Bastien and Bastienne
WOLFGANG AMADEUS MOZART



VISUAL ARTS: The "Magic" Book

Students will:

- Read "The Story of the Opera"
- Design the cover of a "Magic Book" using personal expressions and abstract art.
- Students will use materials to create and design artwork for personal expression.

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

Copies for the Teacher: "The Story of the Opera", Activity Worksheet Examples

Getting Ready

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

Gather materials:

- Graphic Web Activity Sheet (optional)
- Multi-color construction paper
- Pencils
- 3-D art materials
- Glue
- Map Pencils
- Yarn or string to bind book
- Any additional materials needed for decoration

Instructional Time

One 45-minute class period

Introduction

Read *The Story of the Opera*, and review the major events with your students. Discuss with the students their perception of the conflict between Bastien and Bastienne. Continue the conversation to incorporate Colas and his role in the story. Have the students discuss what they believe he was saying during his aria/spell, and if they believe it was real or effective. After the class discussion, the students will create their own magic book and decorate the front using their own personal expressions and abstract art.

Guided/Independent Practice:

The teacher and students will review the major events in *Bastien and Bastienne*. Questions that may be asked to further discussion are:

- Who were the characters?
- What role did he/she play?
- What scene interested you the most?

Continue your group discussion while having the students focus on Colas and his magic book. See if the students are able to remember him and his purpose in the opera. Questions that may be asked are:

- Was the conversation serious between Bastien and Colas?
- What was to be the outcome of the aria/spell?
- Did the spell work?
- Do you think Bastien and Bastienne would have agreed to work on their relationship without the spell? Why or why not?

If time allows

If time allows, extend the conversation by asking students: "If they could write a poem to positively change something in their life, what would it be?" Have the students brainstorm using the Activity Worksheet and create a poem to write in their magic book. Remind your students that the change could be anything, and could also be for somebody else. Your students will use the materials provided to create and design the cover of their own "Magic Book" to show their artistic expression. *Students may create a silly poem similar to Colas's aria, or they may use their poem from the Dallas Opera's *Bastien and Bastienne* Language Arts Lesson.

Evaluation:

Were students able to remember the characters and the problems that occurred in the opera?

Were students able to remember the solution that occurred in the opera?

Were students able to design their own magic book using their artistic expression?

Instructions: Students will decorate the cover of their "Magic" Book. Depending on age and ability, students may need assistance with hole punching and binding the pages together.

Decorating:

- Begin with two pieces of construction paper (or any desired paper) of the same size.
- Decorate the piece of paper that will be the cover for the book. Students may decorate with stickers, drawings, construction paper, newspaper clippings, etc.
- Once the cover has been decorated (and the back if desired), students may gather writing, construction or other paper for the pages of the book. Be sure that all pieces/ sheets of paper are the same size.

Binding: Using a hole puncher, simultaneously punch multiple holes along the left side of the cover, back and pages. Use ribbon, yarn, or string to tie the paper together to create a book.

TEKS

Fine Art: Art

3rd Grade

117.111 b. 2 A,B Creative expression
The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem solving skills. The student is expected to: (A) integrate ideas drawn from life experiences to create original works of art; (B) create compositions using the elements of art and principles of design.

117.11 b. 4 A Critical evaluation and response

The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A) evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists.

4th Grade

117.114 b. 2 B,C Creative expression
The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (B) create compositions using the elements of art and principles of design; and (C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of art media and materials.

117.114 b. 4 A Critical evaluation and response
The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A) evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists.

5th Grade

117.117 b. 2 C Creative expression
The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, digital art and media, and photographic imagery using a variety of materials.

117.117 b. 4 A Critical evaluation and response
The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A) evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists

Middle School 1

117.202 c. 2 A Creative expression
The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A) create original artworks based on direct observations, original sources, personal experiences, and the community.

117.202 c. 4 B Critical evaluation and response
The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (B) analyze original artworks using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork.

Middle School 2

117.203 b. 2 A Creative expression
The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering

reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A) create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community.

117.203 c. 4 A,B Critical evaluation and response
The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A) create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression; (B) analyze original artworks using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork.

Middle School 3

117.204 b. 2 A Creative expression
The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A) create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community

117.204 b. 4 A,B Critical evaluation and response
The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A) create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression; (B) analyze original artworks using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork.

Correlates: Language Arts

Gardner's Intelligences: Visual, Linguistic, Intrapersonal

Bloom's Taxonomy: Remember, Understand, Apply, Analyze, Evaluate, 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:
Family Friend Poems: http://www.familyfriendpoems.com/poems/life/#ixzz3kgyExotv

Bastien and Bastienne

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 girl in town but he really loves Bastienne.

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

Name_____ Date_____

Bastien and Bastienne

Visual Arts Activity Worksheet: Writing a Poem

PART I: Brainstorming – In the box below, list a few things that you would want to positively change in your life or in the world. You make pick any thing that you like or wish you could do. Life is the sum of experiences that we gain through meeting one another. Day to day struggles and triumphs are experienced by all of the world's creatures.

PART II – On the lines below, create a poem using one of the ideas from above. Your teacher will instruct you on the length of the poem and any additional requirements.

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Credit: Family Friend Poems

EXAMPLE

Bastien and Bastienne

Visual Arts Activity Worksheet: Writing a Poem

PART I: Brainstorming – In the box below, list a few things that you would want to positively change in your life or in the world. You make pick any thing that you like or wish you could do. Life is the sum of experiences that we gain through meeting one another. Day to day struggles and triumphs are experienced by all of the world's creatures.

Having Super Powers	My sick family member
Cultural Diversity	Eating my favorite Food
My relationship with my father	Being afraid
World Peace	Making new friends
I love my Family	Making big decision

PART II – On the Lines below, create a poem using one of the ideas from above. Your teacher will instruct you on the length of the poem and any additional requirements.

Super Powers

I awoke one day and had the craziest idea
That I could change the world, if I choose
I'd be able to steer life's sail, control the wheel
If I had special powers to use

But what power could allow me to be so bold
To command such an incredible ability
It would be a great sight, a wonder to behold
If I could heal the world and do so infinitely

Should I have the wondrous gift of flight?
To soar high into the air, above the clouds
Or what about strength and with all my might,
I'd save people and make my parents proud

How about the ability to play music
And then everyone will start thinking
If they could smile while dancing and singing
Then maybe their problems will start shrinking

I'd have really great powers! Hooray for me!
But I know something that's even better
I'll inspire others to be the best person they can be
So we can all change the world together!

A Matter of Time

My uncle gets sick sometimes
And it can be kind of scary
His load seems like so much
I wish it was mine to carry

Sometimes he coughs and has to lie down
I sit next to him and hold his hand
I tell him to turn that frown upside down!
And make him laugh so he knows I understand

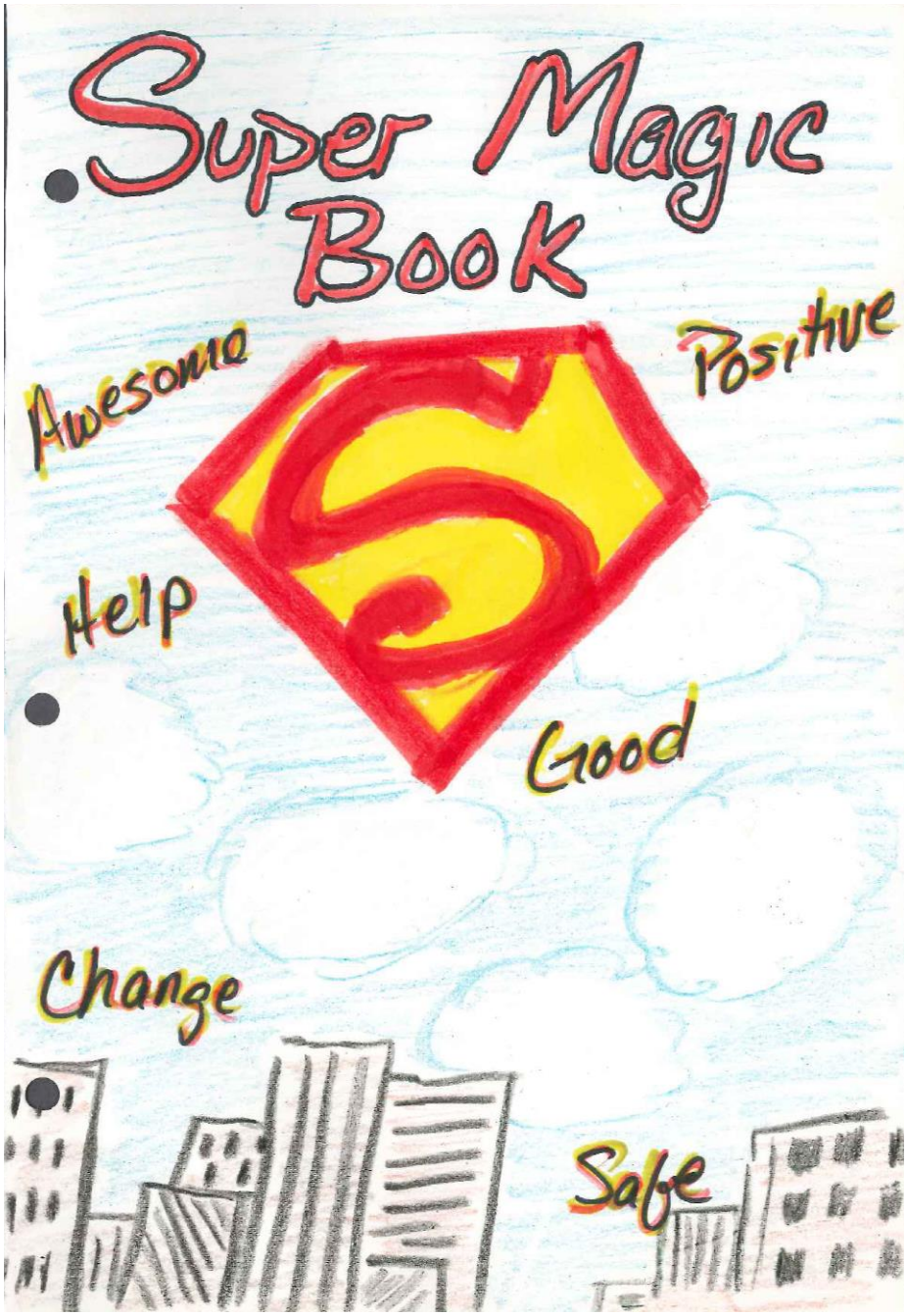
If I could change anything at all
I know exactly what it would be
I want my uncle to be big and strong
And healthy just like me

And when he doesn't feel well
I don't get upset because things will be just fine
He'll laugh and dance, this I can tell
He's already getting better, it's just a matter of time

Bastien and Bastienne

Examples of "Magic" Book covers

Example #1



Bastien and Bastienne

Examples of "Magic" Book covers

Example #2

