
Music & Dance

We have read the article below and discussed it previously in class. Here is your assignment for the next week: Tell me about one of your favorite stories. It could be a book, it could be a movie, just something you really connect with. Write a brief summary about the gist of the story but specifically detail how the story ends. **Assume I have ZERO familiarity with the story!!** (Because let's face it, I probably don't.) This should take about a page. Then, as in the Carmen production we learned about, rewrite the ending of that story. Try to be thorough in the details. What twist can you give it? After rewriting the ending, write a paragraph or two telling me why you changed what you changed. In total, this should be 2-3 pages in length.

Italy gives world-famous opera Carmen a defiant new ending in stand against violence to women

By Nick Squires, Rome
2 JANUARY 2018 • 4:26PM

One of the world's best-loved operas has been given a radically different ending in Italy, with the heroine killing her tormentor rather than being killed herself, in a stand against violence to women.

In what is believed to be a world first, a production of Bizet's Carmen will see the gypsy Carmen shoot her thwarted admirer Don José with a pistol that she grabs off him, rather than being stabbed to death by him. The dramatic departure from operatic orthodoxy is an attempt to shine the spotlight on the modern-day abuse and mistreatment of women, an issue given added resonance by the outrage over the behaviour of Harvey Weinstein and Donald Trump.

The new version of Carmen will open at Florence's opera house this weekend, with the first few nights already sold out. "As far as we know it is the first time that the ending to Carmen has been changed," the opera house's Paolo Klun told The Telegraph. "We think it's important that the theatre should not be a conservative place of musical culture, it should not be a museum. It's a place where debate can be initiated. Carmen was written 150 years ago in a very different cultural context. Times change."

The producers said they had changed the denouement of the story in part to protest at the large number of Italian women who are killed each year by jealous husbands, boyfriends and lovers. So frequent are such murders that Italians have a name for the phenomenon – "femminicidio", or femicide. Sociologists and campaigners say it is driven by men feeling threatened by the greater freedoms and enhanced economic independence that many Italian women now enjoy after decades of being seen as pliable possessions.

With horrific cases of domestic violence coming to light almost every month, the directors of the work said they were uncomfortable with the idea of audiences applauding the final scene, in which Carmen is stabbed to death and lies motionless on the stage. "At a time when our society is having to confront the murder of women, how can we dare to applaud the killing of a woman?" said Cristiano Chiarot, the head of the opera house, the Teatro del Maggio Musicale Fiorentino. "I believe one can remain faithful to the spirit of the opera whilst taking certain liberties – as happened in classical times, when there were various versions of the most famous myths, without their original meaning being compromised," he told La Repubblica newspaper.

Leo Muscato, the opera's director, was initially resistant to the idea of changing the ending. "The death of Carmen is the engine that drives the opera, why reverse the situation?" he said. "Then I understood that what Chiarot was calling for was reasonable. The theme of death in the opera has a strong masculine element – the woman must sacrifice herself in order to save her freedom. It is a point of view that today makes no sense."

Although he wrote Carmen in 1875, Georges Bizet set the drama against the exotic backdrop of Spain in the 1830s.

The directors of the Florence version have taken a similar step back in time, setting the opera in a ramshackle, litter-strewn Romany gypsy camp on the outskirts of an Italian city in the 1980s. Carmen is a modern-day gypsy woman making ends meet by working in a factory, while Don José is an abusive police officer.

In Bizet's original story, Don José is a naïve soldier who is lured away from his military duties and his childhood sweetheart by the fiery gypsy girl Carmen. But she then falls for the handsome bull-fighter Escamillo, driving Don Jose wild with jealousy. The last act of the opera is set outside the bullring in Seville, where Carmen is stabbed to death by Don José.

An opera in four acts, Carmen premiered in Paris in March, 1875. It was based on a novella of the same name by Prosper Merimee. It initially shocked and scandalised audiences for its realism, portraying the lives of ordinary people such as factory workers, smugglers, soldiers and gypsies.

<https://www.telegraph.co.uk/news/2018/01/02/italy-gives-world-famous-opera-carmen-defiant-new-ending-stand/>

Activities for a Musical Mind

* FOR CHORUS AND GRACE NOTES *

Each week, please choose from the tasks in the grid below to submit for Chorus/Grace Notes assignments.

If you have any questions feel free to email Mr. Hart at nhart@rsd.k12us.

DIRECTIONS FOR STUDENTS:

- Complete the tasks you have chosen one at a time. You must choose **TWO** tasks each week (one for the weeks around spring break – which you may submit both the week we get back).
- Please submit all responses by email and do not send two separate emails. Please put in the subject line your name and the two assignments you completed for the week, so for example Nathan Hart #8 and #23.
- All assignments should be submitted by 4:00PM on FRIDAY of each week. Work can be submitted as you get it done – you don't have to wait until Friday to submit your work.
- **Tasks with a * can be done without internet access. Simply write your answers to the reflection questions on a piece of paper to submit per district instructions. Tasks with a # can be repeated a second time with a different piece of music or different person, depending on the activity.**
- As I explore more materials, I will post alternate options in some of my lesson plans, but this is a great start with plenty of options thanks to my friends Mr. Rozell and Mr. Surovchak at Belle Vernon School District!!

Task #	Directions	Reflection Questions
1*#	Find a song or piece of music that expresses your current mood and listen to it twice. Let the music wash over you – listen for something you've never heard before.	What piece did you pick? Why? Did you notice anything new about the piece? How did your mood change after you listened to it?
2*#	Interview an older family member or friend about a song that was special to them when they were your age. Let them tell you about their memories associated with the song.	What song did the person pick? Why? Did you like the song when you listened to it? Explain your answer.
3*	Fill a few glasses with water and use a pencil or a spoon to compose a song. (Please be careful!)	What challenges and successes did you face with this project?
4*	The composer John Cage "wrote" a piece of music called 4'33". It was all SILENCE! What's the point? No matter where the piece is performed, the audience always hears something different. Your task is to find a location in your house to sit silently for one minute. Take note of what you hear. (The dog barking, the air conditioner, etc.) Repeat the exercise in a second location.	Which locations did you choose? What did you hear in each location? Was it hard for you to sit silently for a full minute? Describe what you learned from this exercise.
5	Visit https://www.musictheory.net/exercises/note . Adjust the settings to clefs and range that are comfortable for you, yet give you a little bit of a challenge. Your goal is to correctly identify 25 notes!	How long did it take you to identify 25 notes correctly? What settings did you use?
6	Watch "Music As A Language – Victor Wooten" Here: https://www.youtube.com/watch?v=3yRMbH36HRE	Do you agree that music is a language? Explain. What was your first word? (If you don't know,

		ask!) What is your biggest take away from this video? Bonus: What song was he playing? What do you think about his interpretation of it?
7	Watch this TED Talk by Eric Whitacre: https://www.youtube.com/watch?v=2NENIXsW4pM	What surprised you about this TED Talk? What challenges do you think they have creating a virtual choir? What meaning does this bring to you now during this time of quarantine?
8	COMPOSER IN ACTION! Watch Rock/Pop Superstar Ben Folds compose a song for full orchestra in just 10 minutes here: https://www.youtube.com/watch?v=BytUY_AwTUs *STRONGLY RECOMMEND!	What surprised you about this? How did you feel watching this video? Critically listen to the final production. What did you NOTICE? Did you like it? Explain.
9*#	Choose your own critical listening! Listen to a song you've never heard before. Write down a few thoughts, then listen to it a second time.	What song did you choose? What did you notice? How did it make you feel? Complete the sentence: "I Wonder..."
10	Learn how to do part (or all!) of <i>The Cup Song</i> . You can watch the video of the song on Anna Kendrick VEVO Here: https://www.youtube.com/watch?v=cmSbXsFE3l8	How did it go? Tell me about your experience! On a scale 1-3, how would you rate your Cup Song Skills? Why?
11*	Think about movies you have seen. If you have their soundtracks available, pick a few to listen to today, and choose a favorite.	What movie did you choose? Why? What makes the soundtrack special to you? How does the music progress the story?
12	Watch this video of Bobby McFerrin and sing along! Then get someone else at home with you to join you and do it a second time! https://www.ted.com/talks/bobby_mcferrin_watch_me_play_the_audience/up-next	Tell me about your experience singing along with the video. Who did you partner up with? What did that person think?
13*	Pick 20 minutes today to only speak to people by singing!	What was the reaction of the person you spoke to? Tell me about your experience!
14	Watch this video of Reggie Watts – hang in there through the first few minutes. It's a farce...supposed to be funny. ☺ https://www.youtube.com/watch?v=BdHK_r9RXTc *STRONGLY RECOMMEND (JUST HANG IN THERE TO THE END) ☺	What did you like about this video? What confused you? What did you think about his "instruments"?
15*	Create an instrument with household items that can play three or more different sounds.	Describe your instrument. What did you use? How did it work? Tell me about your creation process.
16*	Find a book laying around your house. Read a chapter out loud to someone else, but do it while singing!	What book did you choose? What was the reaction of the person you interacted with?
17	Listen to these two versions of Adele's <i>Send My Love</i> . Compare and contrast! https://www.youtube.com/watch?v=nz7SMVYMT6k https://www.youtube.com/watch?v=fk4BbF7B29w	Which did you like better? Find something positive to say about both!

18*	Journal Entry – Think about your all-time favorite song. If you have several, just pick one of them. Then, answer the questions that follow.	What song did you choose? Why? What makes it special to you? What memories do you have associated with this song?
19*#	Ask someone in your family how to do a critical listening with you! Pick a song for the two of you to listen to and then discuss the following five points.	What piece did you choose? What did you notice? How did it make you feel? What do you wonder about this piece? What do you think the composer/performer was trying to communicate?
20*	People use music to persuade the thinking of others. Change the lyrics to a simple song like <i>Mary Had a Little Lamb</i> to try to persuade someone in your family. For example, sing those lyrics to someone to help you clean your room or make a suggestion of what should be cooked for dinner!	What was your persuasive goal? What did you want? Type your lyrics in the space.
21	Find out who wrote the SCORE for your favorite movie or video game. Then, do some research and learn ten facts about that person.	Which composer did you choose? What did you learn about him/her?
22*#	Listen to a piece of music or a song that someone else has chosen for you. Go through the critical listening process for that song, and tell me about your experience!	What piece did you choose? What did you notice? How did it make you feel? What do you wonder about this piece? What do you think the composer/performer was trying to communicate?
23*#	Interview a family member or friend about their musical life. Did they have music class in school? Did they play an instrument, sing in chorus, or do the musicals? What was their experience like? Are they still involved in anything music related?	Who did you interview? What did you learn about that person? Write 5-7 sentences to tell me about your conversation.
24*	Watch a musical on DVD or through your favorite streaming platform!	What musical did you watch? What was your favorite song from the film? Tell me what you liked and didn't like about the performance.
25*	Write five measures of simple rhythms and teach them to a family member. Then, perform your rhythms using household items! Remember to use the following notes and/or rests: Eighths, Quarter, Half, Dotted Half, and Whole.	In 5-7 sentences, tell me about your work. What kind of rhythms did you write? Who did you teach? Was it easy or challenging to perform together?
26	Find videos online of your favorite choral pieces! Sing along if you know/remember the words!	What piece(s) did you listen to? If the song(s) are ones that you have performed before, did you remember the words and notes? Tell me about your experience!
27*	Listen to a piece of music that has no words. (Use a CD from around your house, or check out an instrumental playlist on your favorite music streaming platform.) Listen to the piece three or four times, and draw or write a story about whatever comes to your mind as you listen to it. Once you finish your drawing, identify what musical elements	What piece did you choose? What did you draw or write about? What musical elements in the music inspired you to write or draw what you did?

	inspired you to draw what you did.	
28*	What is the soundtrack of your life? Have you ever thought about it?	Write three or four sentences on what your likes and dislikes are. What motivates you? What type of music would you use to describe yourself? Then: Select between five and eight songs and give the reason why you think they would fit into the soundtrack of your life. Let the music guide you through this project.
29	People use music to persuade thinking and behavior. One example of this in popular music is the song “We Are The World. Listen to the same piece performed by three different groups of people. 1985-USA for Africa: https://www.youtube.com/watch?v=M9BNoNFKCBI 2010-We are the World 25 for Haiti: https://www.youtube.com/watch?v=Glny4jSciVI 2019-Broadway United: https://www.youtube.com/watch?v=BdnteHS9bnY	Compare and contrast the videos you saw. What was similar? What was different? Did you recognize any of the performers? If so, who? Finally, which video did you prefer? Why?
30*#	Have a family Lip Sync Battle! Get together with some family members and choose a song that you can have fun with. Learn the words and add some fun choreography. Then perform it! (Feel free to share a video of your performance with me if you’d like to!)	
31*#	“Cover” lesson. Pick any piece of music performed by the original artist and find a cover of the same song and compare it to the original. Two options of responding: answer the questions to the right, or create your own cover of the piece. Be creative! Feel free to use an instrument other than your own voice or band instrument!	What’s the name of the song and which two versions (artists) did you choose? What are the major differences between the two? Which do you like better and why? If you were to perform this, how would you do it differently?