

The Magic Flute

Lesson Plans:

1. Magic Flute: Writing Poems to Introduce Characters in the Story.
2. Blocking and Acting One's Poetry

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Duration: 2 lessons/ 50 minutes

Grade Levels: 7th

Subjects: Theater, Literature, English

Standards:

California State Board of Education Language Arts Content Standards

- Grade 7; 1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, both to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
- Grade 7; 3.0 Literary response analysis: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials read by students.
- Grade 7; 3.3 Analyze Characterization as delineated through a character's thought, words, speech patterns, and actions; the narrator's description; and what other characters think, say, and do.
- Grade 7; 3.4 Identify and analyze recurring themes across works, (e.g., bravery, loneliness, loyalty, friendship)

California State Board of Education: Theater Grade Seven

- 2.2 Maintain a rehearsal script/notebook to record directions and blocking.
- 2.3 Create characters, environments, and actions that exhibit tension and suspense.

Goals & Objectives

Lesson 1

1. Teacher will introduce students to the opera *The Magic Flute*.
2. Teacher will introduce students to what is an aria.
3. Teacher will introduce students to character analysis.
4. Teacher will help develop and brainstorm new vocabulary with students.
5. Teachers will guide students in discussion as they fill out a sample of Worksheet A and B on the board.

6. Students will be able to discuss their analysis and ideas in class discussion as well as in groups.
7. Students will be able to analyze a character of their choosing and create “brainstorming maps” as previously discussed by the teacher.
8. Students will write a poem introducing a character of their choosing.

Lesson 2

1. Teacher will introduce the concept of blocking.
2. Students will create blocking for their poem and rehearse their poems and blocking in groups.
3. Students will fill out a reflection sheet after the performance.

Preparatory:

1. A DVD of Magic Flute. Suggested DVD:

Magic Flute DVD review of Met production in English directed by Julie Taymor. (DVD available for \$25.00 from Opera Shop) *The store is open Monday through Saturday from 10 A.M. to 10 P.M. (or the end of second intermission) and Sundays from noon to 6 P.M. It can be reached at 212-580-4090*

<http://www.metoperafamily.org/metopera/news/features/detail.aspx?id=6484>

2. **Copies of Worksheet A, Worksheet B, Worksheet C**
3. **Optional: see Resource page for Magic Flute.**

Procedure:

Lesson Plan 1:

1. Students will watch the DVD: The Magic Flute. The teacher will again show Papageno’s aria when he introduces himself. (Note to teacher: Papageno is the only character that officially introduces himself. None of the other characters do so. The students will write poems that will introduce other characters.)
 - a. For teacher reference, the translation from German libretto of Papageno’s aria:

The birdcatcher am I indeed,
Always merry, heisa, Hop-sa-sa!
I, birdcatcher, am well known
To old and young throughout the land.
Know my way around with the traps,
And how to be understood on the fife!
Thus can I happy and merry be,
For all the birdies belong to me!!
2. The teacher will guide the students in discussion of the character Papageno and fill out a sample character analysis (similar to **Worksheet A**) on the board. For example:

Physical characteristics: What does the character look like? This depends on the version of DVD you will choose. Generally: a man in a bird costume...Costume description...	Actions: What is the character doing? *Catching birds *pretending that he is brave and that he killed the serpent *boasting of his deeds * helping the prince to save the princess
What defines this character/what does the character believe in/what is he thinking? Is the character evil/good? *Character is good *character thinks that he is very talented bird catcher, but his skill can't get him what he really wants... ETC.	What are some of colorful words that describe the character? Ex. courageous, meek, boaster *boaster *show-off etc...

- The students will pick their favorite character and fill out an analysis form for that character using **Worksheet A**.
- The students will take a word that best describes the character and fill out **Worksheet B**. The students will use six of the words brainstormed to write sentences about their character.
- The teacher will explain how to write an acrostic poem. (Acrostic Poem: poem or series of lines, where the letters spell another word.) Note to teacher:

Refer to these website for ideas and help with Acrostic Poems:
Acrostic poem- poem or series of lines, where the letters spell another word.

<http://www.teachnet-lab.org/miami/2004/gomez/how%20to%20write%20acrostic%20lesson%202.htm>

<http://www.poetryteachers.com/poetclass/lessons/acrostic.html>
<http://www.enchantedlearning.com/poetry/acrostic/>

- The students will write the poem introducing their character, using the words and ideas from their previously filled out **Worksheet A, Worksheet B, and the six assigned sentences**. For this assignment, the students may spell the name of the character or use a word that best describes the character. Spell the title (name) of the character vertically down the page, then fill in the lines—but start each line with a word that begin with that letter.
- The teacher will explain that this is a process similar to what librettists do when they write librettos. The next step would be to perform it! (See lesson plan two) Or write music to create an aria!!! (the teacher can go over the definition of an aria- a solo vocal piece)

Lesson Plan 2:

1. With teachers' assistance, the students will fill out the **Worksheet C**. The teacher will go over the given example and the assignment.
2. The students will write in their blocking and some of the thoughts that they have about their scene along with their poem. (The teacher will explain what blocking is: Specified actions that a character does while acting, usually they are decided before hand and learned with the words/lyrics.) According to <http://ed.uno.edu/sites/RWilhite/terms.htm> :
 - a. Blocking = Blocking has two different meanings. Which one a director is referring to will be obvious by the context in which he/she is speaking. The first definition occurs during most rehearsals. This Blocking refers to the director telling you when and where to move onstage. The other definition refers to an actor blocking another actor. This simply means that one actor is standing in a way in which the other actor cannot be seen. The second definition is used much less than the first.
3. The teacher will have the students write their poems on left side, allowing space between lines. The blocking will be on the right side, and notes between lines in different colored pencil (see **Worksheet C**).
4. The students will share their ideas and practice their poems and blocking in small groups before their individual performance in front of the class.
5. The students will perform their poem as a monologue and follow the blocking. **Extra credit: put it to music!!!**
6. The students will fill out a reflection **Worksheet D** after the performance.

Assessment:

Lesson 1:

1. Students will be able to watch and analyze characters.
2. Students will be able to participate in class discussion.
3. Students will be able to complete Worksheet A and B.
4. Students will be able to use Worksheet A and B to write six sentences about their characters.
4. Students will be able to use Worksheets A, B and the six sentences to write an acrostic poem.

Lesson 2:

5. Students will be able to block their poems using Worksheet C.
6. Students will be able to rehearse and discuss their ideas in groups.
7. Students will be able to perform their poems in front of class.
8. Students will be able to fill out Worksheet D.

Worksheet A- Character Map for *The Magic Flute*

Students Name: _____

In the opera, *The Magic Flute*, only the character of Papageno introduces himself. Pick a character other than Papageno, for whom you would like to write an introduction. Analyze the character with this worksheet. Try to pick colorful words to describe the character. Characters: Tamino, Pamina, Queen of the Night, Sarastro, Lady 1, Lady 2, Lady 3, Monostatos, Genii 1, Genii 2, Genii 3. Speaker of the Temple, Priest, Papagena.

Physical characteristics: What does the character look like?

Actions: What is the character doing?

Character's Name

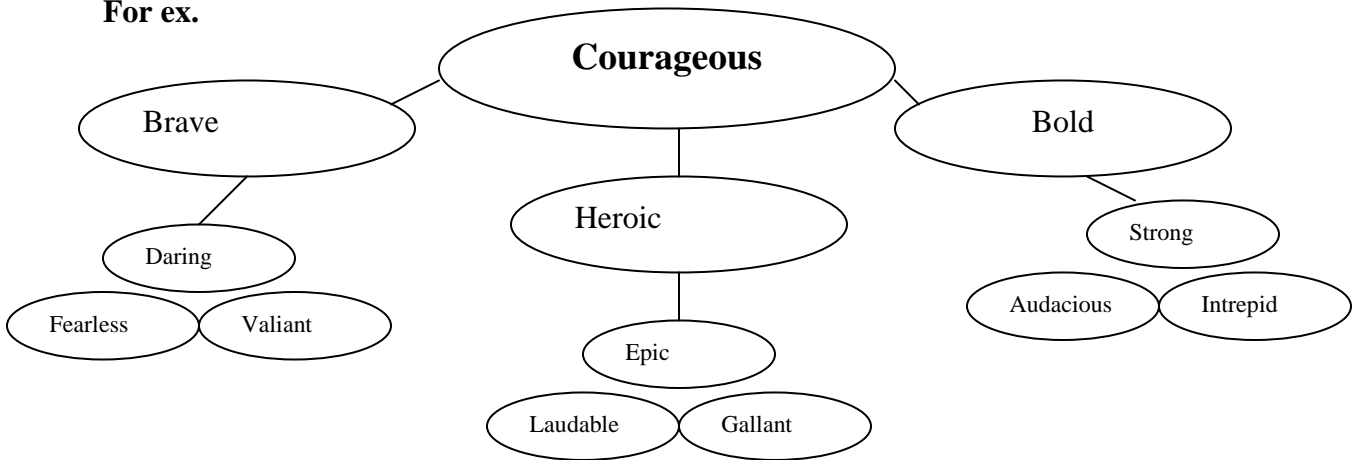
What defines this character/what does the character believe in/what is she/he thinking? Is the character evil/good?

What are some of colorful words that describe the character? Ex. courageous, meek, boastful...

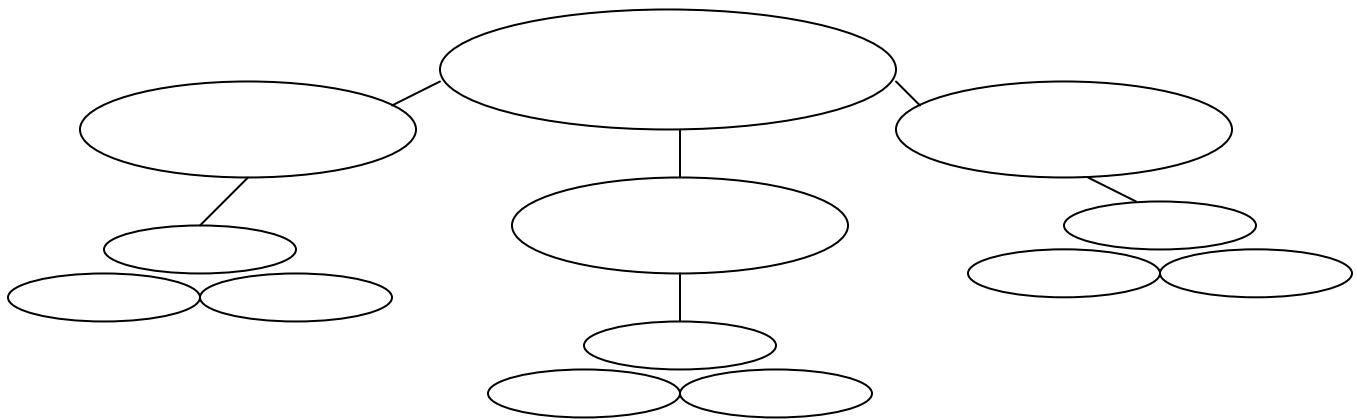
Worksheet B- Brainstorming Maps for *The Magic Flute*

Take a word that describes your character and brainstorm more words using the Brainstorm Map below and a thesaurus or a dictionary.

For ex.



Your turn:



On a separate piece of paper, use six of your character words in 6 different sentences about the character. Do you understand the different nuances of meaning in each word?

After you write these sentences, use the ideas and words brainstormed in Worksheet A, Worksheet B and the six sentences to write an acrostic poem.

Worksheet C: Blocking Acrostic Poem for *The Magic Flute*

Name: _____

Use your character analysis sheet and imagination to block your poem!!!! Blocking are stage directions, what the actor should do while he is performing. Block your acrostic poem. In the left column write your poem, double spaced. In the right column right what your character is doing. With a different colored pencil, in the left column, between the poem lines, write what your character is thinking while he is talking. For example:

What am I thinking/feeling?

What am I doing?

<p><i>Happy</i> Papageno is my name</p> <p>And this is what I do:</p> <p>Pop myself behind a tree,</p> <p>And spy for pretty birds...pretty, pretty, <i>dreamy</i></p> <p>Girls! <i>Very surprised, try to catch breath</i> Enough of that, Hop-sa-sa!!! <i> annoyed</i> No matter what, when it comes to Princesses, <i>Determined</i> Only Papageno can save you now!</p>	<p>Starts behind the desk and pops up to see the audience...</p> <p>Looks around to see for danger</p> <p>Slowly makes his way out of the behind the desk and heads to hide behind the coat hanger.</p> <p>There is a bird that flies out, scaring me</p> <p>Step out from the coat hanger</p> <p>stand like superman</p>
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Your poem: (you may use a separate page)

What am I thinking/feeling?	What am I doing?

Worksheet D: Reflection Checklist for *The Magic Flute*

Name: _____

____ I used one or more words that are new to me.

____ I used words that help the audience make a picture of me.

____ I found words for my poem in more than one place.

____ My poem teaches people something about my character.

____ I gave suggestions to other students about their poems.

____ I listened to other students' suggestions about my poem.

____ When performing, I acted my poem out, and used a strong voice.

____ My poem performance is colorful and shows details.

____ I listened while other students were performing their poems.

What I learned: (Write a small paragraph about what you have learned):