

Young Audiences of Massachusetts

Educational Materials

Please forward to teachers

08.25.06

ABOUT THE PERFORMANCE

Tanglewood Marionettes: *The Fairy Circus*

Grade levels: PreK-3

Featuring over twenty beautifully handcrafted marionettes, "The Fairy Circus" is a showcase of turn-of-the-century-style trick puppetry. The puppets will dance, play instruments, juggle, contort, transform, and fly through the air with the greatest of ease, all to the best-loved music of favorite composers!

LEARNING GOALS:

1. To explore various forms of puppets- from the simple glove puppet to the sophisticated marionette
2. To become familiar with different types of puppets and their cultures of origin
3. To learn about technical aspects in theatrical production: scenery, sounds, specials effects, and properties

PRE-ACTIVITY SUMMARY: Making a Marionette

Collect materials and get ready to make a Ballerina/Leprechaun Marionette

POST-ACTIVITY SUMMARY: Explore the World of Puppets

Discuss different types of puppetry found throughout the world: from Europe to Asia- Indonesian shadow puppets, Japanese bunraku puppets, Punch & Judy hand puppets, etc...

CURRICULUM LINKS:

English Language Arts, History and Social Science, Music, Theater, Visual Arts

PRE-ACTIVITY: MAKING A MARIONETTE

LEARNING GOAL:

To create a Marionette

MATERIALS/PREPARATION:

Hole punch, Paste, Thin cardboard, Scissors, 4 paper connectors, Needle, Thread

TIME: 30-45 minutes

STEP 1: Copy the Ballerina or Leprechaun template and paste it to thin cardboard. Let it dry.

STEP 2: Cut out the parts. Punch holes where the large black dots are.

Connect the arms and legs to the body using the paper connectors.

STEP 3: Thread the needle and knot it.

Thread the string through the small holes in the arms-knot the legs.

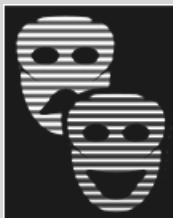
Do the same for legs.

Tie another string to the top of the head.

STEP 4: With the arms and legs hanging down, tie a thread to the middle of each string. This is the PULL string that makes the arms and legs move.

EXTENSIONS:

Have students create their own character to make into a marionette.



POST-ACTIVITY: EXPLORE THE WORLD OF PUPPETS

LEARNING GOAL: To become familiar with different types of puppets and their cultures of origin.

MATERIALS/PREPARATION:

Pictures of different types of puppets and/or real puppets, World map

TIME: Two 30 minutes sessions

TIPS FOR THE TEACHERS:

Finger: Hold up your index finger and wiggle it.

Hand: Hold up your whole hand and move all your fingers.

Shadow: Hold up both hands facing each other and move them the same way, as if one hand is the puppet and the other is the shadow.

Stick and Rod: Hold your hand like it is wrapped around a rod and move up and down.

Marionette: Hold both hands above your head with hands parallel to the ground and move fingers like they are working a marionette.

DAY ONE

STEP 1: : Share each photograph of the puppets from around the world with the students.

STEP 2: Show a real puppet that is the same type as the puppet in the photograph. Which puppet do you know, and which are unfamiliar?

STEP 3: Have the students say and demonstrate hand motions to represent the type of puppet. (See Tips for Teachers)

DAY TWO

STEP 1: Review types of puppets using hand motions from Day One.

STEP 2: Share one photograph, say and do the hand motion for that type of puppet.

STEP 3: Discuss what you know about the puppet: name, materials, cultural information and country.

STEP 4: Find the country on a globe or world map and tape the puppet photo over the country. Discuss the relationship that country to the United States.

EXTENSIONS: Ask students what characters they can see from each puppet.

How do they look like? pretty/unattractive, dirty/clean, messy/neat, cuddly/scary looking

How will this character behave? Will it be...friendly, curious, shy, silly, loud, bossy, forgetful?

How will this puppet character feel? Is it...grouchy, sad, excited, nervous, happy, afraid?



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VOCABULARY:

Marionette is a French word that means “Little Mary”. In the early days of Christianity, string puppets were used to act biblical stories. These stories were often about Mary, the mother of Jesus. People began calling the string puppet representing Mary a “marionette” or “Little Mary”. Soon the word became associated with all string puppets.

Resources:

Boston Area Guide of Puppetry(Charter Guild of the Puppeteers of America)

<http://www.puppetsbostonguild.org>

History of Puppets

<http://www.princetonol.com/groups/iad/lessons/middle/puppets.htm>

Puppet Showplace Theater

<http://www.puppetshowplace.org>

Other Puppetry Web Pages

<http://sagecraft.com>

<http://www.tanglewoodmarionettes.com>

<http://www.childrensmuseum.org/teachers/unitsofstudy/puppets/index.htm>

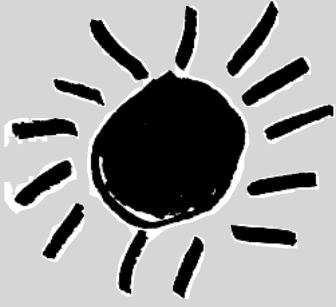
ABOUT THE PERFORMERS:

Founded in 1993 by Anne Ware and Peter Schaefer, Tanglewood Marionettes is a nationally touring marionette theater based in New England. Their tales are performed by skilled puppeteers who have spent many years perfecting their art. In 1997 and again in 2001, Tanglewood Marionettes was a featured performer at the Puppeteers of America National Festival in Toledo, Ohio and Tampa, Florida. Tanglewood Marionettes has also been invited to perform several times at the Center for Puppetry Arts in Atlanta, Georgia, one of the nation’s foremost puppetry centers. In 1999 they received a Citation for Excellence in the Art of Puppetry, awarded annually by UNIMA-USA (The American Center of the Union International de la Marionette). For more information on Tanglewood Marionettes, please consult the web site: www.tanglewoodmarionettes.com.

ABOUT YOUNG AUDIENCES:

Young Audiences of Massachusetts (YA) is the oldest, largest and most utilized arts-in-education organization in the state and one of the largest in a national network of 33 chapters. For over 45 years, YA has distinguished itself as the vital link between Massachusetts schoolchildren (K-12) and more than 95 of the region’s most accomplished actors, dancers, singers, musicians, and storytellers. Its 36 ensembles offer 57 interactive arts programs that represent a range of cultures, historical periods and artistic disciplines. YA is unique in its flexibility to offer interactive performances, tailor-made residencies, workshops, teacher-training, curriculum planning and multi-year projects. All programs include educational materials and satisfy local, state and/or federal arts education standards.

Young Audiences of Massachusetts
255 Elm Street, Suite 302, Somerville, MA, 02144
(617) 629-YAMA (9262)
<http://www.yamass.org>



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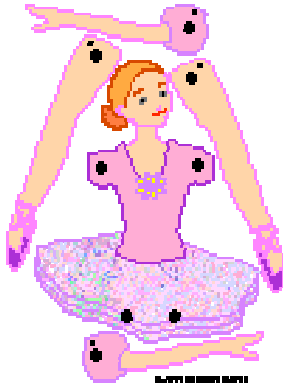
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MASSACHUSETTS CURRICULUM FRAMEWORKS CONNECTIONS

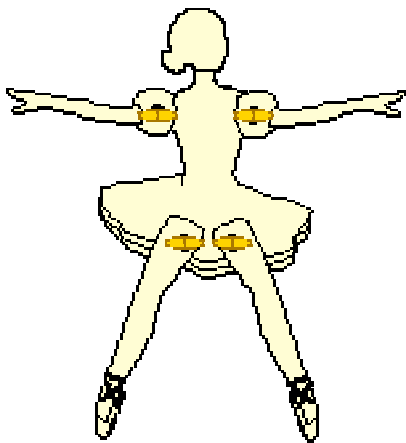
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<i>Language Arts 9</i>	...identify the basic facts and essential ideas in what they have read, heard, or viewed.
<i>Arts-Theatre 4</i>	Technical Theatre...demonstrate skills in using the basic tools, media, and techniques involved in theatrical production.
<i>Arts-Theatre 5</i>	Critical Response...describe and analyze their own theatrical work and work of others using appropriate theater vocabulary.
<i>Arts-Music 6</i>	Purpose and Meaning in the Arts...describe the purpose for which works of dance, music, theatre, visual arts, and architecture were and are created.
<i>Arts-Music 8</i>	Concepts of Style, Stylistic Influence, and Stylistic Change... demonstrate understanding of styles, influence, change.
<i>Arts-Music 10</i>	Interdisciplinary Connections...apply knowledge of the arts to the study of English language arts, foreign languages, health, history, and social science, mathematics, and science and technology/engineering.

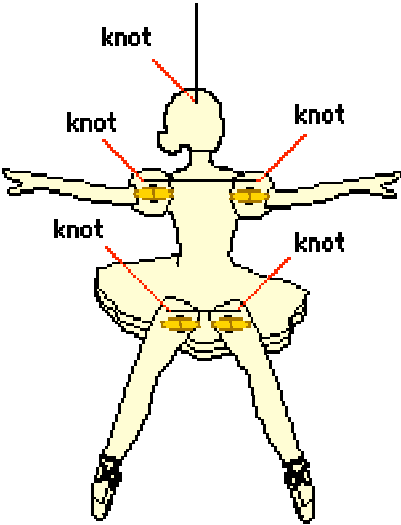
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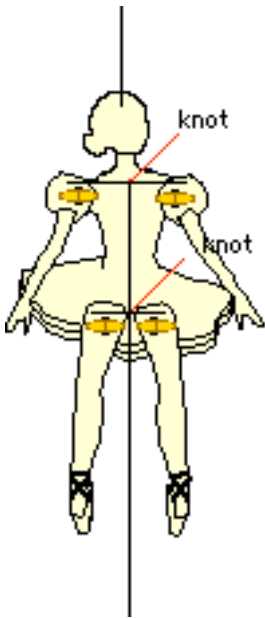
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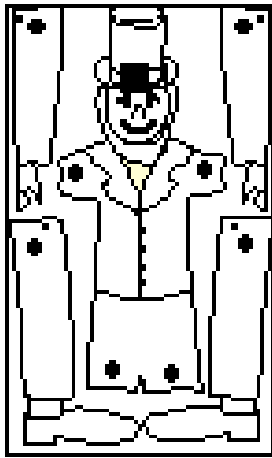
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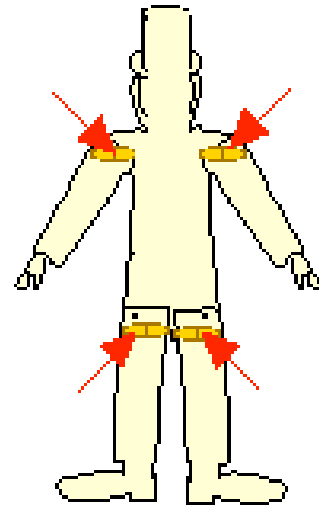
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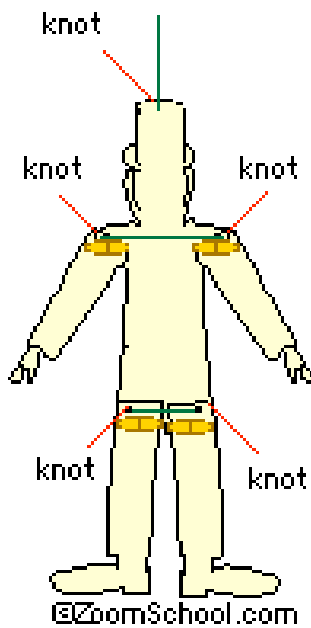
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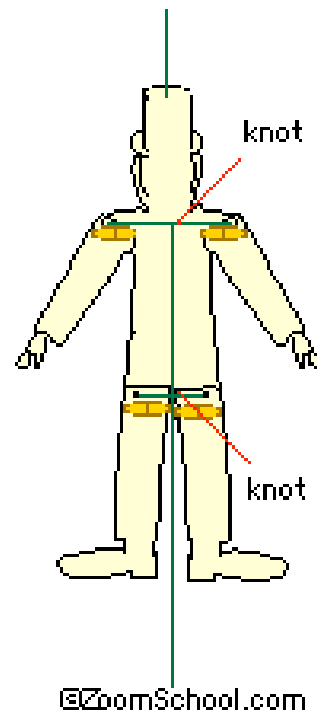
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Step 3:



Step 4:





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