

## SHADOW PLAY (LEVEL 2)

<b>Description</b>	Learners will explore the qualities of light and shadows. They will create their own shadow theatre by illustrating part of their story, illustrating and cutting their own puppets and setting up the stage
<b>Leading Question</b>	Can we create a show with shadows?
<b>Total Time Required</b>	5 hours over 5 days
<b>Supplies Required</b>	White Sheet Straws / Skewers / Toothpicks Light source: Lamp, Torch, Sun etc. Tape, Paper, Black Marker / Crayon, Scissors Paint and Paintbrush Paper and Pen
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Identify sources of light as natural and artificial</li> <li>2. Classify and name some everyday examples of opaque, translucent and transparent objects.</li> <li>3. Investigate how opaque objects cast a shadow, and how the shadow appears.</li> <li>4. Investigate how shadows change when the distance of a light source is altered</li> <li>5. Storytelling through puppets</li> </ol>
<b>Previous Learning</b>	None

## DAY 1

Today you will explore the properties and qualities of light through this project!

<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>15 minutes</b>	<ul style="list-style-type: none"> <li>• Learners will explore the importance of light so that we can see and to provide heat. Learners will draw a scene in the daylight and night – they will think about the different things we do when it is light or dark.</li> <li>• Learners will explore that most of their working time is in the day with the sunlight and most people sleep in the night in the darkness</li> </ul>




**15 minutes**

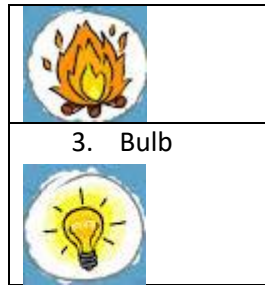
- Learners will draw an image of “light”. They will think of how they can draw and show light and draw this. Learners will think of all the words they associate with light.
  - What colour do you associate with light?
  - How would you describe light?
  - What are the main sources of light?
  - Do you think of hot or cold when you think of light?
- Learners will illustrate and label these answers in mind map for example: bright, sun, yellow etc.



**15 minutes**

- Learners will identify all the sources of light and make a list illustrating their examples
- Input: Parents can support the learners with input on this including:
  - Natural: Sun, Stars, Moon, Flame (Candles, Stove), Lightening etc.
  - Artificial: Light bulb, Torch etc.
- They will draw the different sources within each of the columns:

Sources of Light
1. Sun 
2. Fire



**15 minutes**

- Learners will explore what happens without lights and how the different senses work together. Learners can play a game of dark room. In this game, learners will turn off all the lights of the room and make it dark. The family members will call out and learners will try and find them based on their voice. Learners will think about how their different senses of sound and sight work together, there are animals like bats that are blind but follow sounds and echoes.

## DAY 2

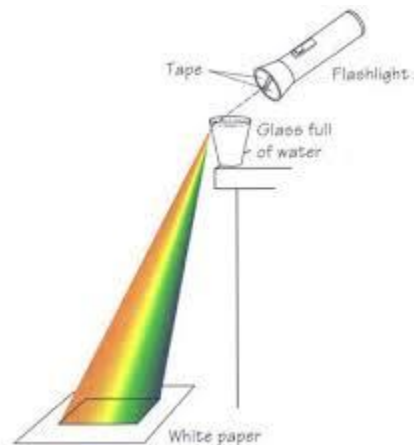
Today you will continue to explore the properties of light and colour.

**Suggested  
Duration**

**Activity and Description**

**20 minutes**

- Learners will conduct an experiment on how rainbows are formed. Learners will place a white paper or sheet on the ground or a table. They will fill a glass with water and hold this against the sun – as the light goes through the glass of water it reflects a rainbow on the white sheet of paper



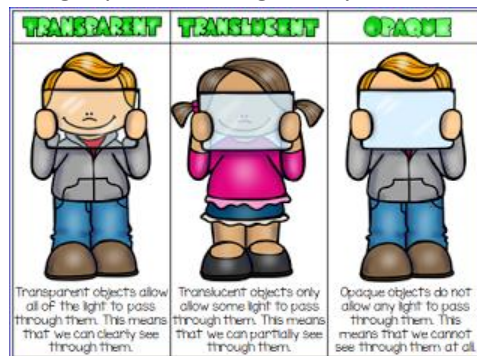
- Input: This is called the prism effect when different colors of light hit a prism, or an object with 2 sides that are not parallel, they leave at different angles (refraction) so they separate.
- Learners will understand that sunlight has all the colours. They will paint over the reflected rainbow that is on the paper with colours and paints

**20 minutes**

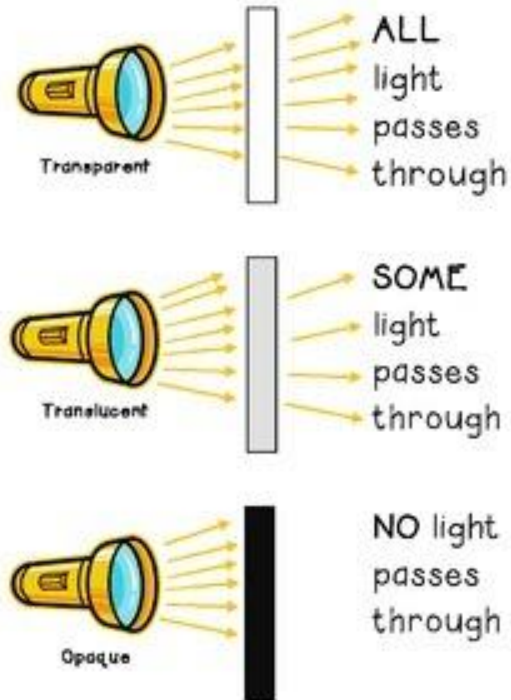
- Learners will explore how colours mix to create new colours. Learners will experiment with mixing different colours to see what happens. Learner will start with the primary colours of red, blue and yellow
  - Learners will then write the “math – equations” on the result as a list for example:
    1. Red + Yellow = Orange
    2. Red + Blue = Purple
    3. Yellow + Blue = Green

**20 minutes**

- Learners will explore how some things are transparent, translucent or opaque by holding up items against a source of light.
- Parents can explain to the learners:
  - Transparent materials include glass, windows, clear plastic etc. that you can clearly see through since all light passes through
  - Translucent materials include sunglasses, white shirt, paper towel, white sheet etc. that you can partially see through since some light passes through
  - Opaque materials include a chair, a cardboard box, a book etc. that no light passes through and you cannot see anything through



### Translucent, Transparent & Opaque



## DAY 3

Today you will explore the sun's patterns and the impact of shadows.

Suggested Duration	Activity and Description
30 minutes	<ul style="list-style-type: none"> <li>Learners will track their sun's movements through the day and see where it is from their window. They will illustrate this in a schedule answering the following questions</li> <li>Prompts include: <ul style="list-style-type: none"> <li>Where do they see the sun from their window?</li> <li>How bright is it?</li> <li>How big is the sun?</li> <li>What is the colour of the sky around it?</li> </ul> </li> <li>Learners will draw and label images of sunrise, mid-day and sunset based on the above.</li> </ul>



**5 minutes**

- Numeracy extension: learners will read the time and write that down for the different times of the day that they are illustrating e.g. sunrise (6 am), mid-day (12 pm) and sunset (6 pm). Learners will conduct subtraction to see how many hours it takes the sun from sunrise to mid-day

**30 minutes**

- Learners will now explore the concept of shadows – a shadow is made when an object blocks the light – this is for opaque objects. A shadow can show an object's shape, but it cannot show colors or details (like a smile or a frown).
- Learners will place small toys or objects in the sun and place a paper underneath it. The learners will try and trace the shadows of their toys



- Learners will try and form shadows of their own body and move around to see how their shadows move – they will form a sundial to mark their own shadows at different times of the day standing at the same place. Learners will notice where their shadows move on the ground and the length of their shadows



## DAY 4

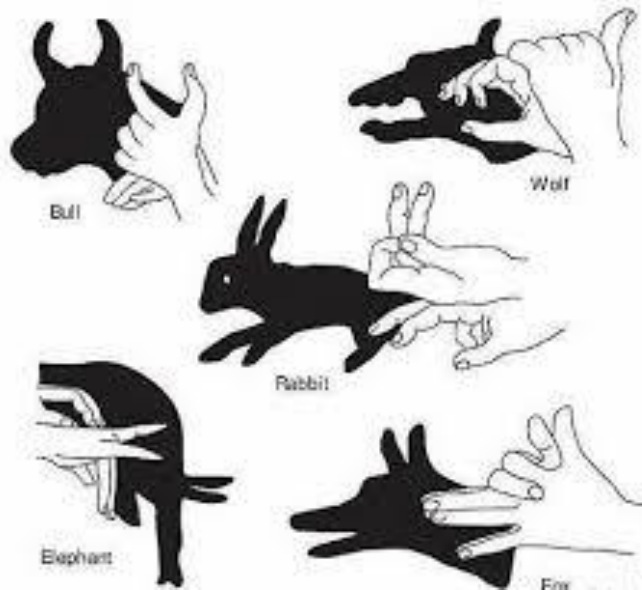
Today you will begin to plan for your shadow puppet theatre!

### Suggested Duration

30 minutes

### Activity and Description

- Learners will use a torch or the sun to form shadows with their hands and form different animals and characters and try and have their family guess what these different shadows are?



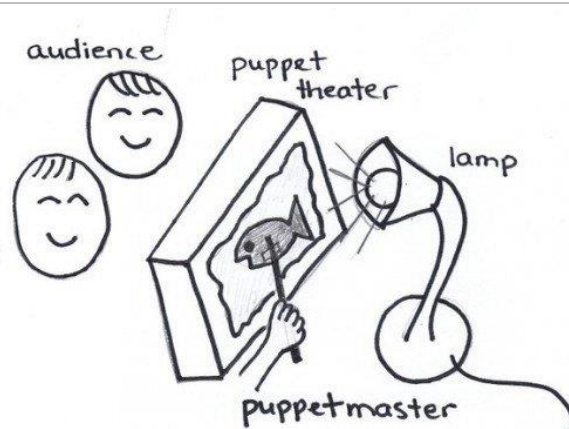
<b>20 minutes</b>	<ul style="list-style-type: none"> <li>• Learners will think of a basic story that they will tell the viewers through the shadow theatre – to make it easier they can adapt a section of a story that they already know. Learners should pick a story with not more than 2 or 3 characters: a wolf, a princess, a rabbit and props including the sun, a house, a cloud etc.</li> <li>• Learners can illustrate or write out the story. Learners can think of a fairytale like the Hare and the Tortoise Race or Jack and the Beanstalk</li> </ul>
<b>30 minutes</b>	<ul style="list-style-type: none"> <li>• Learners will now design the main “characters and props” of shadow theatre as puppets. Learners will draw the main outline on paper or cardboard and colour this inside with black crayon, paint or marker             <ul style="list-style-type: none"> <li>- Learners will now cut out these characters or props and stick them using tape on toothpicks / chopsticks</li> </ul> </li> </ul>

## DAY 5

Today you will begin to set up and present your shadow puppet theatre!

<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>30 minutes</b>	<ul style="list-style-type: none"> <li>• Learners will design the stage.             <ul style="list-style-type: none"> <li>- They will need to find a place to hang a large white bedsheet or shadow screen – it can be hung on a door frame (it is better if the screen is straight)</li> <li>- There needs to be space behind the screen for the learners to stand and hold the puppets</li> <li>- The bottom half of the screen can have a desk or table so learners can hide behind it when they operate the puppets</li> <li>- They will need to find a good source of light e.g. sunlight or a lamp / storch behind the screen</li> <li>- There needs to be space in front of the screen for audience to sit</li> </ul> </li> <li>• Learners can use a doorframe – learners have to make the screen is pin a large sheet of paper on the frame or hang a sheet from the rod.</li> </ul>





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| <b>10 minutes</b> | <ul style="list-style-type: none"> <li>Learners will play with light and experiment with it until learners discover its effects on the shadows your puppets make. Learners will quickly discover that the shadows grow larger when the puppets are close to the light source, and smaller when they are further away</li> </ul> |
| <b>10 minutes</b> | <ul style="list-style-type: none"> <li>Learners will “act” out the story using these puppets and props and try and simultaneously narrate or tell the story. Learners can also add music or sound effects for e.g. a plastic bottle with little stones as a shaker for rain etc.</li> </ul>                                     |
| <b>10 minutes</b> | <ul style="list-style-type: none"> <li>Learners will now enact the play for their family.</li> </ul>  |
| <b>10 minutes</b> | <ul style="list-style-type: none"> <li>Learners will ask family about their opinion about the play: Did they understand the characters based on the shadows? Did the family members like the story? Did the family members enjoy any additional effects of sound or the narration of the story?</li> </ul>                      |

## ASSESSMENT CRITERIA

- Clarity of drawings, illustrations and labelling including the understanding demonstrated
- Creativity and simplicity of the story and character puppets
- Narration and retelling of the story
- Ability to distinguish between objects as opaque, translucent or transparent

## ADDITIONAL ENRICHMENT ACTIVITIES

Learners can design more complex shadow puppet theatre

EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/LGAP9k17fMyJrKJN7>

## MODIFICATIONS TO SIMPLIFY

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Learners can work on days 3 – 4 and 5 of the project to explore shadows and create their own shadow theatre