

# THE MAGIC FLUTE

Mozart

## Music Lesson: The Characters

### Students Will

- Read *The Magic Flute* synopsis and character descriptions for information
- Watch the online video selections from *The Magic Flute*
- Discuss and answer questions on the appropriate portion(s) of the **Activity Worksheet**.

### Copies for Each Student

- The Characters
- **Activity Worksheet**.

### Copies for the Teacher

- **Activity Worksheet**

### Getting Ready

Decide which section(s) of the worksheet you wish your students to complete. Prepare internet access for *The Magic Flute* online listening selections. Gather pens, pencils and additional writing paper as needed for your students.

### Introduction

Have your students read *The Magic Flute* synopsis as a class or individually. Give each student a copy of “The Characters” or display it on screen. Read through the information, discussing each character and viewing the online selections as you go.

### 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**. Have students complete the desired portion(s) of the **Activity Worksheet** you have chosen with opportunity for questions. If students are working with a partner or in small groups, give them time to discuss their answers before writing them down. Have students share their answers individually or by groups and tell why they gave their answers.

### Evaluation

Have students discuss and evaluate the answers of others. The teacher may want to guide the discussion with the sample answers provided. After individual or small group responses have been shared and submitted, the class can then formulate comprehensive answers with the teacher asking leading questions to guide the discussion.

### For Further Study

The teacher may want to have students read the accompanying articles from the Dallas Opera website as a group, or individually to report to the class. Students may want to do additional research on Wolfgang Amadeus Mozart, *The Magic Flute*, or other related topics online or in their school library. Their findings can be shared with the class at the beginning of a later lesson.

*The Magic Flute*

**TEKS: Music:**

6<sup>th</sup> Grade

(5) Describe aurally the music representing diverse styles, periods, and cultures. A.

7<sup>th</sup> Grade

(5) Identify relationships between content, concepts, and processes of the other fine arts, other subjects and music. D.

8<sup>th</sup> Grade

(5) Relate content, concepts, and processes of fine arts and music subjects. D.

Music, Level I

(5) Define the relationships between the content, the concepts, and the processes of the other fine arts, other subjects, and those of music. D.

Music, Level II

(5) Define the relationships between the content, the concepts, and the processes of the other fine arts, other subjects, and those of music. D.

Music, Level III

(5) Define the relationships between the content, the concepts, and the processes of the other fine arts, other subjects, and those of music. D.

Music, Level IV

(5) Define the relationships between the content, the concepts, and the processes of the other fine arts and those of music. D.

**TEKS: Language Arts:**

6<sup>th</sup> – 8<sup>th</sup> Grade

(7) Multiple genres: (A) (B)

English Language Arts and Reading, English I

(5) Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils. (B)

English Language Arts and Reading, English II

(5) Analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures. (B)

English Language Arts and Reading, English III

(5) Analyze the internal and external development of characters through a range of literary devices. (B)

English Language Arts and Reading, English IV

(5) Analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters. (B)

**CORRELATES**

Language Arts

Drama

**GARDNER'S INTELLIGENCES**

Verbal-Linguistic  
Musical  
Interpersonal

**BLOOM'S TAXONOMY**

Knowledge  
Comprehension  
Application  
Analysis  
Evaluation  
Synthesis

**BIBLIOGRAPHY**

*The Magic Flute* Libretto

Warrack, John and West, Ewan, The Oxford Dictionary of Opera, Oxford University Press, 1992.

Freeman, John W., The Metropolitan Opera Stories of the Great Operas, W. W. Norton and Company, 1984.

Goulding, Phil G., Ticket to the Opera, Fawcett Columbine/Ballantine, 1996.

**ONLINE RESOURCES**

[www.oxfordmusiconline.com](http://www.oxfordmusiconline.com)

[www.wikipedia.com](http://www.wikipedia.com)

[www.opusarte.com](http://www.opusarte.com)

**DISCOGRAPHY**

Label: Opus Arte

Mozart: *The Magic Flute*

Conductor: Colin Davis

Orchestra: The Orchestra of the Royal Opera House

Chorus: The Royal Opera Chorus

Artist(s): Hartmann, Will; Röschmann, Dorothea; Damrau, Diana; Selig, Franz-Josef; Keenlyside, Simon; Tynan, Ailish; Gatell, Thompson, Adrian; Webster, Gillian; Rice, Christine; Howard, Yvonne; Allen, Thomas; Beale, Matthew; Van Allen, Richard; Oke, Alan; Brodbent, Graeme; Shaker, Zico; Chapman, Tom; Holland-Avery, John.

*The Magic Flute*  
**The Characters**

**Papageno:** (baritone) He is an average, good hearted man who works catching birds. Papageno is lonely, and longs for a good woman to be his girlfriend or wife. He is sent with Tamino on a fantastic journey to rescue Pamina, daughter of the Queen of the Night. He is given magical bells to help him in his quest. View "Der Vogelfänger bin ich ja" ("The birdcatcher am I") <http://www.youtube.com/watch?v=5-Qq-DeEXhw>.

**Tamino:** (tenor) Tamino is a prince who has become lost in the wilderness. He has been rescued by the Three Ladies who serve the Queen of the Night. They ask him to rescue the Queen's daughter, Pamina. Tamino falls instantly in love after seeing a portrait of Pamina. View "[Dies Bildnis ist bezaubernd schön](http://www.youtube.com/watch?v=pqUP2ApuhNE&feature=related)" ("This image is enchantingly lovely"). The Queen arrives and begs for his help, promising Pamina's hand in marriage to him. Tamino is given a magic flute to help him in this adventure. <http://www.youtube.com/watch?v=pqUP2ApuhNE&feature=related>

**Pamina:** (soprano) Pamina is the daughter of the Queen of the Night. She is found in Sarastro's palace by Papageno. Pamina is under the protection of Sarastro, but not totally safe. Pamina is afraid of Monostatos, Sarastro's servant, who wants her for himself. She is glad to have Papageno tell her that Tamino is on his way to rescue her. Pamina in turn assures Papageno that he will find love. View their duet "Bei Männern welche Liebe fühlen" ("The man who loves has a kindly heart") <http://www.youtube.com/watch?v=NQeXDSaiTJE&feature=related>. When Pamina meets Tamino, she falls instantly in love with him. Tamino is in love with Pamina, but when he is tested with being silent, Pamina does not understand. She is heartbroken by his silence, after he has so readily fallen in love. View "Ach, ich fühl's, es ist verschwunden" ("Ah, I feel it, it is vanished") <http://www.youtube.com/watch?v=53RwokMkgqk&feature=related>.

**Sarastro:** (bass) Sarastro is a priest of the Temple of Wisdom. He knows that the Queen of the Night has misled Tamino into believing that he and the brotherhood are evil. He sees in Tamino an honorable young man, and hopes that Tamino will come to understand the truth on his own. Sarastro invites Tamino to become part of the brotherhood. View "O Isis und Osiris" as Sarastro asks for strength for Tamino and Pamina to find the light of wisdom <http://www.youtube.com/watch?v=WvejdHpyofw>.

**Monostatos:** (tenor) Monostatos is the servant of Sarastro. He wishes to make Pamina his own. He is a servant, and not deemed worthy of Pamina, nor does she have any feelings for him. View "Alles fühlt der Liebe Freuden" ("All feel the joys of love") as Monostatos happens upon Pamina asleep, and laments that love does not seem to be meant for him <http://www.youtube.com/watch?v=6DHpK8ZPEFw&feature=related>.

**The Queen of the Night:** (soprano) The Queen is Pamina's mother. She has lost much of her power, which was given over to Sarastro by Pamina's father, in the form of a golden orb. More than getting her daughter back, she wishes to get the orb from Sarastro and regain all her powers. Once Tamino is warned about the Queen's true intentions, she finds Pamina in Sarastro's palace. View "[Der Hölle Rache kocht in meinem Herzen](http://www.youtube.com/watch?v=C2ODfuMMYss)" ("Hell's vengeance boileth in mine heart") The Queen demands that Pamina kill Sarastro or no longer be her daughter. <http://www.youtube.com/watch?v=C2ODfuMMYss>

**Papagena:** (mezzo-soprano) First disguised as an old woman, Papagena is the young beauty who is destined to become Papageno's wife. After a few thwarted encounters, she is finally revealed to Papageno. View "Papagena! Papagena!" as the pair sing of their love for each other and their plans for a joyous future together. <http://www.youtube.com/watch?v=NQeXDSaiTJE&feature=related>.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Activity Worksheet: The Characters**

Part I:

1. Who does Tamino first believe to be the villain in *The Magic Flute*? Why?

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2. Why do you think Tamino is so trusting of the Queen of the Night and her Three Ladies?

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3. Which of the characters is more like the people in your life?

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4. Which of the characters do you consider the hero(s) of the story? Why?

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Part II

5. Do you think The Queen of the Night will try to defeat Sarastro and the Brotherhood again? Why or why not?

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6. If you were one of the characters in the opera, could you have realized who the real villain was before doing something drastic like killing someone? Why or why not?

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7. Do you think Sarastro was wise to let Tamino figure things out for himself? Why or why not?

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8. Do you think that careful consideration and getting to know someone is important to figuring out whether they are a good or bad influence? Why or why not?

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Part III

9. What do you think is the important lesson that Mozart wanted people to get from this story and how the characters conducted themselves?

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*The Magic Flute* is often treated as a **concept opera**, one that can take place in any time or location. It was originally intended to be set in ancient Egypt, but is often portrayed in the Europe of Mozart's time. It has also been staged in a modern setting. The story might even be staged as something from the future. Please use separate paper if needed to answer the following questions.

10. Would a different time or place in which the story is portrayed change the story in any real way? Why or why not?

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11. If you were to put on this opera, what location and time period would you like to use?

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