

# "Disney's Aladdin, Jr." Curriculum Guide for grades K-3



*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 K-3

### \*DRAMA

# Special Effects in the Making

Desert sands, flying carpets, genies! How is it possible for these things to actually occur inside a theatre on a stage? It's all in the special effects. It's like magic!

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

**Elements of Drama, Production and Performance (2.22-2.26) Grades K-3  
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) Grades K-3**

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

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

**Benchmark(s) Grades K-3**

C. Demonstrate various ways to stage classroom dramatizations.

### 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--Something from a person's imagination made-up to represent something else.*
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 how you would create a special effect to represent blowing wind.  
*Answer: Individual student responses. (Emphasis on use of imagination to capture the physical essence of an object.)*

### **Vocabulary**

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

### **Materials**

- Blue cloth for making waves to simulate water and currents
- Colored cellophane

### **Activity**

#### **Special Effects: Magic to the Eye**

##### **Teacher will:**

1. Introduce the concept of a theatrical "special effect" through demonstration for how to create movement of water by having students wave blue cloth(s) to emulate waves.
2. Explain the use of the cloth as a "prop" to produce the "special effect" or illusion of water.
3. Facilitate discussion on varying types of special effects, lighting and props used in theatrical productions.
4. Provide students opportunity to create different effects with the blue cloth/water (e.g., create mild waves, strong waves, waves flowing in, flowing out.)
5. Distribute and have students cover small tubes (paper towel or toilet paper) with different colored cellophane and observe changes in images viewed through the tubes.
6. Facilitate student discussion regarding the changes in the images created by the different colors.
7. Facilitate discussion for how special effects and stage lighting affects mood and setting on the stage.
8. Introduce the tale of *Aladdin, Jr.*

9. Have students predict how special effects will be used and created in The Children's Theatre of Cincinnati's production of Disney's *Aladdin, Jr.*, and why producers make such choices.
10. Provide student the resources for creating a special effect of their own innovation related to the tale of Disney's *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 the jingle of the bells of the tambourine; a sound the character Aladdin, surely would have known and enjoyed.**

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

#### **Elements of Music (1.14, 2.22-2.26) Grades K-3**

##### **Academic Expectations**

- 1.14 Students make sense of ideas and communicate ideas with music.
- 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.
- 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) Grades K-3**

- 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.

### **Ohio: Arts> Music Standards>Creative Expressions and communications**

#### **Benchmark(s) Grades K-3**

- A. Sing and/or play instruments, alone and with others, demonstrating a variety of repertoire, using proper technique, accurate rhythm and pitch and appropriate expressive qualities.

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

#### **Benchmark(s) Grades K-3**

- 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.

### **Objective**

Students will:

- Place music in a cultural context.
- Identify basic characteristics and elements of Middle Eastern music, with emphasis on the musical instrument, the tambourine.
- Create a tambourine.

## Assessment

Students will be able to:

- Compare and identify the defining characteristics of western music and of Middle Eastern music.
- Play the tambourine to create expressive sound.

Sample selected response items to gauge student understanding:

1. What is music?  
*Answer: Organization of sound within time demonstrating structure, discipline and refinement. **Kid Language** may look like—Different sounds that one can sing or dance to.)*
2. Describe sounds you have heard and where they came from?  
*Answer: Individual student response. Emphasis on the sound's origin.*
3. Explain why you think people prefer certain sounds and music?  
*Answer: Individual student response. Emphasis on personal satisfaction.*

## Vocabulary

- Single sound
- Multiple sounds
- Harmony
- Chords

## Materials

- Soundtrack from the animated movie, *Aladdin*.
- Paper plates – 2 per student
- ½" jingle bells to place inside tambourines
- Staples
- Markers, decorations for tambourines
- Tambourine

## Activity

### **Palm, Hip, Palm Hip: Jingle those Bells!**

**Teacher will:**

1. Introduce and demonstrate how to play a tambourine and facilitate discussion of the particular sound made by this instrument. Allow students to play a tambourine instrument.
2. Play a sample musical segment of Middle Eastern music.  
*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*
3. Facilitate discussion of characteristic traits and elements of Middle Eastern (show region on a map) music such as lack of harmony/chord,

monophonic, and improvising. (\*Concrete examples of each of these terms may be required for students.) Re-play music to allow students to analyze sounds. (Emphasize the use of the tambourine and its cultural importance in Middle Eastern music.)

4. Have students make tambourines by placing bells inside paper plates, and stapling the outside of the plates together. Allow students to decorate their tambourines as they wish.
5. Instruct student on how to strike the tambourine to produce sound.
6. Facilitate student reflection and discussion of the use of the tambourine in other cultures and music forms.
7. Inform students that their task, upon viewing of The Children's Theatre Production of Disney's *Aladdin, Jr.*, will be to listen for the use and sound of the tambourine, as well as other instruments in the background music.