



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](http://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.

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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







# 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

- 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

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



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## 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? \_\_\_\_\_

Notes of chord							
Chord symbol							
Roman numeral							

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

- 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* bb36-51 and the music heard in *Bring Him Home* bb1-21 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

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### 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