

CURRICULUM CONNECTIONS

Master Chorale Percussion Playground



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Know Before you Go:

- Arrive at the theater 15 to 20 minutes before show time. Allow extra time for Broward County traffic. We are unable to start a show late.
- Please stay on the bus until greeted by a SEAS usher. At that time, please give the usher your BUS document and the usher will escort you to the theater.
- Remember to watch our Know Before You Go Video:

<https://tinyurl.com/ElementarySeasWelcome>





Dear Educators,

We are excited to present this Curriculum Connection (Study Guide) as a valuable resource to support your teaching journey. This guide has been carefully designed to offer engaging and meaningful activities for use in your classroom before and after seeing a S.E.A.S. performance at The Broward Center's Amaturro Theater, The Parker, or Miniaci at NSU. Each section is structured to make it easier for you to integrate cross-curricular connections, providing a seamless experience for students to deepen their understanding while exploring the creative process.

The activities and lessons in this guide have been intentionally crafted to complement Florida's B.E.S.T. standards. By utilizing these resources, you will be able to foster a dynamic and creative learning environment while ensuring students meet key academic goals. We encourage you to adapt the materials to best fit your classroom's needs and objectives, empowering students to think critically and creatively across all disciplines.

We want to take a moment to express our sincere appreciation for the passion and dedication you bring to your classrooms every day. Your commitment to infusing art-full moments into education not only enriches your students' learning experiences but also ignites their curiosity and creativity. Thank you for inspiring the next generation of thinkers, creators, and innovators. We are truly grateful for the impact you have on your students' lives. Consider joining the Teacher's Lounge (QR code below) to be notified of special events and discounts just for Teachers.

Don't forget to distribute your S.E.A.S. stickers when you return to school (after the trip) and share the magic that is Student Enrichment Through the Arts!



Teacher's Lounge



Theater Etiquette

There is so much that goes into creating a show for the stage. Behind the scenes, there are people who control the lights and the sound, the sets and the props. There are directors, writers, producers, musicians, and choreographers. So many people work together to create the performance you and everyone in the audience watches.

It is helpful to remind students of appropriate audience etiquette by explaining and discussing WHY these rules of behavior are important:

- Restroom visits are best made prior to the performance.
- Listen carefully to the ushers and your teachers. This gets everyone to your seats quickly and ensures a pleasant experience.
- Turn watches and cell phones to silent.
- Walk single file, hold hand rails as you use the steps for your safety.
- Listen carefully to each performer. They are working hard to entertain and inform with lots of clues about the story.
- Refrain from TALKING. This allows everyone to enjoy the show without distraction. Sometimes we think that if we whisper it is okay. But, if everyone in the audience whispers, it becomes disruptive.
- Laugh if something is funny, but not too loudly, you don't want to miss any dialogue.
- Photography and recording are not permitted.
- Pay attention to the lighting, scenery, costumes and music. All of these elements help provide more details to tell the story in an interesting way.
- Applaud (clap) and laugh at the right moments. This shows the performers that you respect and appreciate their work.

Master Chorale: Percussion Playground

From Beethoven to Broadway, Bach to Bernstein, the Master Chorale of South Florida performs works by the full range of beloved classical and contemporary composers, along with some lighter fare.

The Master Chorale is a highly select, auditioned ensemble comprised of singers from Broward, Miami-Dade, and Palm Beach counties. Originally founded in 2003, the Chorale is thriving under artistic director and conductor Brett Karlin.

The Master Chorale communicates the transformative and unifying power of choral music by performing a rich and varied repertoire. Since its premiere performance of Mozart's Requiem (in honor of the Florida Philharmonic Orchestra and Chorus), the Master Chorale has delighted South Florida audiences with classical music's greatest works. These have included Handel's Messiah, Beethoven's Symphony No. 9, Brahms' Ein Deutsches Requiem, Verdi's Requiem, Bernstein's Chichester Psalms, Haydn's Lord Nelson Mass and Bach's Mass in B Minor. In response to audience demand, the Chorale recently added a concert of lighter fare to its yearly concert series, performing such delights as Broadway favorites, movie music and Gilbert & Sullivan.

In addition to its own concert series, the Master Chorale is in high demand for featured guest performances with other musical organizations. Throughout its history, the Chorale has collaborated with the Cleveland Orchestra, New World Symphony, Russian National Orchestra, Andrea Bocelli, Itzhak Perlman, Franz Welser-Möst, Giancarlo Guerrero, and James Judd, among many others. The Master Chorale is an avid proponent of maintaining a strong cultural fabric in South Florida and supports its community by engaging local solo artists, orchestras and other nonprofit organizations.

Percussion Playground

Master Chorale of South Florida

Brett Karlin, Artistic Director & Conductor

Brock Burbach, Associate Conductor

Samuel Sherman, Assistant Conductor

Susan Dodd, Principal Accompanist

William Brown, Hannah Gallamore, Guillermo Ospina, Mark Perez, Graham Viegut

Percussionists

Theater Vocabulary: From Script to Spotlight

- Play:** A story told live on stage by actors in front of a live audience.
- Musical:** A story told live on stage by actors in front of a live audience that also involves singing and dancing.
- Genre:** The style of a play.
- Plot:** The timeline of actions in the story from beginning to end.
- Setting:** Where a story takes place.
- Characters:** Who the story is about.
- Conflict:** A problem that the characters in the story have to face and overcome. A conflict arises when a character wants something but something else gets in their way.
- Objective:** What a character wants to achieve or solve in the story. In other words, a character's goal.
- Protagonist:** The story's **hero**. This is the character who is out to accomplish a goal or find purpose.
- Antagonist:** The story's **villain**. This character is usually against what the protagonist(s) needs to accomplish their objective or goal.
- Dialogue:** a conversation between two or more people in a play or musical.
- Moment Before:** an acting term that encourages actors to consider what is going on in their character's life just before the present moment.
- Blocking:** Movement the director give to the actors to show them where to go on the stage
- Choreography:** A sequence of dance moves assigned to a dancer in a musical number (song) that are used to help tell the story.
- Cue:** In theater, a cue signals when another action should begin. Ex: The actor's cue to enter the stage might be after they hear the thunder sound effect.
- Make-Up:** Artistically designed cosmetics to enhance an actor's portrayal of a character.
- Playwright:** The writer or writers of the play. Playwrights write the dialogue between characters in a play.
- Composer:** The artist who writes music for a musical.
- Lyricist:** the artist who writes words to the music in a musical.
- Actor:** the artist who embodies or puts themselves "in the shoes of" a character or characters in a play or musical to tell that character's story to the audience.
- Audience:** a group of people who attend a live event like a theatre performances to watch, listen, and respond to the event on stage.
- Director:** the artist who works with the writers, actors, and designers to tell a clear story on stage for the audience.
- Stage Manager:** The artist who manages the onstage and backstage areas before, during, and after a performance.
- Costume Design:** A costumer designer chooses and creates the articles of clothing that characters wear on stage to help tell the audience who the characters.
- Sound Designer:** an artist that creates the mood or atmosphere of the play through the use of sound, sound effects, and music in a play or musical.
- Props:** Objects used by a character on stage to help tell the story. Ex: A character may use a prop like an umbrella on stage if it is raining in that scene of the play.

Master Chorale: Percussion Playground

Draw a line to match each instrument with its picture:

Drum

Tambourine

Triangle

Maracas

Cymbals



WHAT IS TEMPO:

Circle the tempo for each activity:

A marching band

Fast / Slow

A turtle walking

Fast / Slow

A race car driving

Fast / Slow

Lullaby music

Fast / Slow

Master Chorale: Percussion Playground

The instruments you will hear and see during the performance are listed below.
How many have you heard of?

Pitched (instruments that are tuned)

- 1. Piano**
- 2. Timpani**
- 3. Xylophone**
- 4. Glockenspiel**
- 5. Vibraphone**
- 6. Marimba**

Unpitched

- 1. Snare drum**
- 2. Bass Drum**
- 3. Suspended Cymbal**
- 4. Crash Cymbals**
- 5. Triangle**
- 6. Gong**
- 7. Ratchet**
- 8. Sleigh Bells**
- 9. Tambourine**
- 10. Cabassa**
- 11. Bongos**
- 12. Samba Whistle**
- 13. Woodblocks**
- 14. Shaker Egg**
- 15. Timbales**
- 16. Djembe**
- 17. Vibraslap**
- 18. Flexitone**





Musical Instruments

WORD SEARCH



Find the words listed below and mark them.

H	A	D	B	C	D	R	U	M	S	E	K
A	C	C	O	R	D	I	O	N	A	F	E
R	N	T	M	L	K	J	I	H	X	G	Y
M	A	R	A	C	A	S	V	W	O	C	B
O	P	U	R	Q	S	T	U	Y	P	E	O
N	Z	M	G	U	I	T	A	R	H	L	A
I	A	P	I	A	N	O	B	C	O	L	R
C	D	E	F	V	I	O	L	I	N	O	D
A	G	T	H	I	F	L	U	T	E	J	X

- HARMONICA
- SAXOPHONE
- DRUMS
- VIOLIN
- ACCORDION
- FLUTE
- KEYBOARD
- PIANO
- MARACAS
- CELLO
- TRUMPET
- GUITAR



Master Chorale: Percussion Playground In the Rhythm!

Compose your rhythmic pattern according to the given time signature.
Perform it using any instrument!

3
4



4
4



Master Chorale: Percussion Playground MUSIC

BINGO CHALLENGE: SEL

Find someone who..



Instructions

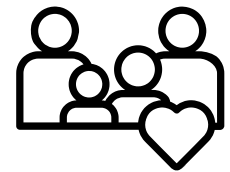
Find a classmate for each description. Write their name in the corresponding box. The goal is to fill all nine squares! Get ready to engage, have fun, and achieve "Bingo"! Let's begin!

can play a musical instrument. _____	enjoys attending live concerts or music festivals. _____	has composed their original song or music piece. _____
has a vinyl record collection. _____	has met a famous musician or band member in person. _____	has participated in a karaoke competition. _____
has taken music lessons or classes in the past. _____	has a favorite music genre that is not pop music. _____	has performed in a school or community music event. _____

K-5 Student to Family Cooperative Activity Ideas:

- Create a home theater space: Dedicate a specific area in your home as a temporary theater space. It can be anywhere with a little bit of space to "put on a show". Create a cozy ambiance with lighting and comfortable seating.
- Create tickets and programs: Design and print them at home or even hand made. Deliver the tickets to family members, and the programs can include information about the performance, cast, and crew. This adds a touch of authenticity and excitement.
- Snack bar and concessions: Set up a snack bar or concessions stand with a variety of treats and refreshments. You can even create special themed snacks related to the performance you are watching.
- Interactive viewing experience: Encourage audience participation during the performance. For example, during a musical, you can sing along to the songs and clap during applause-worthy moments!
- Post-show discussions: After the performance, have a family discussion about the show. Share your thoughts, favorite moments, and discuss the themes or lessons portrayed. This can foster critical thinking and encourage creativity in your kids.
- **Remember, the goal is to create a memorable and immersive experience. Adapt these ideas based on your family's preferences and the resources available to you. The key is to have fun and enjoy the theater experience in your digs!**

Additional Activity Ideas:



- Memory jars: Create a memory jar with your children. Write down favorite childhood memories on small pieces of paper and put them in a jar. Each week or month, take turns pulling out a memory and sharing it. This can spark conversations and lead to further discussions about your childhood experiences, and theirs too!
- Bedtime stories: Instead of reading traditional bedtime stories, take turns sharing personal stories from your childhood. These could be tales of adventure, funny incidents, or heartwarming experiences. This can create a strong bond between you and your children as you share personal narratives.
- Encourage your kids to create their own journals or scrapbooks to document their childhood memories. Take the opportunity to share your childhood stories as you help them with their own projects. You can even contribute by adding some of your own stories or mementos to their journals.
- What was your favorite song, band or genre growing up? Play a few songs for your child/children and let them play a few of their favorites for you!
- Create traditions with your child/children!: Establish special rituals or traditions that you can share. It could be a weekly movie night, cooking together on weekends, going for a walk after dinner, or singing at the top of your lungs before bedtime.

Master Chorale: Percussion Playground-Standards Alignment

Standards Alignment: The activities in this guide are aligned with the standards listed below. When teachers incorporate the arts, they increase student engagement, offer multiple points for students to access the curriculum, and provide alternate means for students to demonstrate what they know.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.)	
Kindergarten through Grade 12/ English Language Arts	
ELA.K.12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K.12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K.12.EE.3.1	Make inferences to support comprehension.
ELA.K.12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K.12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K.12.EE.6.1	Use appropriate voice and tone when speaking or writing.
Music	
MU.4.O.3.1	Identify how expressive elements and lyrics affect the mood or emotion of a song.
MU.5.C.3.1	Develop criteria to evaluate an exemplary musical work from a specific period or genre.
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.



My Theater Review

I saw: _____

Reviewed by: _____

This play/musical was about...

Here's a drawing of
my favorite character:

It made me feel:

I learned:

I gave this play/musical stars.



**We'd love to hear from you! If you'd like to submit this review,
please send to jenriquez@browardcenter.org**