



SAN FRANCISCO  
OPERA EDUCATION

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

### Curriculum Connections California Content Standards Kindergarten through Grade 12

[English-Language Arts](#)

[Math](#)

[Science](#)

[Social Studies](#)

[Physical Education](#)

[Health Education](#)

[Career Technical Education](#)

[Visual and Performing Arts](#)

[Music](#)

[Visual Arts](#)

[Theatre](#)

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[Media Arts](#)

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## 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).

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# MATHEMATICS

## ATTRIBUTES

*Comparisons in The Magic Flute.*

Sorting and Classifying: What belongs, what does not belong, and why? Ex. Animals in forest, human characters, characters and objects; magical vs. ordinary.

## MEASUREMENT:

*The Magic Flute's Use of Standard Units of Measurement in Story & Set Design.*

2D & 3D Dimensions: Area, Perimeter, Volume, Scale, Proportion, Ratio.

Weight: Physical, Metaphorical, Balance.

Time: Passage of time (real & theatrical time), times of day (morning, afternoon and night; yesterday, today, tomorrow; time of everyday events such as dinner & bed time), estimation, reading time, age of characters.

## GEOMETRY

*As found in The Magic Flute's character, costume & set design.*

Identification of Shapes, Repetition & Pattern, Rhythm & Symmetry.

Planes (Square, Rectangle, Triangle, Circle) & 3D (Cube, Pyramid, Sphere). Positive & Negative Space, Interior & Exterior Space.

## NUMBER SENSE

*Counting using the production elements and music of The Magic Flute.*

Formulas & calculations: Addition, subtraction, multiplication, division.

More, less, or same as.

Concept of zero (absences, disappearances). Ex. rests/silence in music.

Ordering & sequencing.

Recognizing and creating numerical patterns. Ex. beats, ABA pattern in music.

Survey taking: tallying and graphing.

Predictions.

## RESOURCES (for costume & set designs)

- [Slideshow: David Hockney set plans](#)
- [Slideshow: Gerald Scarfe set and costume drawings](#)

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## SCIENCE

*The principals of science used in The Magic Flute.*

THE FIVE SENSES: Sight, sound, touch, taste, and smell.

PARTS OF THE BODY: Identification of body parts important to performing. Ex. Diaphragm, larynx, throat, mouth, etc.

### LIFE SCIENCE

Animal Classification: Genus, Species.

### PHYSICS

Sound: Voice, Instruments, Acoustics, Amplification, Recording.

Concepts of Gravity, Time & Space.

### ACTIVITIES

Identify the hybrid animals in *The Magic Flute*.

Ex. Crocodile + Penguin=Croc-a-guin; Turtle + Toucan = Tur-can.

Create hybrid animals and give them names. Which animals might be best paired because of where they live?

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## SOCIAL STUDIES

### PERSONAL CONNECTIONS

Family: Immediate & Extended.

Friends & Community.

Time: Past, Present, Future.

Place: Neighborhood, City, State, Continent, World, Universe.

### CIVICS

Social Hierarchy: Class, Status. Ex. Royalty vs. servants. How does the place that characters occupy within society affect them (actions, motives, feelings)?

Types of Government: Monarchy.

Freemasons: Ritual and symbols.

Political events during Mozart's time.

Moors: Monostatos.

### GEOGRAPHY

The Opera's setting: Where is this place? What is this Culture? In how many different locations does the action take place?

Egyptian Symbols & References. Ex. In the movie set: pyramids, temples, palm trees, crocodiles. Ex. In the movie costumes: use of Hathor's headdress for the Queen of the Night, sphinx-like costumes.

[Slideshow: Gerald Scarfe set and costume drawings.](#)

Location of Mozart's birth. [Map of Austrian Empire in Mozart's time.](#) Where else did he live?

## HISTORY

Chronology: Ex. What was life like 3000 years ago? What was life like when the opera was written?

Egyptian History (related to movie): Ex. Egypt under the pharaohs; Burial practices (mummies, pyramids, etc.); Gods and religions; Hieroglyphics.

Date when Mozart was born. Time period when Mozart lived. What are the differences and similarities to when Mozart lived in Europe and now?

History of Opera: [How Opera began](#), [history of San Francisco Opera](#), [history of the Adler Fellow Program](#).

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## **PHYSICAL EDUCATION**

### MOVEMENT

Walking, dancing, jumping, balancing, leaping, lifting, etc. Ex. Move your body in different ways using the example of each character.

### PHYSICALITY OF PERFORMING

Endurance & strength, posture, breathing techniques.

### TEAM-BUILDING

Cooperative games encourage collaboration and build trust.

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## **HEALTH EDUCATION**

### MENTAL & PHYSICAL HEALTH

Taking care of your body. Ex. What do performers have to do to prepare their body for performing?

Dealing with emotions, stress. Ex. Explore from the point of view of each character.

Gender roles & body image.

Family issues.

Conflict resolution. Ex. Suicide threats by Pamina and Papageno.

Violence and danger. Ex. Queen of the Night asking Pamina to kill Sarastro.

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## CAREER TECHNICAL EDUCATION

[Jobs at the Opera](#)

[Organizational Chart of the SF Opera](#)

Explore backgrounds and training of people who work at the Opera.

How does the opera support other types of jobs in San Francisco?

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## VISUAL AND PERFORMING ARTS

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### MUSIC

#### STORYTELLING & MUSIC: WHAT IS AN OPERA?

Character and plot development through musical themes.

Instruments representing characters, repetition and variation of themes.

Key plot points: The composer and librettist determine the placement of arias within the libretto to heighten emotion in the story.

Source material for Opera: Novels (Puccini's *La Bohème*, Tan & Wallace's *The Bonesetter's Daughter*); Films (*The Fly*), Real-life events (*Heggie's Dead Man Walking*, Adams' *Nixon in China*); Related genres – Musical Theater (*Sweeney Todd*, *Rent*), Rock Opera (*Tommy*), popular song versions of opera.

#### VOCABULARY

[Music and Composition Vocabulary](#)

Musical Structure: Solos, duets, trios, choral numbers.

Composition: Arias, recitative, overture, incidental music.

Musical Instructions: Tempo, legato; pianissimo; crescendo, etc.

Voice ranges: Soprano, mezzo-soprano, tenor, baritone, bass-baritone, countertenor, bass.

#### BACKGROUND INFORMATION

[History of San Francisco Opera](#), the Adler Fellows program.

Wolfgang Amadeus Mozart: [Biography](#), [timeline of works](#), signature sound within genres: sonatas, symphonies, masses and requiem, operas.

#### ACTIVITIES

Listen to multiple recordings of *The Magic Flute* and study different interpretations.

Learn and memorize songs from *The Magic Flute*.

Create and perform songs for the characters/events of *The Magic Flute* using instruments and voices.  
(See musical selections in “Media, Visuals, and Audio” section of resource materials for [The Magic Flute](#)).

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## VISUAL ARTS

### BACKGROUND INFORMATION

Gerald Scarfe (production designer for movie version): [Biography](#), timeline of works, signature look within genres: print (books, political cartoonist for London Sunday Times); animated films (Pink Floyd’s *The Wall*, Disney’s *Hercules*); theater design.

[Slideshow: Gerald Scarfe set and costume drawings.](#)

[The Muse is a Tricky Woman: An Interview with Gerald Scarfe](#)

### LINE

Use of line qualities: soft or hard, wavy or angular, silly spirals.  
Scarfe: Exaggerated line in caricature, humor in line.

### COLOR

The emotion of color. Ex. red=passionate, blue=calm, yellow=cheerful.  
Personal associations with color.  
Revealing character traits through the use of color.  
The use of lighting to establish mood and setting.

Symmetry/contrast in character pairings. Ex. Papageno/Papagena, Tamino/Pamina, Sarastro/Queen of the Night, hybrid animals.

### SHAPE

The use of shape in character design.  
Positive & Negative Space—the stage is a frame.

### TEXTURE

Texture: Material use in sets and costumes.  
Visual Texture: Pattern and repetition in sets and costumes.

### SPACE

Set design: From 2D plans to 3D construction.

### ACTIVITIES

Create illustrations and storyboards outlining the plot of *The Magic Flute*.

Free-association drawing to music. Ex. Maurice Sendak’s *Fantasy Sketches*.

Design a production: dioramas, scale models, backdrops, props, costumes.

Imagine hybrid animals (see Language Arts Activities) with drawings, collage, flipbooks and sculpture to prompt additional writing and science activities.

Puppetry: Create your own version of *The Magic Flute* using puppets (paper bags, stick puppets, shadow puppets, marionettes, and bunraku).

Masks: Create masks of *The Magic Flute* characters and/or animals. You could create animal claws as well.

Queen of the Night: Create “witches” claws (origami) and a crown.

Papageno and Papagena: Create costumes by making a paper waist band then stapling green paper leaves onto it. You could create a matching hat using a headband.

Dragon: Create using cardboard cut out circles, cover each circle with paper scales, and attach all circles to make a dragon. Recycled CDs make nice scales.

Adapt source material for libretto writing.

Design character make-up, costume, sets and props for classroom operas.

Listen to audio-only examples prior to viewing the opera (See musical selections in “Media, Visuals, and Audio” section of resource materials for [The Magic Flute](#)). Choose design elements based on the music and text.

Colorbook pages based on Gerald Scarfe animal designs: [The Three Spirits](#), [Three Men](#), [Turcan](#), and [The Magic Flute Animals](#).

#### RELATED WORKS OF ART

Opera & Visual Art: Study the work of visual artists who have designed productions of *The Magic Flute*. Ex. Gerald Scarfe, David Hockney, Julie Taymor, Marc Chagall, Maurice Sendak, Oskar Kokoschka.

Illustrated children’s books of *The Magic Flute* and other operas.

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## **THEATRE**

### **STAGING**

Stage vocabulary: Upstage, downstage, levels, blocking.

Theater Exercises: Tableaux, pantomime, improvisation, vocal projection.

Stage etiquette & audience behavior.

Opera Production Team: Director, stage manager, choreographer, designer, diction coach, choreographer, lighting, supernumeraries, etc.

In-House Personnel: Marketing, accounting, ticket takers, ushers etc.

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## **DANCE**

Dance and Creative Movement in Stage-Blocking. Ex: Animal movements in the forest, Monostatos's henchmen dance to Papageno's magic bells, Tamino and Pamina walking through fire and water.

Fight Choreography. Ex. Opening credit scene of animals in the forest.

## **ACTIVITIES**

Character Dances: Mirror dancing—partners and symmetry.

Animal Dances: Create dances/movement based on character's emotion; Use vocabulary to describe movement. Combine animal movements. Ex. How does a croc-a-guin move?

Match movement with vocabulary. Ex. glide, slither, leap, tremble.

Interpret emotions through dance. Ex. Joy, fear.

Interpreting the instruments through dance— improv to music.

Create a dance for scenes that need it. Ex. Tamino playing his magic flute in the forest with animals; Monostatos' men hear Papageno's magic bells.

Choose a dance style that best represents each character. Ex. Tamino and the waltz.

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## **MEDIA ARTS**

Research how innovations in technology have influenced the development of Opera: Acoustics and Lighting, Audio Recording, Film and Video, the development of Supertitles, Internet.

Learn about technology currently used by SF Opera: Technology used in staging, SFO's Media Suite, podcasts, cinemacasts, simulcasts, opera vision, etc.

Learn about experiments in future technology use involving opera, such as the development of Personal Opera @ MIT Media Lab, *Death and the Powers*.

Use television, films, web content to teach media literacy.

Opera & Popular Culture: Cartoons (Bugs Bunny in *What's Opera, Doc?*, *The Wabbit of Seville*); Television (*Sesame Street*); Movies (*The Godfather*); Commercials (Nike's 1993 ad *Charles Barkley of Seville*); Event themes (*Nessun Dorma* - 1994 World Cup).

Films & DVD of *The Magic Flute* and other operas.

## ACTIVITIES

Film and Animation: Explore photographic stopmotion techniques. Ex. Use digital media to create 1-minute scenes from *The Magic Flute*.

Use digital audio to record student readings, musical performances.

Create a 30-second audio spot, a one-minute podcast, and/or a *The Magic Flute* activities website.

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