

CURRICULUM CONNECTIONS

Seraphic Fire



Major support for the Student Enrichment Through the Arts program has been provided by



Frederick A. DeLuca
FOUNDATION

What's included in Curriculum Connections:

Letter to Teachers...page 2

Theater Etiquette...page 3

Student Theater Review...page 4

About Seraphic Fire...page 5

Pre and Post Show Worksheets/Links and Activities...pages 6-14

Post Show Cooperative Learning Opportunities

(Group Work Ideas for Teachers)...page 15

Student to Family Cooperative Activity Ideas...page 16

Florida Standards Alignment...page 17

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/SecondaryWelcomeSEAS>



Dear **TEACHER**,



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 Amaturo 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!





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.



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**



Seraphic Fire in Concert

Seraphic Fire is an ensemble dedicated to the concert performance of the breadth of history's musical works for the human voice. The ensemble's roster is populated by performers, teachers, and scholars who represent the best of the American school of vocal and instrumental training. Established in 2002, Seraphic Fire is led by artistic director Patrick Dupre Quigley.

Throughout its two-decade history, the ensemble has commissioned and premiered works by American composers including Alvaro Bermudez, Shawn Crouch, Douglas Cuomo, Sydney Guillaume, James Kallembach, Susan LaBarr, Ileana Perez Velazquez, Jake Runestad, and Christopher Theofanidis. With their newest release, *Ordo virtutum*, Seraphic Fire has released 16 recordings on its Seraphic Fire Media label. Several of the ensemble's recordings have topped the classical music charts. Two—Brahms: *Ein Deutsches Requiem* and *A Seraphic Fire Christmas*—have received GRAMMY® nominations.



<https://youtu.be/OByoTbEZ8io?si=DdfzOCsXl1PtiWUt>

Seraphic Fire

Seraphic Fire has 7 mission-driven education programs with offerings for students of all ages, from elementary school to the life-long learner.



Seraphic Fire Youth Initiative

High School Master Class

High School Professional
Choral Institute

Ensemble Artist Program

Scholar Lectures

Pre-Concert Conversations

University of Miami



Test Your Knowledge:

circle your answer

Which of these places the four voices in correct order (from highest to lowest)?

- Soprano, alto, tenor, bass
- Alto, bass, soprano, tenor
- Bass, tenor, alto, soprano
- Tenor, bass, soprano, alto



In choral music, the alto range is generally sung by ____.

- Women
- Men
- The alto range is equally used by both male and female singers.
- The alto is outside of human range and can only be performed with instruments.

Which other voice pairs with the alto to form the inner voices?

- The soprano
- The tenor
- The bass
- The alto is not an inner voice.

Choral music written for male and female voices is usually written for four voice parts: two female parts and two male parts. What are those four voice parts?

- Soprano, alto, tenor, bass
- Baritone, bass, tenor, countertenor
- Soprano, alto, mezzo soprano, countertenor
- Soprano, alto, bass, baritone

Do all tenor-ranged voices sound more or less the same?

- NO! Tenor voices come in many tone colors and volumes.
- YES! All tenors sound like Pavarotti.
- YES! All tenors sound like Billy Joel.
- NO! Some tenors are male, but many are female.



MUSIC GENRES

What is a music genre?

My favorite music genre is...

because...

My favorite song is:

Its genre is:

4 examples of music genres:

1 _____

2 _____

3 _____

4 _____

Describe the genre's sound: _____

Draw the first thing your favorite song reminds you of (stick figures ARE encouraged)

STORYTELLING THROUGH SONG

group work!

Narrative music simply means "music which tells a story".

We all know a song that tells a story. How about the Itsy Bitsy Spider? While there are many different ways to construct and arrange a song, there are some basic components that apply to most songs with lyrics. Here are a few terms you need to know:

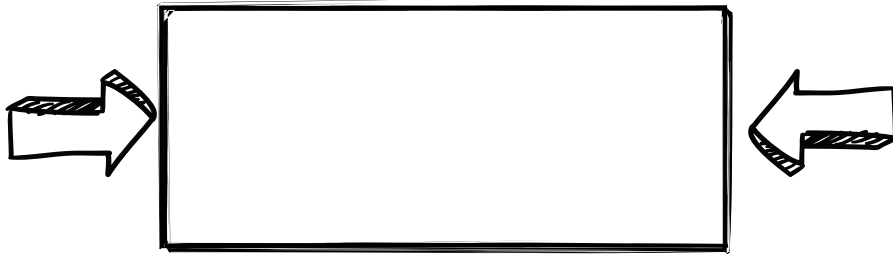
Lyrics—the words that go with the melody

Verse—a verse in a song is like a stanza in a poem; there are usually several verses. The verses relate to the chorus.

Chorus—the chorus is usually repeated several times during the song; you can think of it like the theme or what the song is really about.

Bridge—not every song has a bridge, but it can help give the song some variety; a bridge is a portion of the song that diverges from the main melody of the song. You might want to think of it like a postscript in a letter.

Now you and your partners are going to write a song about :



Here's where you start:

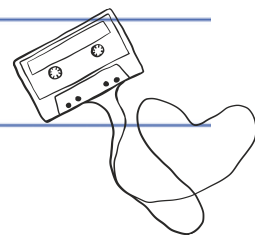
1. Brainstorm ideas, vocabulary, and events that you find interesting or moving. You can share words, phrases, or sentences about your experiences with this topic.
2. Next, pull out some of your ideas to start working on a chorus (or main idea/theme).
3. Try to use the rhyming words if possible in the chorus but do not worry if it does not rhyme.
4. Once you have the chorus written, work on finding a tune to go with it.
5. If creating our own melody is too difficult, you can always use a tune you already know.

STORYTELLING THROUGH SONG

group work!

...continued

Here is our song:

[illegible]



Choose a prompt below and write your essay
based on your teacher's specifications.

Music and emotions run hand in hand. Describe a time when music helped you get through a tough time.

Music can be used to really get people excited and focus on a task. Describe a time when you noticed that music was used this way.

Mozart was a child prodigy.
This means that when he was a child he had extraordinary talent and skills.

If you could be child prodigy, what skills would you like to have?

Why?

Sometimes music reminds of events that have happened in our lives. Describe a time when music reminded you a funny time in your life.

Your family has decided to take you to ANY concert that you would like to see next week.
Who would you like to see and why?

MY ULTIMATE PLAYLIST: SEL

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 to 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 you get anxious worried

a song for when you get angry or annoyed

a song for when you feel lonely or afraid

FOR STRONG EMOTIONS

a song that reminds you of a good memory

a song that makes you think of a loved one

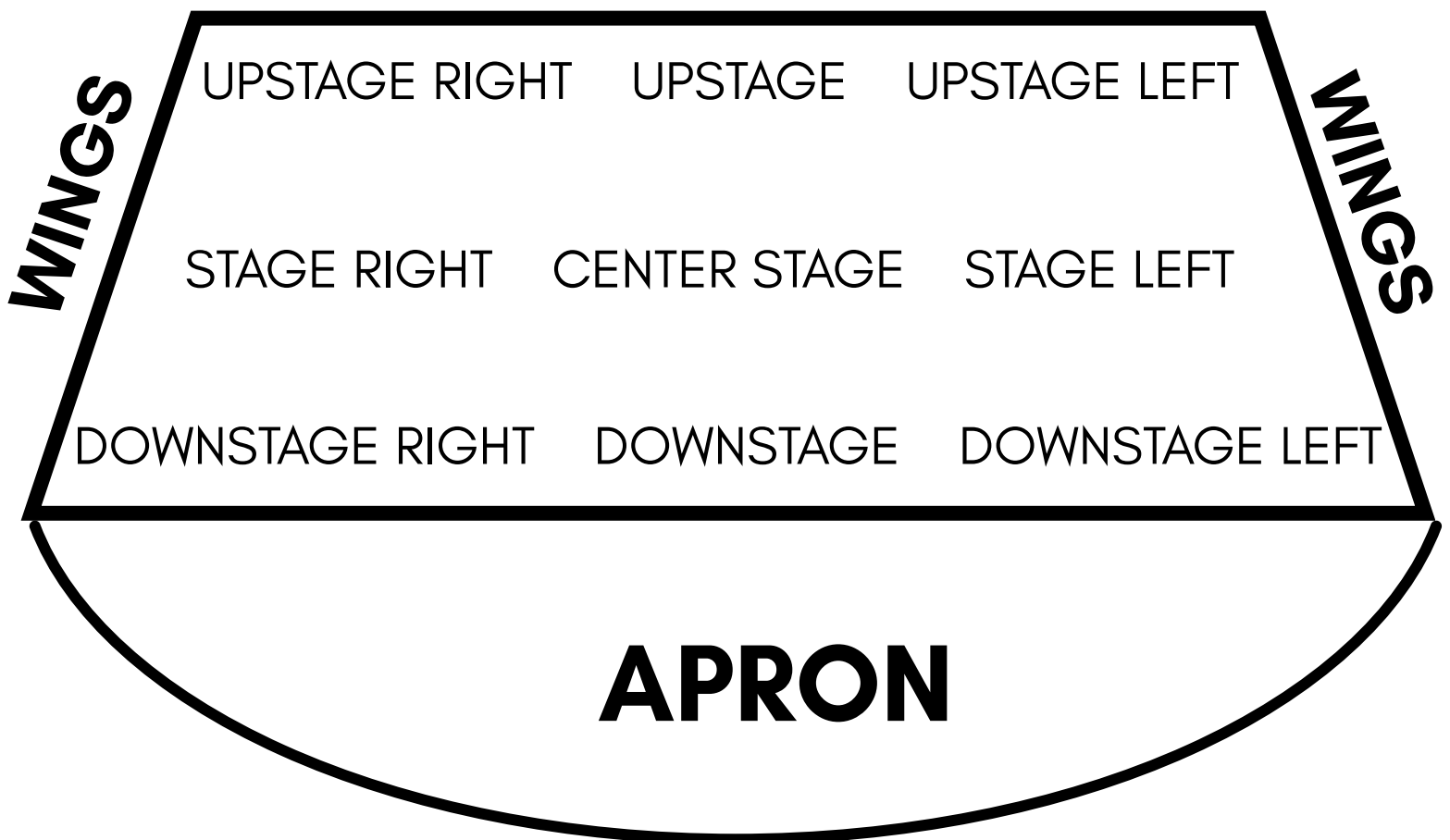
a song to remind you that you are loved

THE PARTS OF A STAGE

A proscenium stage is a traditional theatre configuration where the audience views the performance through a "picture frame" arch, separating the stage from the seating area.

- Stage Left and Stage Right are named from the actor's point of view while facing the audience, **not** from the audience's view.
- Upstage means the back of the stage, and downstage means the front. These terms come from old stages that were sloped upward toward the back.
- Wings are the areas on the sides of the stage where actors wait to enter and where scenery and props are kept out of the audience's sight.

BACKSTAGE



HOUSE

THE PARTS OF A STAGE FOUR CORNERS GAME

Adapt Four Corners with you as the **DIRECTOR**. Start at center stage, close your eyes and count to 10. Students move to a part of the room. Call out a stage direction. Students in that section are “out” and become part of the “house” to watch the rest of the game until there is a winner!

BACKSTAGE

UPSTAGE RIGHT UPSTAGE UPSTAGE LEFT

STAGE RIGHT CENTER STAGE STAGE LEFT

DOWNSTAGE RIGHT DOWNSTAGE DOWNSTAGE LEFT

APRON

HOUSE

Post Show Cooperative Learning Opportunities

(Group Work Ideas for Teachers)



1. Group Reflection Circle

Sit together and share your favorite moments, characters, or songs from the performance. Encourage everyone to explain why they liked those parts.

This builds listening skills and helps everyone appreciate different perspectives.

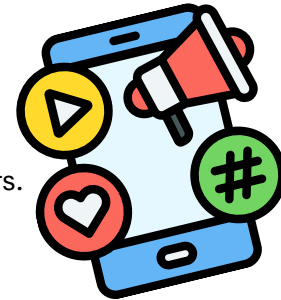


2. Create a Mini Review Together

Work as a team to write a short review of the show.

Assign roles: one person writes, another edits, others brainstorm key points.

You can post it on social media or keep it in a class journal.



3. Reenact a Scene

Pick a favorite scene and act it out as a group.

Add your own twist—maybe change the setting or improvise new dialogue.

This sparks creativity and teamwork.



4. Design a Poster or Program

Collaborate to create a poster or program for the performance you saw.

Include drawings, quotes, and fun facts.

This is great for artistic expression and memory keeping.



5. Plan a "Behind the Scenes" Discussion

Research how the performance was made (costumes, music, choreography).

Assign each group member a topic to present.

This turns curiosity into a cooperative learning activity.



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: Seraphic Fire

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.5.C.1.4	Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.

CURRICULUM CONNECTIONS

DONORS

We thank the Broward Performing Arts Foundation and the following funding partners for their support of educational programming at the Broward Center this season.

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Kapila Family Foundation

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