



SAN FRANCISCO  
OPERA EDUCATION

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

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

[Music](#)

[Visual Arts](#)

[Theatre](#)

[Dance](#)

[Media Arts](#)

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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](#)).

[Back to Top](#)

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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.

[Back to Top](#)

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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.

[Back to Top](#)

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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.

[Back to Top](#)

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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.

[Back to Top](#)