

Young Patronesses of the Opera

In-School Opera Presents

PAPAGENO STUDY GUIDE



A children's opera in one act by Wolfgang Amadeus Mozart

PAPAGENO
A children's Opera By J. Michael Diack
An adaptation of Wolfgang Amadeus Mozart's opera, *The Magic Flute*
Presented by the Young Patronesses of the Opera

STUDY GUIDE

You're in for a treat when you see the wonderful story of *Papageno*. The opera is an adaptation* of Mozart's Magic Flute. J Michael Diack adapted one of the story lines in the Magic Flute for Children in the early 1900's. It is a 30-minute production with sets, costumes, humor and music. (**Adaptation* = when a story is changed to fit a special need.)

This study guide can be used to help the students prepare for the show beforehand as well as review the show afterwards. There are exercises that can be used if you have just a few minutes or a full class period. It should coincide with the *Papageno* Workbook, and the "Opera Etiquette" poem, which has also been provided.

BEFORE THE SHOW

Depending on the amount of time you have with your students, below is a list of helpful class discussions and activities to do with your students to prepare them for the show.

Class Discussion (suggested answers are included)

1. What is an Opera? How is it different than a play?

A. A play that is set to music, and the actors sing their words.

MU.K.C.1.4 -Distinguish between singing, speaking and whispering voices

2. How is an opera (or any live theater such as a play or musical concert) different than TV or a Movie?

- A. - The singers/actors do not stop to fix mistakes or re-shoot a scene.
- The singers/actors can hear the audience and can react to them.

3. What is an audience and what is their job?

A. The audience is the people who are watching the performance; they should listen to the singers and not talk or distract them.

ACTIVITY: Review the "Opera Etiquette" poem to help the students understand that they must behave politely. Have them pick out the important things of what to do and not to do during the performance.

- A. No talking to their neighbors; no eating or drinking; no cell phones (talking or texting); no photography; pay attention to the show and singers; laugh when it's funny; at the end, clap to tell the performers, "thank you."

Have the students practice being a good audience, (sit up straight, laugh when it's funny, clap at the end, etc.). Then, have them act as a bad audience (talking, getting out of their chairs, etc.). Discuss the difference so they know the best way to act during the show.

TH.D.1.1.3 - The student understands appropriate audience responses to dramatic presentations.
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4. Review the story synopsis & characters with the students.
ACTIVITY: Have them read along in the *Papageno* Workbook (pgs. 2-8), or read the paragraph below. Also, review the singing parts of the characters and explain each one.

FICTION:

LA.1.2.1.1-5 – The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

LISTENING AND SPEAKING:

LA.1.5.2.3 - Listen attentively to fiction and nonfiction read-alouds and demonstrate understanding;

LA.1.1.7.7 - Identify the text structures an author uses (e.g., comparison/contrast, cause/effect, and sequence of events)

LA.1.1.7.9 self monitor comprehension and reread when necessary.

OPERA SYNOPSIS

As the curtain rises, Papageno, the handsome young bird-catcher, enters playing on his pan pipes. After he introduces himself in his first song, he lies down to take a nap. A couple of the Queen's Ladies-in-Waiting enter and admire the young stranger as he lay sleeping. After they leave, Papageno wakes up and sings about how he is lonely and longs for a wife. He leaves and Papagena, one of the Queen's ladies, comes back in hopes of finding Papageno. She sings of the wonderful and strange emotions she feels in her heart after she saw him sleeping earlier. As she is singing of her love for him, Monostatos, a Moor who is in love with Papagena, appears with his slave and tries to carry her off. She is saved from this by the entry of Papageno. Both Papageno and the Moors are frightened of each other and the Moors run away. Papageno then proceeds to boast of his accomplishments as if he chased the Moors away and the Lady-in-Waiting enters and punishes him by putting a padlock on his mouth! When Papageno promises not to ever brag or boast again, the padlock is removed and he is presented with a set of magic bells as a reward for saving Papagena. The Lady-in-Waiting also promises to help gain the Queen's consent for Papageno to marry the beautiful Papagena and the two lovebirds express their love in a short duet and leave together. Monostatos, ever determined to have Papagena for himself, enters and sings of his desire for her. The lovers enter at the back of the stage and Monostatos and his slave capture them. Papageno remembers the magic bells and plays a tune that puts the Moors in a trance and they dance off stage. The lovers delight in the joy and promise of their new love and Papageno begins to play his pan pipes while Papagena wanders to the back of the stage. There she is seized by Monostatos and his slave. When Papageno realizes she is gone, he is heartbroken and sings of his loss. The Lady-in-Waiting enters and reminds Papageno once again of the magic bells and their powers. Papageno plays the beautiful music of the magic bells and after a humorous duet, the rest of the cast enters and all ends happily.

Characters:

Papageno – The Young Bird Catcher (Baritone)

Papagena – A Lady-in-Waiting of the Queen and Papageno's love (Soprano)

Monostatos – A Moor in love with Papagena (Coloratura Soprano)

Lady-in Waiting of the Queen (Tenor)

Slave of Monostatos (non singing/speaking part)

5. Review the Music from the show (pages 4,7, & 9) in the **Papageno** Workbook.
 You can see excerpts of the performers singing these songs at:
<https://picasaweb.google.com/105029503196586544218/PapagenoVideoClips?authuser=0&authkey=Gv1sRgCLqJ2rO77Ij0rwE&feat=directlinkCRITICAL>

THINKING AND REFLECTION:

MU.1.C.1.4 - Differentiate between music performed by one singer and music performed by a group of singers.

6. Discuss the composer of the *Magic Flute*, Wolfgang Amadeus Mozart (on page 1 in the **Papageno** workbook).

HISTORICAL AND GLOBAL CONNECTIONS:

MU.1.H.1 - Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.1.H.1.2 - Explain the work of a composer.

7. Use the KWL chart.

ACTIVITY: Put 3 columns on the board and ask the children the following and put their answers under the columns.

KWL Chart

What I Know	What I Want to Know	What I Learned
What do you know about opera after your class discussion?	Think of questions they could ask the singers. Teachers may give a list to the Director before the show to see if the singers can answer them after the show.	Use this after they see the show to see what they've learned.

AFTER THE SHOW

1. Use the KWL chart again to complete the chart about what they learned.

KWL Chart

What I Know	What I Want to Know	What I Learned
		Use this after they see the show to see what they've learned.

CRITICAL THINKING AND REFLECTION:

MU.K.C.2.1 - Identify similarities and/or differences in a performance.

2. Now that they have seen the show, review the story synopsis and characters with the students again.

ACTIVITY: Cut and paste the story poem up then have them arrange it in the proper sequence of the correct story line. (*Papageno Workbook* -pgs. 2-8)

LA.1.1.7.6 – Listening and Speaking: Arrange events in sequence

3. They can write to the singers.

ACTIVITY: Have the children write thank you notes to the performers. Tell the singers what they liked the most about the show.

DRAFTING / INFORMATIVE:

LA.1.3.2.2 - Drafting: organizing details into a logical sequence that has a beginning, middle, and end.

LA.1.4.2.4 - Informative: write basic communications, including friendly letters and thank-you notes;

4. Spelling & cognitive thinking:

ACTIVITY: Have the students do the word search and crossword puzzles (pg. 10 & 12 in *Papageno Workbook*) to decode words.

LA.1.1.4 - Phonics/Word Analysis -