



Design and create a controllable puppet

| National Curriculum | Wk. | NC coverage | Knowledge and Skills | Key Vocab | Activity Outline |
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| <p>Purpose of study: Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.</p> <p>Aims The national curriculum for design and technology aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop the creative, technical and practical expertise needed to perform | 1 | <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>explore and evaluate a range of existing products</p> | Use pictures and words to convey what they want to design/make. | <p>Puppet</p> <p>Function</p> <p>Character</p> | <p>TBQ: What are puppets?</p> <p>Show various types of puppets (hand puppets, marionettes, shadow puppets).</p> <p>Discuss the purpose of puppets in storytelling or performances.</p> <p>Talk about different characters that puppets can represent.</p> |
| | 2 | <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>explore and evaluate a range of existing products</p> | Propose more than one idea for their product. | <p>Controllable</p> <p>Movement</p> <p>String</p> | <p>TBQ: What are controllable puppets?</p> <p>Show how marionettes or string puppets move and work.</p> <p>Discuss how puppets are controlled (e.g., strings, rods).</p> <p>Let students try controlling a marionette or a simple string puppet.</p> |
| | 3-4 | <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> | Use drawings to record ideas as they are developed. | <p>Mechanism</p> <p>Function</p> <p>Structure</p> | <p>TBQ: How can I design a puppet?</p> <p>Lesson 3 - Students create a basic design sketch for their puppet.</p> <p>Discuss the materials they will use.</p> <p>Encourage students to think about the character, size, and features.</p> <p>Lesson 4 - Finalise puppet designs.</p> |




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| <p>everyday tasks confidently and to participate successfully in an increasingly technological world</p> <ul style="list-style-type: none"> • build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users • critique, evaluate and test their ideas and products and the work of others • understand and apply the principles of nutrition and learn how to cook. <p>Key stage 1 Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry, and the wider environment]. When designing and making, pupils should be taught to:</p> <p>Design:</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through | | | | | <p>Consider how the puppet will move (strings, rods, etc.).</p> <p>Discuss the structure and functionality of their puppet designs.</p> |
| | 5 | select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] | Select materials/ ingredients from a limited range that will meet the design criteria. | Cardboard Fabric Glue | <p>TBQ: Which material is best?</p> <p>Show different materials they will use (cardboard, fabric, glue).</p> <p>Let students explore and touch and explore the materials.</p> <p>Discuss how different materials can be used for different parts of their puppet.</p> |
| | 6 | select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics | Explain which materials/ingredients they are using and why. | Head Body Framework | <p>TBQ: How do I construct a head?</p> <p>Students begin constructing the head and body of their puppet using cardboard or other materials.</p> <p>Discuss the importance of the puppet's head and body for stability and movement.</p> |
| | 7-8 | select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] | Describe what they need to do next | Face Expression Detail | <p>TBQ: What facial features should I include?</p> <p>Lesson 7: Add facial features (eyes, nose, mouth) using fabric, paper, or other materials.</p> <p>Discuss how different expressions can make the puppet look happy, sad, etc.</p> <p>Lesson 8: Add arms and legs to the puppet, making sure they can move.</p> <p>Discuss how clothing can change the puppet's look and make it more expressive.</p> |
| | 9 | select from and use a wide range of materials and components, including construction materials, textiles and ingredients, | Discuss their work as it progresses. | Control String | <p>TBQ: What control mechanism shall I add?</p> <p>Attach strings or rods to the puppet for control.</p> |



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| <p> talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria <p>Technical Knowledge:</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Cooking and nutrition</p> <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love</p> | | according to their characteristics | | Rod | <p>Test the movement of the puppet.</p> <p>Discuss how the control mechanism works to make the puppet move.</p> |
| | 10 | evaluate their ideas and products against design criteria | Say what they like and do not like about items they have made and attempt to say why. | <p>Refine</p> <p>Balance</p> <p>Adjust</p> | <p>TBQ: How can I refine my puppet?</p> <p>Refine any parts of the puppet that need adjusting.</p> <p>Test and adjust the movement to ensure it works smoothly.</p> <p>Discuss balance and how the puppet needs to be stable.</p> <p>Students practice controlling their puppets and making them move.</p> <p>Encourage them to perform simple actions (walking, talking, etc.).</p> <p>Discuss how practice makes the puppet’s movement smoother.</p> |
| | 11 | explore and evaluate a range of existing products | Talk about their design as they develop and identify good and bad points. | <p>Final</p> <p>Finish</p> <p>Presentation</p> | <p>TBQ: Can I finalise my puppet?</p> <p>Make final touches to the puppets (adding details, adjusting movement).</p> <p>Prepare for the final presentation of their puppet.</p> <p>Discuss how the puppet is now ready for use in a performance.</p> |
| | 12 | explore and evaluate a range of existing products evaluate their ideas and products against design criteria | Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user. | <p>Evaluate</p> <p>Feedback</p> <p>Success</p> | <p>TBQ: Can I evaluate my puppet?</p> <p>Students present their puppets to the class.</p> <p>Discuss what worked well and what could be improved.</p> <p>Provide constructive feedback to peers.</p> |



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| <p>of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. | <p>13 – end</p> | <p style="text-align: center;">Assessment</p>  <p>Present their Puppet:</p> <p>Show their finished puppet to the class. Describe their design choices (e.g., character, materials used, how it moves). Explain how they made the puppet move (e.g., using strings, rods, or other mechanisms).</p> <p>Performance:</p> <p>Students will use their puppet to perform a short (1-2 minute) scene or action, such as: A simple conversation between two puppets. A puppet performing a specific action (e.g., walking, dancing). A brief story or dialogue showcasing the puppet’s character and abilities.</p> |
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