Without a Shadow of a Doubt:

Shadow Puppets Lighting the Way to Literacy

Teacher Idea Packet

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Goals and Objectives

The intention of *Without a Shadow of a Doubt: Shadow Puppets Lighting the Way to Literacy* is to use The Magic Flute, a classical fairy tale opera by Wolfgang Amadeus Mozart, as a supplemental approach in implementing ESOL strategies. The goal is to help increase literacy and to develop cognitive and social skills of this particular target group. This method also intends to keep students actively engaged, disciplined and attentive, persevering and taking risks. Furthermore, it will introduce important teachings in ethical and moral values, all of which will further enhance their motivation to learn.

The Shadow Puppet Theater program will bear a direct relevance both individually and collectively (school-wide) by providing effective learning opportunities, increasing skills building and academic performance. As a result, the students' chances for success in school learning, in developing intelligence and self-confidence in society and life in general, will also increase.

Outcomes

From the onset of the project students, who have come without any previous background knowledge, will gradually grasp an understanding of the opera as a multifaceted art form, as well as of production methods, puppetry techniques and more. Implementing a project for which students experience a sense of "ownership" will show, without question, a significant improvement in their analytical, motor, spatial and critical thinking skills, therefore resulting in the students increase in core subject-areas tests' scores.

Assessment

Students will be assessed based on a written synopsis of the plot, individual and group participation, listening tests, and class discussions involving all musical and visual arts skills.

Replication

This project can be easily reproduced in a classroom using minimal resources. It is not limited to the special areas of Music and Visual Arts.

Sunshine Standards - Grades 3-5

- LANGUAGE ARTS: LISTENING, VIEWING, AND SPEAKING.
- STANDARD 1 (L.A.C.1.2)
- STANDARD 2 (L.A.C.2.2)
- STANDARD 3 (L.A.C.3.2)
- THE ARTS: MUSIC
- STANDARD 1 (M.U.C. 1.2)
- STANDARD 2 (M.U.D.2.2)
- APPLICATIONS TO LIFE: MUSIC
- STANDARD 1 (M.U.E.1.2)
- THEATRE: SKILLS AND THECNIQUES
- STANDARD 1 (TH.A.1.2)
- STANDARD 2 (TH.A.2.2)
- STANDARD 3 (TH. A.3.2)
- Reading Comprehension: (L.A. 5.1.7)
- Writing: Pre-Writing (L.A. 5.3.1.1) (L.A.5.3.1.2)(L.A.5.3.1.3)
- Drafting: (L.A.5.3.2.1) (l.A.5.3.2.2) (L.A. 5.3.2.3)
- Revising:(L.A.5.3.3.1) (L.A. 5.3.3.2) (L.A.5.3.3.3) (L.A. 5.3.3.4)
- Editing: (L.A.5.3.4.1) (L.A. 5.3.4.2) (L.A.5.3.4.3) (L.A.5.3.4.4) (L.A.5.3.4.5)
- Publishing: (L.A. 5.3.5.1) (L.A.5.3.5.2) (L.A. 5.3.5.3)
- Creative: (L.A. 5.4.1.1)
- Informative: (L.A. 5.4.2.3)
- Music: Cultural and Historical Connections (MU.C.1.21) (M.U.1.2.2) (M.U.1.2.3)
- Creation and Communication (MU.B.1.2.1) (M.U.B 1.2.2) (MU.N.1.2.3)
- Aesthetic and Critical Analysis (MU.D1.2.3) (MU.D 2.2.1) (MU.D 2.2.2)
- Applications to Life: (M.U.D 1.2.1) (MU.D.1.2.2) (MU.E. 2.2.1)

COURSE OUTLINE

1. Introduction to the Opera

Prior to the construction of the theater the teacher will introduce the opera to the students. In approximately two months, they will be comfortable with every character and with the music as well. During this period, music lessons using Mozart's music and activities will be done. (For example, reading about the Marionettes of Salzburg Puppet Theater - see lesson plans.) Students will benefit from plenty of viewing using real opera videos, and listening to the opera music for them to experience what the Cleveland Orchestra called "The Mozart Experience".

2. Cooperative Learning

The teacher will select different grade levels and or small groups or teams. Each job and responsibility will be described and analyzed. Students will choose the job of their preference. Next, each group will come up with a list of human and material resources.

3. Check List for Human and Material Resources

- Construction materials
- Puppet Theater builders
- Painters
- Director
- Music Editor
- Script adapter
- Scenery Designers and decorators
- Puppet Designers
- Wardrobe Designer
- Actors: Live characters (optional)
- Off – stage characters (voices –musicians)
- Stage crew
- Purchasing the materials and Building the Theater

After purchasing the materials, The PTA, and the school's community liaison put us in contact with a very cooperative parent who built the theater with the help of his three sons, presently students at our school. The theater was ready two months before scheduled presentations.

4. Making the Shadow Puppets and the Scenery

See the lesson plans page for instructions

5. Adapting the Script

Fourth and Fifth grade students can write an original script or adapt an existing one with the help of the teacher.

Before auditions take place the teacher should have all the script ready. This takes at least two or three weeks to finish.

6. Editing the Music

Once the final copy is revised and ready the teacher will proceed with the recordings of the music selections to be used for the opera.

Recording the music will take approximately one or two weeks.

7. Auditions, Assessment and Selections

During this period, students will read assigned parts of the script, sing, role-play and use classroom puppets to demonstrate their abilities. The teacher will select the students to perform roles in the future production: the main characters, puppeteers, voices, and understudy actors. (Understudies are replacements in case of illness or another emergency.)

8. Parent-Teacher Communication

Once the selection is finished, the teacher will send letters informing the parents about their child's selection to be part of the school-wide program. The parent(s) will sign the Permission and Emergency information letter and return it to the teacher no later than the following week. In addition, the parents will be asked to sign a letter of permission to publish photographs and videos of their child during the rehearsals and performances. (See Resources List.)

9. Rehearsals

Rehearsals will begin in the classroom. The teacher will prepare Flash-Cards with a ring for each one of the characters. It is important to be consistent and to have rehearsals at least two times a week for a period of 3 months for this production to be a success. During the last two months the rehearsals will be in the puppet theater using the actual site of the performance with lights and sound. The Media Specialist will cooperate with the teacher in having all the sound system working and the microphones ready for rehearsals.

Lesson Plans

1. Mozart "The Wonder Child"
2. "The Mozart Experience" Unit Lesson
3. The Salzburg Marionette Theater
4. The Magic Flute a Fairy Tale Opera
5. How to Write a Script for a Musical Play or an Opera (Drama) Unit Lesson
6. Design and Decorate a Puppet Theater
7. Making Shadow Puppets Props and Light Effects – Unit Lesson
8. How to Make a Shadow Puppet Theater
9. Make a Dragon Costume and Mask

Lessons 1 through 3 are introductory. These lessons will give the students information about Wolfgang Amadeus Mozart's importance in Music History, his life and times and about the Salzburg Marionette Theater.

Lessons 4 through 7 are part of a production of "The Magic Flute" a Shadow Puppet Opera based on the Mozart's opera by the same title.

Lesson 8 is a simplified version of how to make a shadow puppet theater.

Lesson Plan #1
Mozart "The Wonder Child"

Week of: _____ Teacher: _____
School: _____ Grade Level: 3rd

Materials:

- The Cleveland Orchestra CD. Musical Excerpts.
- 30 copies of W.A. Mozart's biographical article:
  http://classicforkids.com
  Dr. Kay Edwards.
- Book: *Musical Genius: A Story about Wolfgang Amadeus Mozart*
  (Creative Minds Biography)
  Author: Allman, Barbara
  Publisher: Carolrhoda Books.
  Date published: 2004-03-01
- Pictures and photos from the 18th Century costumes.

Objectives /Sunshine Standards:

Vocabulary development:

(LA.3.1.6) (L.A.3.1.6.1) (L.A. 3.1.6.2) (L.A.3.1.6.3) (L.A.3.1.6.5)
(L.A.3.1.6.6) (L.A. 3.1.6.8) (L.A. 3.1.6.9)

Music:

Cultural and Historical Connections: (M.U.C 1.2)
Aesthetic and Critical Analysis: (M.U.D. 1.2.1) (M.U.D 1.2.2) (M.U.D 1.2.3)
Creation and Communication: (M.U.B 1.2)

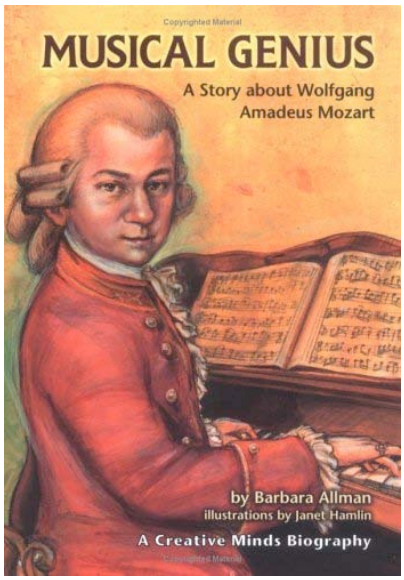
Activities:

Tell students that today is special because they will get to listen to a piece of music and that they will have to guess what the name of this piece is.

1. Play the audio Excerpts from the Cleveland Orchestra CD: Variations on "Ah vous dirai-je, maman" (Twinkle Twinkle Little Star, theme only.) Students will listen to the music, raise their hands and tell the teacher if they can recognize this music. Some students may not know this song. The name is: Twinkle Twinkle Little Star.

2. Ask students if this music sounds very similar (almost the same) to a famous song they all probably know. If students have trouble identifying the tune, play it again and give them a clue: " At night, the stars twinkle on the sky." Students will identify the song and sing it. Tell the students that "Twinkle" is very similar to a French folk song called "Ah vous darai-je, maman" which means, "Mother, I have something to tell you". Pronounce the title in French and students will echo the pronunciation.

3. Distribute copies of Wolfgang Amadeus Mozart (1756-1791). You can also use the book: *A Musical Genius by Barbara Allman*. It is a great for book for this age group. To find this book go to amazon.com or Google books in the net.



WOLFGANG AMADEUS MOZART
(1756-1791)

Mozart was an Austrian composer who was considered one of the leading composers of the Classical era and a master in all genres. As a child, he seemed gifted beyond all measure, playing at age six before the empress and composing at an even earlier age. By twelve, he had written an opera, and his talents seemed to know no bounds. From this auspicious beginning, one would have predicted a future filled with prestigious royal appointments. But his career, which ended tragically with his death at age thirty-five, was a constant disappointment. When once asked about a meager court appointment he held, Mozart replied: "I get paid far too much for what I do, and far too little for what I could do." His music did not always please those in power: "Too many notes," Emperor Joseph II was reported to have said. And Mozart himself, who always felt that his talents were never adequately recognized, was often difficult.

The difficulties of Mozart the man, however, are eclipsed by the enormous power of Mozart the musician. His music was often joyous and almost raucous, and yet he could also write melodies of simple and haunting beauty. Similar to Haydn and Beethoven, other famous Classical composers, Mozart was just as comfortable writing simple, direct melodies as he was writing complicated contrapuntal works. There seems to have been no genre in which he was not comfortable, and we can rightly point to his best work in any of them as the epitome of that genre.

From www.classicsforkids.com Dr. Kay Edwards 2006

4. Share the biography of Mozart. Explain that Wolfgang was a prodigy (genius) who toured Europe with his father and his sister Nannerl who was also gifted and a composer.

5. Share pictures of Mozart as a child and an adult. Share pictures of 18th century dress and hairstyles for men and women with the class.

6. You can find pictures in the Internet.

http://www.costumes.org/history/100pages/18thlinks.htm

Alternatively you can use the following books: *Clothes Through the Ages by Piero Ventura*, Simon &Schuster Young Books, 1993; *Historic 18th Century Clothing* by Bobbie Kalman, Crabtree Publishing Co., 1993. These books show how elegant some people looked back in the Classical period when Wolfgang and Nannerl played music concerts.

7. Ask students to raise their hands and describe what they see; powdered wigs for men, fancy outfits, big and full length dresses for ladies, etc.

8. If available, show pictures of children in period dress, like miniature adults. Tell students that this is what men and women dressed like 200 years ago, if they could afford it. Since there were no radios or stereos they would hear live music when they could; one place you might hear live music was at a party or ball, where people would be dressed in fancy clothes to dance elegantly to music played by an orchestra or other group. Since cars were not yet invented, people often traveled by stagecoach.

From www.classicsforkids.com Dr. Kay Edwards 2006

9. After reading the article about the life of Mozart, students will answer the questions from the teacher about Mozart's life, and have a class discussion.

Q: What does the author mean when he says: "As a child, he seemed gifted"
A: It means that he had many more talents than other children.

Tell the students that Mozart used to amaze everybody when he played the harpsichord (a kind of piano used in those days.) Sometimes he played so well that people wondered how he could do this.

Q: When I tell you, I wonder if you could play this song, what do I mean?
A: You mean that you don't know if I can play it. May be it is too difficult for me to play it.

Q: What is the meaning of the word "wonder"?
A: Wonder means amazement. It also means something that is marvelous!

Q: Mozart is sometimes called "The Wonder Child". In this article you should be able to find a word that explains why. Why do people call Mozart "The Wonder Child"? Is it because he wandered around?
A: It is because he was a genius.

Q: Tell me: Is there another meaning for the word "wonder"?
A: Yes. It also means to be unsure about something.

Q: If I say I would love to go to Wonder Land! What do I mean?
A: I mean something different; Wonder Land is the name of a place like Disney Land.

Then we conclude that the word "wonder" can be used alone or combined. The first one means to do something (action-verb). The second one is just a name, Wonderland (land of wonder). We can also say, Mozart the wonder child.

10. The teacher will write a series of words on the chalkboard and ask the students to raise their hands and explain each word.

a. Intelligent
b. Genius
c. Talented
d. Gifted
e. Amazing
f. Fantastic
g. Wonderful

Most of these words are synonyms. A synonym is a word that has the same meaning as another word.

Q: One of these words is the one that describes best who was Wolfang Amadeus Mozart. Which one is it?

A: The best choice is b, "genius", because he could play music that no other child his age could play.

Assessment/Evaluation:

Teacher Observation.

- Check for understanding and demonstration using the words in different context.
- Students will write one sentence using the word as a verb and another sentence using the word as a name.

Extension:

- Same day or separate day.
- Divide class in groups.
- Distribute the melody bells or string instruments.
- Demonstrate how to play the melody in the key of C Major.
- Students will play the song and improvise or create some variations of the theme using different rhythmic patterns.

Closure:

The teacher will say: "Today we heard a song that we knew, but we did not know that Mozart composed it".

Next, the teacher will play the complete variations on the theme (from the Cleveland Orchestra Excerpts CD) for students to appreciate the marvelous changes that Mozart made to the same melody. In other words, he could play the same tune in many different ways. We also learned that Wolfgang Amadeus Mozart was a Wonder Child or A Genius.

Lesson Plan #2
"The Mozart Experience"
Unit Lesson Plan

Week of: _____ Teacher: _____
School: _____ Grade Level: 5th

Materials:

- The Cleveland Orchestra Teacher's Guide Packet
- "The Score" student newspaper.
- CD selections:

1. Ah! Vous dirai-Maman, (Twinkle, Twinkle variations for piano and orchestra).
2. Impresario Overture, K.486
3. Papageno's Song from The Magic Flute with David Malis, baritone.
4. Violin Concerto No. 5, K. 219, A Major (Turkish) Jiwen Lei, violin from Coral Reef Senior High School.
5. Eine kleine Nachtmusik, movement 1.
6. Overture to Don Giovanni.
7. Symphony No. 41 (Jupiter) Movement 4.

Objectives /Sunshine Standards:

Reading Comprehension: (L.A. 5.1.7)
Writing: Pre-Writing (L.A. 5.3.1.1) (L.A.5.3.1.2)(L.A.5.3.1.3)
Drafting: (L.A.5.3.2.1) (l.A.5.3.2.2) (L.A. 5.3.2.3)
Revising:(L.A.5.3.3.1) (L.A. 5.3.3.2) (L.A.5.3.3.3) (L.A. 5.3.3.4)
Editing: (L.A.5.3.4.1) (L.A. 5.3.4.2) (L.A.5.3.4.3) (L.A.5.3.4.4) (L.A.5.3.4.5)
Publishing: (L.A. 5.3.5.1) (L.A.5.3.5.2) (L.A. 5.3.5.3)
Creative: (L.A. 5.4.1.1)
Informative: (L.A. 5.4.2.3)
Music: Cultural and Historical Connections (MU.C.1.21) (MU.C1.2.2) (MU.C.1.2.3)
Creation and Communication (MU.B1.2.1) (M.U.B 1.2.2) (MU.N.1.2.3)
Aesthetic and Critical Analysis (MU.D1.2.3) (MU.D 2.2.1) (MU.D 2.2.2)
Applications to Life: (M.U.D 1.2.1) (MU.D.1.2.2) (MU.E. 2.2.1)

Activities:

Before attending the concert.

Tell the students that they will be attending a concert at the Adrienne Arsht Center for the Performing Arts on January 28. The title of the program is:
"The Mozart Experience."

1. Reading:
Distribute copies of "The Score" (The Cleveland Orchestra student news paper publication.) "This paper contains information about Mozart's life and a short description of each piece of music on the concert that you will be attending, along with many other interesting articles". If the teacher does not have access to this publication, he/she can contact the orchestra residency at Miami, Florida.

2. Listening:
Listen to the CD of the music to be performed on this concert, which has been provided to your schools for each class attending.

3. Writing:
Students will write adjectives describing each piece, then compare and contrast their responses with one another.

Write a review of the Education Concert. Work with students to develop criteria to evaluate performances and compositions. Also, have students bring examples of Music Theater and dance reviews to gain a sense of how other reviewers evaluate performances.

After attending the concert.

Have students evaluate the music and music performance by the Cleveland Orchestra as if they were Music Critics. Share written reviews with each other (and, if desired send to The Cleveland Orchestra.)

4. Singing:
Tell the students that today they will have an Opera Session. Explain that they will see a small part of an opera by Mozart performed at the concert by a talented opera singer from Miami. In an opera all the words are generally sung rather than spoken. Relate opera, where everything is sung, to rap, where everything is spoken in rhythmic rhyme.

Opera might be thought of as the rap of its time! Have an "Opera Session" in your class where (for a period of time selected by the teacher, as short as five minutes, as long as thirty) all comments, directions, and questions must be sung. Begin by singing the instructions to the class. Any regular classroom activity, from spelling to math, can be used for Opera Time.

Note: You do not need to be a talented singer to make this creative activity work; you need to be enthusiastic and show the students that it is a fun activity whether you sing well or not, make mistakes or not. It may take effort to get this off the ground, but once students get past the initial reluctance, this can work.

5. Playing a game:

Play the Matching Game. Lining up the titles of the pieces on one side of the paper and listing adjectives on the other side then drawing lines to link pieces with adjectives.

Assessment/Evaluation

The teacher will evaluate the students' papers, and help students use the writing process to come up with a final edited copy of their article. The students then will share the written examples with the rest of the class. The papers should have a Title, Main Idea, and Supporting Details, correct punctuation, correct spelling and a conclusion paragraph.

Closure

"Before we started to study Wolfgang Amadeus Mozart we probably knew very little about this composer and his music. Now we became Music critics and were able to judge and decide what pieces we liked and why we liked them. The Opera Time was also fun and prepared us to sing. I am sure Mozart would have loved to be here with you singing in class."

Lesson Plan #3
"The Salzburg Marionette Theater"

Week of: _____ Teacher: _____
School: _____ Grade Level: 4th

Materials:

- The Salzburg Marionette Theater article (30 copies)
- 30 copies of Questionnaire.
- Map copies (optional.)

Objectives/Sunshine Standards

Language Arts:
Reading Comprehension - (LA. 4.1.7.2) (LA.4.1.7.3) (LA. 4.1.7.4) (LA.4.1.7.5) (LA.4.1.7.6) (LA. 4.1.7.7)

Literary Analysis - Non-Fiction (LA. 4.2. 2 .2)

Writing – Informative (LA. 4.4.2.3)

Communication (LA. 4.5.1.1)

Informational text (LA 4.6.1.1)

Activities:

1. Show the map of Central Europe-Locate Austria on the map.
2. Distribute copies of the article The Salzburg Marionette Theater.
3. Students will read the article.
4. Students will answer the ten questions about the article.
5. Show the students the pictures of the marionettes.
6. Teacher will collect papers for evaluation.

Map of Europe

Austria is a small country in the center of Europe. Salzburg is a very small town surrounded by mountains and lakes in the country of Austria in Europe.

THE SALZBURG MARIONETTE THEATER

The Salzburg Marionette Theater has been in existence for 90 years and has become famous not only through its 160 annual performances in Salzburg, Austria but also through its countless international tours. The Salzburg Marionette Theater has performed all over the world and makes regular tours and guest appearances in Paris, New York, Tokyo, Italy, Switzerland, Germany, and South Africa.

Operas performed by the Salzburg Marionettes give the impression of being more enchanting, more delicate, and feathery light than those performed on large stages because, as Heinrich von Kleist said of marionettes, "The force that lifts them through the air is greater than the force that binds them to the ground…"

THE ENSEMBLE AND STUDIOS OF THE SALZBURG MARIONETTE THEATER

The Salzburg Marionette Theater employs around twelve full-time puppeteers. It is about as difficult to learn to be a puppeteer as it is to play a musical instrument, and, as with instruments, it can take many years to become a good puppeteer. The Salzburg Marionette Theater has its own playing technique that can only be learned in the theater itself. Many puppet theaters throughout the world have adopted the technique of the Salzburg Marionettes as a model.

The puppeteers have to be talented in many different ways. To begin with, they have to learn the technique of puppetry. They also have to be musical, have a sense of rhythm, and have the operas they perform memorized. Even though the puppeteers only see the marionettes from above, they have to be able to imagine what the marionettes look like from the perspective of the audience. Finally, puppeteers have to be very physically fit so as to be able to withstand the strain of puppetry, especially on the back.

During the day, the puppeteers at the Salzburg Marionette Theater work in the studios. The theater has its own costume department, carpentry workshop, metal-working shop, and, of course, a puppet studio where the marionettes are made and repaired. At present, the Salzburg Marionette Theater *employs* about 500 *active* marionettes.

In addition to the studios, there is also an extensive sound studio. The sound engineer works *live* at the mixing console, as opposed to using a CD recording, for every performance in order to achieve the best sound balance and coordination with the action on the stage.

The lighting technician can also intervene *live* in every performance so as to achieve precise lighting conditions. The lighting technician works with a computer assisted lighting desk in order to achieve a very precise lighting design. Lighting is of major importance in every theater. In the "miniature opera house" of the Salzburg Marionettes, the right lighting is essential for the illusionary effects.

For more information on the Salzburg Marionette Theater, please visit
www.marionetten.at/index_e.html

Name_____

Date_____

THE SALZBURG MARIONETTE THEATER

1. Where is Salzburg?

a. Japan
b. Austria
c. Spain

2. How old is the Salzburg Marionette Theater and how many times do they perform annually?

_____
_____

3. Why is that the operas performed by the Salzburg Marionettes are more enchanting, more delicate, and feathery that those performed on large stages? Explain what Heinrich von Kleist said of marionettes.

_____
_____
_____
_____
_____
_____
_____
_____

4. A puppeteer is a person who handles

a. animals
b. puppets
c. instruments

5. Why is it so difficult to learn to be a puppeteer? Explain.

_____
_____
_____
_____

6. **Explain in which ways the puppeteers have to be talented.**

7. **List the departments of the Salzburg Marionette Theater and describe the purpose for each one of them.**

8. **The sound engineer works**

   a. **Plays music during the performance**
   b. **Works live with a mixing console**
   c. **Makes special soud effects.**

9. **In your own words, explain the job of the lighting technician.**

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

10. **What would you like to do if you worked in the Salzburg Marionette Theater? Select three categories put numbers next to the letter of your choice. 1-2-3**

    a. **A puppeteer**
    b. **A sound engineer**
    c. **A lighting technician**
    d. **Work in the costume department**
    e. **Work in the carpentry workshop**
    f. **Work in the metal workshop.**
    g. **Repair broken marionettes**
    h. **Work as stage designer**

After Reading

The Salzburg Marionette Theater article, answer the questions from 1 to 10 on the papers. Remember you can go back and re-read. Also, you can underline key words, words that you do not know the meaning and ask questions to your teacher. It is important that you read to yourself and concentrate in your reading.

Papageno The Birdcatcher

The Queen of the Night

Assessment/Evaluation:

The teacher will collect the papers with the questions, read, and correct them. The next day the class will discuss their answers.

Extension:

You can investigate about the marionettes going to their web page.
The Salzburg Marionette Theater www.marionetten.at/index_e.html

Closure:

"Today we learned about the Salzburg Marionette Theater and all the different jobs that it offers. We also learned what it takes to be a puppeteer. Now, we will begin to think about our own puppet theater here at our school and all the plays that we will be able to put on. It is going to be interesting and lots of fun!"

Lesson Plan #4
"The Magic Flute, a Fairy Tale Opera"

Week of: _____ Teacher: _____
School: _____ Grade Level: 3rd, 4th, 5th

Materials:

- The Magic Flute Book, Retold by Anne Gatti, Illustrations by Peter Malone.
- Article The Magic Flute. From: http://www.classickids.com
- Mozart's Magic Fantasy- a Journey through The Magic Flute; Classical Kids.
- Video of The Magic Flute real opera excerpts. The Magic Flute (Home recording)
  W.A. MOZART Die Zauberflote (The Magic Flute) (complete opera recorded in 1978) Glyndebourne Opera / Felicity Lott / Leo Goeke / Benjamin Luxon/ Thomas Thomaschke/ Bernard Haitink (cond)
- 30 copies of the List of Characters in order of appearance in the music CD.

Objectives/Sunshine Standards:

Language Arts/Music

(LA. 4.7.1) (LA4.7.2) (LA.4.7.3) (LA.4.7.4) (LA.4.7.5) (LA4.7.6) (LA.4.7.7)

Literary Analysis:
(LA.4.2.1.1) LA4.2.1.2) (LA.4.2.1.5) (LA.4.2.1.9)

Cultural and Historical Connections: (MU.C.1.2.1) MU.C. 1.2.2) (MU.C.1.2.3) (MU.C.1.2.4)
Aesthetic and Critical Analysis: (MU.D 1.2.3)

Activities:

Set Induction:

Tell the children that they are about to listen to a wonderful story where a dragon, an evil Queen, her daughter the Princess and a handsome Prince all are part of one of Mozart's most popular operas: "The Magic Flute"

1. Read the Story book The Magic Flute to the students.
2. Have a class discussion about the characters, the plot, the setting and the problem of the story.

   Explain: "Before we continue, we need to understand that sometimes people change the stories to adapt them for a special audience. In this case, the story was changed a little bit to make it appropriate for children."

3. Distribute copies of the article about The Magic Flute.

Name_____ Date_____

Grade_____ Teacher_____

The Magic Flute

Read the story and answer the questions after you read it.

Many years ago:

The Magic Flute, which was first performed on September 30, 1791 was Mozart's final composing success, takes place in Ancient Egypt. There are several characters of both good and evil nature. The main characters in the story are the young prince Tamino and Papageno, a bird catcher or hunter. The two men set out in search of Pamina, the daughter of the Queen of the Night who was stolen by Sarastro's Soldiers. Sarastro is the Heigh Priest of Isis and he lives in a castle. Before they leave to rescue the princess, Tamino is given a magic flute that will help him when he finds trouble, and Papageno is given a magic set of silver bells to ring if danger threatens them.

Tamino and Papageno are faced with many dangers on their journey to the castle. As they encounter each situation, they use their musical instruments. The music of the magical flute charms even the most ferocious animals of the forest. Guided by three young boys, and protected with their flute and bells, their safety is insured through every trial they face. As they triumph, the darkness of the night is conquered by the sun of the day. Together they praise the gods and celebrate the triumph of courage, wisdom and goodness.

In a day like today:

Sarah the little girl is looking for her mother who works in the opera house. When she gets there, she asks for her and says: "I am looking for my mother, she works here and today she is singing The Queen of the Night". The director of the opera is very busy getting everything ready to start. The musicians of the orchestra are tuning their instruments. The opera begins and Sarah gets caught in the middle of the stage and becomes one of the characters of this opera especially adapted for children of our times.

Q: What was different between the story in the book and the story in the article?

A: In the book, three maidens who are the Queen of the Night's helpers kill the dragon. In the article, Sarah the little girl does not kill the dragon.

A: In the book, Sarah the little girl is not a character from the story. In the article, Sarah touches the dragon on the nose and turns it into a small dragon.

Q: Is there any other character in this article that does not appear in the book?

A: Yes, the director of the opera.

Explain that in this CD, the story changes a little because they added one character: Sarah, a little girl who is looking for her mother the opera singer who sings the role of The Queen of the Night. I also changed the director and named him Mozart the composer to make things even more fun.

4. Distribute copies of the List of Characters from Mozart's Magic Fantasy.
5. Introduce each character in the order they will appear in the CD.
6. Listen to Mozart's Magic Fantasy during the whole class period. Add subsequent listening sessions as necessary.

List of Characters from Mozart's Magic Fantasy

- Director –
- Sarah a little girl
- Prince Tamino
- Papageno The Birdcather
- The Queen of the Night
- Princess Pamina –The Queen's daughter
- Sarastro's Soldiers
- Sarastro the Magician
- The three Boys
- Papagena – Papageno's Girlfriend

Assessment/Evaluation:

Class discussion, Teacher Observation, Question Answer Period and Listening Skills.

Students should be able to re-tell the plot, identify each character by name, and tell the difference between fiction and non-fiction. Listen attentively to the music and to the story.

Extension:

Show the students the video of excerpts of the real opera by the Glyndebourne English Opera Festival.

Closure:

Tell someone sitting next to you what was your favorite part of this opera?
Also, do you have a favorite character, who is he/she?

Students will answer.

Q: Prince Tamino must go through some trials to prove his true love for Princess Pamina. There are some evil and some good characters in this opera can you tell me who was really mean?

A: The Queen of the Night

Q: What were the two forces fighting in this kingdom?

A: Good and Evil.

Q: Which force wins?

A: The Good force wins.

Lesson #5
"How to Write a Script for a Musical Play or an Opera" (Drama)
Unit Lesson

Week of: _____ Teacher: _____
School: _____ Grade Level: 4th & 5th

Materials:

- 1 teacher's Copy of the transcription from the original script from Mozart's Magic Fantasy CD.
- Over-head transparencies. Divide it by scenes. (Optional)
- Music CD- Mozart's Magic Fantasy.
- Script page example/paper and pencils

Objectives/Sunshine Standards:

Language Arts:
Reading Comprehension: (L.A. 5.1.7)
Writing: Pre-Writing (L.A. 5.3.1.1) (L.A.5.3.1.2)(L.A.5.3.1.3)
Drafting: (L.A.5.3.2.1) (l.A.5.3.2.2) (L.A. 5.3.2.3)
Revising: (L.A.5.3.3.1) (L.A. 5.3.3.2) (L.A.5.3.3.3) (L.A. 5.3.3.4)
Editing: (L.A.5.3.4.1) (L.A. 5.3.4.2) (L.A.5.3.4.3) (L.A.5.3.4.4) (L.A.5.3.4.5)
Publishing: (L.A. 5.3.5.1) (L.A.5.3.5.2) (L.A. 5.3.5.3)
Creative: (L.A. 5.4.1.1)
Informative: (L.A. 5.4.2.3)
Arts: Theatre – Creation and Communication. (TH.A. 1.2.1) (TH.A.2.2.2) (TH.B.1.2.1) (TH.D.1.2.1)
Music: Cultural and Historical Connections (MU.C.1.21) (M.U.1.2.2) (MU.C1.2.3)
Aesthetic and Critical Analysis (MU.D1.2.3) (MU.D 2.2.1) (MU.D 2.2.2)
Applications to Life: (M.U.D 1.2.1) (MU.D.1.2.2) (MU.E. 2.2.1)

Set Induction:

Tell the students that they will become authors of an opera script.

"With my help and with all the information you already have about Mozart and his opera "The Magic Flute" I am sure we will all together come up with a wonderful script for our presentation for the End of the Year Program"!

Q. How many of you have ever seen a play script before?
A. Students will raise their hands to answer.

Tell the students that before writing the script, they will listen to the opera.
Play the Mozart's Magic Flute Adventure CD.

Activities:

1. Listen to the CD.
Divide the action into scenes. The teacher and students will have a class discussion about the first scene. As a result, they will include Mozart as the character of the director instead of any ordinary person to make it more fun.

2. Pre-write. Generate ideas, determine the purpose, and organize the ideas. Students will come up with a plan using their ideas in a logical sequence.

3. Write: Students will begin writing the script – Divide it by scenes.

Distribute sheets of paper, rulers and pencils.

Explain how to prepare a script page:

Tell the students to fold the paper in two and draw a vertical line in the middle to divide the page. Always number your pages.

Example page of a copy of the script for “The Magic Flute”.

Director’s Notes	Character Lines

The characters and their lines will go on the right side of the page.

The left side will be for the director’s notes and instructions.

Unedited example of class work:

Mozart sits at the piano (Left Stage) Then stands up Rushing.	
	Mozart: "Three minutes till curtain! Three minutes till curtain, clear the stage"!
Sarah enters (with her flute)	Sarah: "Excuse me Sir" Are you Mozart the composer?"
	Mozart: "Yes indeed. Well little lady are you here to play in the orchestra?" I see you have your flute, is not a magic flute is it"?
	Sarah: "What? Oh... I am Sarah, and I'm just here looking for my mom. She sings The Queen of the Night. Do you know where she is?"
Loud	
	Mozart: "Where is the Queen of the Night, Queen of the Night say your lines now!"
Queen of The Night → Enters from behind the Curtain. (Center Stage) To the audience	
	Queen of the Night: "Ill wrap you under the night;... dark, and Mysterious.!"

Note: The director's notes are clear and specific.

Each scene will be done separately.

Script writing steps:

- Write a draft
- Revise the draft
- Edit the draft
- Write a final copy (publishing) for the intended audience.

After they finish with the final copy it will be used for the End of the Year Shadow Puppet Theater Presentation.

Assessment/Evaluation:

Teacher will collect the student copies of their work and guide them in the writing process. Grades will be based on organization, students' comprehension of the story, correct punctuation, grammar, and use of creative language.

Extension:

You can write a script for any book or story of your choice.

Closure:

Now that we finished the script of Mozart's Magic Flute we will use it for our school's New Shadow Puppet Theater. Writing a script is not hard, and remember, plan ahead, organize your ideas, divide your story by scenes, then divide your paper in half to write your script. Your creativity has no limits!

Lesson #6
"Design and Decorate a Puppet Theater"

Week of: _____ Teacher: _____
School: _____ Grade Level: 3rd, 4th & 5th

Materials:

- See resource list for building materials.
- Construction paper, tempera paint, brushes, glue stick or hot glue (optional)
- Over-head projector.
- Transparencies of each theater model to show
- Copy of the original sketch
- Copy of the decorated sketch.

Objectives/Sunshine Standards:

Creation and Communication

Standard 1: The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts. (VA.B.1.2)

1. Understands that subject matter used to create unique works of art can come from personal experience, observation, imagination, and themes. (VA.B.1.2.1)
2. Understands what makes different art media, techniques, and processes effective or ineffective in communicating various ideas. (VA.B.1.2.2)
3. Knows how to identify the intentions of those creating works of art. (VA.B.1.2.3)
4. Uses the elements of art and the principles of design with sufficient manipulative skills, confidence, and sensitivity when communicating ideas. (VA.B.1.2.4)

Set Induction:

Ask the students: "Before we begin, I would like to ask you if anyone in this class has ever seen a play made out with shadow puppets?"

Most probably the answer will be no.

Explain that a Shadow Puppet Theater is just like regular puppet theater but instead of having an opening in the center where you can see real puppets, the shadow puppets are projected onto a screen with a light from the back.

Activities:

1. Brainstorm
2. Show pictures (make transparencies of each theater model)
3. Divide class in groups. Distribute papers, rulers and pencils.
4. Students will draw a puppet theater
5. Class discussion about the drawings
6. Selection of best models

"In a shadow puppet theater, the shadow puppet is never seen in performance, only the effect it creates". From *Shadow Puppets: Designing, Building, and Performing* by Bill Woodburn Random Acts Puppet Theater –The Puppetry Home Page http://www.sagecraft.com/puppetry/definitions/shadow.html

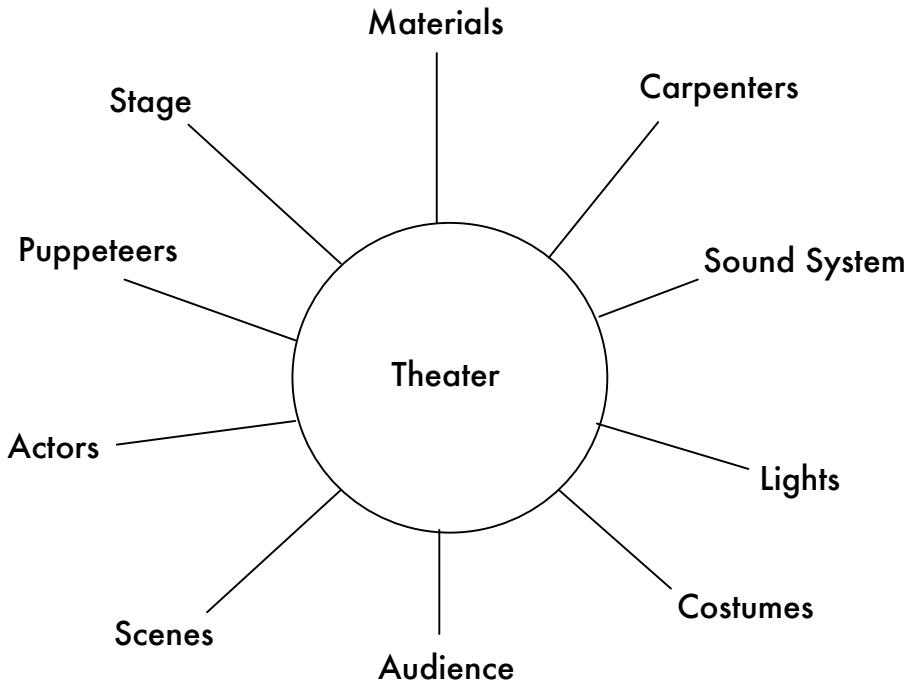
Brainstorming

Ask the students how would they come up with a plan before building a puppet theater?

Q: What are some of the things we have to think about that the theater has?

Q: When we want to build a theater we have to think about? (Give hints)

A: Students respond, teacher makes a diagram on the board.



Tell the students: " Excellent"! Now we will become Shadow Puppet Theater Designers. I will show you some pictures and you will come up with your own design."

Examples of Puppet Theaters

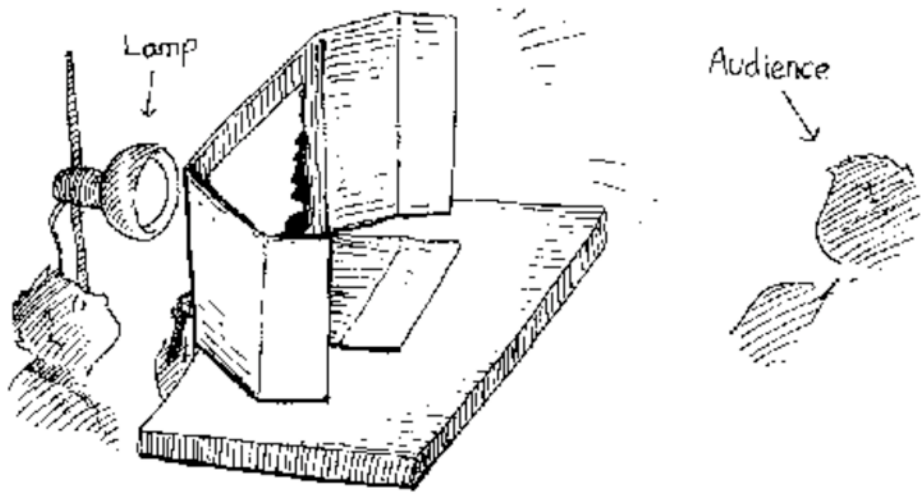
Teacher can make a transparency to enlarge the picture for each model.

Show them one by one and discuss with the students the pros and cons of each model. What they like or dislike about it.

Q: If they were to convert this little theater into a larger model, what materials would they use and why?

A: Fabric, wood, cardboard, plastic.

Portable Shadow Puppet Theater with a screen and a lamp.



Basically what we will design is very much like this theater.

Directions:

- Look at the pictures and select one idea for your model.
- Do not copy the theater from the picture. Just use it as an example to create your own model.
- Use a ruler to make your drawing.
  Measurements:
  - Total height: 8 feet.
  - Screen opening in the center: 6 feet wide x 4 feet tall.
  - Side panels: 4 feet wide x 8 feet tall each.
- Decorate your theater to your taste. Be original.

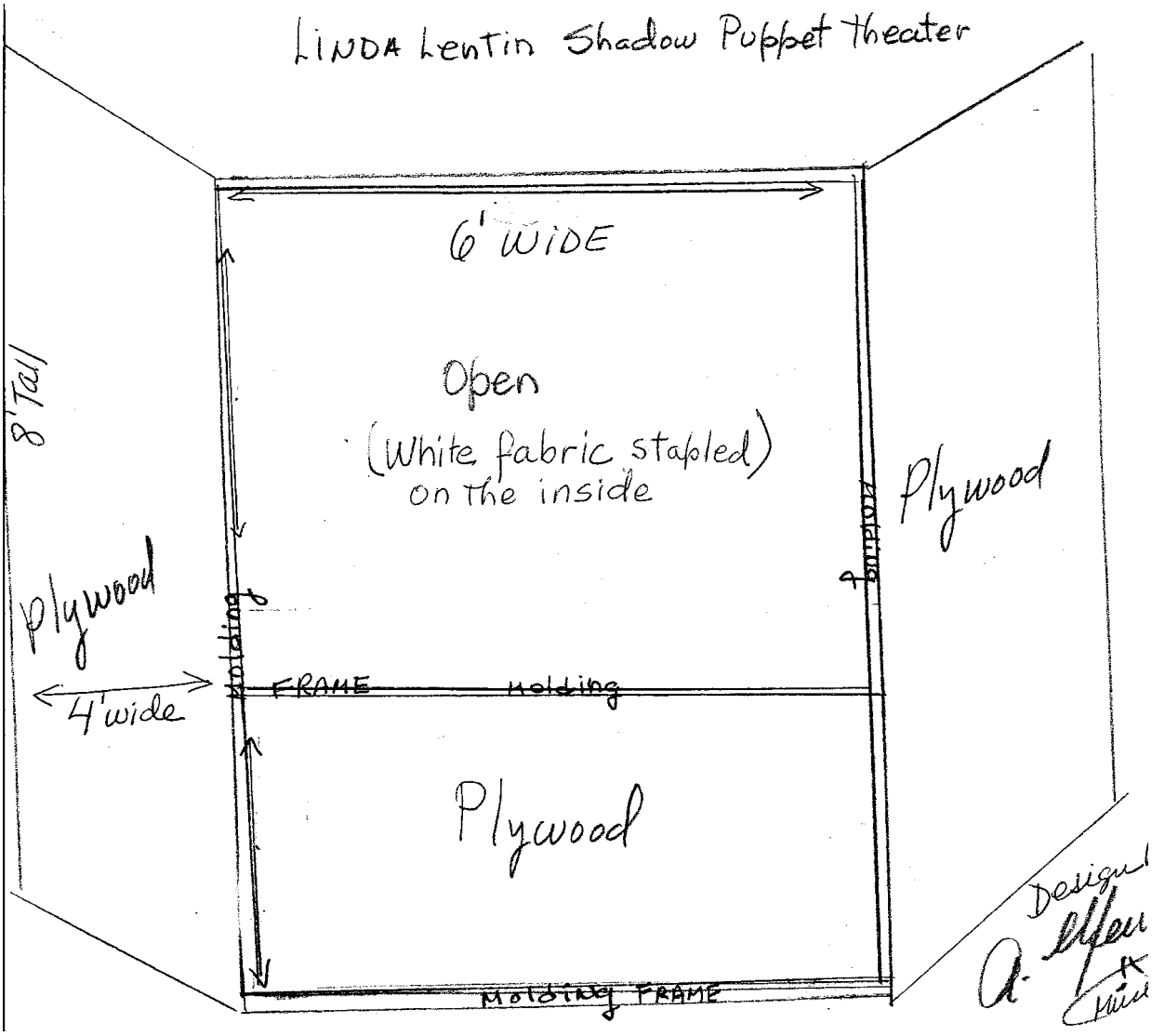
Assessment/Evaluation:

Students will follow the directions to draw their models for a shadow puppet theater. Grade will be based on originality of design. The students must write the measurements on the sketch.

Closure:

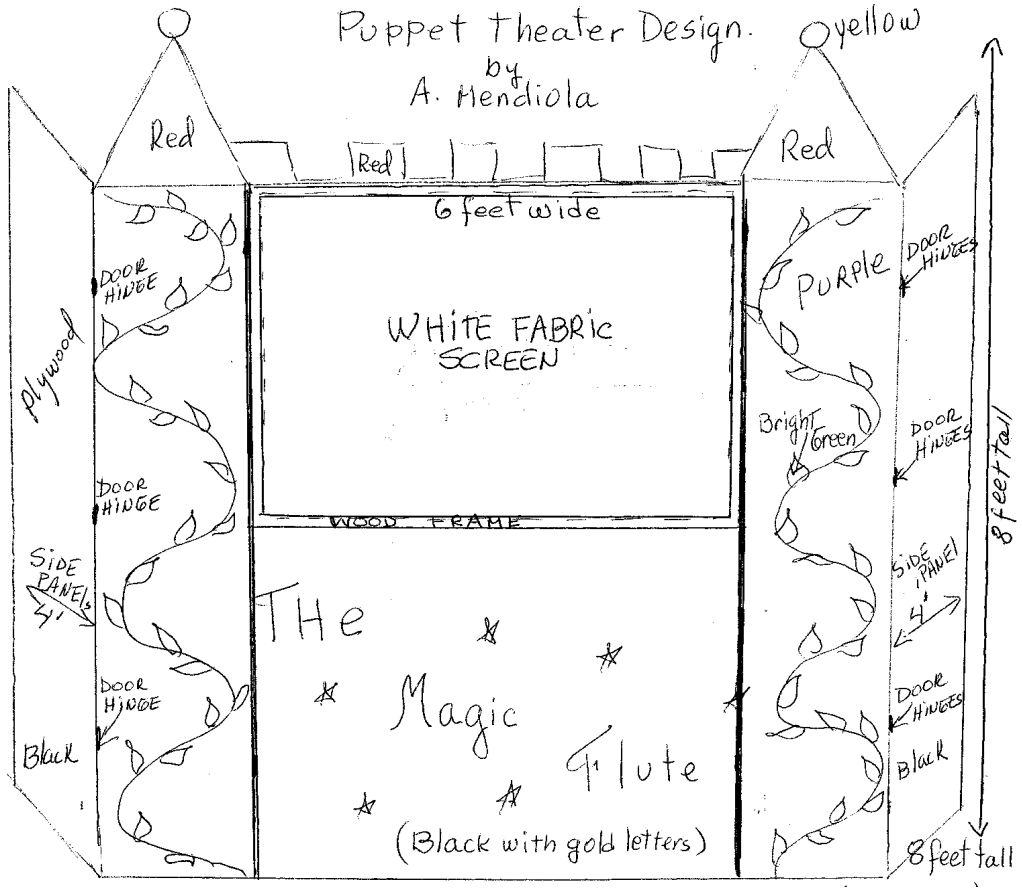
"Carpenters, Lights, Stage, Costumes, Shadow Puppets, and Puppeteers, but most of all; creativity and enthusiasm! This is all we need to make our dream a reality!"

Original sketch



Note: Our Theater has door hinges on the sides to fold for balance and storage.

Decorated sketch



To decorate the theater:

- Paint the front with black flat matte paint.
- Make two towers with cardboard, paint them with dark purple school tempera.
- Draw a curved line like a vine from the bottom to the top. Paint the vine in dark green.
- Make the leaves out of bright green construction paper. Cut them and glue them on the vine-curved line.
- Make the top piece out of cardboard; the two circles on top of the towers should be 4" in diameter. Paint the top piece red and the top circles bright yellow.
- Cut the white fabric 1" larger than the screen opening in the center.
- After paint is dry, staple the white fabric to the frame from the inside.
- Make letters. Cut them in separate words, and then glue them to the front.
- Make stars with glitter glue, on black construction paper. Cut them and glue them to the front to the theater between the words.
- Note: Hot glue is great. But do not let your students use this product.

Lesson #7
"Making Shadow Puppets Props, and Light Effects"
Unit Lesson

Week of: _____ Teacher: _____
School: _____ Grade Level: 3rd, 4th & 5th

Materials:

- Overhead projector.
- 2 or 3 pencils.
- About 40 Bamboo sticks 1 foot long (like a pencil in diameter).
- Any other kind of wood sticks you can find in the crafts stores to support and handle the puppets.
- 1 or 2 bags of ice cream sticks or art sticks from the crafts store.
- 1 bag of multi colored pipe cleaners for hair and moustaches.
- Scissors - 2 or 3 good ones.
- Plenty of light cardboard or thick poster paper (any color, white is best).
- Cellophane paper in bright colors. Yellow, Orange, Green, Blue, Red.
- Hot glue gun/hot glue sticks and glue stick. (Best is the hot glue).
- Flexible wire from any hardware store (not too thin, like wire-hangers)
- Wire cutting tool from the hardware store.
- 2 or 3 rulers
- Exacto knife for cutting – not to be used by students.
- Duct Tape or packing tape.
- Cut styro foam pieces for support (optional but very good).

Objectives/sunshine standards:

Visual Arts
Skills and Techniques
Standard 1: The student understands and applies media, techniques, and processes. (VA.A.1.2)

Creation and Communication Standard 1: The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts. (VA.B.1.2)

Set Induction:

"The puppets are like the soul of the Puppet Theaters." Tell the students that learning to make the puppets will be one of their favorite parts of the show. They will use their imagination to create the characters and will be able to handle the puppets and play with them during the rehearsals. Most of the time, the students who make the puppets will want to become puppeteers.

Activities:

1. Distribute List of Characters from Mozart's Magic Fantasy. Have each student select a character of his or her choice from the list.

List of Characters from Mozart's Magic Fantasy

- Director: Mozart. Live character only
- Dragon: Live character and puppets: 1 large 1 small
- Sarah a little girl. Live character and puppet
- Prince Tamino. Live character and puppet
- Papageno The Birdcather. Live character and puppet
- The Queen of the Night. Live character and puppet
- Princess Pamina. The Queen's daughter. Live character and puppet.
- Sarastro's Soldiers. Puppet
- Sarastro the Magician. Live character and Puppet
- The three Boys - Puppet
- Papagena (Papageno's Girlfriend). Live character and puppet

Explain to the students:

Most of the characters will be Live for the beginning of the show. At a certain point, they will all disappear, going backstage. All the lights backstage and in the audience will be turned off. One student will turn the over-head projector on, the curtain opens and the Shadow Puppet Opera begins. From this point on, everyone involved in the show needs a focus lantern backstage to be able to read the script and see.

2. Design and make the puppet

THE PUPPET SHAPE

"Shadow puppet shapes are made to block some or all of the light and cast a shadow. If you are trying for crisp edges on your shadows, it's important to keep the material thin. Anything can be used but thin posterboard paper is recommended."

From the Puppetry Home Page.
http://www.sagecraft.com/puppetry/definition/shadow.html

- Design the puppet in miniature. Make a transparency of the design.
- Use the overhead projector to enlarge the figure to the desired size.
- Put the poster paper on the wall attached with thumb-tags or masking tape.
- Transfer the puppet figure to the poster paper on the wall with pencil. (If
- You use black poster paper, you'll need a white pencil to do this).
- Take the poster paper down from the wall and put it on a large table.
- Cut the puppet shape with scissors.
- Make the necessary cuttings (openings) eyes, mouth, costume etc., for the light to go through. Do these cutting with an Exacto knife. (Teacher only.)
- Proceed to cut the color cellophane paper and glue it around the back of the cuttings. (The cellophane is optional) If you want blue eyes, put blue cellophane paper behind the eyes. You might light to leave the figure plain.
- Sometimes black and white only is effective and beautiful. (Silhouette)
- Attaching the wires on the back of the figure. Use duct tape for this, and reinforce it with hot glue. Trial and error will result in the final product. It is important that the wires hold the figure properly. Do not let the wire pass through the openings. The wire should not appear on the screen when you project the light.
- Finally attach the wood sticks to the back of the puppet with duct tape and hot glue.

Extension:

You can use any story to make shadow puppets. Work with silhouettes first and use them in your classroom. It's fun!

Assessment/Evaluation:

Design, creativity and originality are the areas that will be assessed. There will be grade level competitions and the best puppets will be selected by the art and music teachers to be the ones used in the show.

Closure:

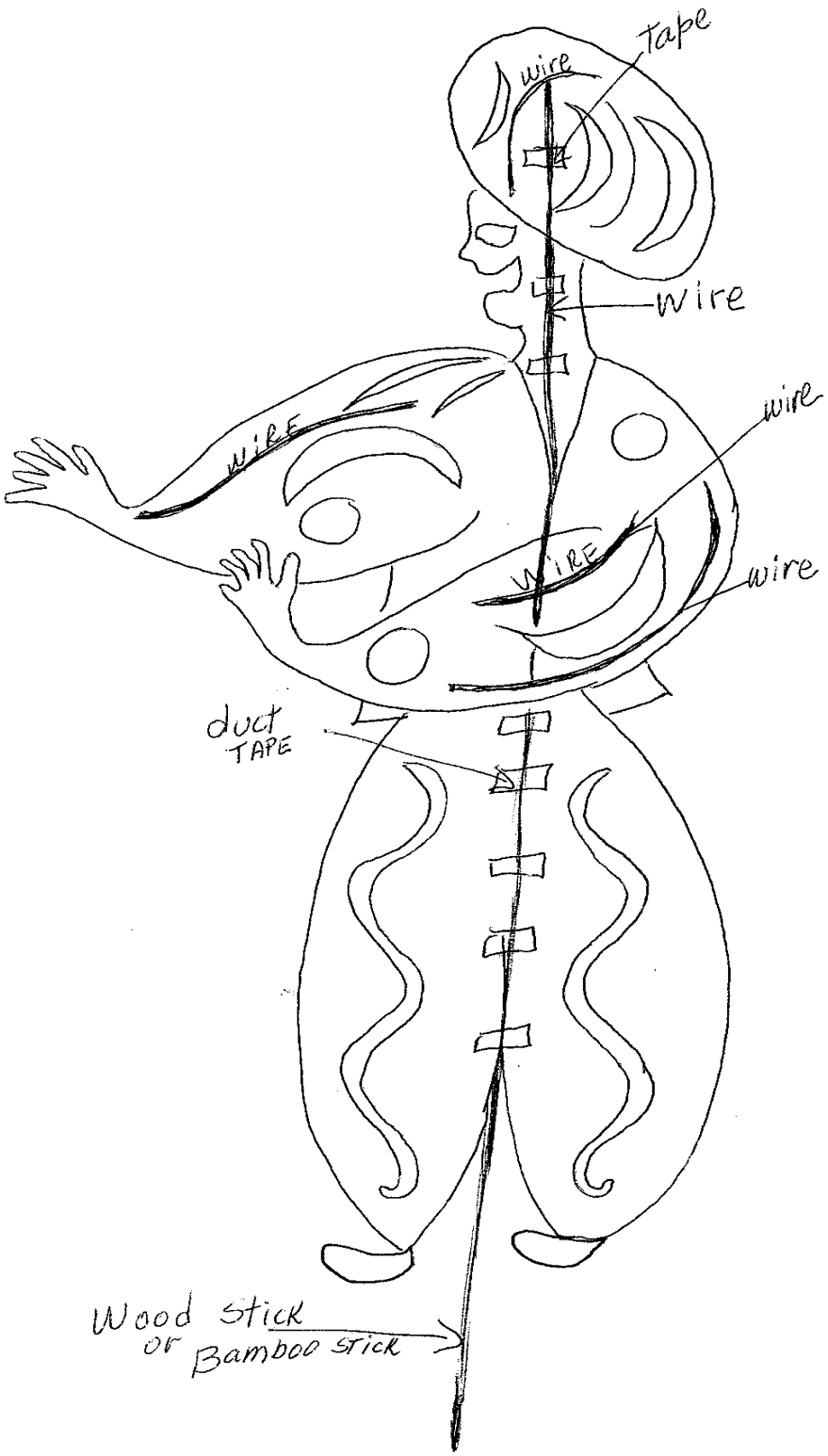
"It is up to us that these puppets come to life"! We have worked together to design them. Now is time to begin rehearsals using the puppets we created!
The craft making of shadow puppets is only the beginning. Once we learn the music, the script of the opera, and begin rehearsing with them, we will start to touch the surface of the Art of Shadow Puppetry, which has no limits"!

Examples:

Front View of soldier puppet

Color cellophane cuttings look beautiful when the light to goes through. Glue them on the back of the puppet.

Back view of Soldier Puppet with tapes, wires and wood stick.



The bamboo stick should be at least 1 foot long from the base of the puppet.

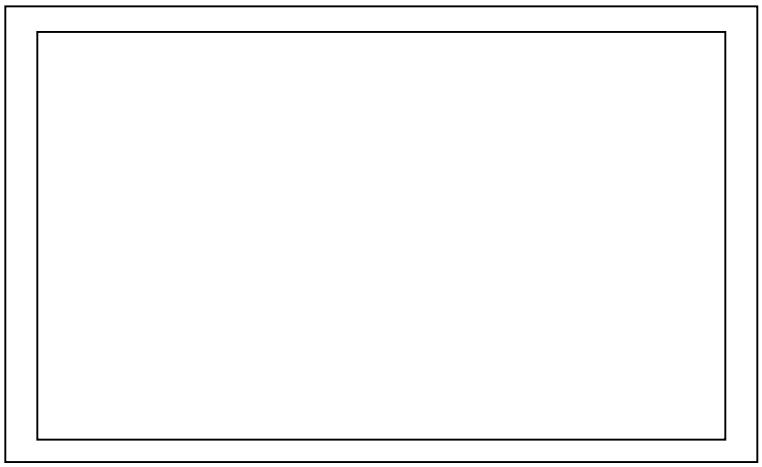
Examples of scenery props.

Make scenery props the same way you make the puppets.

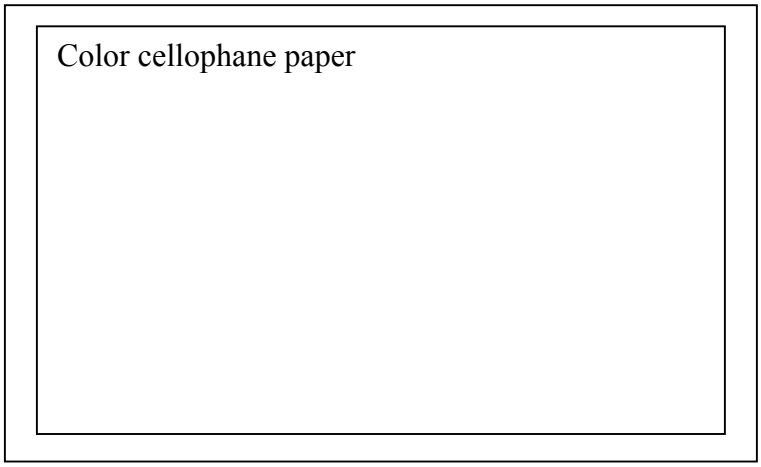
Scenery should not be too elaborate. It will go on either the right or the left side of the screen depending on the sequence of events. A puppeteer will hold the scenery prop with bamboo sticks just like a puppet except it does not move.

Making the light effects. Directions:

1. Cut a rectangle made out of poster board paper same size of the over-head projector screen and make a frame.

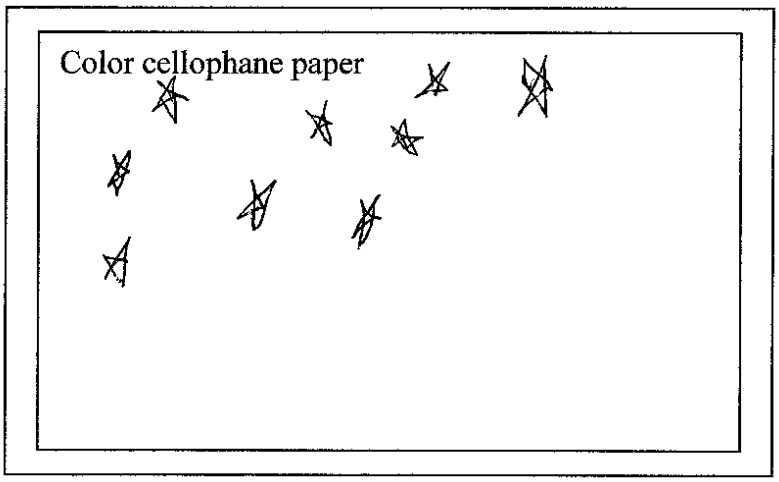


2. For the light effects cut color cellophane paper and tape it to the frame around the four sides. The whole rectangle will be used on the screen of the Over-head projector to change the color of the light.



- Forest green for the forest
- Dark blue for the night - put all the colors in layers
- Light blue for the water
- Orange for the fire scene
- Yellow for Sarastros' scene.

Dark blue for the night - To cut the stars, use the Exacto knife
When the light of the over-head is on, it will go through the stars.



The Queen of the Night puppet will come out when the stars are on.

The Over-Head Projector is the source of light that we will use in this project. The frames with the color cellophane paper go on top of the screen to produce especial effects.

Light operators reading the script of The Magic Flute during rehearsal

More Pictures during rehearsals

Lesson #8
"How to Make a Shadow Puppet Theater"

By eHow Arts & Entertainment Editor

Week of: _____ Teacher: _____
School: _____ Grade Level: 3rd, 4th & 5th

Introduction
Its fun to put on a shadow puppet theater show for your friends and it's equally as fun to make the stage, props and puppets. This is a family project that you can do with your kids. The following will show you how to make everything you need to put on a shadow puppet theater production.

Build the Stage.

Things You'll Need

- Piece of cardboard or cardboard box
- Exacto knife
- White sheet of paper
- Tape

Steps
1. Step One. Obtain a piece of cardboard approximately 34 inches by 18 inches in size. Make 9-inch folds on the 34-inch side at each end. Fold these at a 45 degree angle. You can also use a cardboard box, take it apart at the seam and fold it for your puppet stage.
2. Step Two. Cut out a large window in the center panel of your stage with an Exacto knife.
3. Step Three. Measure out a regular, blank sheet of white paper that is big enough to cover the window you have made. Tape it up against the window from the back side of the stage. Make sure all the edges are fully covered before taping.

Make Your Puppets

Things You'll Need

- Colored and white paper
- Pencil
- Scissors
- Paper fasteners
- Plastic straws
- Tape

Steps
1. Step One. Draw your own characters on a sheet of paper or print one out from the Internet to cut out. Make them on colored construction paper or color them in yourself. Don't forget to make props such as trees, houses and other things.
2. Step Two. Cut out your pictures.
3. Step Three. Make your puppets with movable arms and legs by cutting out arms and legs. Use a paper fastener to join the pieces together.
4. Step Four. Tape a straw on the back of each puppet to hold it upright. If your character has movable legs and arms, you can tape a straw handle to the back of an arm as well to move it.

Put on Your Show

Things You'll Need

- Tablecloth or sheet
- Table
- Lamp

Steps
1. Step One. Cover a table with a tablecloth long enough to touch the floor in the front. You can also use a sheet.
2. Step Two. Place the stage at the back of the table against the edge.
3. Step Three. Put a lamp behind the stage so the puppets can make shadows.
4. Step Four. Have the kids go behind the sheet or tablecloth and hold up their puppets using the straws as handles.
5. Step Five. Wait for curtain time and then enjoy the show.

Tips & Warnings

* Make your puppets as simple or as complex as you like, but make sure that people will be able to easily tell what your puppet is by its shadow in the theater.

Find this article at:
http://www.ehow.com/how_2092187_make-shadow-puppet-theater.html

Lesson Plan #9
Make a Dragon Costume and Mask

See lesson plan from: http://www.kckpl.lib.ks.us/ys/CRAFTS/Dragon.htm

Week of: _____ Teacher: _____
School: _____ Grade Level: 3rd, 4th & 5th

Materials:

- Construction Paper, all colors.
- Scissors
- Hot glue
- Multi-colored pipe cleaners,
- 2 yds. of any red fabric for costume.
- 1 ruler.
- 1 box of color markers for decorating the mask.

PARADE DRAGON PUPPET

Submitted by Ms. Brenda and Ms. Susan

Supplies:

- 2 - 9" paper plates
- Dragon face coloring sheet
- Construction paper - bright colors
- Craft stick
- Scissors
- Glue
- Stapler
- Markers
- Dragon face pattern

Directions:

1. Cut construction paper strips, one-inch wide and approximately 12" long. Fan fold strips for added effect.

2. Glue paper strips around the edges of the front of one plate.

3. Glue the second paper plate to the first plate with the craft stick, handle in between. Staple for reinforcement

4. Cut out "ruffly" part of head (to hide the plate) and glue to back of paper plates, which are stuck together.

5. Color dragon face coloring sheet with bright colored markers. Cut out and glue to center of back of paper plates, on top of "ruffly" part.

6. Add horns or bells or noisemakers to the dragon puppet.

In most cultures, dragons are considered to be evil or bad. In China, a dragon is considered to bring good luck.

Celebrate Chinese New Year with a parade and fortune cookies.

Extension:

Dragon Costume: Atala Mendiola.

- 2 Yds. Of red fabric to cover the bodies of three students
- Put the fabric on top of a long school table like a tablecloth
- Cut paper strips 12″ long of all colors and glue them to all the borders of the fabric. (Use hot glue)
- Cut geometrical shapes: Triangles, circles, squares, trapezoids, rhombus, and rectangles. All these in different colors.
- Glue the geometrical shapes to the fabric. Alternate shapes and colors.
- Use Multi-colored pipe cleaners to twist each around your Index finger. Make them into a spiral.
- Glue the spirals to the fabric everywhere around the geometrical shapes.
- Put this colorful cover over the children and add the mask to go with it.

Resource List

Books:

The Magic Flute Retold by Anne Gatti – Illustrations by Peter Malone
Distributed in the United States by:
Chronicle Books 85 Second Street
San Francisco, CA 94105
Website: www.chronbooks.com

Internet Sites:
http://www. clevelandorchestra.com
www.oregonshadowtheater.com
www.karagoz.net/english/shadowplay.html

Indonesian Shadow Puppet Theater
http://discover-indo.tierranet.com/wayang1c.htm
http://www.balibeyond.com/wayang.html
http://www.sagecraft.com/puppetry/
http://www.amazon.com Puppets and puppet theaters: Beka Table-Top combo. Puppet Theater and Plush Pups 11 Puppets.

Music CD: The Children's Group Inc.
Mozart's Magic Fantasy - A Journey through the Magic Flute.
1990 Classical Kids.
Contact: Mr. John Deighan – jdeighan@children'sgroup.com
http: //www.childrensgroup.com

Costumes: (optional) for The Magic Flute live characters
http://www.buycostumes.com
http://www.kckpl.lib.ks.us/ys/CRAFTS/Dragon.htm
http://www.ehow.com/how_2092187_make-shadow-puppet-theater.html

Videos: The Magic Flute
W.A. MOZART Die Zauberflote (The Magic Flute) (complete opera recorded in 1978) Glyndebourne Opera / Felicity Lott / Leo Goeke / Benjamin Luxon/ Thomas Thomaschke/ Bernard Haitink (cond) (Home recording.)

Supplemental Materials

Supplier:
Home Depot

Item:	Description	QTY	Price	Total
1	1/2" 4x8 Sandeply – SKU 454-532	1	$ 29.97	$ 29.97
2	1x2x8 Wood Plank –SKU 921-659	2	$ 3.78	$ 7.56
3	1x2x6 Wood Plank- SKU 921-494	2	$ 2.85	$ 5.70
4	Wood Screws -6x1 –SKU 251-380	1	$ 3.87	$ 3.87
5	Continuous Hinge – 1-1/2x30 SKU 241-393	2	$ 7.49	$ 14.98
6	Focusing Lantern –SKU 510-766	6	$ 5.96	$ 35.76
7	4D Battery Pack (4 batteries per pack)	6	$ 9.82	$ 58.92
8	Duct Tape –SKU 915-150	1	$ 7.27	$ 7.27
9	Staple Gun –SKU 172-413	1	$ 16.43	$ 16.43
10	Liquid Nail –SKU LN -275	2	$ 2.77	$ 5.54
11	Foam Brush – SKU 151-686	10	$ 0.87	$ 8.70
12	Sponge Roller –SKU 220-433	2	$ 2.27	$ 4.54
13	Edger Tray – SKU 598-685	2	$ 1.39	$ 2.78
14	1 Gallon Behr Flat Matte Black Latex Paint	1	$ 19.98	$ 19.98
15	Staples -1/2 – SKU 198-886	2	$ 3.26	$ 6.52
	Pick up		n/c	n/c
				$ 228.52

Rosebrand East Fabrics – Fabric for the screen
4 Emerson Lanee
Secaucus, NJ 07094
Phone# (201) 809-1730

Item:	Description	QTY	Price	Total
1	126 " Polysilk Plus DFR White	4 yds	$ 11.00	$ 44.00

Organizations:

The Cleveland Orchestra
Franz Welser- Most, Music Director - Jayce Ogren, Conducting
Miami Education Concerts 2007-2008

Bibliography:

The Cleveland Orchestra
Teachers' Guide: "The Mozart Experience" pgs. 4 - 12

National Assembly of State Arts Agencies
Critical Evidence: How the Arts Benefit Student Achievement.
Author: Sandra Ruppert
Publisher: National Assembly of State Arts Agencies in collaboration with the Arts Education Partnership.
ISBN 0-9777050-0-5
Pgs. 12 -15

MENC The National Association for Music Education
Why Music Education? 2207
Facts and Insights on the Benefits of Music Study.
Contact Information: Elizabeth Lasko at MENC (ElizabethL@menc.org)
Advocacy Information: Sue Rarus at MENC (suer@menc.org)

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Mozart's Magic Fantasy licensing permission

Monday, June 23, 2008 5:40 PM

From: "Paul Pement" <paulpement@ckme.org>

To: atala_m@yahoo.com

Dear Atala,

My name is Paul Pement and I hold the licensing rights to the Classical Kids live production adaptations based on the original recordings. I've been copied on your email to John Diegan and asked to take over conversations with you since your request falls under my jurisdiction.

Your project sounds interesting and worthy and we are happy to grant permission – without financial compensation - for you to adapt from the Mozart's Magic Fantasy CD and use the recorded excerpts AS LONG AS it's non-commercial and are not charging admission (beyond a teacher's workshop fee of some sort). I discussed this with Sue Hammond and she wanted me to explain why we are particular about this. Original musician's fees were for CD sales only and use of the recordings for other commercial ventures would require additional compensation to the musicians. Edu non-profit is okay. I'll be happy to sign something if you write it up and send it along or perhaps this email will suffice. One further condition, Sue suggested, is that in return for free licensing adaptation rights, we would like to have an archival video copy of the performance to observe.

Best regards,
Paul

Paul Pement
Executive & Artistic Director
Classical Kids Music Education, NFP
5611 N. Wayne Ave., Ste. 1

Parental Consent Forms Examples

Linda Lentin K - 8 Center
End of the School Year Program

Teachers please complete the italicized information and send to Mr Mcbride when the parent signs.

*Students Name*_____ *ID #*_____ *Homeroom Teacher:*_____

Date:_____

Dear Parents/Guardians,
Your child_____ was selected to participate in a **special End of the Year Program: "The Magic Flute Shadow Puppet Theater"**

For that reason we will be staying after school during the week on Tuesdays and Thursdays to practice for the show and to help with the design of the puppets and the scenery for the play. Also if your child is selected by audition to be an actor or actress he/she will stay for rehearsals.

If you have any questions regarding this after school activity, please call Mr. Macbride at 305-891-4011

Sincerely yours,

Agenoria Powell
Principal

PLEASE SIGN AND RETURN

I realize that I am accepting complete responsibility for the safe arrival and dismissal of my child. All students should arrive by 3:00 P.M and must be picked up no later than 4:30 P.M. To comply with these hours will dismiss your child from the program.

Emergency Contact Phone Number_____

Cell Number_____

Student's Address_____

My child:
_____ Walks to and from school
_____ Is driven by car to and from School.

Driver's Name_____
_____ Is picked up by a friend.
Friend's Name_____

Parents/Guardians Signature_____Date_____

Dear Parents (Guardians)
"If you require translation of this document and need assistance please contact the school for help."
"This is a very important letter from the school. Please ask for assistance if you need help with translating this information. We will be happy to assist you."
Estimado padre o tutor,
"Si usted necesita traducir este documento y requiere asistencia, por favor comuniquece con la escuela a la brevedad possible. Muchas gracias."
"Esta carta contiene informacion muy importante referente a la escuela de su nino/a. Si necesita ayuola para traducir la comuniquece con la oficina. Sera un placer ayudarla/o
Cher Paran (Gadyen)
Si ou bezwen yon kopi dokiman sa a an kreyol avek asistans silvou ple rele lekol la pou yo ede ou.
Let lekol sa a tre important. Silvouple si ou bezwen ed pou tradui enfomasyon sa a mande ed. Nou va kontan pou nou ede ou. Meci.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

DEPARTMENT OF EARLY CHILDHOOD PROGRAMS

PARENTAL CONSENT FORM FOR PHOTO/VIDEO RELEASE

Dear Parent:

_____
Date

Please be advised that during the year your child may be photographed or video taped at various school sponsored events. With your consent, the photograph or video may be released for use by the media, i.e., newspapers, brochures, videos, television. These materials will be used primarily for teacher training.

Please indicate your preference below.

____ Yes. My child's photograph/video **may** be reproduced and released for use by the media.

____ No. My child's photograph/video **may not** be reproduced and released for use by the media.

_____ _____
(Signature) (Date)

_____ _____
(Print Parent's Name) (Print Child's Name)

Return this signed form to:

CONTACT PERSON: _____

SCHOOL NAME: _____

SCHOOL TELEPHONE: _____

ESCUELAS PÚBLICAS DEL CONDADO DE MIAMI-DADE

DEPARTMENTO DE PROGRAMAS INFANTILES

FORMULARIO PARA OBTENER CONSENTIMIENTO DE LOS PADRES PARA AUTORIZAR EL USO DE TERCERAS PERSONAS DE UN VÍDEO O FOTO

November 28, 2007
Fecha

Estimado padre, madre o tutor/a:

Por la presente se le comunica que durante el año escolar, quizá se fotografíe a su niño(a) o se le incluya en algún vídeo, durante algunos de los eventos auspiciados por la escuela. Con su previo consentimiento se puede entregar la fotografía o el vídeo de su niño(a) a medios de comunicación, tales como periódicos, vídeos, televisión o para su inclusión en folletos. En principio, estos materiales se utilizarán para el entrenamiento de los maestros.

Por favor indique más abajo su preferencia.

___ Si. La fotografía o vídeo de mi niño/a **puede** ser reproducido para el uso de los medios de comunicación.

___ No. La fotografía o vídeo de mi niño/a **no puede** ser reproducido para el uso de los medios de comunicación.

(Firma) (Fecha)

(Imprima el nombre del/de la padre/madre tutor/a) (Imprima el nombre de su niño/a)

Devuelva este formulario firmado a:

CONTACTO: Frank MacBride

NOMBRE DE LA ESCUELA: Linda Lentin K - 8 Center

TELÉFONO DE LA ESCUELA: 305-891-4011

FM-5703S (07-98)

LEKÒL LETA MIAMI-DADE COUNTY

DEPATMAN PWOGRAM "EARLY CHILDHOOD"

FÒM KONSANTMAN PARAN POU FOTO/VIDEYO

Chè Paran: November 28, 2007
Date

Silvouplè n ap avize w pandan ane a yo kab pran foto oubyen fè videyo pitit ou a nan plizyè evenman ki fèt sou patwonaj lekòl la. Avèk konsantman w, nou kab pèmèt medya a, pa egzanp, jounal, liv, videyo, televizyon pou itilize foto oubyen videyo yo. Y ap itilize materyèl sa yo pou antrenman pwofesè

Silvouplè endike preferans ou anba a.

___ Wi. Non **Kab** repwodui foto/videyo pitit mwen an e pèmèt medya pou l itilize yo.

___ Non. Nou **pakab** repwodui foto/video pitit mwen an e pèmèt medya pou l itilize yo.

(Siyati) (Dat)

(Non Paran an Lèt Enprimri) (Non Pitit la an Lèt Enprimri)

Siyen fòm sa a e retounen l bay:

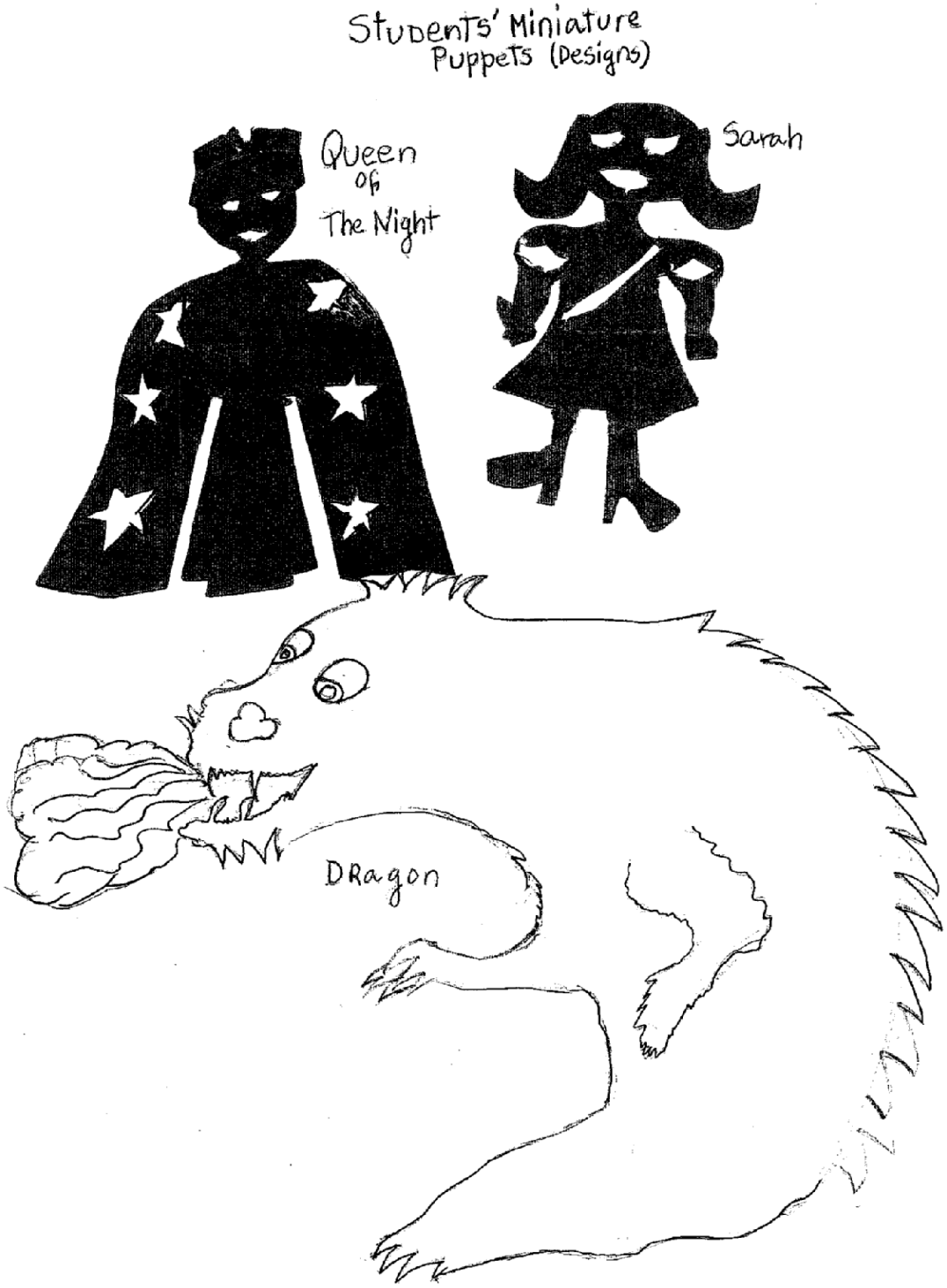
MOUN POU W KONTAKTE: Frank MacBride

NON LEKÒL LA: Linda Lentin K - 8 Center

TELEFÒN LEKÒL LA: 305-891-4011

FM-5703H (07-98)

Student's Work Samples



Princess Pamina

To: Dante Umanzor.
From: Ms. Mendiola.

1-23-08

Design a Dragon Puppet for a School production of "The Magic Flute" by W. A. Mozart.

The scenery props are made like the puppets (see lesson plans)