

Teacher's Guide

ALICE

Inspired by *Alice's Adventures In Wonderland* by Lewis Carroll

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PRESENTS

ALICE

A WORK INSPIRED BY
ALICE'S ADVENTURES IN WONDERLAND
BY LEWIS CARROLL

To make the most of your experience with us, it is best that you come prepared. We invite you to use the activities included in our teacher's guide.

Thank you for your collaboration!

About the author of Alice's Adventures In Wonderland



Lewis Carroll, whose real name was Charles Lutwidge Dodgson, was born in England on January 27, 1832. A professor of mathematics, he was also interested in logic, art, photography, theatre, medicine and science. In his years of teaching, he took many photographs, often choosing the young Alice Liddell as one of his subjects. Alice, the daughter of the dean of Christ's Church (the school where Carroll taught), adored the stories that he invented. It was on a walk with Alice one sunny afternoon that Lewis Carroll imagined the story for Alice's Adventures in Wonderland. The book was first published in 1865 and was an immediate success. It has since been translated into more than 80 languages and published worldwide. Lewis Carroll died on January 14, 1898.

An introduction to the story, to be read in the classroom by the students:



One day, Alice is sitting under a tree with her sister. Suddenly, she sees a white rabbit, all dressed up, running by. Alice, curious, runs after him and finds herself crawling through a rabbit-hole.

She feels her way through the dark tunnel and falls into another hole. It seems to her that there is no gravity in the hole, as she falls for a long time. When she gets to the bottom, she is in a room with only one tiny door. She opens the door with a key, and sees a beautiful garden. She wants to go through the door, but she is too big. She finds a bottle with a label that reads, “Drink me,” and she decides to try it. She starts to shrink, but then she realizes that she has forgotten the key on the table. She starts to cry. She finds a cake marked “Eat me.”

She eats the cake and gets bigger and bigger, as big as the room itself. She cries so much that a pool of tears fills the room. When the white rabbit sees this, he drops his gloves and fan and runs away. Alice picks them up and puts on one of the gloves. She starts to shrink again and almost drowns in the pool of tears.

She meets quite a lot of animals and tries to get back to dry land. They have a “Caucus-Race” with no real rules, where everyone wins... when they are dry.

She finds herself back at the rabbit’s house, alone. She finds a bottle and drinks the contents. She starts to grow again, growing up to the ceiling where she gets stuck. The Rabbit, angry, asks Bill the lizard to go down the chimney. When this fails, the Rabbit threatens to burn the house down. Alice finds another cake, eats it, and starts to shrink again. When she tries to escape, she is nearly knocked over by a big dog.

Alice continues along and meets up with a Caterpillar sitting on a mushroom. He turns out to be a very unpleasant character, but he tells her to eat pieces of the mushroom to regain her normal size. She tries eating the pieces and she grows up above the clouds, where a passing bird thinks she is a serpent. When she is normal again, she meets the Duchess. The Duchess’ cook uses too much pepper, and throws all of the dishes at the Duchess (who is rocking a baby). She gives the baby to Alice, who runs out of the kitchen to escape the flying plates. Alice realizes that the baby has turned into a pig. She strikes up a conversation with the Cheshire Cat, who she met at the Duchess’.

The Cat tells her to visit the March Hare and the Mad Hatter. She takes tea with them, and with a Dormouse who sleeps all the time. The meal is completely crazy and Alice, who feels a little bit mixed up by the three characters, leaves the group.



Alice goes back to the room where she had almost drowned in the pool of tears. Using the pieces of the mushroom, she is finally able to go through the door into the mysterious garden. It is the Croquet-Ground of the Queen of Hearts, and her soldiers, who are also playing cards, are busy painting the white roses (which were planted by mistake) red.



The Queen arrives, and after condemning the guilty soldiers to death, invites Alice to play croquet. The Queen cheats by threatening the other players, and the Cheshire Cat appears, setting the game into a state of confusion.

The Duchess takes Alice to see the Gryphon, who in turn introduces her to the Mock Turtle. While telling his story, the Mock Turtle sings for Alice the “Lobster Quadrille,” accompanied by the Gryphon. When the Mock Turtle is ready to start singing another song, Alice and the Gryphon hear that a trial is beginning, so they rush off to see it.

The Knave is on trial for stealing the Queen’s tarts. The Duchess’ Cook, the Mad Hatter and his friend, and then Alice are all called as witnesses by the White Rabbit. Alice starts to get bigger again, and she is ordered to leave the Court. She gets angry, and all the playing cards come flying down upon her.

She then wakes up and finds herself under the tree, where she had fallen asleep.

The music composers



Denis Gougeon



Yves Daoust

The music for Alice was written by two Montreal-based Canadian composers, Denis Gougeon and Yves Daoust. Their music is contemporary; as opposed to baroque music, for example, which was written between the 17th and 18th Century, and is still played today.

To compose the music for Alice, Denis Gougeon and Yves Daoust worked from the text adaptation of *Alice In Wonderland*. They recreated musically what they “heard” and felt while reading the script.

Denis Gougeon composed the orchestral music. He depicted the emotions inspired by the text through the different families of orchestral instruments: string, wind, brass and percussion sections.

Yves Daoust composed the electroacoustic part. Just like a sculptor selects and works with raw material to create a work of art, the electroacoustic composer listens to environmental sounds. He records them, sculpts and organizes them, using recording and sound system devices.

Denis Gougeon composed for the following instruments :

Wind	Brass	String	percussion
flute (piccolo) oboe clarinet bassoon	French horn trumpet trombone bass-trombone tuba	bass piano	snare drum glockenspiel wooden sticks mark-tree whistle vibraphone pipes

**Yves Daoust composed for the following instruments :
Muffinophone, Elasticophone , Eclecticophone and sound modulators
This is Alice's world (show to children)
electroacoustic score excerpt from Yves Daoust**

Scène 2, suite
sur .10" →

Rapidement
b 20.

(T.2)

ⓓ tourner graduellement (pastor)
(chute du lapin)

je ai

suivre le lapin...
pièce. Tenter, tomber éééééé

Legato. Plus lent

* Vol. élastik... pas de contrôle, ~~sur~~ sur S. 1/2 ~~sur~~

ch. par ⓓ.

Sc. 3, chute Dost

ⓓ Reggi

ⓓ Lorena

(D. = 0) (Vol. élastik)
(T.1 = 10) (Vol. del.)
(T.2 = 0) (Vol. élastik)
↑ T4 = 10

T.2 = 10 (ch. délat)

1:00
enfants
T4 ↑

est-ce pas là...
de pasteur?

* le C-D doit de manière dire le
début de la trompette.

INTERMÈDE (durée indéterminée, 30"?)

REGGI MANIPULE SAC

F.O. Si hop long

Enfants

(T.1) 0.
(Vol. del. = 14)

ⓓ (Vol. élastik) MAXIMUM

T2 = 10

Mic-Reggi
Si...
T2 = 10

T2 = 10

(SAMPLER MAX)

gouttes
f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z

1: 2

ⓓ: Mic. LORENA ou élastik.
(objet - sac - à faire
tomber sur l'élastik.
ou à terre).

2: 3 fois, mat.
s2x

corde passe,
élastik.

Tacet H

Piano score excerpt from Denis Gougeon

PIANO - PAGE 8

1 $\text{♩} = 108$ **B - Tintamarre**

5

9

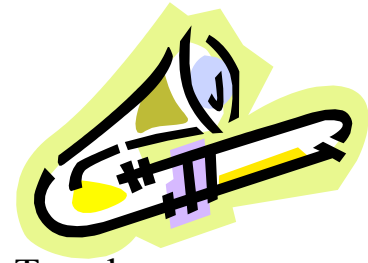
During the show, seven musicians (septet) on stage play these instruments:



piano



clarinet and bass clarinet



Trombone



Trumpet



Flute and piccolo

Also, during the show, you will discover these unusual instruments.....

Muffinophone, Elasticophone , Eclecticophone and sound modulator

ACTIVITY : relative eras and notes Have the children listen to three musical excerpts of your choice, in different styles: for example: baroque, jazz, or contemporary music.

- Divide the class into three teams;
- After listening to the musical excerpts, ask each team to draw, as a group or individually, what they feel.
- Invite the children to discuss the differences between each musical style.
- Identify each style of music according to its era:
- Baroque music: from 1600 to 1750; palaces, nobility, court, kings and queens.
- Jazz music: slavery, Southern United States, turn of the 20th Century, brass bands;
- Contemporary music: technological progress, noise, speed, openness to the world.
- Guide the discussion toward the composers. Make them aware that the composer's music is a reflection of the era in which he lives and from which he gets his inspiration.
- Compare the sketches with themes of the times, and point out the differences and similarities.



Playing with words

Following the Cheshire Cat's advice, Alice decides to visit the March Hare, the Mad Hatter and the Dormouse. They invite her to tea, and she takes a seat at the table. The Mad Hatter tells her a riddle:

'Why is a raven like a writing-desk?'

'Come, we shall have some fun now!' thought Alice. 'I'm glad they've begun asking riddles.--I believe I can guess that,' she added aloud.

'Do you mean that you think you can find out the answer to it?' said the March Hare.

'Exactly so,' said Alice.

'Then you should say what you mean,' the March Hare went on.

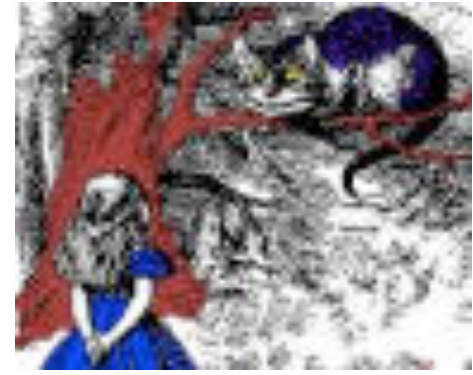
'I do,' Alice hastily replied; 'at least--at least I mean what I say--that's the same thing, you know.'

'Not the same thing a bit!' said the Hatter. 'You might just as well say that "I see what I eat" is the same thing as "I eat what I see"!''

'You might just as well say,' added the March Hare, 'that "I like what I get" is the same thing as "I get what I like"!''

'You might just as well say,' added the Dormouse, who seemed to be talking in his sleep, 'that "I breathe when I sleep" is the same thing as "I sleep when I breathe"!''

'It is the same thing with you,' said the Hatter, and here the conversation dropped, and the party sat silent for a minute, while Alice thought over all she could remember about ravens and writing-desks, which wasn't much.



There is a lot of play on words in this passage. We propose that you explore the different facets of the puns and present the results with your students. You can then have them make up their own sentences that, when inversed, change their meaning.

For example:

I see what I draw and I draw what I see.

I know what I want and I want what I know.

I love the person who brings me flowers and I bring flowers to the person I love.

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Lorena Corradi and Reggi Ettore : Artistic Directors



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L'Arsenal à musique's mission: to introduce concert music to a broad audience, and especially to young people through bold and innovative interventions, performances and concerts; and to develop strategies for initiation to the arts within the educational curriculum.

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