothing. It is still important at this phase that the children refer to their planning sheets and the research that they did in the first phase.

Outcome	Activities
<p>Drama DR 4.2 Students present devised and scripted drama using performance skills appropriate for a variety of purposes and audiences.</p>	<ul style="list-style-type: none">• Remind the children that this is the last opportunity that they will have to work on their script and to make sure that they have stayed true to the ideas on their planning sheets.• Once they have finished writing the script they can start practicing and rehearsing.• Talk to the students about how sometimes something that looked good on paper may not work and it is ok if they find this out while practicing and change their scripts to fit better.

Visual Art

VA 3.1

Students design, make and modify images and objects applying elements and additional concepts to construct intended meanings.

- Now that the shell is complete the children can paint and decorate their puppet. Budget is the only limit that you have to decorating your puppet.
- You can either let the children make the costumes for their puppets or if parents are available it would be good to have them mass produce some basic costumes that the children can paint and adapt to suit their character.

VA 4.2

Students make and display images and objects, considering purposes and audiences.

Music

DMU 3.4 Students collaboratively plan and prepare a formal performance of repertoire incorporating Level 3 concepts and elements.

- Again this is the last opportunity that the children have time to work on their music and it is important that they have time to practice so that they can make any changes if they feel they are needed.
- This is also the time when they must work out when they will play their small piece of music so that it is not too difficult for them to perform with the puppets and to play their piece.

Phase 4 – Reflection

This is the final phase of the unit. It comprises of 3 parts; a final time for the group to practice their puppet show, the actual performance for their buddies and other class members and an individual time when each child fills out a reflection of how they think the puppet show went and how they worked individually and as a group.

Outcome	Activities
Drama, Music and Visual Art DR 4.2 Students present devised and scripted drama using performance skills appropriate for a variety	<ul style="list-style-type: none">• The children are given one last opportunity to practice and do any fine tuning of their performance to make sure that it is perfect.• This should be treated as a very serious final dress rehearsal.• A stage is set up in the classroom using desks and a curtain and using

of purposes and audiences.

DMU 3.4

Students collaboratively plan and prepare a formal performance of repertoire incorporating Level 3 concepts and elements.

VA 4.2

Students make and display images and objects, considering purposes and audiences.

material to hide the children so that they can not be seen by the audience.

- The children’s buddies come down and they are the audience for the show along with the other members of the class.

- It is important that the children self assess so through the use of a reflective sheet the children answer questions about how they think that the puppet show went, what they liked about their performance and what they would have changed as well as how they worked throughout the process, individually and as a group.

- See student resource 2.

Teacher Resource 1

Street Cries

Eels Live eels, sli - my eels, slip - pe - ry sli - the - ry eels.

Beeswax Bees wax, can - dles, shi - ny smoke - less can - dles.

Eggs Eggs, eggs, dou - ble yolks, fresh - ly laid this morn - ing.

Scarborough Fair

Traditional



Are you going to Scar - bo - rough Fair?_____



___ Par - sley, sage, rose - ma - ry and thyme._____ Re -



mem - ber me to one who lives there,_____



She once was a true love of mine._____

crane drink and come home a - gain.

Greensleeves

Traditional



A - las, my love, you do me wrong, To cast me off dis - cour - teous - ly, And
I have lov - ed you so long, De light - ing in your com - pa - ny.
Green - sleeves was all my joy, Green - sleeves was my de - light,
Green - sleeves was my heart of gold, And who but my la - dy Green - sleeves.

Teacher Resources 2

Paper Mache Puppet Design

Materials

- Balloon
- Half a toilet paper roll
- Masking tape
- Newspaper
- Glue
- Buckets
- Paint
- Paint brushes
- Items for decorating (eg wool, material, stick on eyes, pipe cleaners, etc)
- Material to make clothing (a variety to suit the different occupations eg, plush material for royalty and plain cotton or Hessian for peasants)

Directions

1. Blow up the balloon to a size a little bit bigger than the size of an adult's fist and tie it off. This will be the head.
2. Masking tape the toilet roll to the bottom of the balloon. This will form the neck and where the fingers will go to move the head.

3. Paper mache the balloon and the top of the toilet roll. This is not essential as it will be hidden by clothes. To paper mache cut strips of newspaper into manageable pieces and dip them in a runny glue mix. Place them on the balloon in an even layer and then begin the next layer.
4. To add a nose and ears, roll up small balls or shapes of newspaper and put layers of paper mache over them to hold them on and to create a smooth surface. This works great for things like warts on witches.
5. Once the paper mache is thick enough and it is dry, pop the balloon by placing a pin or skewer up the toilet roll. This is so that fingers can be put inside.
6. Paint the puppet and decorate them with different materials depending on their character. Stick on eyes that move are a great addition and add life to the puppet.
7. To make the costumes, make a simple shirt like shape but do not leave holes for “arms” to go through. Sew up the ends and this becomes the area where the children will put their thumb and pinkie finger to make the puppets arms. Sew in elastic around the neck hole so that when it is put on the puppet’s neck it is tight enough that it won’t slide off.

Student Resource 1

Script Planning Sheet

Title:

Setting:

Characters:

Character 1

Name:

Age:

Occupation:

Physical Description:

A little about me:

Character 2

Name:

Age:

Occupation:

Physical Description:

A little about me:

Character 3

Name:

Age:

Occupation:

Physical Description:

A little about me:

Character 4

Name:

Age:

Occupation:

Physical Description:

A little about me:



Story

Introduction

Complication

Resolution

Student Resource 2

Punch and Judy Puppet Show

Write a short overview of what your puppet show was about and its characters. Give a clear and concise description.

The Writing Process

Explain below the process that your group worked through to reach your final draft i.e. all the ideas you discussed and tried, whose idea it was and why it was accepted or rejected.

Orientation
Complication
Resolution

Puppets

Explain the process that you went through to create your puppet. In what ways did you model it off the people that lived in medieval times? What do you like about your puppet? What would you have changed to improve your puppet?

Music

Explain the process that you and your group went through to write the piece of music. What was the purpose of your piece of music and why did you choose this purpose? How do you think the music improved your puppet show? List the instruments you used and why you chose to use them.

Group Work

If your group had time to improve your performance what would you change? Explain the reasons why?

Assessment Resource 1

Name:		Year Level:	
Year:		Term:	

KEY (not ticked) = Not Yet Demonstrated
 (Ticked) = Demonstrated

Assessment Rubric
Outcomes and Examples of Evidence
<h2>Punch and Judy Puppet Show</h2> <p>Drama DR 3.1 Students negotiate, in and out of role, a range of situations and narratives. DR 4.2 Students present devised and scripted drama using performance skills appropriate for a variety of purposes and audiences.</p> <p>Performance</p> <p>Evidence As a learner I...</p> <p><input type="checkbox"/> Used a range of different voices and expression to enhance my character during the performance.</p> <p style="text-align: center;">A B C D E</p> <p><input type="checkbox"/> Animated my puppet and brought it to life to make the puppet show entertaining and exciting.</p> <p style="text-align: center;">A B C D E</p> <p><input type="checkbox"/> Spoke clearly and loudly so that all in the performance space (classroom) could hear me.</p> <p style="text-align: center;">A B C D E</p>
Script and Group Work

Evidence *As learners we...*

- Worked together and allowed everyone in the group to contribute their ideas to the script.

A B C D E

- Our script had a clear Orientation, Complication and Resolution.

A B C D E

- Our script was exciting and engaging.

A B C D E

- We worked together well during the performance and it went calmly and smoothly

A B C D E

Comments

Assessment Resource 2

Name:		Year Level:	
Year:		Term:	

KEY (not ticked) = Not Yet Demonstrated
 (Ticked) = Demonstrated

Assessment Rubric
Outcomes and Examples of Evidence
<h2 style="margin: 0;">Punch and Judy Puppet Show</h2> <p>Music MU 3.3 Students read and write musical patterns and phrases containing Level 3 core content. DMU 3.4 Students collaboratively plan and prepare a formal performance of repertoire incorporating Level 3 concepts and elements.</p> <p>Evidence As learners we...</p> <p><input type="checkbox"/> Worked together and allowed everyone in the group to contribute their ideas to the musical piece.</p> <p style="text-align: center;">A B C D E</p> <p><input type="checkbox"/> Created a musical piece that was effective in enhancing our play in the part that we chose.</p> <p style="text-align: center;">A B C D E</p> <p><input type="checkbox"/> Chose instruments that conveyed our meaning and worked well with our musical piece.</p> <p style="text-align: center;">A B C D E</p> <p><input type="checkbox"/> Performed the piece accurately and smoothly as part of our puppet show.</p> <p style="text-align: center;">A B C D E</p>
Comments

Assessment Resource 3

Name:		Year Level:	
Year:		Term:	

KEY (not ticked) = Not Yet Demonstrated
 (Ticked) = Demonstrated

Assessment Rubric	
Outcomes and Examples of Evidence	
<h2>Punch and Judy Puppet Show</h2>	
<p>Visual Art</p> <p>VA 3.1 Students design, make and modify images and objects applying elements and additional concepts to construct intended meanings.</p> <p>VA 3.3 Students compare elements and additional concepts of images and objects from a variety of cultural and historical contexts.</p> <p>VA 4.2 Students make and display images and objects, considering purposes and audiences.</p>	
<p>Evidence As a learner I...</p>	
<input type="checkbox"/> Have created a high quality and effective puppet using the selection of materials provided, my own knowledge and that of those around me.	<p style="text-align: center;">A B C D E</p>
<input type="checkbox"/> Created a puppet that reflects the research that I did about how people appeared in medieval times and that suited my puppets gender, status and occupation.	<p style="text-align: center;">A B C D E</p>
<input type="checkbox"/> Created a puppet that has great detail in its facial features, using not only painting but also paper mache.	<p style="text-align: center;">A B C D E</p>
<input type="checkbox"/> Worked collaboratively with my group so that all our puppets work well with the script and performance.	<p style="text-align: center;">A B C D E</p>
<p>Comments</p>	

Assessment Resource 4

Name:		Year Level:	
Year:		Term:	

KEY (not ticked) = Not Yet Demonstrated
 (Ticked) = Demonstrated

Assessment Rubric
Outcomes and Examples of Evidence
<h2>Punch and Judy Puppet Show</h2> <p>Reflection</p> <p>DR 3.3 Students discuss and interpret the learnings and understandings developed through drama experiences. DMU 3.5 Students reflect on and communicate their ideas and responses to music using appropriate musical vocabulary.</p> <p>Evidence As a learner I...</p> <p><input type="checkbox"/> Gave a clear and concise overview of our script and identified all the different characters involved.</p> <p style="text-align: center;">A B C D E</p> <p><input type="checkbox"/> Identified all the different ideas and steps that developed our storyline and script.</p> <p style="text-align: center;">A B C D E</p> <p><input type="checkbox"/> Identified the process used to make the puppet and gave insightful information about what I liked and would have changed. I also showed how my puppet was modelled off people from medieval times.</p> <p style="text-align: center;">A B C D E</p> <p><input type="checkbox"/> Identified the steps we took to create our musical piece, what part of the show it was used for, how it enhanced the show and what instruments we used and why.</p>

A

B

C

D

E

- Explained clearly ways in which my group's preparation and performance could be further improved.

A

B

C

D

E

Comments