Bastien and Bastienne
WOLFGANG AMADEUS MOZART



LANGUAGE ARTS: What's that word again?

Students will

- Read "The Characters" and "The Story of the Opera"
- Read "The Life of Mozart"
- Complete and discuss the Activity Worksheets

Copies for Each Student: "The Story of the Opera", "The Characters", "The Life of Mozart", Activity Worksheets

Copies for the Teacher: "The Story of the Opera", "The Characters", "The Life of Mozart", Activity Worksheets

Getting Ready

Decide which section(s) of the worksheet you wish your group to complete.

Prepare internet access for *Bastien and Bastienne* online listening selections.

Gather pens, pencils, dictionaries, thesauruses and additional writing paper as needed for your group.

Introduction

Read "The Story of the Opera" and "The Characters" to your students. Have your students read "The Life of Mozart", and complete the accompanying activity worksheets. *Activity Worksheet 2 is optional. Students may write a positive poem using the vocabulary words from Worksheet 1 to include in the Magic Book for the Visual Arts Lesson.

Guided/Independent Practice: Depending on your grade level, the ability of your students, and time constraints, you may choose to have students work as a whole class, in small groups, with a partner, or individually. Read the directions on the Activity Worksheet. Provide instruction and model the activity as needed. Have students complete the portion(s) of the Activity Worksheet you have chosen with opportunity for questions.

Evaluation: Have students share their answers individually or by groups and explain why they gave their answers. The teacher may want to guide the discussion with the sample answers provided.

TEKS

English Language Arts and Reading:

5th Grade
110.16. b. 2 A,B,E Reading/Vocabulary Development
Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; (B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words; (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

6th Grade
110.18. b. 2 A,B,E Reading/Vocabulary Development
Students understand new vocabulary and use it when reading and writing. Students are expected to: (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; (B) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words; (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

Correlates: Music, Visual Arts

Gardner's Intelligences: Verbal-Linguistic, Musical, Interpersonal

Bloom's Taxonomy: Remember, Understand, Apply, Analyze, Evaluate, and Create

Sources:
Dibbern, Mary. "Bastien and Bastienne." Synopsis, The Dallas Opera, 2015.
Bastien and Bastienne Libretto
Warrack, John and West, Ewan. The Oxford Dictionary of Opera, Oxford University Press, 1992.

Online Resources:
www.oxfordmusiconline.com

http://www.bbc.co.uk/schools/primaryhistory/famouspeople/wolfgang_amadeus_mozart/

Wikipedia contributors, "Bastien und Bastien," *Wikipedia, The Free Encyclopedia*, https://en.wikipedia.org/wiki/Bastien_und_Bastienne (accessed July 16, 2015).

The Story of the Opera

Bastienne (soprano) has gone out to the meadow to watch over her flock of sheep. She waits for her boyfriend Bastien (tenor) and when she realizes that he has skipped their regular Saturday afternoon appointment, she is forced to admit that the rumors are true - Bastien has found another girlfriend! As she sits alone, feeling sad and mad, she hears music that announces the arrival of the great magician, Colas (bass). He has understood her predicament and offers his help.

Bastienne explains to Colas that people are talking about a new girl who has just arrived in the nearby city. The girl is rich and she fears Bastien has been lured away by her beauty, her fancy jewelry, her gigantic house, and above all, her ability to make a delicious chocolate cake! All Bastienne has to offer him is the charm of the meadows and the companionship of her sheep. Colas begs her not to waste energy being upset. He sends Bastienne away and he promises to use his magic powers to teach Bastien a lesson.

Bastien appears, but he is not happy. He has eaten so much that his stomach hurts! He has realized on his own that the city girl is not good for him and that Bastienne is his true love. Colas, determined to make sure that Bastien will never make this mistake again, tells him that it is too late; Bastienne has found another boyfriend and is no longer available. He makes Bastien swear to always be faithful, and then he recites a complicated "magic spell" ensuring that Bastien will win her back

Bastienne appears and follows Colas' instructions to pretend to reject Bastien. At the depth of despair, he threatens to run away and "jump into a lake." Bastienne pretends not to care, but as she sees how truly sorry he is, she relents and forgives him. They realize that the true magic is found in the "words that heal our hearts and help us to forgive." Colas joins them in a final song as they celebrate their understanding of the real magic, the magic of true love!

Translation and adaptation by Mary Dibbern

The Characters

Bastienne: (soprano) A young shepherdess; she loves Bastien but is worried he loves another. She turns to Colas for help to win Bastien back.

Bastien: (tenor) Bastienne's lover; he is distracted by another lady in town but he really loves Bastienne.

Colas: (bass) The village wise man and magician; he helps Bastienne and Bastien get back together.

Link to Musical Excerpts

Bastienne is distressed because she cannot find Bastien and has heard that he loves someone else.
https://www.youtube.com/watch?v=TIVxU-3uRPY

After returning from the city, Bastien expresses his disbelief when Colas tells him that Bastienne has fallen for another.
https://www.youtube.com/watch?v=jNyzUOxlqjA

Colas casts a "magic spell" that supposedly causes Bastienne to fall back in love with Bastien.
https://www.youtube.com/watch?v=xKexA65_GNk

NOTE: The above excerpts are in German. The Dallas Opera's production will be performed in English.

Bastien and Bastienne

The Life of Mozart: 5th and 6th Grade

Wolfgang Amadeus Mozart was born in Austria, where most people speak German. Wolfgang is a German name that means 'wolf path' and his middle name, Amadeus (Am-uh-day-us), means 'God's love' in Latin. Mozart is famous for writing music. He was a composer, and one of the greatest musicians of all time. He was famous as a child because he could play and write music from the age of 4. He grew up to write some of the most beautiful music ever heard.

Mozart was born on January 27, 1756, in the town of Salzburg, in Austria. Mozart lived before there were cars, trains or planes. When Mozart travelled around Europe, he went in a coach pulled by horses, or by boat. The internet, cell phones and CD players did not exist. When people wanted to hear music they had to play it themselves, or go hear it performed live because there were no recordings. Mozart's mother and father were both musicians, and they knew Mozart had a very rare and special ability.

Wolfgang could play the keyboard at the age of 3, and by the time he was 5 he was writing his own songs. His talent was apparent and he seemed to have music in his head. He could pick up a violin and play it, without even being shown how. Mozart's sister Maria Anna was good at music too. Mozart called her Nannerl, and they were very good friends. They made up their own secret language and told stories about a magic kingdom where they were king and queen. Leopold, Wolfgang's father, took his two children to Vienna (the capitol of Austria) where they played for the Emperor of Austria at his palace. Everyone was amazed, and the Emperor called Mozart a 'little magician'.

In 1763, when Mozart was 7 years old, Leopold took the children on a tour of Europe. They went to France, and then took a ship to England. They stayed in London for a year where the children played for King George III. Wherever Mozart traveled he *collaborated* with many famous musicians and composers from whom he learned a great deal. His father took him to Italy, and there he saw opera for the first time. His father requested that he write his own opera, and at the young age of 12, he wrote *Bastien and Bastienne*. Mozart astonished everyone with his *impressive* talent. If he heard a song once, he could go home and write down all the notes from memory.

When he was older, Mozart gave piano lessons, but wasn't very responsible and *seldom* had any money. In 1777 his mother went with him to Germany where he hoped to get a job as a musician in the royal court. Back then, *monarchs* had their own orchestras. In Germany, he fell in love with a singer, Aloysia Weber, but it was not meant to be. Aloysia married someone else, and Mozart later married her sister Constanze. Mozart often *bungled* his relationships with his employers so he continued to travel before he finally settled in Vienna. Mozart never stopped writing music. He wrote music for piano and violin, for orchestras and singers and chamber music for a quartet (4 players). He also wrote church music.

Mozart could write music very quickly and once wrote an opera in 3 weeks. He wrote 41 symphonies. He wrote *parody* operas, such as *Cosi fan tutte* (*All Women Are Like That*) and serious ones like *The Magic Flute*. He wrote solemn church music, and shorter, carefree pieces such as *Eine Kleine Nachtmusik* (*A Little Night Music).* Mozart was working on a piece of funeral music, called a Requiem, in the summer of 1791, when he became ill. No one knows what was wrong with him, but he did not recover and he died in December 1791. The great composer was so poor he was buried with other poor people in an unmarked 'paupers' grave'. Today Mozart's music is enjoyed all over the world. People still listen to it and it has had an *immense influence* on the music world.

Name_____ Date_____

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Language Arts Activity Worksheet 5th and 6th Grades

Part I: What's that word again?

Instructions: Write out the definition of the words below using context clues from *The Life of Mozart*. Next, look up each word in the dictionary to see if your definitions are correct.

Influence:

Immense:

Collaborate:

Parody:

Monarch:

Bungle:

Impressive:

Seldom:

Name_____ Date_____

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Language Arts Activity Worksheet 5th and 6th Grades

Part II: What's that word again?

Instructions: Using at least four of the words from Activity Worksheet Part 1, write a poem about something positive in your life. This poem can be added to the Magic Book in the Visual Arts Lesson.