

# HANSEL AND GRETEL

**Grade Level:** Music (First Grade)

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**Length of Unit:** Five lessons of 45 minutes each

## I. ABSTRACT

In this First Grade music unit, students are introduced to opera, using Humperdinck's opera *Hansel and Gretel*. Students will sing, dance and act, to experience for themselves that opera is a combination of all these art forms.

## II. OVERVIEW

### A. Concept Objectives

1. Understand that opera tells a story by combining music, singing, acting and dancing.
2. Recognize basic music elements in an opera form.

### B. Content from the *Core Knowledge Sequence*

1. **MUSIC:** Selections from *Hansel and Gretel* by Engelbert Humperdinck: "Brother, Come and Dance with Me," "I Am the Little Sandman," "Children's Prayer" (page 34)
2. **MUSIC:** Musical term - Composer (page 33)
3. **LANGUAGE ARTS:** Literary terms - characters, costumes, scenery, props, stage, audience (page 26)
4. **LANGUAGE ARTS:** Sayings and phrases - There's no place like home (page 26)
5. **MATH:** Sequence events: before and after; first, next, last (page 36)

### C. Skill Objectives

1. Perform a short movement sequence. (CO State Standards Dance #1, Grade Level Expectations)
2. Use movement and stillness. (CSS Dance #1, GLE)
3. Begin to relate to another dancer (partner). (CSS Dance #1, GLE)
4. Know that a composer (Humperdinck) wrote *Hansel and Gretel*. (CSS Music #5, GLE)
5. Listen to music from an opera (*Hansel and Gretel*) (CSS Music #4, GLE)
6. Move to a steady beat.
7. Discern between slow/fast, loud/quiet and smooth/jerky.
8. Learn stage directions (downstage, upstage, stage right, stage left, center stage, face the audience).
9. Learn the difference between costumes and props.
10. Learn to bow.
11. Follow the conductor.
12. Pantomime actions of the story.
13. Experience a dress rehearsal.
14. Sequence events in the *Hansel and Gretel* story.
15. Watch a professional performance of this opera.
16. Sing the Opera Song.

## III. BACKGROUND KNOWLEDGE

### A. For Teachers

1. Pogue, David and Speck, Scott. *Opera For Dummies*
2. "My Favorite Operas For Children" Pavarotti. (CD)

3. *Hansel and Gretel*. Metropolitan Opera Co. (Video recording)
- B. For Students
1. Recognize a steady beat. *Core Knowledge Sequence* (page 15)
  2. Move responsively to music. *Core Knowledge Sequence* (page 15)
  3. Discriminate between fast and slow, loud and quiet. *Core Knowledge Sequence* (page 15)
  4. Sequence events: before and after; first, next last. *Core Knowledge Sequence* (page 18)

#### IV. RESOURCES

- A. Humperdinck, Engelbert. *Hansel and Gretel*. (Video)
- B. Pavarotti, Luciano. "My Favorite Opera For Children," (CD)
- C. Spruyt, E. Lee. *Behind the Golden Curtain*.

#### V. LESSONS

##### Lesson One: *Hansel and Gretel, Part I*

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Understand that opera tells a story by combining music, singing, acting and dancing.
    - b. Recognize basic music elements in an opera form.
  2. Lesson Content
    - a. Introduction to "opera"
    - b. "Brother, Come Dance With Me" and "I Am the Little Sandman"
  3. Skill Objective(s)
    - a. Perform a short movement sequence.
    - b. Use movement and stillness.
    - c. Begin to relate to another dancer (partner).
    - d. Know that a composer (Humperdinck) wrote *Hansel and Gretel*.
    - e. Listen to music from an opera (*Hansel and Gretel*).
- B. *Materials*
  1. CD "My Favorite Opera for Children" (Pavarotti, London, 443 817-2 from Core Knowledge Collection)
  2. Synopsis of opera story (Appendix D)
  3. Nine character pictures (Hansel, Gretel, Father, Mother, Sandman, Angels, Dew Fairy, Witch, Gingerbread child) – Appendix I (pictures could be enlarged, colored and displayed in the room)
  4. Costume and props – hat for Hansel, wig for Gretel, backpack and lantern for the Sandman
  5. Opera bag for each student – gallon-sized Ziploc bag containing the following items:
    - a. Bag of crayons
    - b. Cover Sheet (Appendix E)
    - c. Five blank sheets (Appendix F)
    - d. Book for a hard surface to color on  
(Appendices E and F should be copied on half of an 8 ½" x 11" paper)
- C. *Key Vocabulary*
  1. Opera – a story told through music, singing, acting and dancing
  2. Characters – the people in a story
  3. Sandman – an imaginary man who sprinkles imaginary sand in children's eyes to make them sleepy

D. *Procedures/Activities*

1. Greet children as you normally would to start a class, but sing your words of greeting instead of speaking normally. Be as silly as you want.
2. When children are seated, sing the “Opera Song.” (Appendix C)
3. Repeat the song. As the unit continues, the children should learn this song.
4. Define “opera” as a story told through music, singing, acting and dancing.
5. Introduce the opera *Hansel and Gretel*. Teacher should say, “This opera is called Hansel and Gretel and was composed by Engelbert Humperdinck. What is a composer?”
6. Students will respond in various ways. Teacher should say, “Yes, he created the music. Humperdinck’s sister wrote the words for the songs. She changed some of the story from the fairy tale. When I read the story, see if you can discover those changes.”
7. Define “characters” as the people in the story. Teacher should say, “Let me introduce you to the characters in *Hansel and Gretel*.”
8. Point out character pictures mounted on the board and refer to them as you read the synopsis of the story.
9. Read the synopsis of *Hansel and Gretel* (Appendix D).
10. Teacher should ask students if they noticed the changes to the story. Correct responses are:
  - a. It is the Mother, not the Stepmother.
  - b. The Sandman and the Dew Fairy have been added.
  - c. There is a happy ending.
11. Teach the dance for “Brother, Come and Dance With Me” (Appendix G). Teach each section of the motions. Sing the song acapella with the English translation. Demonstrate with several children, one at a time. Divide them into partners and let them try the first section. Continue with each section, reviewing constantly!
12. Do the dance with the CD (Track #14). During the singing on the CD that is not part of the dance, keep a steady beat by patting on thighs. Stop the CD when the dance is finished.
13. Define “sandman” as an imaginary man who sprinkles imaginary sand in children’s eyes to make them sleepy.
14. Act out the section with Sandman, Hansel and Gretel. Hansel and Gretel are alone and very afraid in the dark forest. They have been seeing shapes and creatures among the trees. A man with a pack and a lantern approaches them. He sings that all children should be sleeping and so he brings dreams by silently scattering magic sand on them until they fall asleep.
15. Pass out the opera bags. Have students draw a picture of Hansel and Gretel dancing on one sheet. Use sheets horizontally. Demonstrate this for the children. Play the CD (Track # 14) while they draw. Have children put their names on the outside of the bag.
16. On second sheet, draw a picture of the Sandman dropping sand on Hansel and Gretel. Play CD (Track #15).
17. Put all supplies back into bag.
18. Sing “Opera Song” as a review.

E. *Assessment/Evaluation*

1. Teacher observation of dance skills (learning sequence, movement and stillness, working with a partner)
2. Completion of coloring the two sheets

## **Lesson Two: *Hansel and Gretel, Part II***

### **A. *Daily Objectives***

1. Concept Objective(s)
  - a. Understand that opera tells a story by combining music, singing, acting and dancing.
  - b. Recognize basic music elements in an opera form.
2. Lesson Content
  - a. *Hansel and Gretel* – “Children’s Prayer,” “Song of the Gingerbread Children,” “Ra-la-la-la.”
  - b. Saying – “There’s no place like home.”
3. Skill Objective(s)
  - a. Perform a short movement sequence.
  - b. Use movement and stillness.
  - c. Begin to relate to another dancer.
  - d. Move to a steady beat.
  - e. Discern between slow/fast, loud/quiet and smooth/jerky.

### **B. *Materials***

1. Character Pictures (Appendix I)
2. Story Synopsis (Appendix D)
3. Dance Directions for “Children’s Prayer” (Appendix H)
4. “My Favorite Opera For Children” (CD)
5. Triangle and beater (or some percussion instrument to keep the beat)
6. Opera bag for each student

### **C. *Key Vocabulary***

1. Fast/slow
2. Loud/quiet
3. Smooth/jerky

### **D. *Procedures/Activities***

1. Sing your greeting as children arrive.
2. Sing “Opera Song” (Appendix C).
3. Review vocabulary from Lesson One (characters, opera, Sandman).
4. Quickly review story from Lesson One and pick up with “Children’s Prayer.”
5. Teach dance to “Children’s Prayer” (Appendix H). Use triangle to give the steady beat.
6. Repeat dance with other children if necessary, so that each child has a turn.
7. Pantomime the story. The Dew Fairy wakes up Hansel and Gretel by shaking “drops” of dew on the sleeping children. Starving, Hansel and Gretel eat candy from the house. The Witch captures Hansel and tries to fatten him up. Gretel takes the witch’s wand and frees Hansel. The witch asks Gretel to check on the oven. Gretel pretends she doesn’t understand. When the witch shows her, the children push her into the oven. This breaks the spell for the gingerbread children, but they are still motionless and have their eyes closed. The children tell Gretel to touch their faces to break the spell. She does and they are free.
8. Teacher sings the opening “Ra-la-la-la” motive (acapella) for the students. This little motive is very obvious in the music. Tell them that this is “opera talk” for “Where are my children?” Father is looking for Hansel and Gretel. Have two children act this out as you listen to the CD (Track #18). Stop after about 60 seconds.
9. Choose students to hand out the opera bags. Have students draw a picture of angels protecting Hansel and Gretel. Play CD (Track #16) “Children’s Prayer.”

10. Have students draw a picture of the witch with the gingerbread children. Listen to CD (Track #17).
  11. Have students draw a picture of Father and Mother finding the children. Listen to CD (Track #18).
  12. Teacher should ask students:
    - a. How did Hansel and Gretel feel when their parents found them?
    - b. How did they feel when they got back home?
  13. There is a saying that people use to show this feeling – “There’s no place like home.” Have you ever felt like this? Elicit student responses.
  14. Return all items to bag.
  15. Sing “Opera Song.”
- E. *Assessment/Evaluation*
1. Teacher observation of dance for “Children’s Prayer”
  2. Three story sheets colored

### **Lesson Three: A Dress Rehearsal for *Hansel and Gretel***

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Understand that opera tells a story by combining music, singing, acting and dancing.
    - b. Recognize basic music elements in an opera form.
  2. Lesson Content
    - a. Literary terms – Costumes, scenery, props, opera house, stage, audience
    - b. *Hansel and Gretel*
  3. Skill Objective(s)
    - a. Learn stage directions (downstage, upstage, stage right, stage left, center stage, face the audience).
    - b. Learn the difference between costumes and props.
    - c. Learn to bow.
    - d. Follow the conductor.
    - e. Perform a dance.
    - f. Pantomime actions of the story.
    - g. Experience a dress rehearsal.
- B. *Materials*
1. “My Favorite Opera for Children” (CD)
  2. Props and costumes:
    - a. Hansel hat
    - b. Gretel wig
    - c. Father hat
    - d. Mother apron
    - e. Pack and lantern for Sandman
    - f. 14 haloes
    - g. Wand for Dew Fairy
    - h. Wand and nose for witch
    - i. Sign for gingerbread children
- C. *Key Vocabulary*
1. Costumes – special dress-up clothes to identify a character
  2. Scenery – background to suggest a place or time
  3. Props – objects that characters use
  4. Opera House – a special theater for performing operas
  5. Stage – where the performers perform

6. Audience – people listening to the show
- D. *Procedures/Activities*
1. Sing greeting to the children.
  2. Sing “Opera Song” (Appendix C).
  3. Set up room for performance: Label where the audience the stage.
  4. Practice stage directions. Have children move to correct place on the stage as teacher says each term. Downstage, centerstage, upstage, stage right, stage left. Mix them up. Say them fast or slow. Make sure the students are “facing the audience” at all times (even when moving).
  5. Assign parts to the students. Give out costume items and props.
    - a. Hansel – hat
    - b. Gretel – wig
    - c. Father – hat
    - d. Mother – apron
    - e. Sandman – pack and lantern
    - f. 14 angels – haloes
    - g. Dew Fairy – wand
    - h. Witch – wand and nose
    - i. Gingerbread children (any number) – sign to put around neck
  6. Run a dress rehearsal – start with Hansel and Gretel working in house. Play CD (Track #14). Hansel and Gretel do the dance. Stop CD at the end of the dance. Mother returns to house and is angry. She spills pitcher of milk. Hansel and Gretel go to forest to pick strawberries. It gets dark and they are afraid. Sandman sprinkles them with sand (CD Track #15). Hansel and Gretel pray for angels to protect them. The angels dance. (CD Track #16) Hansel and Gretel sleep. Dew Fairy wakes them and they go to Witch’s house. As they are eating candy they meet the witch and see the gingerbread children. Pantomime capture of Hansel, freeing of Hansel, pushing witch into oven and freeing of children (CD Track #17). Father and Mother are looking for Hansel and Gretel (CD Track #18) and they have a joyous reunion. Use only a short portion of each track, except for “Children’s Prayer.”
  7. Practice bowing. The gingerbread children should come downstage, hold hands and bow, and move to rear of stage. The Sandman and Dew Fairy should come downstage, hold hands, bow and move to rear. The angels should use the same process. Father and Mother should use the same process. Hansel and Gretel should use the same process. Clap for everyone!
  8. Return all props and costumes to the box.
  9. Sing “Opera Song.”
- E. *Assessment/Evaluation*
1. Teacher evaluation for following stage directions
  2. Teacher evaluation of participation in the dress rehearsal

**Lesson Four: *Hansel and Gretel, Part III***

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Understand that opera tells a story by combining music, singing, acting and dancing.
  - b. Recognize basic music elements in an opera form.
2. Lesson Content
  - a. *Hansel and Gretel*
  - b. Math – Sequence events: before and after; first, next, last

3. Skill Objective(s)
  - a. Perform a short movement sequence.
  - b. Use movement and stillness.
  - c. Begin to relate to another dancer.
  - d. Move to a steady beat.
- B. *Materials*
  1. *Behind the Golden Curtain*
  2. "My Favorite Opera For Children" (CD)
- C. *Key Vocabulary*  
No new vocabulary
- D. *Procedures/Activities*
  1. Greet students with singing.
  2. Sing "Opera Song."
  3. Read the book *Behind the Golden Curtain*. Allow enough time for children's questions as they arise and to show illustrations. Review vocabulary words as they come up in the book.
  4. Let all children perform "Brother, Come and Dance with Me." (CD Track #14)
  5. Let children perform the dance for "Children's Prayer." Depending on the number of students in the class, this may need to be done twice for everyone to try it. (CD Track #16)
  6. Sing "Opera Song."
- E. *Assessment/Evaluation*
  1. Teacher will evaluate the two dances
  2. Teacher evaluation of vocabulary knowledge

**Lesson Five: Night at the Opera: A Professional Performance of *Hansel and Gretel***

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Understand that opera tells a story by combining music, singing, acting and dancing.
  2. Lesson Content
    - a. *Hansel and Gretel*
    - b. Math – Sequence events: before and after; first, next, last.
  3. Skill Objective(s)
    - a. Watch a professional production of *Hansel and Gretel*
    - b. Sequence the events in *Hansel and Gretel*.
    - c. Sing the Opera Song.
- B. *Materials*
  1. *Hansel and Gretel* (Video recording)
  2. TV and VCR
  3. Opera bags
  4. Any books or pictures that you may have about opera
- C. *Key Vocabulary*  
No new vocabulary
- D. *Procedures/Activities*
  1. Sing greeting to the students.
  2. Sing the "Opera Song." Students should know it and join in with you.
  3. Watch the video *Hansel and Gretel* up through "Brother, Come and Dance With Me." Teacher should make comments as the children are watching. (Research on teaching children about opera has shown that this positive commentary has a very positive effect on the children's learning.) Some things to point out

- a. Opera house
  - b. Overture by orchestra alone
  - c. Orchestra playing from orchestra pit
  - d. Scenery as curtain opens
  - e. Hansel and Sandman are sung by women
  - f. There are no microphones
  - g. Singers must have very loud voices
  - h. Notice their dancing on “Brother Come and Dance With Me.”
4. Have students pass out opera bags. Play the CD (Tracks #14-18). Students should color the cover. Remind students to put their name on the cover. If any students have missed previous pages, they could draw them at this point. Students should put the six pages in the order that the events happened in the story. Teacher should use the words: before and after; first, next, last. Staple the books as children finish.
  5. If children finish early, they can listen to the CD or look at any opera books or pictures that you have in the room.
  6. Sing the “Opera Song” for the last time!
- E. *Assessment/Evaluation*
1. Teacher evaluation of the finished book, with pages in the proper order
  2. Teacher evaluation of students singing the “Opera Song”

## VI. CULMINATING ACTIVITY

None

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A – Background Information on Engelbert Humperdinck and *Hansel and Gretel*
- B. Appendix B– Opera Background Information for Teachers
- C. Appendix C – Words to Opera Song
- D. Appendix D – Story Synopsis of *Hansel and Gretel*
- E. Appendix E – My First Opera Cover Page
- F. Appendix F – Blank Sheet for Opera Book (need five per student)
- G. Appendix G – Dance Directions for “Brother Come and Dance With Me”
- H. Appendix H – Dance Directions for “Children’s Prayer”
- I. Appendix I – Characters from *Hansel and Gretel*

## VIII. BIBLIOGRAPHY

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## Appendix A-Hansel and Gretel

### Background Information on Engelbert Humperdinck and *Hansel and Gretel*

Engelbert Humperdinck,\* a German composer and teacher, was born in Siegburg (near Bonn) Germany, on Sept. 1, 1854. He began piano lessons when he was seven and composed his first piece, a piano duet, that same year. He composed his first opera when he was thirteen. At his parents' urging, he began the study of architecture in college, but switched to music. He met Wagner in 1880 and later taught music to Wagner's son, Siegfried. He copied parts and trained the boy's chorus for the premier of *Parsifal*, Wagner's last opera. Humperdinck died of a heart attack, complicated with pneumonia, in Neustrelitz, Germany, September 27, 1921. (He was a contemporary of Debussy, Tchaikovsky, and Rachmaninoff.)

Humperdinck first wrote *Hansel and Gretel* as a song play – sixteen songs with piano accompaniment. He gave this work to his future wife, Hedwig, as an engagement present. When he rewrote it as a full opera, he gave it to her as a wedding present. The first performance of *Hansel and Gretel* was in Weimar on December 23, 1893 and was conducted by Richard Strauss. *Hansel and Gretel* was the first complete opera to be broadcast on the radio. This took place on January 6, 1923, from Covent Garden in London. (This was two years after the composer's death.) *Hansel and Gretel* is Humperdinck's most famous work and is still performed regularly around the world. It is interesting to note that women sing the roles of both Hansel and Gretel.

Adelheid Wette, Humperdinck's sister, wrote the libretto for Hansel and Gretel. She made several changes to the Grimm fairy tale of the same name. Gertrude, father Peter's wife, is the children's mother, not the stepmother. The Sandman and the Dew Fairy are new characters added to the story. There is a happy ending and the family is reunited at the end of the opera.

\*During the 1970's and 80's, a pop singer, whose real name was Gerry Dorsey, called himself Engelbert Humperdinck and made many hit records.

## Appendix B-Hansel and Gretel

### Opera Background Information for Teachers

An opera is a play with music, in which the main characters sing, rather than speak, their parts. Most operas are performed on stage, just like a play and this is what them different from an oratorios, where the music is performance in a concert with no set and staging.

#### Opera terms to know

- First opera – Monteverdi’s *Orfeo* in 1607 in Mantua, Italy. Opera is the most complicated from of drama.
- Composer – the person who creates a piece of music
- Librettist – the writer of the words
- Producer – directing the singers and actors on stage
- Conductor – the person who controls the musicians or singers when they are performing
- Vocal coach – the person who helps singers to learn the word
- Prompter – reminds singers in a performance if they forget the words
- Wings – sides of the stage
- Downstage – part of stage nearest the audience
- Center stage – middle of stage
- Backstage – part of stage not visible from audience
- Stage right – Right part of stage when facing the audience
- Stage left – Left part of stage when facing the audience
- Opera house – a special theater for performing opera

Opera is popular around the world, especially in China, Japan, Europe and US.

## Appendix C-Hansel and Gretel

### Words to Opera Song (Sung to the tune of Yankee Doodle)

An **opera** is a story  
Like a **video** or play.  
**Like** your favorite TV show  
Told **in** a different way.

**There** are fancy costumes,  
With **props** and scenery, too.  
**Singers** and an orchestra  
To **SING** this story for you!

Syllables in **bold** are on the downbeat!

## Appendix D-Hansel and Gretel

### Story Synopsis of *Hansel and Gretel, the Opera*

(Adapted from Hansel and Gretel, An Opera in Two Acts  
Libretto by Adelheid Wette, Translated by Norman Kelley  
Boosey and Hawkes, 1967)

Once upon a time a poor broom-maker named Peter and his wife, Gertrude, lived in the Harz Mountains near the Ilsenstein. They had two children, Hansel and Gretel. One day the parents left their children alone at home and went into town to sell their brooms. Hansel and Gretel were left to do chores. Hansel became bored and unhappy, so Gretel taught him to dance to cheer him up. When the mother returned, she was angry that they were playing instead of working. As she chased Hansel around the house, she accidentally spilled a pitcher of milk, which was the last food they had in the house.

The mother sent Hansel and Gretel into the forest to pick strawberries. When the Father returned with a backpack full of food and toys, he was very worried about the children because of rumors of a witch that lived in that area of the forest.

Meanwhile, Hansel and Gretel became hopelessly lost in the forest. There were very hungry and very frightened as it turned dark. Then, from nowhere, a little man appeared, carrying a bag of sand and a lantern. He quieted them with an evening song and sprinkled sand in their eyes to make them sleepy. After their prayers, they lie down in the soft moss and fell asleep. They dreamed of fourteen angels who came to protect them in the night.

At dawn the beautiful Dew Fairy, who sprinkled them with dew from her bluebell, awakened them. Suddenly the morning mist started to clear and there in the forest was a house all made of gingerbread, chocolate, and sugar candy. Standing in a row around the house was a row of gingerbread men. The children were so surprised and began to nibble on pieces broken off from the house. Slowly the door of the house opened and an old woman appeared. She was Rosina Daintymouth, the wicked witch of Ilsenstein!

Hansel and Gretel felt certain that she was a witch, even though she was kind at first. They tried to run away, but she captured Hansel, put him in a cage and started to fatten him up for her supper. Gretel grabbed her magic wand and freed Hansel. The witch asked Gretel to check the temperature of the oven, but Gretel pretended that she did not understand. When the witch demonstrated, the children pushed the witch into the oven. They quickly slammed the door and left the witch to bake in her own oven. While they were joyously singing and dancing about, there was an enormous explosion and the magic oven fell in pieces with a loud crash. The gingerbread men were suddenly transformed into children. The gingerbread children were standing with their eyes closed. When Gretel asked how she could help them, they told her to touch their faces. Gretel touched each child and their eyes opened. The children surrounded Hansel and Gretel and thanked them for coming to their rescue.

Father and Mother appeared and there was a happy reunion. They found all sorts of treasures inside the gingerbread house to make them happy and rich for the rest of their days.

Appendix E-Hansel and Gretel

My First Opera Cover Page

MY FIRST

OPERA

Hansel and Gretel

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**Appendix F-Hansel and Gretel**

**Blank Sheet for Opera Book**



## Appendix G-Hansel and Gretel

### Dance Directions and English Translation “Brother, Come and Dance with Me” *Hansel and Gretel*

Students start in two concentric circles, facing a partner.

Brother, come and dance with me.  
It’s as easy as can be.  
Right foot here, left foot there.

Bow and curtsey  
Grab hands with partner  
R foot out to side. L foot  
out.

Round you go – no time to spare.

Spin around with partner  
to starting position

I would like to dance with you.  
That is one thing I can’t do.  
You must show me how it’s done,  
For I’m sure its lots of fun.

Pat thighs to the beat

First your foot you tap, tap, tap.  
Then your hands you clap, clap, clap.

LRL feet on tap, tap, tap  
Three claps on words.  
Grab hands with partner.

Right foot here, Left foot there  
Round you go – no time to spare.

R foot out. L foot out.  
Spin around.

Very good for your first try.  
Now you need not be so shy.  
Here’s the next thing you must learn.  
Watch me first, then take your turn.

Pat thighs to the beat

With your head go nip, nip, nip.  
With your fingers snip, snip, snip.

Three head nods on nip.  
Three finger snaps on snip  
Grab hands with partner.

Right foot here, Left foot there.  
Round you go – no time to spare.

R foot out. L foot out.  
Spin around with partner.

With my head go nip, nip, nip.  
With your fingers snip, snip, snip.

Three head nods  
Three finger snaps. Grab  
hands with partner

Right foot here, Left foot there.  
Round you go – no time to spare.

R foot out. L foot out.  
Spin around with partner.

Stop CD after this point.

Words adapted from Michael Herman, Folk Dance House and Norman Kelley’s English translation, Boosey Hawkes.

Appendix H-Hansel and Gretel

**Dance Directions for “Children’s Prayer”**  
***Hansel and Gretel***

Hansel and Gretel are sleeping in the forest (lying on their backs on the floor)

Each angel steps to the slow beat of the music (practice with triangle). Each dancer’s two arms are moving together – slowly up and down to the right side (2 beats) and then to the left side.

Two angels move to Hansel and Gretel’s heads. Freeze. (Two measures)

Two angels move to Hansel and Gretel’s feet. Freeze.

Two angels move to the right of Hansel and Gretel. Freeze.

Two angels move to the left. Freeze.

Two angels move to fill in the two spaces near Hansel and Gretel’s heads. Freeze.

Two angels move to fill in the two spaces near Hansel and Gretel’s feet. Freeze.

Two angels hover around – moving at random.

All angels join hands and circle Hansel and Gretel.

Dancers freeze as music fades.

Appendix I-Hansel and Gretel



Hansel



Gretel



Father



Mother



Sandman



Dew Fairy



Witch



Angel



Gingerbread man