

Meet Mr. Mozart

Master Chorale of South Florida

CURRICULUM CONNECTIONS



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How to use Curriculum Connections:

Dear Teacher,

We appreciate you!

This guide can help in your classroom, whether before or after coming to see a play or musical it can be used to highlight important concepts. The curriculum connections introduced by the Broward Center for the Performing Arts are always aligned to the Florida Standards with the idea that they introduce another tool to effectively implement engaging methods to bring the page to the stage.

Curriculum Connections improve comprehension, help students organize information, and assist students' metacognition by enabling students to check for understanding. It is designed to be used before or after coming to the theater unless otherwise stated and may contain activities for certain grade levels (this will be clearly labeled).

Curriculum Connections will always contain a reminder of theater etiquette as well as a social emotional learning activity, and a Student-Family Cooperative Activity. The activities may be re-printed for individual use, used on smart boards as class activities, or in groups. It is suggested to discuss the play or musical as a class before your field trip.

Remember to follow us on Facebook and Instagram @Broward Center Education and use the QR code (below) for our Teacher's Lounge to receive insight about discounted tickets and information for you and your students!





Theater etiquette

It is often 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) at the end. This shows the performers that you respect and appreciate their work.

Meet Mr. Mozart

Master Chorale of South Florida

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 Deutesches 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.

Meet Mr. Mozart:

- Why classical music is every bit as awesome as pop and hip-hop. - The amazing story of how Mozart began composing at the age of six! - How composers like Mozart use "text painting" so you can understand the music even if you don't know the words. Performances by: - Members of the Master Chorale - Florida Singing Sons Boy Choir - Guest soloists, a string ensemble and piano You'll hear excerpts from Mozart's Requiem, his most famous work, as well as his Eine Kleine Nachtmusik. Also some fun non-Mozart pieces: Cho Cho Losa, a song from South Africa, Loch Lomond, a Scottish folk tune and more.

A stylized, handwritten signature in black ink that reads "Wolfgang Amadeus Mozart". The signature is written in a cursive, flowing style with a small flourish at the end.



Meet Mr. Mozart

<https://youtu.be/LCfruEA3swg>

Where was Wolfgang Amadeus Mozart born? _____

How old was Mozart when he started composing music? _____

At what age did Mozart begin performing music for kings and queens? _____

How long would it take to perform all of Mozart's music? _____

What was the last piece of music Mozart ever wrote? _____

How many pieces did Mozart write during his lifetime? _____

Meet Mr. Mozart

Partner Work!

Choose a piece of music that you and your partner agree to listen to. Complete the worksheet below individually and then share your answers. Compare and contrast.

Song title: _____ Composer: _____



Music Appreciation

Draw below the image the music creates in your mind:

The music makes me feel:

The music reminds me of:

My personal opinion of this music:

Meet Mr. Mozart Word Search

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



Leopold

Mozart

prodigy

symphony

Europe

Nannerl

opera

Bach

music

Constanze

concerts

composer

Salzburg

carriage

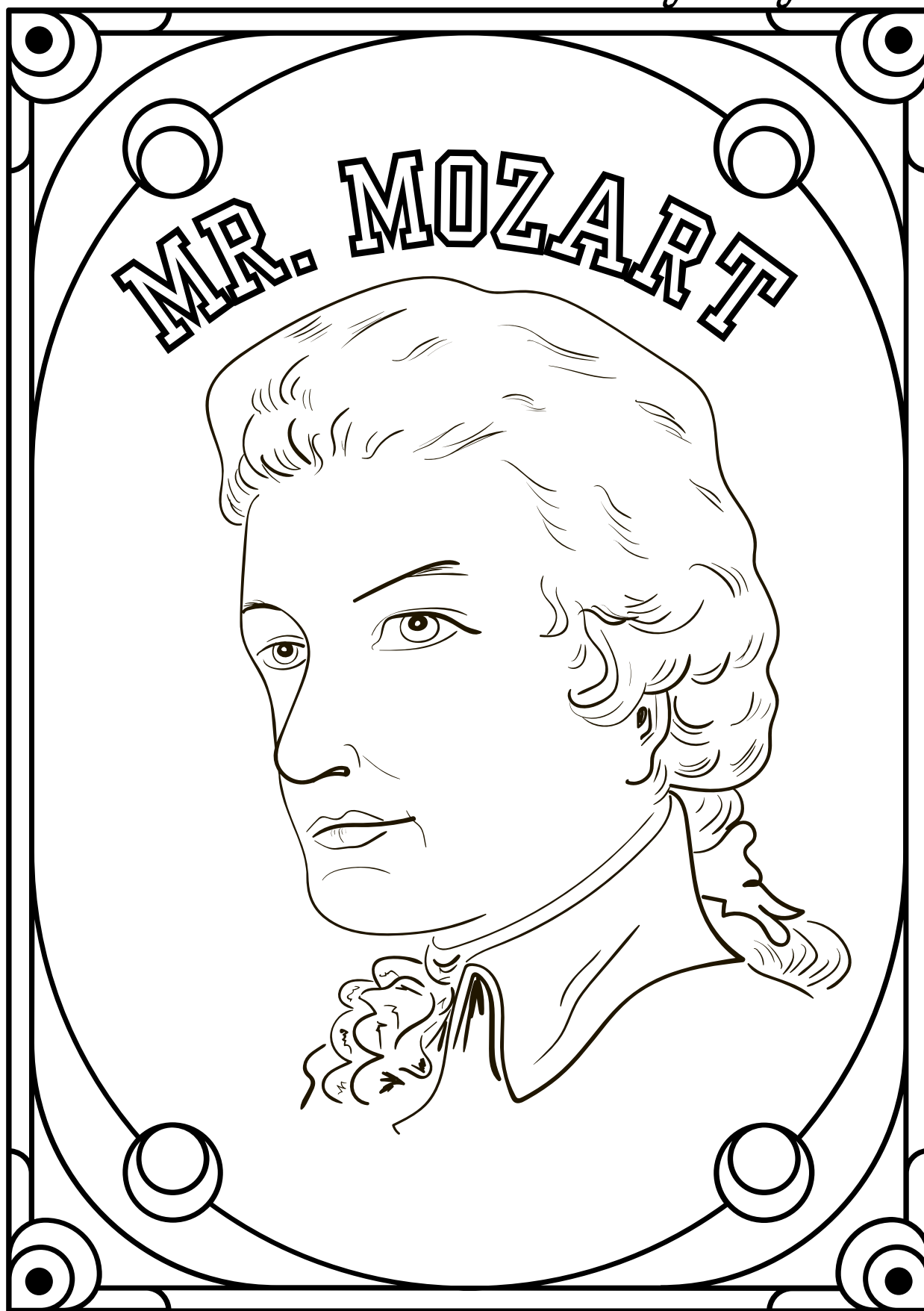
keyboard

Wolfgang

Amadeus

concerto

Meet Mr. Mozart Coloring Page



Meet Mr. Mozart: **SEL** **MY ULTIMATE** **PLAYLIST**

Directions:

We go through different positive and negative emotions everyday. It is okay to have all those feelings but we must also find ways to cope.

Fill each box with the title of songs (and their artist) that you think fit the descriptions provided.

FOR AMUSEMENT

a song that gets stuck in my head

a song I know all the words to

a song from my favorite movie or tv series

TO UPLIFT

a song I associate with freedom

a song that gives me energy

a song I'd like to wake me up

FOR DISTRACTION

a song that makes me feel safe

a song that helps me think positively

a song that inspires me

TO TAKE AWAY WORRY

a song for when I get anxious or worried

a song for when I get angry or annoyed

a song for when I feel lonely or afraid

FOR STRONG EMOTIONS

a song that reminds me of a good memory

a song that makes me think of a loved one

a song to remind me that I am loved

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.

M/H Student to Family Cooperative Activity Ideas:

- Cook a themed meal: If the play had cultural or culinary references, consider cooking a themed meal together as a family. Research recipes from that culture or recreate dishes mentioned in the play. This culinary exploration can add a delicious dimension to your theater experience and allow you to immerse yourselves further in the production.
- Watch a related film or documentary: If there are any film adaptations or documentaries related to the play or its subject matter, plan a family movie night to watch them together. This can provide additional context, offer a different perspective, or deepen your understanding of the themes explored in the theater production.
- Share impressions and discuss the play: Sit down with your kids and have a conversation about the play you all watched. Share your impressions, thoughts, and emotions. Discuss the elements that stood out to each of you, such as the performances, the set design, or the storytelling. This exchange of perspectives can deepen your understanding and appreciation of the production.
- **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:

- Attend workshops or classes: Look for theater workshops or classes that interest you and your child. Participating in these educational opportunities can help your kids develop their skills, gain confidence, and connect with others who share their interest in the performing arts.
- 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!
- Volunteer or participate in theater activities: If your kids have developed a keen interest in theater, encourage them to get involved in local theater groups or school productions. Volunteer backstage, audition for roles, or assist with set design and costumes. This hands-on experience allows us to gain practical knowledge and further nurture a passion for the performing arts, and the whole family can volunteer with the show!

Standards Alignment: Meet Mr. Mozart

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.K12.EE.1.1	Cite evidence to explain and justify reasoning.
ELA.K12.EE.2.1	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1	Make inferences to support comprehension.
ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work.
ELA.K12.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.



New:

Each time you submit student work,
your name is entered in a drawing
for tickets to a show

at the Broward Center:

Fall Show: **HADESTOWN**

Spring Show: **MRS. DOUBTFIRE**

Dear Teachers,

Thank you for your continued support of the SEAS Program. We value the preparation you make before the show to attend the Broward Center for the Performing Arts, and the introduction you forge for the students when the show has concluded to continue making connections long after the buses have returned to school!

If you'd like to share any of the work from the study guides, please use this link:

Click Here to Upload Student Work Samples:

<https://tinyurl.com/SEAS2324-samples>



Should you have any questions, please contact
Lauri Foster at: <mailto:lauri.fostere@browardschools.com>

