



Oide

Les Misérables



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Musical Numbers

Act I

At the End of the Day
I Dreamed a Dream
Fantine's Arrest
The Runaway Cart
Who Am I?
The Confrontation
Castle on a Cloud
Master of the House
The Well Scene
The Bargain
Suddenly
Stars
Look Down
The Robbery / Javert's Intervention
Éponine's Errand
The ABC Café / Red and Black
Do You Hear the People Sing?
In My Life
A Heart Full of Love
The Attack on Rue Plumet
One Day More

Act II

At the Barricade
On My Own
Building the Barricade
Javert's Arrival
Little People
A Little Fall of Rain
Night of Anguish
The First Attack
Bring Him Home
Dawn of Anguish
The Second Attack
The Final Battle
The Sewers
Dog Eats Dog
Javert's Suicide
Turning
Empty Chairs at Empty Tables
Every Day / A Heart Full of Love (Reprise)
Valjean's Confession
Beggars at the Feast
Epilogue: Valjean's Death
Do You Hear the People Sing (Reprise)

Licensing

Music Theatre International
mtishows.co.uk

Schools Edition: Available



I Dreamed a Dream



Activity: Listen to the prologue section and answer the following questions...

*There was a time when men were kind,
 When their voices were soft,
 And their words inviting.
 There was a time when love was blind,
 And the world was a song,
 And the song was exciting.
 There was a time when it all went wrong...*

1. The melody **before** the voice enters is played by the



cor anglais



trombone



cello

2. Identify one significant musical feature of the vocal melody.

3. Pick two features that you hear in the accompaniment.

repeated notes

rising steps

block chords

4. In your own words, describe how your chosen features are heard in the excerpt...

Repeated Notes

Rising Steps

Block Chords



I Dreamed a Dream



Activity

- This song is mainly based on a repeated chord progression with a descending stepwise bass line
- Rehearse and perform this chord progression with its bass line

Eb Cm Eb/Bb Ab Fm Bb

- Compose a melody over this progression and add it to your performance

Eb Cm Eb/Bb Ab Fm Bb

Handwritten musical notation area consisting of seven sets of empty five-line staves for composing a melody.



Castle on a Cloud



Activity: Listen to the opening of this song and answer the following questions...

- Briefly explain how you know the excerpt below is in a minor key

There is a cas-tle on a cloud. I like to go there in my sleep.

- Here are three possible basslines to accompany the melody in bb.1-2

- Together with your group, play through each of the three possible basslines
- Play them again but this time accompanying the melody
- Listen to the shape of each bassline and select the one that best suits this melody
- Fill in your chosen bassline into the score below

There is a cas-tle on a cloud.

Notes of chord							
Chord symbol							
Roman numeral							

- Each bass note in this bassline is the root of a chord. Identify the six chords used in this chord progression
- Play your six chords with the bassline. How do they sound?
- Together in your group, prepare a full performance of these bars, with some singing the melody, others playing the accompanying backing chords, and the remainder playing the bassline
- Using the same step-by-step approach, can you complete a performance of the opening 4 bars?



Activity: Listen to bb.1-4, the introduction and answer the following questions...

- How many bars of introduction are heard before the voice enters?

4 bars 5 bars 6 bars

- Which **two** of the following features can be heard in the opening bars?

Descending motifs Repeated notes Ascending motifs

Chromatic notes Semiquaver movement

- Describe in your own words how these two features are heard in this excerpt

Feature 1: _____

Feature 2: _____

Activity: Listen to bb. 36-40 and answer the following question...

One more day to revolution
 We will nip it in the bud
 We'll be ready for these schoolboys
 They will wet themselves with blood

- The character Javert believes in authority and obedience to the law above all else. Describe one feature of the vocal music in lines 1-4 that reflects this

Extension Learning: Make a study of the character Javert. Listen to *One Day More* and *Stars* and explore how the musical features used reflect the characters' thoughts and feelings.



Bring Him Home



Activity

Listen to the opening section of *Bring Him Home* and complete all activities.

- Pick one vocal technique used on the words *high* and *prayer*

melisma

falsetto

vibrato

What mood might this convey? _____

- Together in your group, add backing chords that will support this melody

Notes of chord							
Chord symbol							
Roman numeral							

- Together in your group, add bass notes to the melody
- Rehearse and perform the melody and your bassline for the rest of the class



Activity

Describe two differences between the music heard in *One Day More* bb. 36-51 and the music heard in *Bring Him Home* bb. 1-21 using the headings below. Refer to both pieces in your answer.

Difference 1: Instrumentation

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Difference 2: Texture

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Curricular Links

Junior Cycle Music Learning Outcomes

- 1.5 read, interpret and play from symbolic representations of sounds
 - 1.7 perform music at sight through playing, singing or clapping melodic and rhythmic phrases
 - 2.3 adapt excerpts/motifs/themes from an existing piece by changing its feel, style or underlying harmony
 - 2.4 rehearse and present a song or brief instrumental piece; identify and discuss the performance skills and techniques that were necessary to interpret the music effectively
 - 2.9 distinguish between the sonorities, ranges and timbres of selections of instruments and voices; identify how these sounds are produced and propose their strengths and limitations in performance
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Transition Year Developmental Indicators

Being a Learner

- Being more willing to learn from mistakes and expand their comfort zone
- Acquiring more knowledge and skills relevant to senior cycle
- Increasing their capacity for independent and self-regulated learning
- Being more open to trying a range of learning strategies

Personal Growth

- Coming to see challenges as further opportunities for growth

Civic and Community Engagement

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

Composing

- minor key harmony
- bass line
- cadences

Listening

- musical features
- skill of comparison
- cadences

Performing

- musical fluency
 - technical fluency
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Leaving Certificate Applied Music

Unit 1: Music Types

- 1 demonstrate listening skills for this type of music
- 3 display a knowledge of the instruments associated with this type of music