



*Beauty
and the
Beast*



Beauty & the Beast



Musical Numbers

Act I

Belle
No Matter What
No Matter What (Reprise)
Wolf Chase
Me
Belle (Reprise)
Home
Home (Reprise)
Gaston
Gaston (Reprise)
How Long Must This Go On?
Be Our Guest
If I Can't Love Her

Act II

Something There
Human Again
Maison des Lunes
Beauty and the Beast
If I Can't Love Her
A Change in Me
The Mob Song
The Battle
Transformation
Beauty and the Beast (Reprise)

Licensing

Music Theatre International
mtishows.co.uk

Beauty and the Beast: The Broadway Musical
(Pro Version – approx. 2.5 hours)

Beauty and the Beast JR. (1 hour version)



Be Our Guest



Activity: Listen to the opening section and sing or play the melody.

Be our guest! Be our guest! Put our ser - vice to the
test. Tie a nap-kin 'round your neck, che-rie, and we'll pro-vide the rest.

Activity

- The missing note in bar 3 is... B \flat A G
- Draw in this missing note on the score above
- Fill in the missing notes in bar 7 on the score above.

- These symbols appear in the score.

Tick the symbols you already know and circle any that are new to you.



- Together in your group, discuss how each of these symbols change the sound of the Music, and write a description for each one in the boxes below.



Beauty and the Beast



LEARNING MELODY

Activity: Listen to the Introduction and sing along.

Activity

Listen to Verse 1 and complete all the activities below.

Tale as old as time
 True as it can be
 Barely even friends
 Then somebody bends
 Unexpectedly.



- What line do you first hear the oboe playing?

 end of Line 1

 end of Line 2

 end of Line 3

- Underline the lyric where the violin starts to play.

- Here are the 5 lines of music from Verse 1. Sing and/or play each of the 5 phrases. Put them in the correct order.

1 m₁ s₁ t₁ d f₁

f m r d s₁

m₁ s₁ t₁ d r

d r m f s

s f m r d



Activity

Identify how the song *Be Our Guest* is similar and/or different to the song *Beauty and the Beast*. Refer to both songs in your answer

Be our Guest

Beauty and the Beast

	<i>Be our Guest</i>	<i>Beauty and the Beast</i>
Name the character(s) singing		
At what point in the story is this song performed?		
State the Metre		
What is the Tonality?		
Name the Tempo		
Name the voice(s) and instruments used		
What is the Mood?		
Describe how this mood is created in the music		



Compose a New Theme



Activity

Imagine that your school will perform a play adaptation of *Beauty and the Beast*, and your class has been asked to compose some original incidental music for the play.

Create a short musical theme in your manuscript to represent one of the characters from the story.

Consider how the music will describe this character in sound. Consider some of the following musical elements in creating this theme: instrument, tonality/key, tempo, chords, articulation, dynamics, pitch/register and any other music feature to create your character in sound. You can use this page for rough work.

Notes of chord							
Chord symbol							
Roman numeral							

Handwriting lines for musical notation, consisting of multiple sets of five-line staves.



Curricular Links

Junior Cycle Music Learning Outcomes

- 1.5** read, interpret and play from symbolic representations of sounds
 - 1.6** listen to and transcribe rhythmic phrases of up to four bars and melodic phrases of up to two bars
 - 1.14** compare pieces of music that are similar in period and style by different composers from different countries
 - 3.2** examine and interpret the impact of music on the depiction of characters, their relationships and their emotions, as explored in instrumental music of different genres
 - 3.5** devise and perform examples of incidental music that could be used in a variety of contexts or environments
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Transition Year Developmental Indicators

Being a Learner

- Acquiring more knowledge and skills relevant to senior cycle
- Increasing their capacity for independent and self-regulated learning
- Broadening their communication and presentation skills

Personal Growth

- Becoming more assured and confident about themselves as a person
- Setting and reviewing goals for personal development and achievement

Civic and Community Engagement

- Becoming more involved with creative and cultural activities
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Leaving Certificate Music

Composing

- aural imagination
- symbolic representations

Listening

- aural imagination
- style
- skill of comparison

Performing

- sight-reading/singing
-

Leaving Certificate Applied Music

Unit 1 Music Types

- 1** demonstrate listening skills for this type of music
- 6** partake in one music-making activity related to Unit 1

Unit 3 (a) Music in the Community

- 5** identify music activities which are already in existence in the school
- 6** attend a local music event