Puppetry and art education: a personal journey

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Abstract
The thesis is an auto-ethnographic study of the author's journey to use puppetry arts as a mode of personal expression. It documents the process of developing; rehearsing; building puppets, props and stage; and performing a puppet performance. The thesis also includes primary source research obtained from an interview with professional puppeteer, Monica Leo, of Eulenspiegel Puppets. The author also describes and reflects upon her experiences teaching an enrichment course on puppetry arts to elementary students. The research highlights ways that puppetry arts can affect students' learning and reflects on its place within the field of art education.

Keywords
Art Education, Eulenspiegel, Monica Leo, Puppetry, Puppet Theatre

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 qualitative research aims to investigate that if the puppets can be used as a teaching tool in kindergarten education and how it is effective for children to learn. The question that this research is trying to find out is who the pre-school language learners are. The data are gathered using two different kinds of research methods: observation and interview. It is a case study in which 20 kindergarten children are taught English with a puppet named Pepe and students are observed whether or not they learn the language. Quintero, S.B. (2011) Puppetry and Art Education: A Personal Journey. Iowa Research Online, University of Iowa, Iowa City. [25]. Piazza, C.L. (1999) Multiple Forms of Literacy: Teaching Literacy and the Arts. Merrill/Prentice Hall, Upper Saddle River. [26].
a wide range of core skills in the art and craft of puppet theatre. Together, we put these skills to the test to develop an original performance using a variety of puppetry forms and performance styles. The power of puppets as an educational tool lies in its being a type of three-dimensional symbolic art form and being able to move and speak. Because of these characteristics, it serves as a vehicle for transmitting knowledge though a number of senses, thereby providing an opportunity for a wide range for learning abilities. Ten of the participating mediators were placed in special education kindergartens and 8 were placed in regular kindergartens.