

**CONRAD PRODUCTIONS  
41 WASHINGTON PLACE  
EAST RUTHERFORD, NJ 07073  
(201) 935 - 6396 \* 1 - 800 - 352 - 7256**

**CULTURAL ARTS EDUCATIONAL SCHOOL ASSEMBLY PROGRAMS**

**WHAT WE NEED FROM YOU**

**PERFORMING AREA:**

Please have stage of performing area clean and clear. Please remove all chairs, music stands, gym equipment, mats, etc. All programs will of course look better when performed upon a stage, if there is a stage or platform we will of course want to use it. I usually arrive about 45 minutes before performance time and must have access to stage or performance area a minimum of 30 minutes before performance time to set up, and for a minimum of 30 minutes after the program to take down equipment. Please do not schedule something to take place on stage or in performance area immediately before or after performance, I need time to set up and to pack up. I will require one electric outlet on stage or near by. I carry all my own sound equipment. I will need your stage lights, please have panel open or someone to show me where to turn on and off lights. Thank you

**TEACHER'S GUIDE:**

I have enclosed a Teacher's Guide to help with the preparation and follow up activities relating to this program. Please photocopy and distribute this guide to the teachers of all classes that will attend the presentation. A small amount of preparation can make the program much more meaningful especially to the younger grades. To get full value of any program there should be some follow up discussion in the classroom.

**SPECIAL NEEDS FOR THIS PROGRAM:**

I will need somewhere to change into costume (if stage has curtains and is private I can use back stage area, if not please provide someplace close to stage). Thank you.

**Visit us on the Web at [www.conradproductions.net](http://www.conradproductions.net)**

## PUPPETS FROM AROUND THE WORLD

Suggested introduction

TODAY'S PROGRAM IS ENTITLED "PUPPETS FROM AROUND THE WORLD" , AND IT TRACES THE ART OF PUPPETRY FROM ANCIENT TIMES TO TODAY. YOU WILL SEE PUPPETS OF EVERY TYPE AND EVERY SIZE. THE MAN THAT MADE ALL THE PUPPETS WE ARE ABOUT TO SEE IS MR. BOB CONRAD. LETS HAVE A WARM WELCOME FOR MR. BOB CONRAD.

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**PUPPETS FROM AROUND THE WORLD**

**A TEACHERS GUIDE**

**TEACHERS OUTLINE**

This program traces the art of puppetry from it's earliest beginnings to the Muppets of today. Various types of puppets including; hand puppets, mouth puppets, marionettes and body puppets are explained and demonstrated. Several methods of creating simple puppets are explained

**BIBLIOGRAPHY:**

**THE PUPPET THEATRE IN AMERICA;** Paul McParlin (Harper Bros.)  
**THE PUPPET THEATRE HANDBOOK;** Marjorie Bachelder (Harper Bros.)  
**THE ART OF THE PUPPET;** Bil Baird (McMillian)  
**THE HAND PUPPETS - THE MARIONETTES,** George Mertin (Thomas Nelson & Sons)  
**PUNCH AND JUDY, A HISTORY;** George Speaight (Plays Inc.)  
**PUPPETS; METHODS AND MATERIALS;** Cedric Flower & Alan Fortney (Davis Publications)  
**PUPPETRY ,THE ULTIMATE DISGUISE;** George Latshaw (Richard Rosen Press)  
**PUNCH AND JUDY;** Peter Fraser (van Nostrand Reinhold)

**THE ENCYCLOPEDIA BRITANNICA, WORLD BOOK, COMPTON'S**

**SUGGESTED ACTIVITIES TO PREPARE FOR THIS PROGRAM**

1. General discussion of puppets and puppet shows students have seen in the past (live and on TV)
2. Discussion of the differences between various types of puppets (hand, rod, String, etc.)
3. Display and examination of puppets owned by students or faculty members

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## Suggestions

- that students bring their favorites to school for this purpose.
- 4. Creation of posters announcing the appearance of the program.
- 5. searching out books on puppetry in a school library.

## **AREAS OF CURRICULUM INTO WHICH THIS PROGRAM MAY BE INTEGRATED:**

ART, CRAFTS, ENGLISH, LITERATURE, DRAMA, HISTORY, GEOGRAPHY, MUSIC

## **SUGGESTED FOLLOW-UP ACTIVITIES FOR THE CLASSROOM**

### 1. ART

- a. Designing and creating puppets
- b. Hand painting of puppet features.
- c. Designing , making , and painting scenery.
- d. Designing and making puppet costumes.
- e. Using the show as an inspiration, creating posters and drawing illustrating high points of the performance.

### 2. DRAMA

- a. Complete production of original puppet play or skit.
- b. Classroom discussion of puppetry and it's place in theatrical history.
- c. Performance of short play or skit using students for parts usually played by puppets.
- d. Utilization of puppets to improve clarity and projection of voice for those students who have difficulty in this area.

### 3. ENGLISH AND LITERATURE

- a. Assignments to write letters to PTA president, cultural arts chairperson, or local newspaper about the program just seen.
- b. Assignments to write a simple puppet play, either as an individual or as a joint effort.
- c. Reading stories that are often used in the production of puppet shows.
- d. suggestions by students of stories they have read that might lend themselves to good puppet productions.
- e. Reading plays written specially for puppet productions. (many very famous authors have done this sort of work.)

### 4 GEOGRAPHY/ HISTORY

- a. Assignment to investigate the countries in which the following puppets are famous.
  - Mr. Punch (England & U.S.)
  - Punchinello (Italy)
  - Hanswurt (Germany)

Petrouchka (Russia)

- b. Locate each of these countries on a map.
  - c. Check encyclopedia, reference books, etc. for information about the history of the puppet arts. Determine which countries currently maintain puppetry as a highly respected art form.
5. MUSIC
- a. Select and perhaps play musical recordings most suitable for puppet production. Here the same rules (with slight modification) apply as they would to human theatre.