Thank you so much for inviting Arts Education at Chautauqua Institution and the Chautauqua Opera Company into your school and into your classrooms! We provide this Teacher’s Guide to help you make the most of our visit — to prepare students for what to expect when we come, to provide guidance for what they should pay attention to during the performance, and to reinforce learning with arts integrated learning techniques that incorporate ELA Core Curriculum with the 2017 New York State Arts Learning Standards.
PRE-EVENT ACTIVITIES

What is Opera?

Grades K–6

Overview
Students view the introduction video and answer questions on the worksheet included. The goal of this video and worksheet questions are to prepare students for the type of performance they will see when we visit.

Supplemental materials included:
Worksheet — “What is Opera?” video found here

Listening to Music

Grades K–6

Overview
Use the provided Spotify playlist to choose one selection, then compare and contrast that selection with a student-selected favorite song.

Supplemental materials included:
Worksheet — “Student Workshop — Listening to Music,” Spotify playlist found here

You will need to select the class’s selected song on your own, using YouTube, Spotify, Pandora or your own library.

Build a Soundscape

Grades K–2

Overview
Students create short melodies to represent characters to create their own version of Scenes 1 and 2 of “The Bremen Town Musicians.”

Supplemental materials included:
Worksheet — “Build a Soundscape”

A New Perspective

Grades 3–6

Overview
Students re-tell the story of “The Bremen Town Musicians” from the first-person point of view of one of the characters.

Supplemental materials included:
Worksheet “A New Perspective (2 pages)”

You Write the Ending!

Grades K–6

Overview
Students write Scene 3 of “The Bremen Town Musicians” according to how they feel it should end.

Supplemental materials included:
Worksheets — “You Write the Ending!” and Scene 3 Worksheet (2 pages)
POST-EVENT ACTIVITIES

"The Bremen Town Musicians" Mural

Grades K–2

Overview
Students identify their favorite part of “The Bremen Town Musicians,” draw a picture of this moment, then the class unites all of their pages together and posts them on the wall to create a mural.

Supplemental materials included:
Worksheet — “The Bremen Town Musicians’ Mural”

Please take a picture of this mural and send to sfassett@chq.org for sharing on the Chautauqua Institution Facebook page!

"The Bremen Town Musicians" Haiku

Grades 3–6

Overview
Students list the main lessons to take from “The Bremen Town Musicians,” then compose a haiku to represent one of these lessons.

Supplemental materials included:
Worksheet — “The Bremen Town Musicians’ Haiku”

Please choose outstanding examples to send to sfassett@chq.org for sharing on the Chautauqua Institution Facebook page!
PLOT SYNOPSIS

SCENE 1

Dorabella and Barcarolle introduce the story of “The Bremen Town Musicians” by telling all about Eddie and his life on the farm.

Eddie sings an aria about escaping The Farmer’s Wife, who wants to throw him in her soup. He also sings about his love of opera, and how he wants to be an opera singer.

Eddie escapes, but then is lonely and wants to make friends. He introduces himself to The Pirates and they tell him he can be a pirate too, if he only does what they tell him, and never thinks for himself. Eddie then hears someone coming, and runs away to hide.

Then, General Boom enters, singing about how he loves to march and play his drum. Dorabella and Barcarolle join him in a trio, helping General Boom to introduce himself.

Eddie comes back and hides behind a bush to watch and listen to General Boom, Barcarolle and Dorabella. General Boom invites them to join his new band. Barcarolle and Dorabella decline his offer, saying they are going to open a store for dogs and cats. General Boom, Barcarolle and Dorabella all sing goodbye to each other. As General Boom watches Dorabella and Barcarolle leave, he thinks they are going the wrong way towards the city.

Eddie then comes out of hiding and decides to try to scare General Boom by singing about being a pirate. Rather than be scared, General Boom is just annoyed with Eddie. General Boom asks where the pirate ship is, and Eddie explains that The Pirates are scared of the water — they are Seasick Pirates. Eddie then sings an aria about being a Seasick Pirate.

After the song, General Boom is impressed with Eddie’s musical skills and invites him to be a part of his new band. Since Eddie has been told by The Pirates he is no longer allowed to think for himself, he declines. General Boom then notices his drum is missing, and Eddie tells him The Pirates took it. Eddie decides he doesn’t want to be a pirate any more when he realizes how The Pirates have hurt General Boom by taking his drum. After Eddie apologizes, General Boom invites him to come along with him to help get his drum back. They sing a duet about how General Boom is going to get his drum back.

SCENE 2

Barcarolle and Dorabella are lost trying to get to the city. They sing a duet, at first blaming each other for their troubles, but then realizing they are stronger together and pledge to be best friends forever.

Barcarolle and Dorabella then meet Eddie on their path. They scare each other and tell each other to go away. General Boom then encourages everyone to get along by singing an aria to get them marching together. After the song, General Boom is excited because he thinks his new band is all back together. Barcarolle and Dorabella ask him how a dog, a cat and a rooster can play in the same band. General Boom tells them that music likes differences — it would be boring if they were all the same. Barcarolle and Dorabella still want to go open their store and say they are heading off to the city.

General Boom and Eddie sing a duet warning them about The Pirates they may meet along the way and Barcarolle and Dorabella decide it may be best to stick together to be safe. They all sing together about their differences making wonderful music together. General Boom congratulates the others on joining the Bremen Town Band, sends Eddie to fly over Bremen to see how close they are to Bremen and tells Barcarolle and Dorabella about going to find his drum. Dorabella, Barcarolle and General Boom sing about marching together as they all head to Bremen.

Eddie returns to tell the others that he saw a house with a pirate ship in the front yard. Barcarolle tells the others that they should all pretend to be a big, scary sea monster to get The Pirates to run away so they can find General Boom’s drum. They sing a song about sneaking up on The Pirates, and head to Bremen.

SCENE 3

Wait — we’re not going to spoil the ending for you!
LEARNING STANDARDS ADDRESSED

Pre-Performance Standards Addressed

ELA Core Curriculum Standards:

NYS P-12 Common Core ELA SL 2

- Kindergarten: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- Grade 1: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Grade 2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

NYS P-12 Common Core ELA WR 11

- Kindergarten, Grade 1–5: Create and/or present a poem, dramatization, art work or personal response to a particular author or theme studied in class, with support as needed.
- Grade 6: Create and present a text or art work in response to a literary work.

NYS P-12 Common Core ELA RE 3

- Grade 3: Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- Grade 4: Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
- Grade 5: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- Grade 6: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves forward toward a resolution.

2017 NYS Arts Learning Standards MU:

Re7.1: Individuals selection of musical works is influenced by their interests, experiences, understandings and purposes.

- Kindergarten: With guidance, list personal interests and experiences and demonstrate why they prefer some teacher-provided music selections over others.
- Grade 1: With limited guidance, identify and demonstrate how personal interests and experiences influence selection of teacher-provided music for specific purposes.
- Grade 2: Explain and demonstrate how personal interests and experiences influence selection of teacher-provided music for specific purposes.
- Grade 3: Demonstrate and identify how selected music (from teacher or student-provided options) connects to and is influenced by specific interests, experiences or purposes.
- Grade 4: Demonstrate and identify how selected music (from teacher or student-provided options) connects to and is influenced by specific interests, experiences or purposes or contexts.
- Grade 5: Demonstrate and explain how selected music (from teacher or student-provided options) connects to and is influenced by specific interests, experiences or purposes or contexts.
- Grade 6: Select and explain how contrasting musical works (from teacher or student-provided options) connects to and is influenced by specific interests, experiences or purposes or contexts.
Classroom Sessions
(pertains to those students who are being visited by the Chautauqua Opera Company Teaching Artists)

NYS P-12 Common Core ELA-RL 5.7
Analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

NYS P-12 Common Core ELA WR 11
Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- Grade 2: Demonstrate knowledge of music concepts and how they support creators’/performers’ expressive intent.
- Grade 3: Demonstrate and identify how the expressive qualities (such as dynamics and tempo) are used in performers’ interpretations to reflect expressive intent.
- Grade 4: Demonstrate and describe how the expressive qualities (such as dynamics, tempo and timbre) are used in performers interpretations to reflect expressive intent.
- Grade 5: Demonstrate and describe how the expressive qualities (such as dynamics, tempo timbre and articulation) are used in performers interpretations to reflect expressive intent.
- Grade 6: Describe a personal interpretation of how creators and performers’ application of the elements of music and expressive qualities, within genres and cultural and historical context, conveys expressive intent.

Post-Performance Activities

NYS P-12 Common Core ELA WR 11
- Kindergarten, Grade 1-5: Create and/or present a poem, dramatization, art work or personal response to a particular author or theme studied in class, with support as needed.
- Grade 6: Create and present a text or art work in response to a literary work.

NYS Arts Learning Standard: VA: Cr1.2
Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
- Grade 1: Use observation and exploration in preparation for making a work of art.
- Grade 2: Create art or design with various materials and tools to explore personal interests, questions and curiosity.

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"What is Opera" Video Worksheet
Grades K–6

Watch this video — it introduces you to opera, to the faces you will meet during Chautauqua Opera Invasion and to the characters of the story of "The Bremen Town Musicians."

After you watch the video, see if you can answer these questions:

What is opera?

What is the name of the opera you are going to see in your school?

Why do singers have to sing so loudly?

What animals are in the story?

You saw fancy costumes in the video, but the characters in “The Bremen Town Musicians” are animals. How might the opera singers dress to look like animals?

You saw the opera hall in the video, but the performance you will see will be in our school. What might be different about how they perform? Do you think they will bring a full orchestra with them? They also need to travel between schools every day — how might this affect what kind of scenery you might see?
Build a Soundscape

Grades K–2

We’re going to give you the chance to create your own version of “The Bremen Town Musicians.”

For Scene 1 & 2:
In your group, decide on a short tune (3–4 notes) to represent the character your group was given. Think — what short tune would a donkey sing? What short tune would a cat sing?

Next, your teacher will read the story to you. When you hear your character’s name in the story, your group needs to sing that tune!

Remember — this is your own special classroom version, for your classroom only. When we come to perform ”The Bremen Town Musicians” for you, it will be our turn to make all the sounds and tell the story!
You Write the Ending!
Grades K–6

For Scene 3:
We’re not going to spoil the opera by telling you the end, but we invite you to write your own ending!

Each group can tell your version of what happens to our characters. Here are some questions that may need to be answered:

- Do General Boom, Eddie, Dorabella and Barcarolle find The Pirates?
- If they do, do they have General Boom’s drum?
- If so, how do they get the drum?
- What happens to The Pirates?
- Do General Boom, Eddie, Dorabella and Barcarolle stay friends forever?
- How do we know the opera is over — how does it end?

Write your class play on the next page — it asks you questions to help you tell your story. Then, when you are finished, send your Scene 3 to Suzanne at Chautauqua Institution and she will share it with the Chautauqua Opera Company members who will come visit you in June!
Scene 3 Worksheet

In what place will Scene 3 start? ___________________________ That place is called the Setting.

For the rest of the scene, you will write the character’s name first, followed by what they say. Like this:

**Character** (Who speaks?)  **Dialogue** (What do they say?)

General Boom:  (excited) There they are!

Eddie:  Where?

And so on.

To get started, ask a group member “Who speaks next?” Then ask “What do they say?” Then write it down.

**Character** (Who speaks?)  **Dialogue** (What do they say?)

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Group Members’ Names: __________________________________________

Grade: ________  Teacher Name: ___________________________  School Name: __________________________

**Character** (Who speaks?)  **Dialogue** (What do they say?)

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Student Workshop — Listening to Music
Grades K–6

Listen to one of the pieces from the Opera Invasion Spotify Playlist. Then, listen to a song that you usually listen to.

What piece from the Opera Invasion Spotify Playlist did you listen to? ____________________________________________

What song did you listen to? _____________________________

Now, describe how the music from the Opera Playlist might be different from the song you usually listen to.

Which was louder? Opera Playlist  My song  They’re the same
Which was faster? Opera Playlist  My song  They’re the same

What instruments did you hear in the Opera Playlist piece? ___________________________________________________
What instruments did you hear in your song? __________________________________________________________________

Describe how the music from the Opera Playlist might be the same as the song you usually listen to.

Did they both have a singer?  Yes  No
Did they both have a steady beat?  Yes  No
Could you dance to them?  Yes  No  (Hint: Try to dance to both – you might be surprised!)

Now — which do you like better?  Opera Playlist  My song

Why? Hint: Give details about each to help others understand.

Is it the tempo (speed)? Is it the volume (dynamics)? Is it the instruments used (timbre)?
A New Perspective
Grades 3–6

Read the plot synopsis. Then, re-tell the story from the point of view of one of the characters — not in 3rd person, but in 1st person.

Setting:

**Character** (Who speaks?)  **Dialogue** (What do they say?)

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Chautauqua Opera Invasion | The Bremen Town Musicians

Group Members’ Names: ____________________________________________________________

Grade: _______ Teacher Name: ____________________________ School Name: ________________________

**Character** (Who speaks?) **Dialogue** (What do they say?)

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Group Members’ Names: 

Grade: _______  Teacher Name: ___________________  School Name: ___________________

“The Bremen Town Musicians” Mural
Grades K–2

My favorite part of “The Bremen Town Musicians” was:

This is what it looked like:
"The Bremen Town Musicians" Haiku

Grades 3–6

What are the main themes of "The Bremen Town Musicians"? What lessons can we learn from this opera tale?

List them here:

Now, compose a haiku based upon one of those themes.

A haiku is a 3-line poem, with the first line having 5 syllables, the second line having 7 syllables, and the third line having 5 syllables. It should say everything there is to say – but use only that many syllables. This takes a lot of thought!

Let's say you feel one of the themes is "unity makes us stronger." Your haiku could be this:

All together now
Help each other every day
Strength in unity

Write your haiku here:

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