

STONE SOUP — A 'ROCK' OPERA

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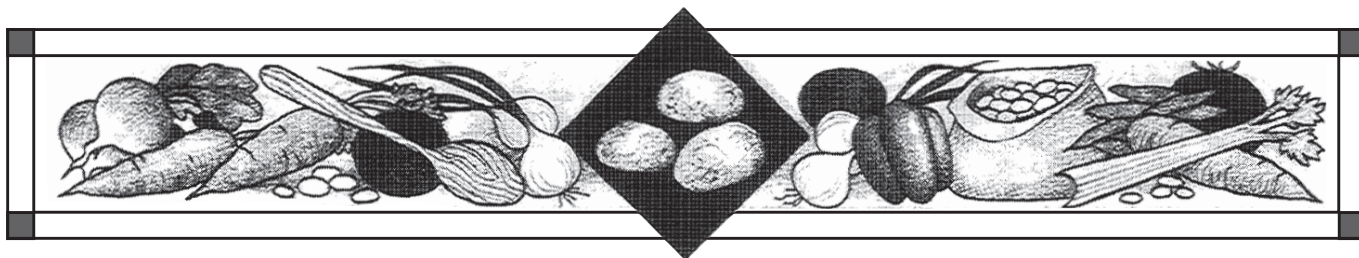
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MUSIC

Once the children become familiar with the different songs of the opera, begin to explain that each song has a function and a special classification that applies to songs in all operas. Certain songs in "Stone Soup" illustrate particular musical forms in

opera. The children will enjoy learning the terminology. Refer to the **MUSICAL SCORE, LYRICS, AND NARRATION** section, which follows this guide.

Terms:

Overture

Recitative

Solo

Duet

Trio

Aria

Finale

Definitions:

A musical introduction to an opera which tells a little about it

Words without rhyme put to music; a regular sentence in song

One person singing

Two people singing together

Three people singing together

An emotional song sung by one singer where thoughts are conveyed

An upbeat conclusion

Songs:

Overture

Captain Andy's Recitative I and Recitative II

Spy Song

Villager's Reply

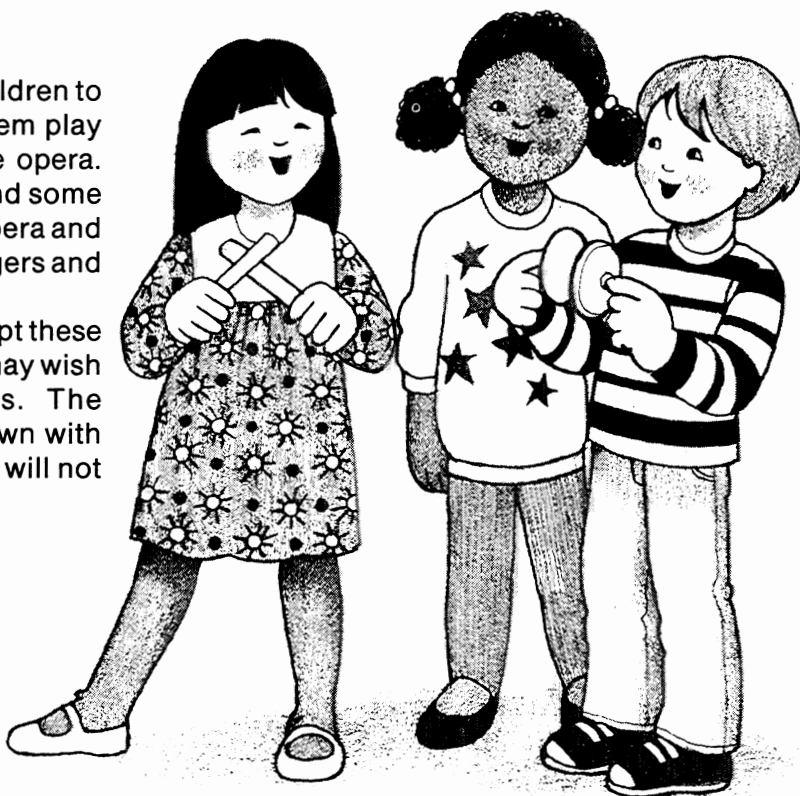
Marching Song

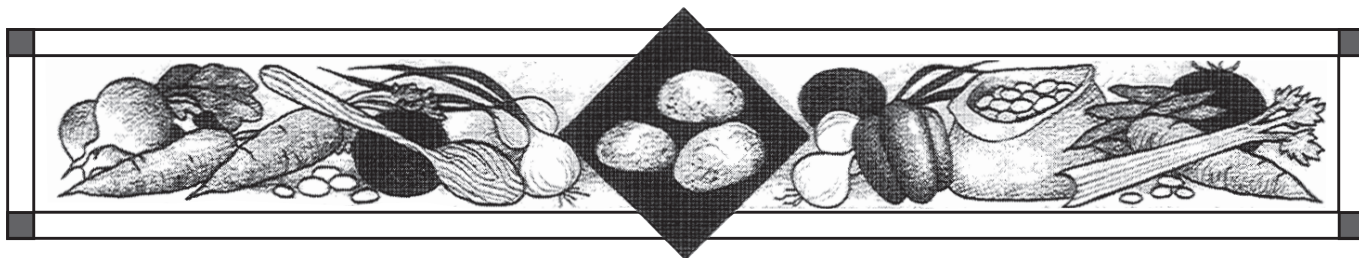
Hungry Song (verses)

Finale

Bring in simple instruments. Allow the children to make different sounds and rhythms. Let them play along while they practice the songs of the opera. Have some of the children be the singers and some be musicians. Explain to the children that opera and other forms of musical drama have both singers and instruments.

Be flexible with the music. Feel free to adapt these songs to the capabilities of your class. You may wish to eliminate verses — or even songs. The "Overture," for instance, can stand on its own with only one verse. The elimination of any song will not affect the opera.



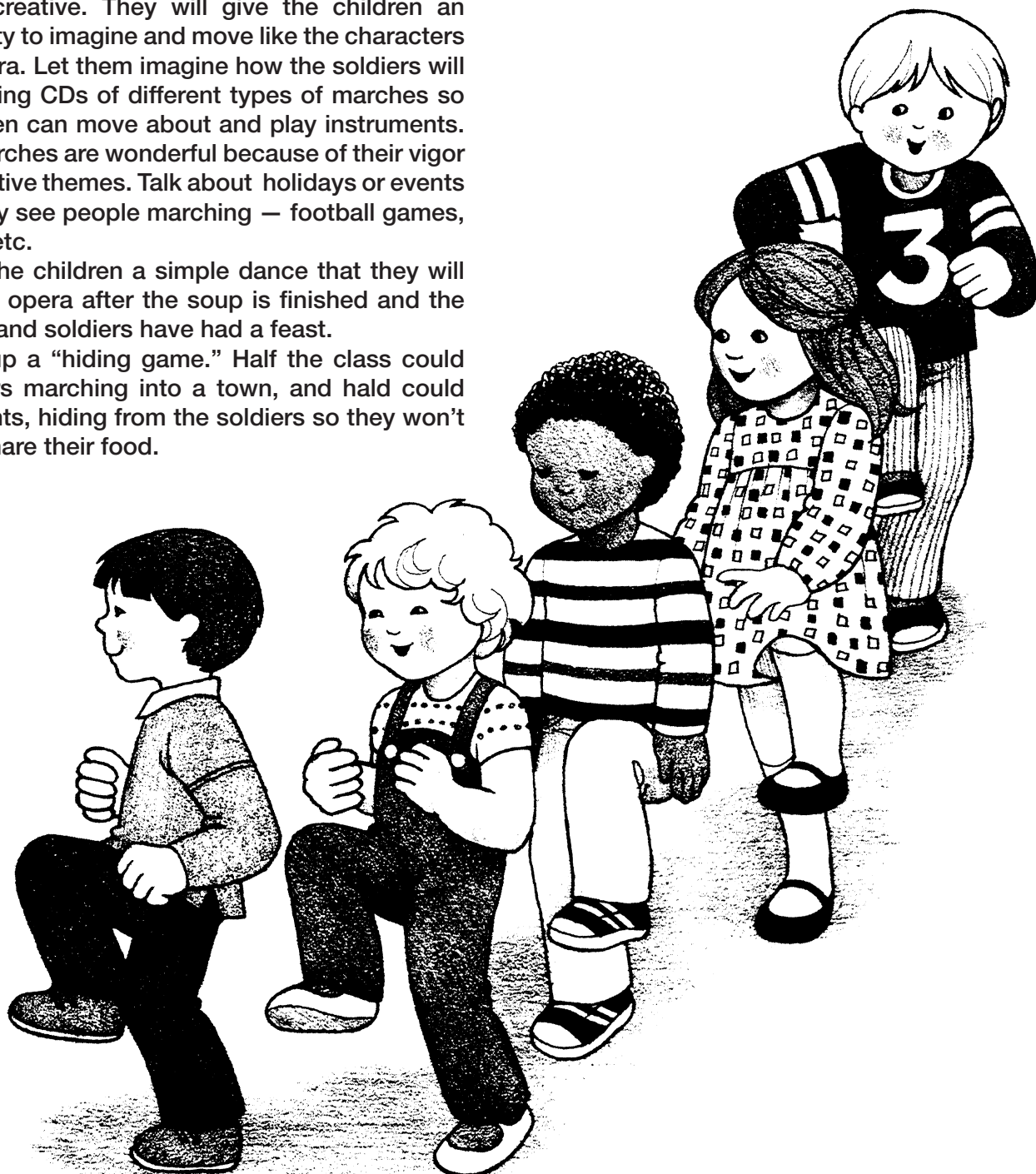


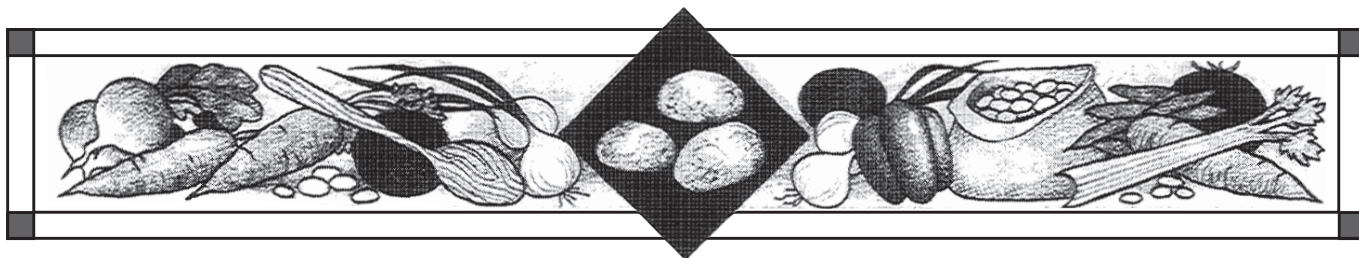
GROSS MOTOR/MOVEMENT

The activities in this section are intended to be fun and creative. They will give the children an opportunity to imagine and move like the characters in the opera. Let them imagine how the soldiers will march. Bring CDs of different types of marches so the children can move about and play instruments. Sousa marches are wonderful because of their vigor and repetitive themes. Talk about holidays or events where they see people marching — football games, parades, etc.

Teach the children a simple dance that they will use in the opera after the soup is finished and the peasants and soldiers have had a feast.

Make up a “hiding game.” Half the class could be soldiers marching into a town, and half could be peasants, hiding from the soldiers so they won’t have to share their food.





DRAMATIC PLAY

The dramatic play center is the place for children to experiment and problem-solve with regard to set decorations, props, and costumes. By allowing them to set up a stage and by encouraging them to act out and sing the opera, the teacher is giving them an opportunity to play at rehearsing. This type of play-acting goes beyond the opera itself. The children can change the story and the characters in a manner that is fun and will broaden their learning experience. It should not be teacher-directed.

The following are some of the activities they can do. Allow the children to build houses of their choice out of materials around the room such as blocks, cardboard boxes, and plastic cubes. It will help everyone make a decision about what materials work best for the set.

Allow the children to “dress up” in a variety of clothes. It will enable them to see how cumbersome clothes can be. Their everyday clothes might serve best as a costume. Maybe an added sash, vest, or apron is all that is needed.

Discuss with the children what props will be needed for the soldiers and for the little town. Do the soldiers come out of the forest? Are there baskets of vegetables and flowers in the town? Are there tables and chairs in the town square?

When production activities begin in the art center, some problems need to be resolved and some final decisions need to be made. These discussions with the children during the time they play at rehearsing in the dramatic play center will help them reach some of these final conclusions.

