

## 3

## LESSON 3: MUSICAL CHARACTERIZATION

 OBJECTIVES

- Explain how sounds can be connected to certain things
- Define opera as a story in which words, music, and drama are used together
- Discuss feelings about the characters in *Hansel and Gretel*
- Identify a musical illustration for a given character from *Hansel and Gretel*

 VOCABULARY

Composer

Librettist

Opera

 PROCEDURE

Discuss the visual descriptions of characters the students completed in the “Characters” activity from Lesson 2. Review the definition of character.

1. Have students draw what comes to their minds when you say the word “bell.” Draw many different types of bells (e.g., doorbell, hand bell, church bell).
2. Display and discuss the bell drawings, stressing differences in shapes and in the sounds the bells make.
3. Have students close their eyes and describe what they hear when you ring each of the three different-sized bells.
4. Show students the bottle of dried beans, pieces of wood, whistle, and blown-up balloon. Have them close their eyes. Rattle the beans, clap the wood, blow the whistle, and break the balloon with the pushpin. After each action, have students identify what produced the sound and explain how they knew.
5. Have students discuss which sounds they liked and which they didn't.
6. Have students close their eyes and listen. Make angry barking and growling sounds. Have them describe what they heard. Discuss the concept that your voice conveyed the image of a dog though none was present.

7. Discuss the concept that music can be another way of describing something. Hum “Rock-a-bye Baby,” “Ring around the Rosy,” and “Happy Birthday.” After each, have students describe what they imagined.
8. Discuss the concept that stories can be told in words, actions, pictures, or sounds. Refer to the songs that were hummed and how knowledge of the words in the song helped students form pictures in their imaginations.
9. Share the story of *Hansel and Gretel* (available in the online resources). Explain that there is a version of the story with words, music, and drama; that it is called an opera; and that it is called *Hansel and Gretel*.
10. Explain that the music tells us about the characters. Relate this back to the concept of music and identity of self in Lesson 1.
11. Play examples from the opera that highlight each of the following characters: Hansel, Gretel, Mother, Father, Witch. Discuss similarities and differences in the voices and the music.

## ❖ EVALUATION

### *During the Lesson*

Observe students’ ability to relate sounds with certain things.

### *After the Lesson*

Notice students’ ability to recall explanation of opera. After listening again to each descriptive musical passage, have the students complete the “Meet the Characters” activity found on page 74 of this text.

## ❖ EXTENSION

Point out that an opera is usually created by a musician called a “composer” and a writer called a “librettist.” Examine the brief biographies of Humperdinck and Wette on the online resource pages.

Have students pantomime:

- |                       |                               |
|-----------------------|-------------------------------|
| a. Angry cat          | f. Lion                       |
| b. Train              | g. Sad puppy                  |
| c. Someone who is sad | h. Eating something delicious |
| d. Happy cat          | i. Very cold child            |
| e. Bee                | j. Race car                   |