



SAN FRANCISCO
OPERA EDUCATION

San Francisco Opera's Mozart's *THE MAGIC FLUTE*

Curriculum Connections California Content Standards Kindergarten through Grade 12

LANGUAGE ARTS

WORD ANALYSIS, FLUENCY, AND VOCABULARY DEVELOPMENT

Letter Recognition: Name the letters in a word. Ex. **bell** = **b-e-l-l**.

Letter/Sound Association: Name the letters and the beginning and ending sound in a word. Ex. **bird** > beginning sound "b" = /b/ > ending sound "d" = /d/

Match and list words with the same beginning or ending sounds. Ex. **bird** and **bell** have the same beginning letter "b" and sound /b/; but **bird** and **bell** end with different letters and ending sounds. **Papageno** and **Papagena** also end differently.

Syllables: Count the syllables in a word. Ex.:

bell = **bell** (1 syllable)

water = **wa-ter** (2 syllables)

Pamina = **Pa-mi-na** (3 syllables)

Monostatos = **Mon-o-sta-tos** (4 syllables)

coloratura = **co-lor-a-tur-a** (5 syllables).

Match and list words with the same number of syllables. Clap out syllables as beats. Ex.:

1 syllable

2 syllables

3 syllables

bell = **bell**

water = **wa-ter** **Pamina** = **Pa-mi-na**

bass = **bass**

tenor = **ten-or** **soprano** = **so-pra-no**

Phoneme Substitution: Play with the beginning sounds to make silly words. What would a "boprano" sound like? (Also substitute middle and ending sounds.) Ex. **soprano**, **boprano**, **toprano**, **koprano**.

Phoneme Counting: How many sounds in a word? Ex. **bell** = 3.

Phoneme Segmentation: Which sounds do you hear in a word? Ex. **bell** = b/e/l.

Concepts of Print: Sentence structure, punctuation, directionality.

Parts of speech: Noun, verb, adjective, adverb, prepositions.

Vocabulary Lists: Ex. [The Magic Flute Vocabulary List](#), [Opera terms](#), and [Music and Composition terms](#) (all in "Glossary" section of Resource Materials).

READING COMPREHENSION

Story Development: Character desires and motivation; cause and effect: What made this happen?

Creative writing: Interpret the story and create a new version. Create your own characters. Ex. Queen of the Night > Queen of the Playground.

Types of text: Poetry, fairy tale, song text, libretto, script for media arts, biography, etc.

Reading: Read for understanding using the subtitles on the video, *The Magic Flute for Schools* libretto, [Source material for The Magic Flute](#), [letter from Mozart](#), biographies, etc.

LITERARY RESPONSE AND ANALYSIS

Elements of a Story: Character, plot, setting, conflict.

Genres: Fantasy vs. Reality, Myths, Legends. Ex. Gerald Scarfe's production design is its own natural world – forest and desert with pyramid, hybrid animals and people, blurring of time periods indicated by costume design (Restoration-era wise boys, Egyptian headdresses and temples).

Archetypes: Hero, heroine, trickster, villain.

Character Development: Growth & depth beyond expected roles of good and evil. Ex. Pamina (takes initiative; brave and capable rather than helpless and passive), Papageno (the comic trickster exhibits genuine emotion).

Figurative Language: Simile, Metaphor, Hyperbole, Personification, Allegory.

Alliteration: Recognize the similarities of sounds and rhythmic patterns (Pamina and Tamino, Papageno and Papagena, etc.), and what their effect is.

WRITING

Poetry, fairy tale, song text, libretto, script for media arts, biography, program, program article, synopsis, etc.

Analysis and Interpretation: Expository writing, critiques/reviews.

Persuasive Writing: Letter writing, copywriting: advertising, fundraising, press release.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

Spelling: Spell the names of the characters and animals in *The Magic Flute*. Create new hybrid animals and name them: Gorilla + Platypus = Gor-atypus. [NOTE: Students can imagine these animals with drawings, collage, flipbooks and sculpture (Visual Arts) to prompt additional writing and science activities.]

LISTENING AND SPEAKING

Oral Speaking: Connection between the written words and oral interpretation (recitative and sung), the phrasing and musicality of speech.

Reflection: What did you see, think, hear and feel? Ex. Verbal & written responses to *The Magic Flute*.

BACKGROUND INFORMATION

Wolfgang Amadeus Mozart, Composer: [Biography](#), [timeline of works](#).

Emanuel Schikaneder, Librettist: [Biography](#), [timeline of works](#).

ACTIVITIES

Create a character sketch.

Libretto writing: Adapt *The Magic Flute* (existing source material) or create a new story/characters.

Story writing: Adapt existing source material; create story/characters.

Write a letter from one character to another; choose a moment in the story.

Create written copy: program, poster design, advertising, biography, etc.

Read and report on Feature Articles—“[The Magic Opera](#)” and “[The Muse is a Tricky Woman: An Interview with Gerald Scarfe](#)” (for high school level).