

# "Disney's Aladdin, Jr." Curriculum Guide for grades 4-6



*A teacher's guide for the study of literary and theatrical elements with emphasis on the thematic topic of rules and laws.*

## Pre-show Lessons Drama/Music grades 4-6

### \*DRAMA

# Special Effects in the Making

Desert sands, flying carpets, genies! Can't Be! But it is all possible through the use of special effects; illusions for the eye.

### Kentucky: Arts and Humanities > Drama/Theatre

**Elements of Drama, Production and Performance (2.22-2.26) Grades 4-6  
Academic Expectations**

2.23 Students analyze their own and others' artistic products and performances using accepted standards.

2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.

### Ohio: Arts > Drama/Theatre Standards > Analyzing and Responding **Benchmark(s) Grade 4**

A. Use dramatic/theatrical vocabulary and concepts in responding to dramatic/theatrical experiences.

B. Explain the impact of choices made by artists in dramatic/theatrical works or experiences

#### **Grades 5-6**

A. Use appropriate dramatic/theatrical vocabulary, elements and principles.

B. Discuss the collaborative nature of drama/theatre as a vehicle for the expression of ideas.

C. Articulate opinions about dramatic/ theatrical work using established criteria.

### Ohio: Arts > Drama/Theatre Standards > Creative Expressions and Communications

#### **Benchmark(s) Grade 4**

C. Demonstrate various ways to stage classroom dramatizations.

#### **Grades 5-6**

B. Explain the functions and interrelated nature of scenery, props, lighting, sound, costumes and makeup to create an environment appropriate for drama.

### Objective

Students will:

- Examine special effects used in theatrical drama to create physical environments and objects.
- Demonstrate how special effects assist in the creation of a dramatic experience.

## **Assessment**

Students will be able to:

- Create theatrical special effects of their own innovation.

Sample selected response items to gauge student understanding:

1. Explain what is a special effect?

*Answer: The acts and strategies of imagination, creation, interpretation and collaboration to reach consensus of an approach to and expression of a dramatic text. **Kid language** may look like—The use of one's imagination to create objects, scenery, sounds, etc.*

2. Describe a purpose for the use of special effects.

*Answer: e.g., Used to create a special place, time, movement, sound, etc.*

3. Describe your viewing of a special effect and how it benefited the telling of a story or the demonstration of imagery

*Answer: Individual student responses. (Emphasis on use of imagination to capture the physical essence of a person, place or thing.)*

## **Vocabulary**

- Prop
- Special effect
- Lighting illusion
- Imagery
- Magic

## **Materials**

- Special effect prop
- Flash paper (used by magicians to produces flames when touched by a lighter or match)

## **Activity**

### **Only an Illusion**

**Teacher will:**

1. Introduce the concept of a theatrical "special effect" by wearing a physical prop (e.g., create an "arrow through-the-head" prop using a wire coat hanger and foam tip, or a "knife-in-back" jacket by removing blade from a kitchen knife and attaching it with hot glue to the back of an old jacket).
2. Explain the use of the "prop" to produce a "special effect" or illusion to the eye.
3. Facilitate discussion on varying types of special effects, lighting and props used in theatrical productions.
4. Demonstrate how "flash paper" is used by lighting a single 3" square of flash paper to illustrate the making of a flame/fire.

5. (Optional; extreme caution required) Allow students to try lighting squares of flash paper under strict instructor supervision using extended lighters.
6. Have students brainstorm the use of such an effect in storytelling and dramatic production.
7. Facilitate discussion for how special effects and stage lighting affects mood and setting on the stage.
8. Introduce a version of the tale of *Aladdin*.
9. Have students predict how such a special effect as flash paper could be used in The Children's Theatre of Cincinnati production of *Disney's Aladdin, Jr.*, and why producers would make such a choice.
10. Provide students the resources for creating a special effect of their own innovation related to the tale of *Aladdin, Jr.* (e.g., flying carpet, talking parrot, genie in his bottle, etc.)

**\*Music**

## **Sounds from the Middle East**

**Music is a global phenomenon, expressed in many forms in every culture. Unique to the sound of Middle Eastern music is a variety of instruments perhaps unfamiliar to the Western ear, but ever so pleasing to hear.**

**Kentucky: Arts and Humanities > Music Standards**

**Elements of Music (1.14, 2.22-2.26) Grades 4-6**

**Academic Expectations**

- 1.14 Students make sense of ideas and communicate ideas with music.
- 2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.
- 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

**Ohio: Arts > Music Standards > Analyzing and Responding**

**Benchmark(s) Grade 4**

- A. Identify and demonstrate elements of music using developmentally appropriate music vocabulary.
- B. Identify the sounds of a variety of instruments including orchestra, band and classroom instruments.

**Grades 5-6**

- A. Describe and evaluate a piece of music using developed criteria based on elements of music and music vocabulary.

**Ohio: Arts > Music Standards > Historical, Cultural and Social Contexts**

**Benchmark(s) Grade 4**

- A. Identify and demonstrate basic music forms.
- B. Identify and respond to music of historical and cultural origins.
- C. Recognize the interaction of people in music.

**Grades 5-6**

- A. Compare and contrast styles and forms of music from various historical periods [and cultures].

C. Describe how events during various historical periods [and cultures] have influenced the development of music.

### **Objective**

Students will:

- Place music in a cultural context.
- Identify distinguishing characteristics of Middle Eastern Music.
- Identify popular Middle Eastern instruments –finger cymbals, rebaba, oud, saz, and sitar.

### **Assessment**

Students will be able to:

- Define characteristics of Middle Eastern music.
- Describe instruments used in Western traditional instrumental ensembles and in world music ensembles.
- Identify instruments used by an orchestra to produce distinctive Middle Eastern sounds

Sample selected response items to gauge student understanding:

1. Music is found present in every culture. Agree or Disagree?  
*Answer: Individual student response. Emphasis on the origin of music and its benefit/purpose/use in societies.*
2. Describe sounds you have heard and where they came from?  
*Answer: Individual student response. Emphasis on the sound's origin and emotional impact when heard.*
3. Explain why you think people prefer certain sounds and music?  
*Answer: Individual student response. Emphasis on personal satisfaction and personal interpretation.*

### **Vocabulary**

- Monophonic (of one vocal part)
- Polyphonic (combination of two or more melodic parts)
- Exotic (different and fascinating)
- Improvisation
- Oud
- Saz
- Qanun
- Sitar

### **Materials**

- Photos of Middle Eastern instruments or actual instruments
- Audio CD's of Middle Eastern music and instruments

### **Activity**

#### **Melodic Music for Arabian Nights**

**Teacher will:**

1. Introduce students to Middle Eastern Music through the recording and playing of "Rompi, Rompi," a traditional Turkish song

(<http://www.shira.net/musicintro.htm>) or some other Middle Eastern music passage.

*Note: Consider **fair use practice** in the viewing of audiovisual works and playing of sound recordings.*

- *Performance must be presented by teachers or students only for a specific class*
  - *Performance must occur in the course of face-to-face teaching activities directly related to the curriculum*
  - *Performance must take place in a classroom in a nonprofit educational institution*
  - *Performance must be of a legally required copy of the work*
2. Facilitate discussion on distinct sounds heard within the musical selection, and facilitate further explanation and examination of characteristics of Middle Eastern music such as lack of harmony and chords, monophonic, and improvising. (\*Concrete examples of each of these terms may be required for students.) Re-play music to allow students to analyze sounds.
  3. Provide pictures of various instruments used to produce Middle Eastern music – finger cymbals, rebaba, oud, saz, and sitar. Provide actual instruments if possible for students to manipulate.
  4. Re-play the musical piece and have students reflect on it and the instruments, as to the similarity of their sounds and those made by instruments used in Western orchestras.
  5. Facilitate student discussion on the use of instruments and music in other cultures and music forms. Emphasis on personal preference, personal interpretation and expression.
  6. Have students research to gather additional information on Middle Eastern musical instruments necessary to create a full orchestra in comparison to a Western orchestra. The challenge to replicate similar sounds of the various instrumental families, if possible. Display of findings is at the discretion of student choice.
  7. Inform students that an additional task upon viewing of The Children's Theatre of Cincinnati's production of *Disney's Aladdin, Jr.*, is to listen for the use and sounds of Middle Eastern instruments in the background music.