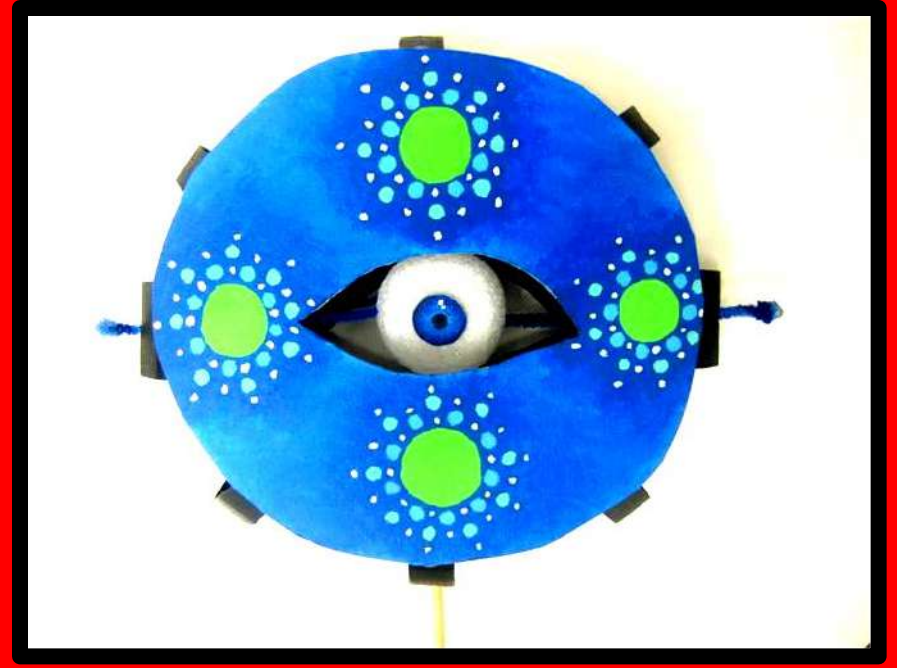


Indonesian Shadow Puppets and Their American Counterparts

This presentation deals with a visiting Indonesian scholar-in-residence who brought to the classroom issues of culture, history, politics, religion, and the arts which resulted in the creation of contemporary shadow puppets.



Dr. Eve Eisenstadt

Eisenstadt@scarsdaleschools.org

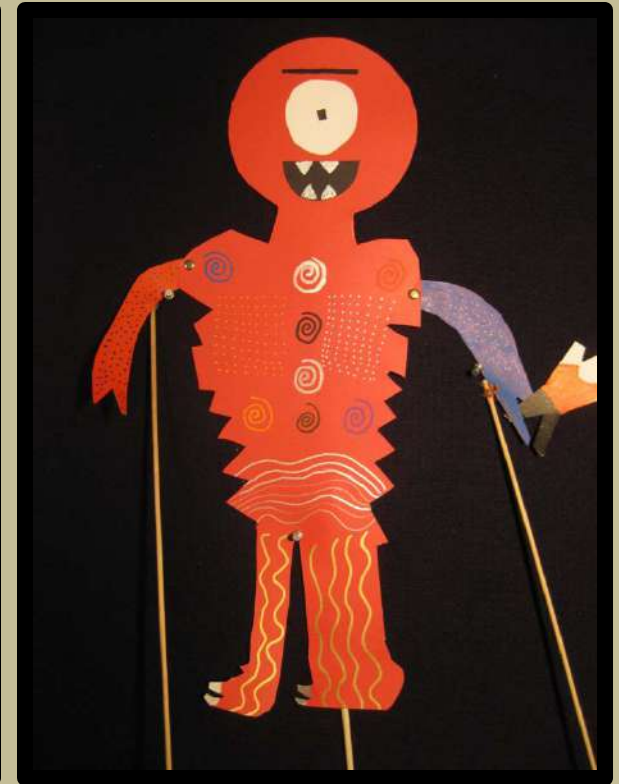
Dr. Nadine Gordon-Taylor

Ngordon@scardaleschools.org

A version of this power point will be placed on the Scarsdale High School Website.

What we will cover in this presentation:

- Our Interdisciplinary Initiative
- An overview of the Ninth Grade Foundation Collaboration with the English Department
- Show a Video Clip of One of the Student Performances



Wayang Kulit is a unique form of theatre employing light and shadow and is one of the oldest traditions of storytelling in the world. The puppets are crafted from buffalo hide and mounted on bamboo sticks. When held up behind a piece of white cloth, with an electric bulb or an oil lamp as the light source, shadows are cast on the screen. The puppets are beautiful art objects focusing on:

Descriptive Contours
Negative Space
Repeated Patterns
Asymmetry and Symmetry
Finished front and back



The Dalang tells the story, manipulates all the figures, interprets characters and voices for each, and produces sound effects. The Dalang also sings, cues the musical accompaniment, speaks several languages and blesses the performances.



**Students love the following video clips.
This ancient art form has a place in
contemporary visual culture.**



Ninth Grade Odyssey Project



Outlining the Known and the Unknown: Contemporary Shadow Puppets and the Journey of Odysseus

The Big Picture:

You will be breaking up into groups and creating detailed shadow puppets. These silhouetted figures will be influenced by the Indonesian Wayang Kulit shadow puppets. You will be rewriting your chapter of the Odyssey by creating a model, contemporary story based on the Odyssey. You shadow puppets will reenact the story and be performed in class.

Procedure:

You will be broken up into three groups:

Please list your members:

Group I:

_____	_____	_____
_____	_____	_____

Group II:

_____	_____	_____
_____	_____	_____

Group III:

_____	_____	_____
_____	_____	_____

What is the name of your story?

Draw out different possibilities for your character:

A large, empty rectangular box with a thin black border, intended for drawing or sketching. It occupies the majority of the page below the instruction text.

Who are the characters in your story?

List them:

List as many of the characteristics of your character as possible. For examples, he has long hair, he eats people, he is handsome, etc.

[illegible]

What other objects do you need to complete your scenery?

Remember, you are focusing on:

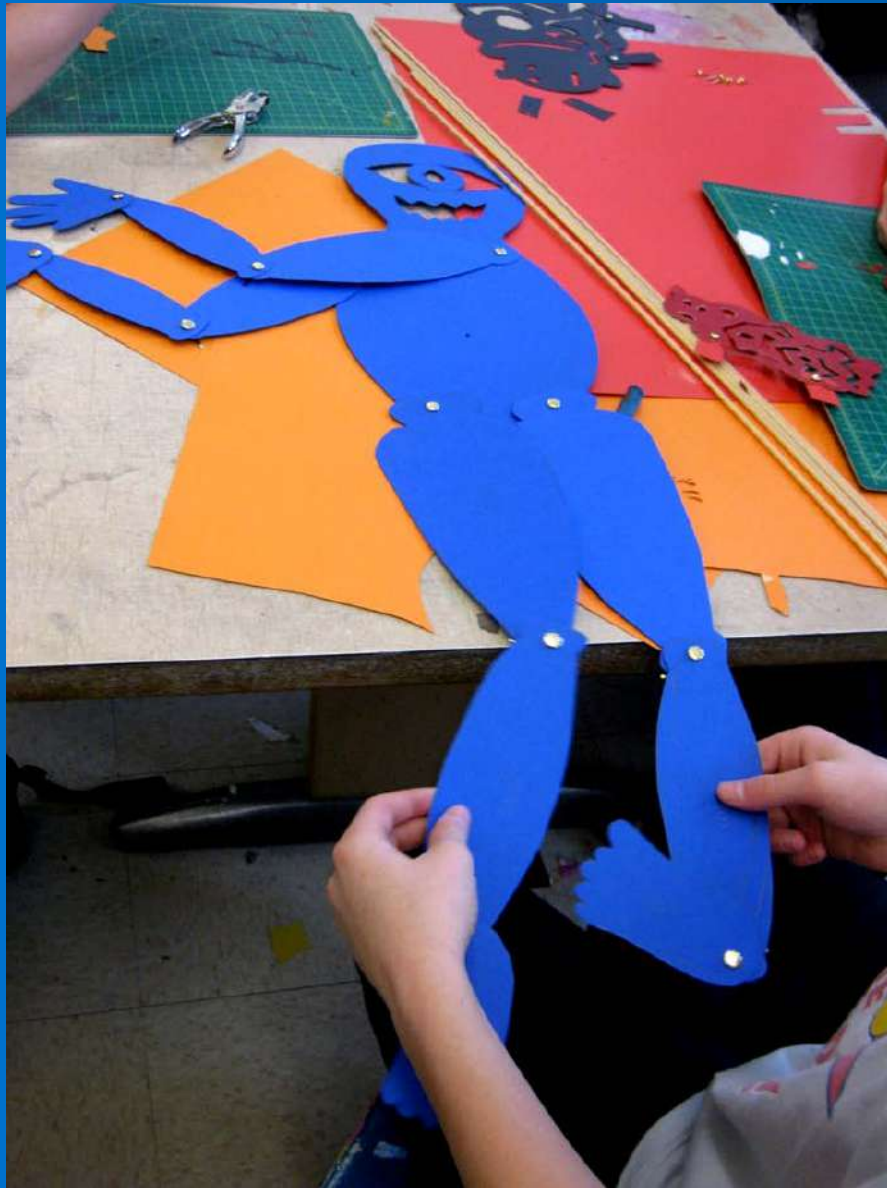
Contour line edges – interesting and distinct edge (like in a silhouette)

Negative space – so light can pass through and look interesting on the sheet during the performance

Patterns and designs – the puppet is a work of art and should be creative and beautiful whether it is used in a performance or just stood up on a shelf

Unusual interpretations of faces and bodies – try to create new interpretations of the body and face – don't just do what is normal

Hierarchical scale



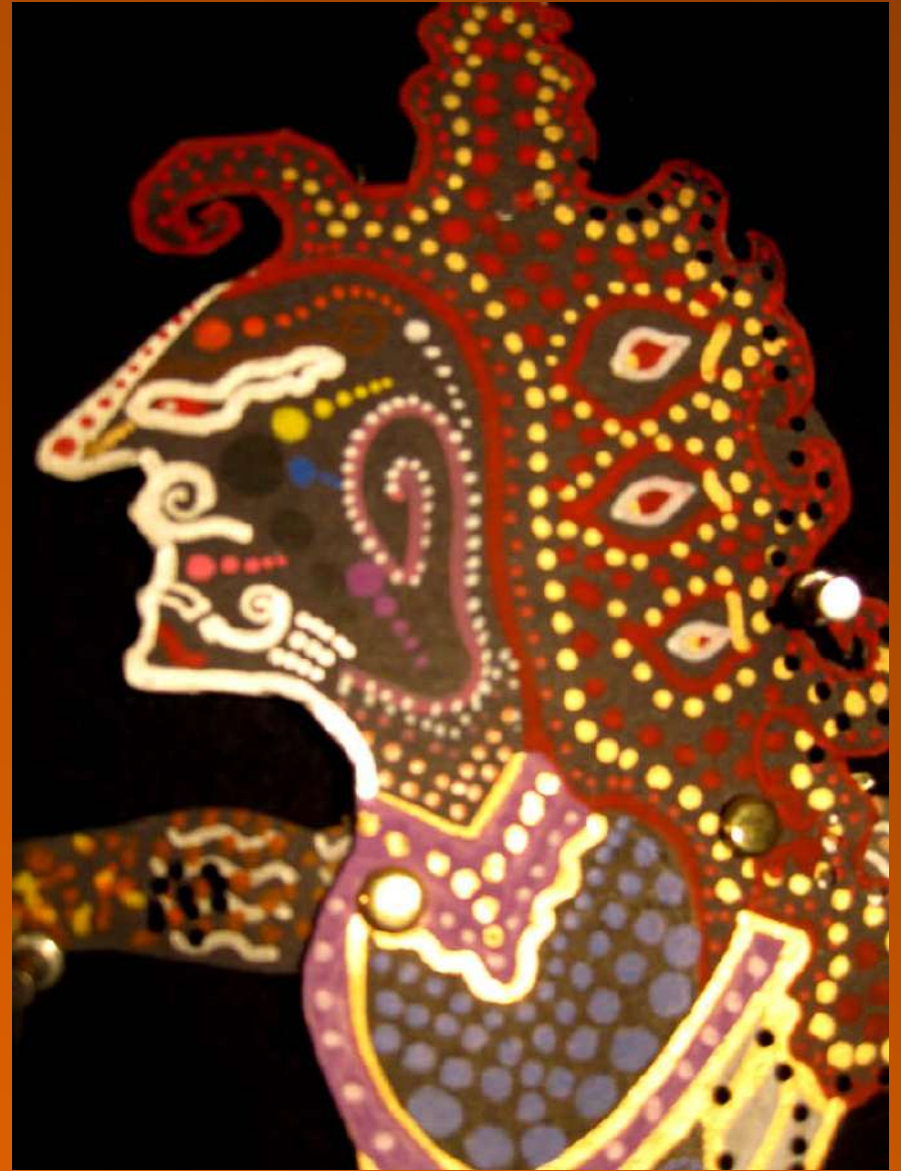
Each class interpreted their story in a different way.



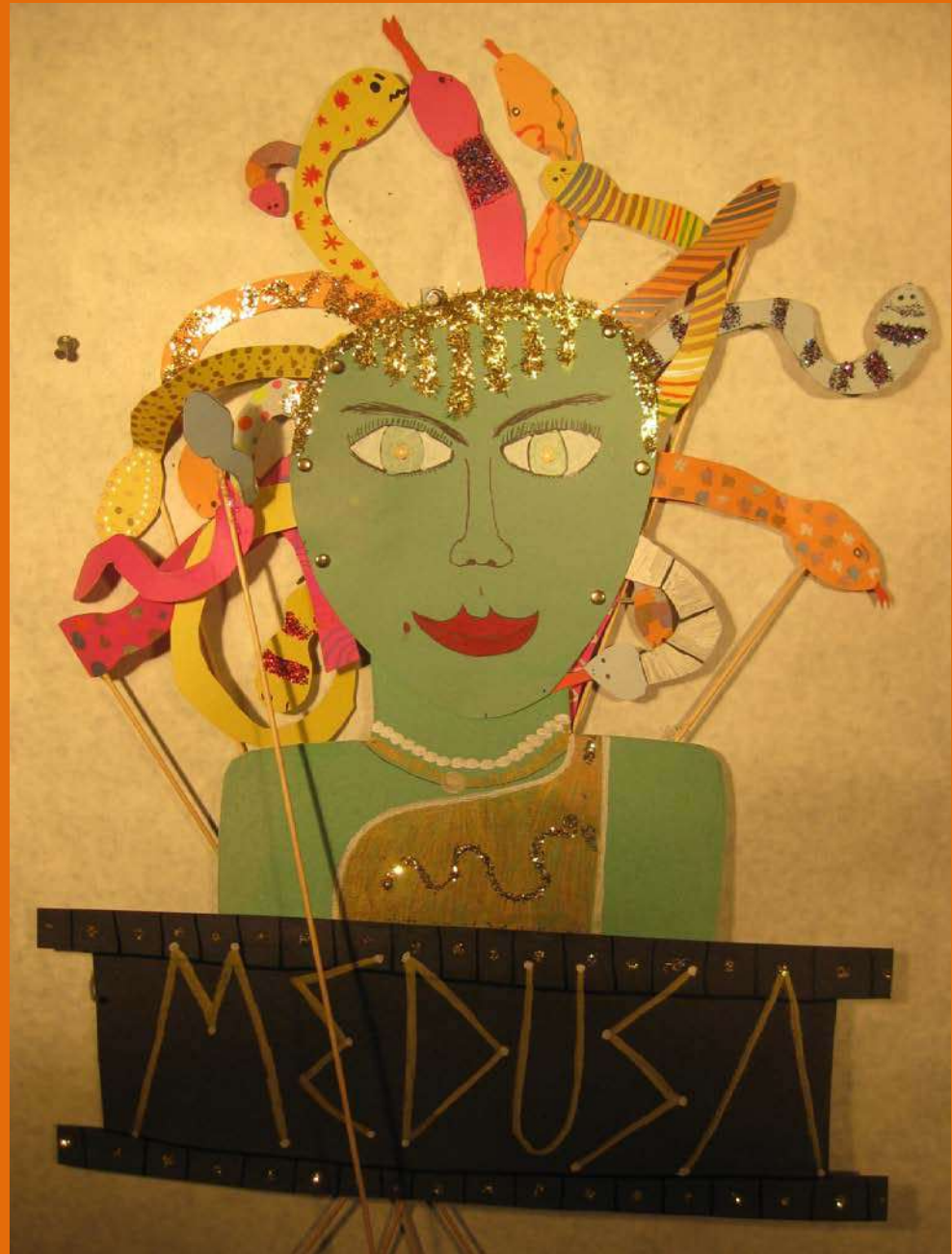
Along with contours, negative space was emphasized.

Fasteners were used to allow motion at the shoulders and elbows. Sticks weren't glued on they were sewed on to allow a greater range of motion.



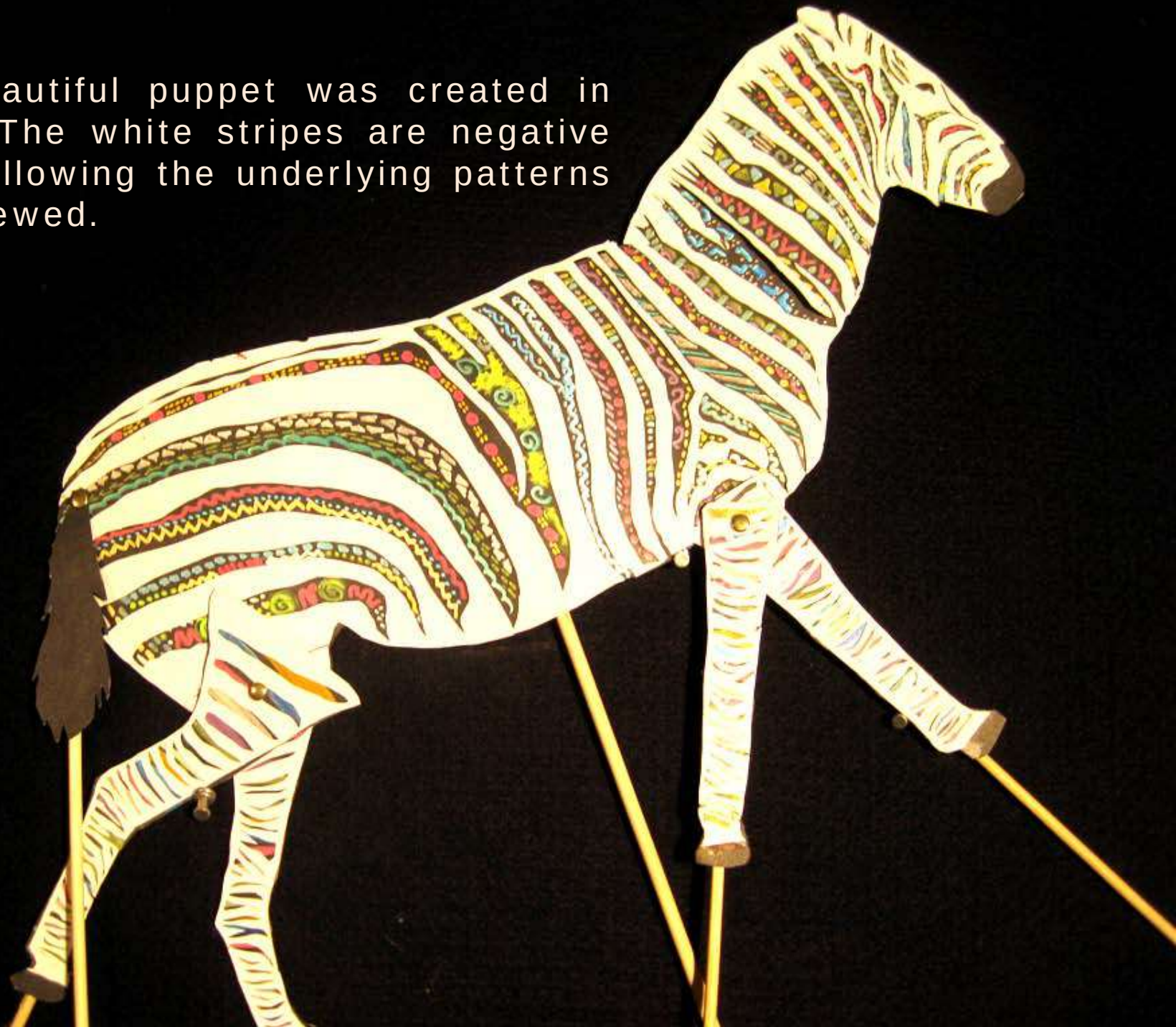


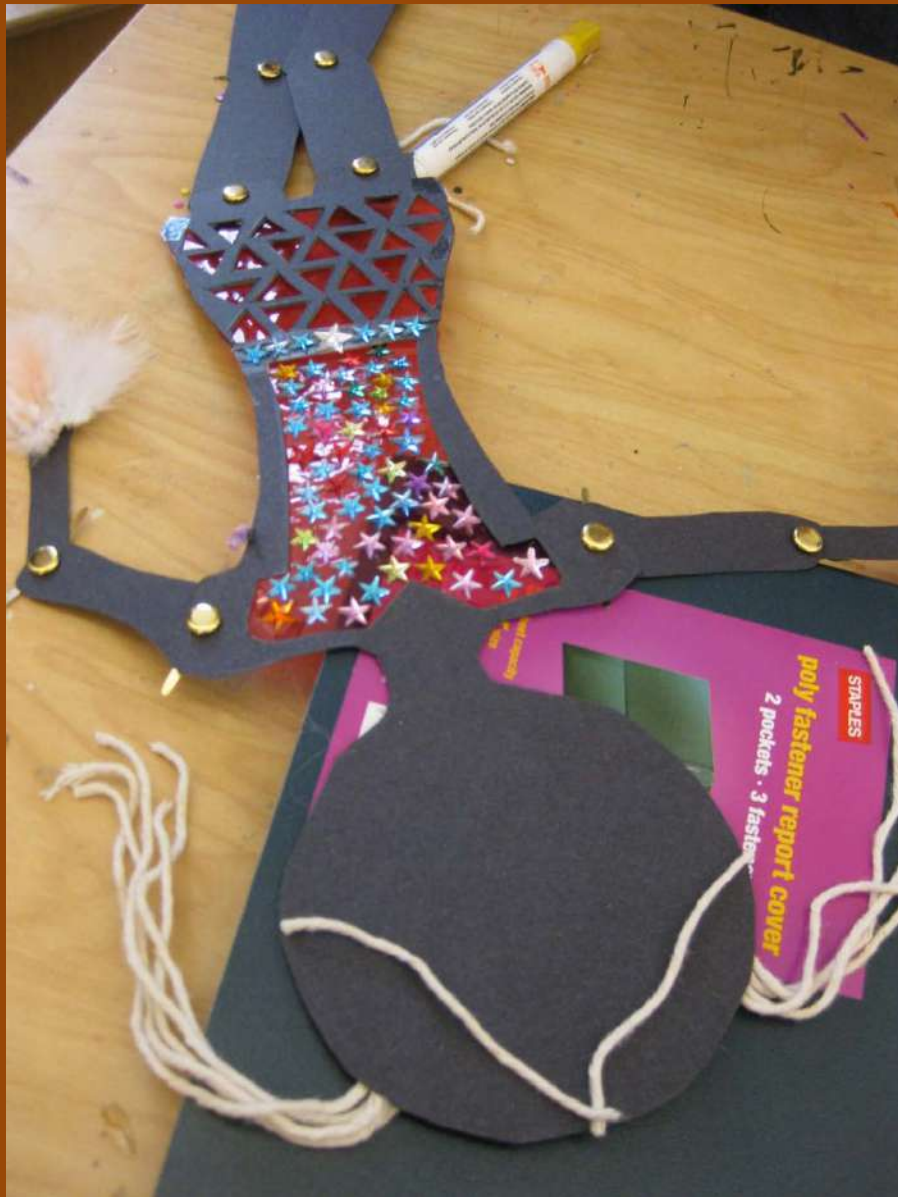
Some students chose a more traditional puppet style.



Some students chose to keep their puppets closer to the original story.

This beautiful puppet was created in layers. The white stripes are negative space allowing the underlying patterns to be viewed.

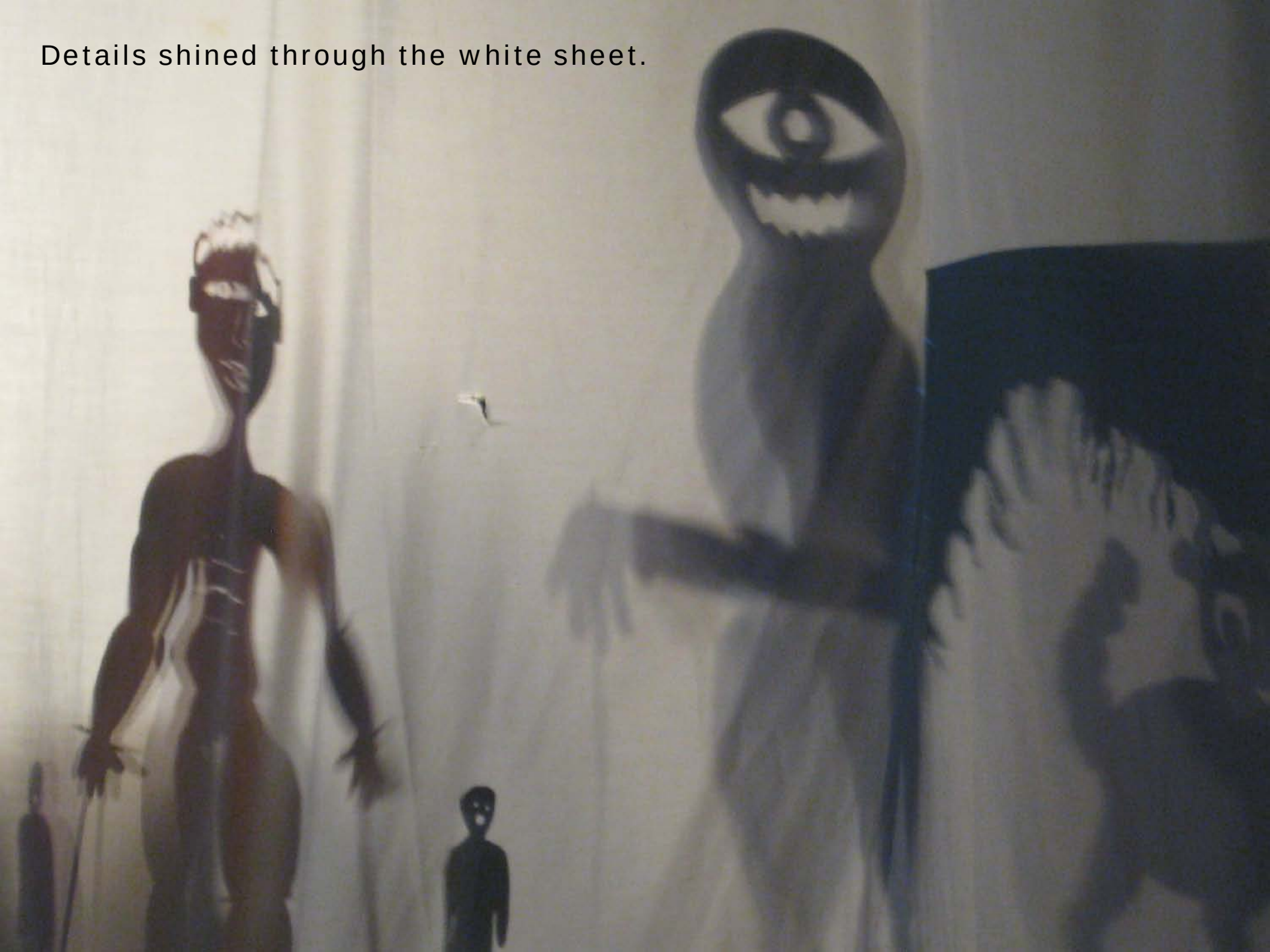




Colored acetates, gels, and cellophane were used to add color when projected.



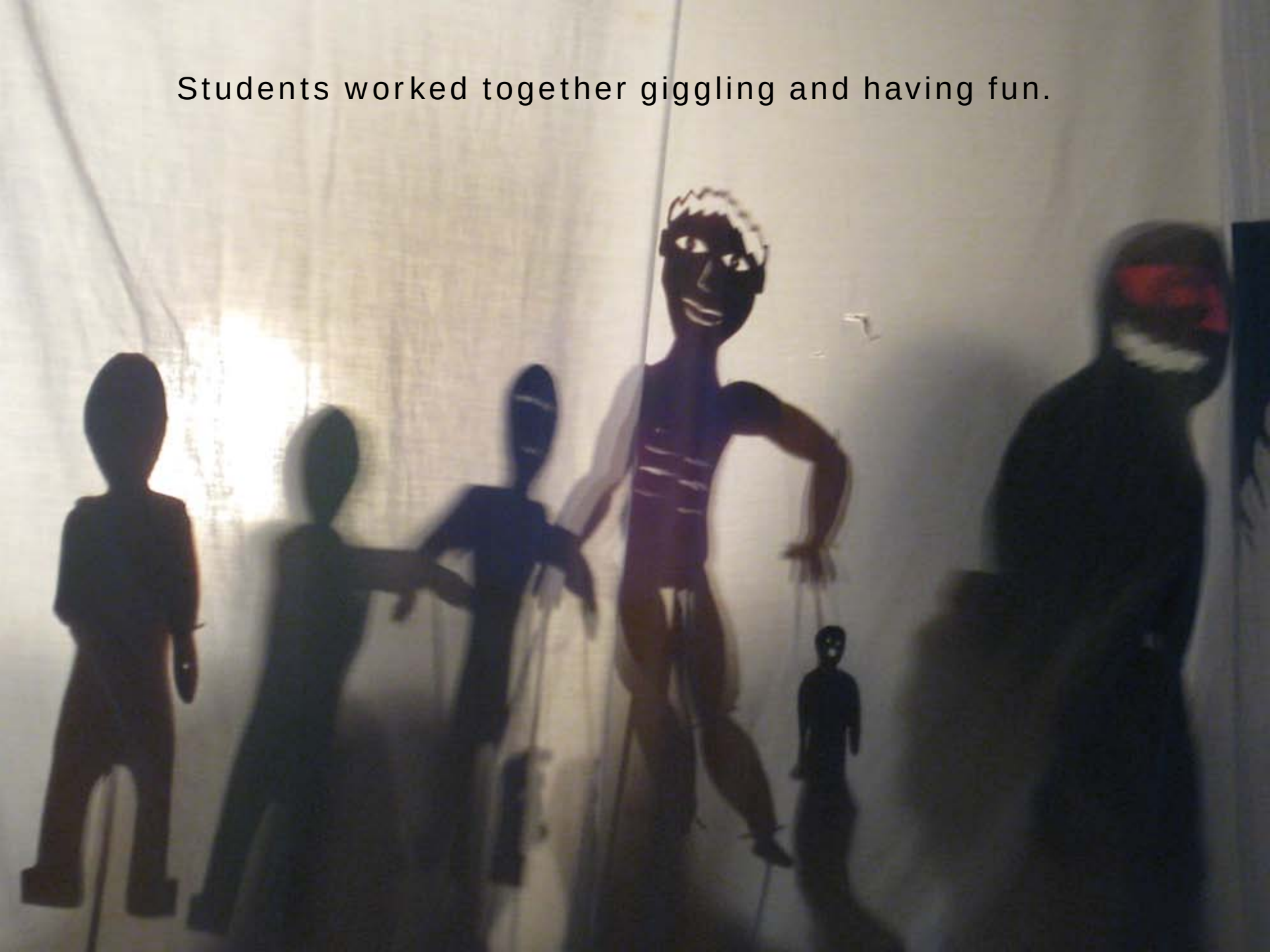
Details shined through the white sheet.



An English classroom was converted into a theater.



Students worked together giggling and having fun.





The following video segment is the of a collaboration between the English and Art Departments.

Motions of the Minds:

Shadow Puppets and the Art of Self-Perception

Advanced Topics in Studio Art
Stretching the Curriculum



This puppet was exhibited at a local museum as part of their Emerging Artists exhibition.

The [Advanced Topics in Studio Art](#) program allows students to find their own style and “voice,” emphasizes thinking for themselves and taking risks, and pondering aesthetics. They must embrace the quotation, “There is no such thing as a mistake, there is only a change of direction.



The Advanced Topics in Studio Art class had to create a self-portrait/figurative puppet, with moving parts, that reflected some aspect of their personality and/or mood. They could use any materials and any style they wanted to.





The original self-portrait project was entitled "Illustrating a Headache." But was changed to Leonardo da Vinci's "Motions of the Mind" when the creator of the above puppet mentioned she never got headaches.

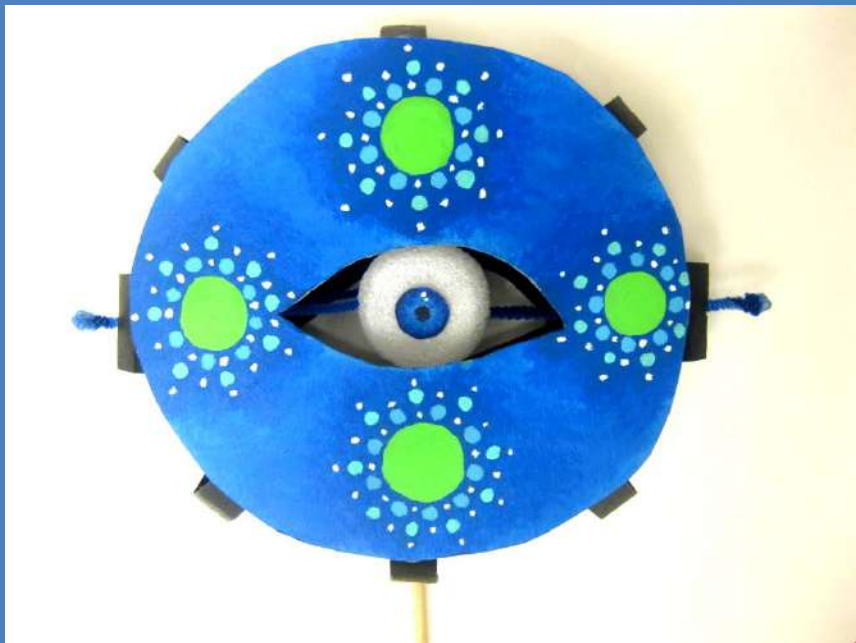
The student who created this puppet focused on her love: Fashion!



Front



Back



Side One



Side Two



Blue Iris



Revolving Eye Puppet



Green Iris

“Visual Culture” influences were encouraged.



This puppet reflects two different moods of the maker.



Side One



Side Two



Exploring new materials was encouraged. Colored acetates were used to give this image an eerie quality.



Two definitely “Outside the Box” solutions to the project!



All projects were unique, personal, and carefully crafted.

Here are a few examples of what the lesson looked like before it morphed into the Shadow Puppet assignment.













The comprehensive skills students (autistic students) did a modified version of the shadow puppet– the sparkling results were based on their names!



Please feel free to e-mail us
and
visit our school website:

www.scarsdaleschools.org

A version of this power point will be put on the school website.

Go to “Our Schools” and click on High School
Click on “Teacher Pages”
Click on “Gordon, Nadine: Art”
It will be in the “Contents” Column to the left