

# TEACHER GUIDE



## Making A Hip Hop Beat

With: Garielle Dufresne

Grade: 7/8

Date: May 7th

Artistic Discipline: Theatre (Puppetry)

### OVERVIEW

Join Gabrielle Dufresne for a romp through the world of puppetry. She will utilize a variety of different kinds of puppets across the grade levels from creating simple puppets from scratch, to shadow puppetry, to large multi-person puppets and everything in between. Learn how to bring movement to life through puppet creation!

### CLASSROOM SETUP

Move the desks/tables in your classroom to the side so that they're out of the way but accessible. Make sure the students have space to move around and sit at a desk to make their puppet.

### MATERIALS

- Styrofoam Balls (1 per student) - at least 2 inches wide
- Thumb Tack (1 per student) (as a puppet nose)
- Skewers (1 per student)

### ARTIST BIOGRAPHY

Gabrielle Dufresne (she/her) is a Fransaskois actor, theatre artist, and educator based in Treaty 6 Territory. She holds a BFA and an MA in Theatre Performance, and is the Co-Creator of the Tic Toc TEN Short Performance Festival in Regina. When not on stage, in front of the camera, or doing voice-over work, Gabrielle is often busy translating, or building her next puppet.



# Curriculum Outcomes & Indicators



## Grade Seven

CP7.2 Investigate and manipulate the elements of dance and principles of composition including tension and resolution.	<i>a. Investigate and demonstrate ways of creating tension and resolution using the elements of actions, body, relationships, dynamics, and space.</i>
CP7.3 Create and refine transitions within choreographic forms (e.g., ABBA, narrative).	<i>h. Extend body's range of movement, strength, and balance with attention paid to correct alignment and clarity of action.</i>
CP7.4 Investigate how dramatic character develops from role.	<i>b. Investigate when in role how character may be expressed through actions.</i>

## Grade Eight

CP8.2 Investigate and use choreographic forms (e.g., theme and variations, canon).	<i>f. Sequence and develop movements to express and communicate ideas.</i>
CP8.4 Demonstrate how dramatic characters interact in relationships within the drama and/or collective creation.	<i>a. Sustain belief in own roles and in the roles assumed by others for extended periods of time.</i>
CP8.5 Investigate how theatrical elements (e.g., story, character, design, space) are combined to achieve dramatic purpose.	<i>e. Analyze the use of movement, and the use of space and time in own work.</i>

# Workshop Vocabulary

## Puppet

A mini version of a person or animal that we move with our hands to make it look alive.

## Marionette

A puppet that's controlled by strings attached to its arms and legs.

## Lip Sync

When we make the puppets mouth move along with the words we say.

## Character Mask

A mask we make that has some big features that tell us something about the character it is for.

## Animate

To bring something (like a puppet) to life through our acting.

# Pre Workshop Exercises



## EXERCISE 1 - Current Popular Puppetry

- Take in some modern examples of puppetry so that your students have a bit of context for what our artist will be talking about. While watching the videos have your students reflect on some of the following questions:
  - Why do you think that puppetry has lasted so long as an art form throughout human history?
  - What sort of mechanisms had to be used to make these puppets work?
  - Why would someone choose to use a puppet instead of just getting an actor to act out that character?

Cirque Du Soleil:

<https://www.youtube.com/watch?v=HOOUqUtRI5E>

Lion King:

<https://www.youtube.com/watch?v=Zk8v6UhfuoY>

<https://www.youtube.com/watch?v=83zD3ccsNUc>

Life of Pi:

<https://www.youtube.com/watch?v=VOzXL4ERdpg>

Thang Long Vietnamese Water Puppetry:

<https://www.youtube.com/watch?v=DwxyIOqL2ZU>

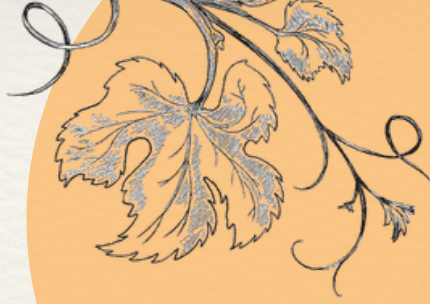
## EXERCISE 2 - Animation

- Get your students thinking about the way that movement animates a puppet into life.
- Get your students some chromebooks/laptops (iPads or something with a touch screen would be ideal) and have them start to think about how to animate something:

<https://animuok.lt/animation/>

- The way that this animator works is that you draw an object/character/face and then click the '+' sign at the bottom to open the next frame of the animation. Use the faint outline of the previous slide to re-draw your character from the previous slide, but add a slight bit of movement.

# Pre Workshop Exercises



- Keep adding new frames and new movements until you've developed a bit of motion, then hit the green play button at the top of the bottom toolbar to watch your animation play out.
- Give your students some simple challenges with it. First ask them to draw a face and animate a facial expression. Then ask them to make a stick man and animate him walking. Get them to expand the skills out as they figure out what kind of movement communicates well.

# Broadcast Program

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00:00 - 00:05:

Artist Bio Video + Introduction

00:05 - 00:08:

Puppet fundamentals - the big ideas!

00:08 - 00:12:

The Look - making our 3D puppet heads

00:12-00:25:

Explorations with the puppet - breathing, walking, emotions & sharing

00:25 - 00:30:

Making the Neck + Exploring

00:30 - 00:45:

Extensions of the body - Making hands - 3 person giant puppets

00:45 - 00:50:

Artist Q & A



# Post Workshop Exercises



## EXERCISE 1 - Make Another Story

- Give your students time to keep playing with the puppets they made for the broadcast.
- Let your students respond in role to other student's puppets, have them move around in different groups, adapting their puppets to another person/group's puppets, finding a way to make the two separate characters and scenes come together.
- Once the students have played with their puppets, have them sit down and actually write out a story for their puppet.
- Have them write down the setting for the story, 2 actions that happen in their story and 8 lines of dialogue.
- Have the students perform their little scenes to each other in small groups. Then ask all the listeners in each group to give one idea of something that could be added to the story. Have each student try to find a way to incorporate this feedback into their story.

## EXERCISE 2 - Thinking of Visual Symbolology

- The goal is to now get the students to think of how a puppet can act as a visual symbol for a larger meaning.
- Show your students the following video. It doesn't have puppets but it plays a phone conversation of a couple breaking up while their conversation is represented visually through a gorgeous watercolor and ink animation of two characters having a sword fight:  
<https://www.youtube.com/watch?v=Sf5wldYrTuY> - Requiem for Romance
- Ask your students why the creators used that animation to represent the phone conversation.
- Ask them what sort of movement happened in the short film (story wise, character wise, animation wise etc)
- Ask them how this sort of visual storytelling could connect with any of the cultural forms of puppetry they learned about earlier.
- Now have your students go back to their own puppets. Have your students brainstorm up ways to either modify their current puppet or create a new one that will have some sort of visual symbol as a part of it.
- To get them thinking on the topic, ask them to think of an emotion and then to come up with an animal and a color they think best represents that emotion, how could they turn that into a puppet? How could they take their current puppet and add colors or accessories to accentuate the character that they're creating?

# Additional Information

## Upcoming Workshops

*We are finished our workshops for this school year  
but keep your eye out for an email announcement of next  
years programs that we'll send out at the end of August*

If you want to reach out to Gabrielle to bring her into your classroom in person you can reach her at: [gabrielle.dufresne@gmail.com](mailto:gabrielle.dufresne@gmail.com)

