

CREATING ATMOSPHERE USING MUSIC

When creating a theatrical piece, it's important to engage as many of the five senses as possible, including sound. It's easy when you're working on a musical; the sounds of the show are written right into the libretto. However, when working on a straight play, this may be more challenging. Choosing just the right music can evoke immediate feelings of a certain era: think of the big band sounds of the 1920s and 1930s, the swinging sounds of the 1960s, or the synth-pop bubblegum sounds of the 1980s. Similarly, an eerie, dark pipe organ playing in a minor key can put an audience in mind of a haunted house, while medieval harps and flutes immediately bring to mind pastoral fairy tale imagery.

Select a popular folk tale that has at least 4 characters, for example, Goldilocks and the Three Bears, Jack and the Beanstalk, or The Three Little Pigs. You are going to create a playlist of songs/musical pieces that would be appropriate for your selected play. The songs may include vocals or may be instrumental pieces.

The playlist must include:

- One song for pre-show music (while audience is entering the theatre and taking their seats).
- Two songs for two important/significant moments within the show (for example, a dance, a death, a moment when two characters meet for the first time, etc.).
- One song for each main character – do 4 characters
- One song for post-show music (while audience is exiting the theatre).
- TOTAL: 8 songs

The playlist will include the following:

- A written list of 8 songs, including title of song and artist.
- For the significant moments, students will identify which moment they selected a piece for, and why they selected that particular moment.
- For each character, indicate what traits that character has that you are trying to represent with the song, and how the song shows that.
- For all songs selected, students will indicate WHY they selected that particular piece. Examples may include evoking a certain time period, mood, or theme; significant lyrics in the song; creating a contrasting feel from the previous moment; and so on.
- Students will also complete a final reflection, describing the overall mood/feeling that they are going for with their song choices.

