



# Brother, Come and Dance With Me from the Opera: Hansel and Gretel Englebert Humperdinck

## Brother, Come and Dance With Me

Key F, first note C(so)  
a cappella count-in: 1 2 Brother...

Germany  
folksong in opera 1893  
Engelbert Humperdinck

*Allegro*

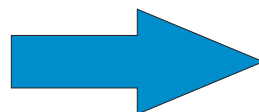
*Gretel* "Broth-er come and dance with me, Both my hands I of-fer thee,  
Right foot first, left foot then, 'Round a-bout and back a-gain."

*Hansel* "I would dance but don't know how, when to jump and when to bow.  
Show me what I ought to do, so that I may dance with you."

*Gretel* With your feet you tap, tap, tap, With your hands you clap, clap, clap,  
*Hansel* With your head you nick, nick, nick, With your fin-gers, click, click, click,

Right foot first, left foot then, 'Round a-bout and back a-gain.  
Right foot first, left foot then, 'Round a-bout and back a-gain.

information about all videos on next page





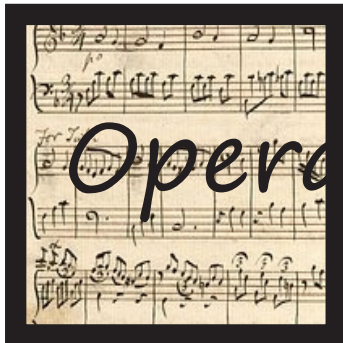
## Videos of Opera

Brother Come and Dance With Me 01  
3min. 20sec      song scene from opera

Brother Come and Dance With Me 02  
5min. 20sec      begins with Hansel's hunger  
continues through song scene

Brother Come and Dance With Me 03  
4min. 20sec      produced by 2 young people  
during a Covid lockdown

Evening Prayer  
2min. 40sec      scene of song from opera  
3min.              sing a long song with words



## Videos – Opera

Opera Is            2min 18sec  
general introduction to the genre  
\*opera, opera houses

Opera Singing    3min 10sec  
acoustics --the science of sound  
reason for "special" opera voices



## Music(C)

C1.1 song: Brother Come and Dance With Me  
from the opera: Hansel and Gretel

element focus: mood  
beat and rhythm

C3.2 identify, through performing and/or listening genres: Opera  
a variety of musical forms or pieces  
from different communities, times, places  
Opera: Hansel and Gretel

## Warm-Ups(3 minutes)

1 Rhythm: Flashcard Challenge

2 Warm-Up Song: **I Want to Go Outside and Play in Snow**  
Key F, first note C(so), 2/4  
a cappella count-in: 1 2 I want ...

- Vocal Warm-Up in the Key of F
- Sing the the song once for fun.

Key F

	so	C
	mi	A
	re	G
	do,	F

## Introduction to Genre: Opera

1 Remember that when we learned this song, it was named as a "piggyback" song --new words to old music. "I Want To Go Outside" is from an opera Carmen, composed by Georges Bizet. The music in the video/mp4 is the Overture to Carmen. Challenge students to listen and name at least 2 instruments playing and to raise their hands when they hear something familiar. The video/mp4 leads students into the answers to their listening challenge and goes on to introduce "opera" as a musical genre.

"Listening challenge for you today. When you hear music you know on the video, raise your hands. When the music you know stops, lower your hands. Try to also listen for the instruments that play during the familiar music."

Show mp4 Video **Opera Is** 2min. 18sec  
(music: Overture to Carmen)

\*intro to genre  
\*opera, opera houses

2 After the video has finished ...  
**Which of our songs did you hear?** I Want to Go Outside

## Genres

- blues
- jazz
- country
- folk
- classical
- rock
- musical theatre
- opera
- hip hop
- popular



Which of our songs did you hear? I Want to Go Outside

**3** "Yes! New words to old music, a piggyback song. Before it was music to a "snowy song", it was music to a story set in a very hot country with men called "toreadors" who fought bulls in a kind of rodeo like the Calgary Stampede. The music is where the toreadors march into the ring getting ready for their performance. The story is an Opera called Carmen ---any guesses as to who what part Carmen plays? (stories usually have love interests, Carmen is a gypsy who likes to attract men, who then fight over her)

**4** "Opera is like musical theatre --it has stories and songs and costumes and sets. The thing that makes Opera so different is that its done in theatres with no microphones. The singers have to make their voices big enough to be heard in the very back row of the theatre. Their training to do this, is what makes their voices sound so different from musical theatre.

"Has anyone here been to a theatre to see an opera, or maybe your parents listen to opera on the radio?

(Listen to the experience, then affirm or explain why it doesn't fit into the opera genre.)

**5** "Engelbert Humperdinck (fun name to say, try it with me ... Engelbert Humperdinck) had a sister named Adelheid. One Christmas she wrote a play for her children using the story "Hansel and Gretel". Adelheid asked her brother to make it into an opera. And he did. This was a long time ago, in the 1800s, but Hansel and Gretel -the opera, is still being performed today.

"Maybe you know the story? It's a little scary, but has a happy ending. There's a forest, and a gingerbread house, and a witch .... hmmm. But before the forest, the story shows Gretel in their house, trying to coax her brother, Hansel to learn to dance. Take a look ---remember that the singing voices are opera voices."

**6** [Show mp4 Video](#) **Brother Come and Dance 01** 3min20sec

**Follow-Up Questions**

1. Gretel is teaching her brother how to ? (dance)
2. Does Hansel want to learn? (opinion with reason)
3. Why can't we understand the words that are sung? (different language)

**"The composer, Engelbert Humperdinck and his sister, Adelheid lived in Germany. So the songs are in German.**

4. Who is the composer? (Engelbert Humperdinck)
5. Where did he get the idea to make this opera?  
(from his sister, Adelheid,  
who got it from a book of fairy tales  
collected by the Grimm brothers)
6. What country did Engelbert, Adelheid and the Grimm brothers live in?  
(Germany)

**Opera**

big voices  
big buildings  
big spectacles

no electricity  
no microphones  
voices trained  
to project  
so can be heard



# Brother, Come and Dance With Me

Key F, first note C(so)

a cappella count-in: 1 2 Brother...

Germany  
folksong in opera 1893  
Engelbert Humperdinck

*Allegro*



Hansel With your head you nick, nick, nick, With your fin - gers, click, click, click,



Right foot first, left foot then, 'Round a - bout and back a - gain.

7

**"The dance features a sister and a brother. The singers were not children, even though their characters are. Why do you think adults were chosen to play Gretel and Hansel? (creative opinion)**

**"When operas use adults to play children's parts, they always use women, not men, even when the children are boys. There's a really good reason ---any ideas? .... Hmmmm, well, growing means changing. When boys grow into men, one of the changes is their voices. Boys' voices get lower. So grown up men usually can't sing in a high voice they way children do.**

**"Keep that in mind while you look at another version of Hansel and Gretel. Try to remember the ways this one is different from the one we already watched.**

[Show mp4 Video](#) Brother Come and Dance 02 5min 20sec

**Follow-Up Questions**

Brother Come and Dance 02 5min 20sec

1. Name 3 ways this opera is different from the first one.
  - \* sung in English; \* dance is different
  - \* set and costumes are different; \*singers are different
2. Who do you think gets to decide how to do the dance?  
creative ideas: director, choreographer, actors
3. Name 3 things you liked in this version of the opera.

Students may notice that the English words to the dance are different in the second version. Explain that choices are made when translating words in music to make them fit the rhythm, beat and ideas.

**8**

**"Today you are all opera singers. Your job is to work with a partner to create and practice the dance that goes with the song we have been watching. Just like in the videos, it doesn't matter if you are girls or boys, just that you take one of the parts.**

**"When I say "Go!" find and partner and decide together who is going to be Gretel, and who is going to be Hansel.**

**"I am the director, so when I wave my arm in the air, stop**

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Give 2 minutes, help sort out any students not partnered.</li> </ol> | <p><b>Hands up all Gretels.<br/>Hands down.<br/>Hands up all Hansels.<br/>Hands down.</b></p> |
|--|---|

Post the list of action ideas from the song.  
**"In this song there are ideas for the dance. You have a little time to work out what you want to do when it says these parts. Practice them together. Remember to keep one eye on the direction for more instructions."**

2. Give 4 minutes, for students to try actions.  
Call for attention.

**"Try out your actions to the song ---here it is."**



**Play Music mp3 Brother Come and Dance With Me**

use mp3 to work on dance so student focus isn't on a screen,

3. Repeat Step 2.
4. **Debrief** the dance tryouts.  
(What went well, what needs more practice, etc.)  
**Sum Up:** \*learnings about opera

Come and dance with me.  
  
Right foot first,  
Left foot then  
  
'Round about and back again.  
  
When to jump  
and when to bow.  
  
With your feet you tap, tap, tap  
With your hands you clap, clap, clap  
  
With your head you nick, nick, nick  
With your fingers --click, click, click

**Enjoy the Repertoire Student Choice of Song or Dance**

**New Repertoire** **Brother Come and Dance With Me**

# January

Week Three

Lesson 18 B

Focus: Harmony Mood

Lesson

January



## Music(C)

C1.1 song: Evening Prayer  
from the opera: Hansel and Gretel

C3.2 identify, through performing and/or listening  
a variety of musical forms or pieces  
from different communities, times, places

Opera: Hansel and Gretel/Evening Prayer  
Lullaby: Fais Do Do French Canadian

Lesson A each week covers core material. Year goals are met by completing Lesson A material.

Lesson B offers additional ideas for review, practice or enrichment.

element focus: mood  
genre: opera; lullaby


## Warm-Ups(3 minutes)

1

Body: Stretches  
(see Lesson 3A)

2

Warm-Up Song: I Like to Play With Colours

- Vocal Warm-Up in the Key of C
- Sing the song once with  mp3

Key C

	do' C
	la A
	so G
	mi E
	re D
	do, C

Week Three Lesson 18 B

## 2nd Lesson Options

A

### Review and Enrichment:

Genres (in general) Opera (in particular)  
and Lullabies (intro)

Practice and Polish: Dance to "Brother Come and Dance"

Sing-With Song: Evening Prayer -from opera Hansel & Gretel  
(lullaby genre)

B

Listening Lullabies: Brahms and Mozart  
from CanDo 2

- opera
- rock
- jingles
- country
- soul
- baroque
- blues
- swing
- holiday
- folk
- jazz
- classical
- latin
- lullaby
- ballads

A few of many, many musical genres.



## **A** Review and Enrich: Genres (in general) and Opera (in particular)

1. Teacher names a genre, e.g. rounds  
Students name 2 or 3 songs that fit the genre,  
e.g. Frère Jacques, Donkeys & Carrots
2. Repeat several times. Ideas: rock, silly songs, call 'n response  
lullabies, love songs
3. What is the name of the genre for "Brother Come and Dance"?  
(opera)  
  
Name 3 things about the genre "Opera".
4. Sometimes people think that art and science are two separate things. But there is a lot of science that goes into opera. Take a look. What does this video say about the way opera is sung?

- \*large theatres called opera houses
- \*voices different from usual
- \*no microphones used
- \*big sets, costumes
- \*stories
- \*many languages

**Show mp4 Video Opera Science "acoustics" 3min 10sec**


### Follow-Up Areas:

- \*Does anyone in the classroom sing in the bathroom?
- \*How does air get out of the lungs to make sound?
- \*What is the name of the organ below the lungs?

(It would be fun to take the class and squeeze everyone into a small room in the school, sing a song ---then take everyone into a huge space in the school and sing a song, comparing the two. However, Covid eh!)

If students are interested in seeing the rest of the Hansel and Gretel opera, encourage them to ask for it at home. There are several versions in their entirety available on youtube. Please caution parents to vet the opera as it is quite frightening in parts (more so than a story read as the costumes and acting are very vivid). It also raises issues around parenting.

### Practice and Polish: Dance to "Brother Come and Dance"

1. Post the words to "Brother Come and Dance".  
Invite students to sing-a-long with  
either teacher or student choice from:  
  
**Show mp4 Video Brother Come and Dance 01 (German)**  
  
**OR Show mp4 Video Brother Come and Dance 02 (English)**  
  
**OR Show mp4 Video Brother Come and Dance 03 (covid project)**  
  
**OR  Play Music Brother Come and Dance**  
(piano and solo child's non-operatic voice)
2. Students choose a partner (different from first time) to work with choreographing movements to the song.  
3 minutes working time
3. Teacher choose one set of partners to demonstrate, commenting on why these students were chosen.
4. Additional working time is given.
5. Two additional partner sets demonstrate their version of the dance.



**Sing-With Song: Evening Prayer -from opera Hansel & Gretel (lullaby genre)**

1. Here's another song from the Hansel and Gretel Opera.  
What genre do you think it is part of?

**Show mp4 Video Evening Prayer 01** 2min 40sec to end of opera scene  
STOP video at end of opera scene

2. Where are Hansel and Gretel?  
What are Hansel and Gretel doing in this part of the opera?  
What genre do you think this song belongs to?


Lullaby: a song meant to soothe as sleep approaches.

3. **Follow-Up:** Do students know other lullabies?  
What musical instruments would be best left out of lullabies?  
If you could only have one instrument playing for a lullaby, which would you choose?

4. Continue to play the Evening Prayer video --inviting students to sing-a-long.

**Show mp4 Video Evening Prayer 01** 3min 10sec singalong with words

**B Listening Lullabies: Brahms and Mozart from CanDo 2**

See next page ... 

**Enjoy the Repertoire Student Choice of Song or Dance**

**Singing or Dancing for Fun**

Place students in small groups. Using the student songbooks for ideas, each group needs to agree within itself as to one choice for a sing-a-long, and one back-up in case another group chooses the first.

Enjoy the choices made.

**Listening and Music** Lullaby **Wiegenlied = cradle + song**

**1** In 1868 Bertha Faber had a new baby boy. She also had a good friend who was a composer. His name was Johannes Brahms. (Pin up a copy of his picture.) He wrote a lullaby for his friend Bertha to sing to her son. Imagine that you are the father or the mother of a new baby, and a friend brings you this present.



**Play Music** **Wiegenlied Op. 49 No. 4 Lullaby Brahms**

**2** Another composer, named Wolfgang Amadeus Mozart, wrote a cradle song. Cradle song is another way to say lullaby. (Pin Mozart's picture some distance from Brahms'.) A cradle is a bed for a baby that has rockers instead of legs. Some people think Mozart was a better composer than Brahms. Some people like Brahms more. You've already heard Brahms's lullaby. Listen to Mozart's and decide which one you like better.



**Play Music** **Wiegenlied K350 Lullaby Mozart**

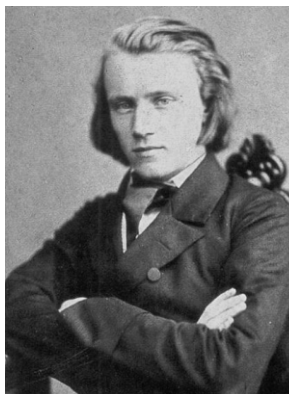
**3** "Which lullaby do you prefer?" Remind students there is no "correct" answer, and ask them to sit close to the composer's picture of the lullaby they preferred. Actually moving, instead of simply pointing, pushes students into making a definite choice. In turn, ask members of each group what they liked about their choice. Encourage use of musical words in your responses to what students say: e.g. student says: "I liked the way there was no loud music."

teacher response: "If there had been forte music it might have woken up the baby."

**4** Now place the two composer pictures side by side. Explore the differences in hair and clothes style. Under "Brahms" print "1800s". Under "Mozart" print "1700s". Imagine with students, the kind of clothing and hair style a composer today might have.

**Johannes Brahms 1833-1897 (alive when Canada was born)**

Johannes Brahms, May 7, 1833-April 3, 1897, was born in Germany but spent most of his life in Vienna. His father played the horn and the double bass. At the age of 7, Brahms began playing the piano. There are no copies of his early compositions, but there is a story from a friend who claims Brahms began writing music at age 11. Brahms destroyed all of his early work. He advocated music for music's sake ---refusing to write for ballet, opera or singers. The exception to his rule is the lullaby he composed for Bertha, Wiegenlied Op. 49 No. 4. He was a leader in the "Romantic" Period of music.



**Wolfgang Amadeus Mozart 1756-1791 (alive when the United States was born)**



Mozart, January 27, 1756 - December 5, 1791 wrote during the "Classical" Period of music. He grew up in Salzburg, but like Brahms spent most of his career in Vienna. Mozart's father played piano, violin and did some composing. When he heard his son's compositions, he gave up composing as he realized his son's work was better. Mozart, the son, began composing at age 5 with his father writing the music down. Along with his sister, W.A.Mozart's childhood was hard as they traveled widely to be shown off by their father. Travel was dangerous, uncomfortable and unhealthy at the time. Musicians were not paid well and Mozart spent most of his life in poverty even though he was a favourite of kings. Unlike Brahms, Mozart liked to compose for opera. He wrote Wiegenlied K350 in 1780.