

CURRICULUM CONNECTIONS

Seraphic Fire



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Know Before you Go:

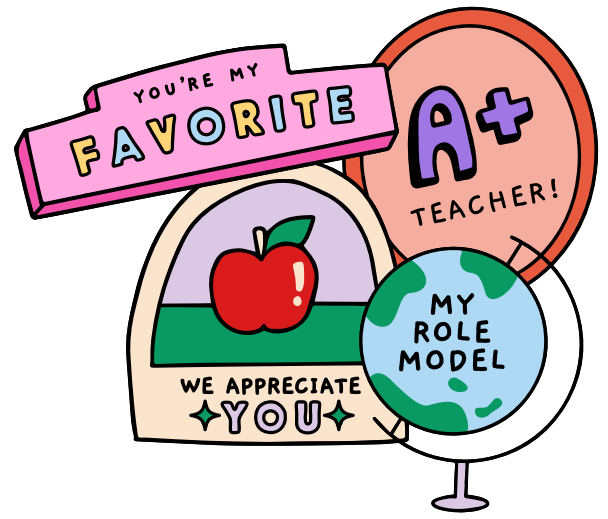
- Arrive at the theater 15 to 20 minutes before show time. Allow extra time for Broward County traffic. We are unable to start a show late.
- Please stay on the bus until greeted by a SEAS usher. At that time, please give the usher your BUS document and the usher will escort you to the theater.
- Remember to watch our Know Before You Go Video:

<https://tinyurl.com/SecondaryWelcomeSEAS>



Dear Teacher,

We 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!

*nothing
but
gratitude!*

**MUCH
appreciated**





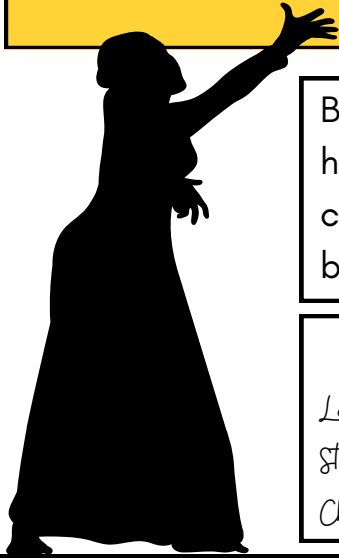
Theater etiquette

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.

From Page to Stage



Books make wonderful theater! When adapting a book however, changes must be made to the plot, setting and/or characters to accommodate the length of the play or to help bring the show to life on stage!

Here are some famous adaptations you may know:

Legally Blonde/Les Miserables/The Wonderful Wizard of Oz/Mary Poppins/How the Grinch Stole Christmas/The Color Purple/A Christmas Carol/The Secret Garden/Charlie and the Chocolate Factory/Cinderella/Alice in Wonderland/Beauty and the Beast/Romeo and Juliet

Vocabulary to share with students:

Adaptation: Something that has changed so that it can be presented in another form.

Playwright: A person who writes plays.

Lyricist: A person who writes the words of a song.

Composer: A person who writes music.

Author: A person who writes something such as a book or an article.

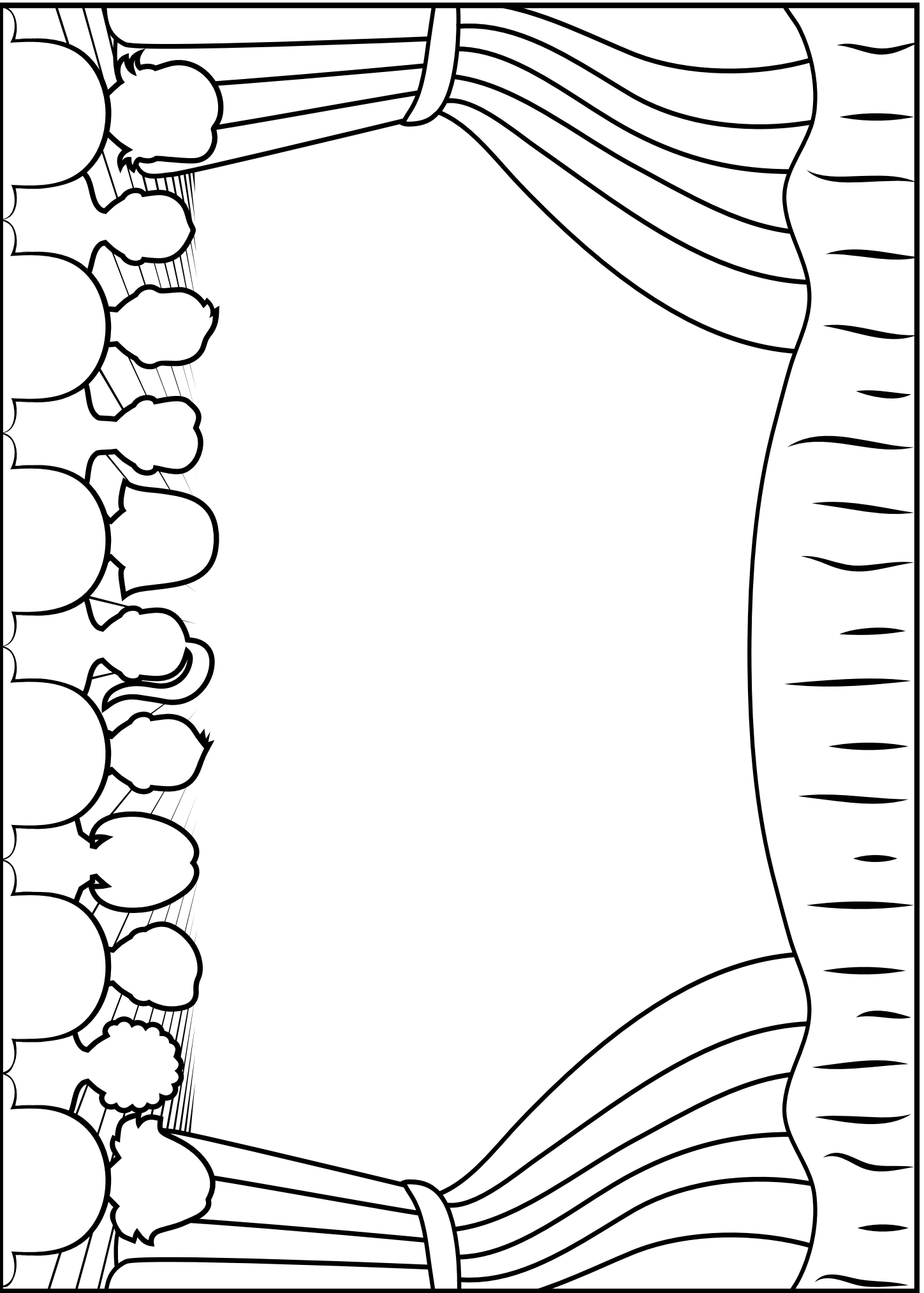
Characters: the individuals portrayed by actors in a play or musical.

Director: A key creative figure in theater responsible for overseeing the artistic aspects of a production.

Pre-Show creative questions:

Ask your students, "If you could adapt any book for the stage, which book would you choose and why?" Invite them to draw a picture of the story they would adapt on stage. Define "costumes" and "set" and ask them to draw what the set would look like on stage as well as the characters' costumes. (Use the next page to spark creativity)

Choose a book or story to adapt to a play or musical.
Draw a picture of the set and props and/or actors in costume here.





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.

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:

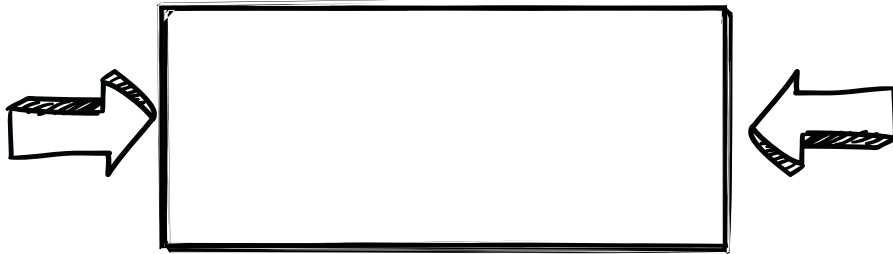
Lyrics—the words that go with the melody

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:

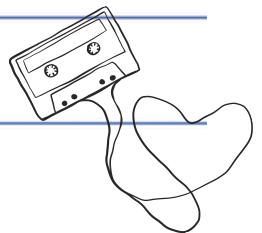
1. Brainstorm ideas, vocabulary, and events that you find interesting or moving. You can share words, phrases, or sentences about your experiences with this topic.
2. Next, pull out some of your ideas to start working on a chorus (or main idea/theme).
3. Try to use the rhyming words if possible in the 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:



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

Student to Family Cooperative Activity Ideas:

- Share impressions and discuss Black Violin: Sit down with your family and have a conversation about the performance. Share your impressions, thoughts, and emotions. Discuss the elements that stood out, such as the performances, the set design, or the storytelling.
- Does anyone in your family play an instrument, sing, dance? Interview some family members and see if you can discover a link to music. Write it down (journal) and save it for future generations.
- Family jam session: Write a song with your family. You can start a family band, or simply work on a song together as a team or unit. Share some of your favorite genres with your family (jazz/funk/hip-hop...and see who you have them in common with).
- Create a Playlist: Collaborate on creating a playlist featuring songs from the concert as well as favorites from everyone in the family. This can be a fun way to learn about music through the decades.
- **Remember, the goal is to create memorable and immersive experiences. Adapt these ideas based on your family's preferences and the resources available to you.**

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.



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**