

# **BOB BAKER MARIONETTE THEATER – [www.BobBakerMarionettes.com](http://www.BobBakerMarionettes.com)**

Dear Educator,

As you make plans for your students to attend an upcoming presentation of the Bob Baker Marionette Theater, we invite you to prepare your students by using this guide to assure that from beginning to end, the experience is an educationally enriching and memorable one.

We hope that your students find their imaginations come alive as lights shine, curtains open, and applause rings through the Bob Baker Marionette Theater. As importantly, we hope that this guide and the materials available at the Marionette Theater helps you to bring the arts alive in your classroom.

Thank you for helping us to make a difference in the lives of our children.

## **The Heart of the Art**

Live theater is a creative and collaborative art form. Many people contribute their expertise in order for a live production to achieve success. Some of those involved in this collaboration are: the director, puppets and puppeteers, technical director, costumers, property masters (props), set designers, lighting and sound designers, stage manager, and crew. Everyone must do his or her part.

As an active member of a performance, the audience's role is to interpret and respond to the performance on stage. The theatrical experience brings the human condition to life—allowing audience members to enjoy the magic of puppetry, and to connect, in some ways, the performance to their own lives.

## **Audience Etiquette**

The bus ride to the theater or the wait in line provides a good time to review theater etiquette and behavior expectations with your students.

- Use restrooms before the performance begins. During the show, walk around the "stage" to the restrooms as directed by the puppeteer at the start of the show.
- Leave food, drinks, or gum outside of the theater.
- Flash photography is prohibited during the "black light" portion of the show.
- Please turn off cell phones and any electronic devices.
- Remain seated on the red carpet or chairs during the show.
- Puppets are a friendly bunch and might sit on your lap. So, please keep your hands away from the puppet and do not get tangled in its strings.

## **Questions to Ask Students Before the performance**

- What is marionette theater?
- Who has experienced a live theatrical performance?
- Who has ever performed? If you have, share your experience.
- What do you think you will see at the performance?
- How can you be a good audience member?

## BACK AT SCHOOL

There are materials prepared for teachers. Please request the "Marionette Idea Book" and a Coloring Book for your lead teacher. You may copy the booklets when you return to your classroom.

The small program has a list of the puppets that are in the show. It helps to have the list when discussing the experience with your students.

Discuss the following questions with your students after you have viewed the performance.

- Did you enjoy this performance? Why?
- What was your favorite part of the performance? Why?
- Can you explain the differences between movies, television and live theater?
- As an audience member, how did you contribute to the success of the performance?

## THEATER STANDARDS

### Visual and Performing Arts Content Standards for California Public Schools

#### [Pre-K and Kindergarten](#); [Grades 1 - 3](#); [Grades 4 - 6](#); [Grades 7 - 8](#); [Grades 9 - 12](#)

The Visual and Performing Arts Content Standards for California Public Schools have five component strands that cover dance, music, theater, and visual arts. The component strands for theater are:

**1.0 Artistic Perception:** Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theater.

Students observe their environment and respond, using the elements of theater. They also observe formal and informal works of theater, film/video, and electronic media and respond, using the vocabulary of theater.

**2.0 Creative Expression:** Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

**3.0 Historical and Cultural Context:** Understanding the Historical Contributions and Cultural Dimensions of Theater.

Students analyze the role and development of theater, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theater.

**4.0 Aesthetic Valuing:** Responding to, Analyzing, and Critiquing Theatrical Experiences.

Students critique and derive meaning from works of theater, film/ video, electronic media, and theatrical artists on the basis of aesthetic qualities.

**5.0 Connections, Relationships, Applications:** Connecting and Applying What Is Learned in Theater, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers. Students apply what they learn in theater, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theater.

#### [Vocabulary](#) of the Theater - VPA Content Standards for California Public Schools