

ROSAL BIRD

A CHILDREN'S MUSICAL FABLE

by composer Angela Rice

ONE SMALL ACT OF KINDNESS
CAN CHANGE THE WORLD

STUDY GUIDE

COMPOSE,



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LFUCG Neighborhood Development Fund









Our Missions

About ComposeArts

ComposeArts is a performing and educational arts organization dedicated to championing female composers and visual artists in elevating the human spirit through the therapeutic channels of Music and Art.

ComposeArts - Mission

Our mission aims to support, promote, and celebrate women composers and visual artists is dedicated to fostering an inclusive and diverse artistic landscape.

This vital endeavor aims to address the underrepresentation of women in classical music and the visual arts, seeking to create more opportunities and recognition for their valuable contributions.

Schmidt Opera Outreach Program - Mission

- · To make the arts accessible to children of all ages
- To introduce students to the fundamental components of opera
- To cultivate an understanding for and an appreciation of opera
- To help students identify with fictional characters in human situations as a means of understanding themselves and others
- To educate and entertain!







To The Teachers

Welcome to The Royal Red Bird Tour Study Guide!

This guide is designed to support classroom and music teachers in preparing students for a meaningful experience with The Royal Red Bird. It aligns with Fayette County music teaching standards and offers cross-curricular connections to themes of kindness, conservation, and nature.

The guide includes pre-show and post-show activities, discussion prompts, and interactive lessons that encourage active listening, creative expression, and thoughtful reflection. We hope this guide enhances your students' engagement with the story and leaves them inspired by the power of kindness.







Kentucky Academic Standards Visual & Performing Arts

MUSIC

RESPONDING

PROCESS COMPONENT:

| Anchor Standard 8 | Interpret intent and meaning in artistic work. |
|------------------------|--|
| Enduring Understanding | Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. |
| Essential Question | How do we discern the musical creators' and performers' expressive intent? |
| Key Vocabulary | Expressive Intent, Expressive Qualities |

MUSIC

RESPONDING

PROCESS COMPONENT: EVALUATE

| Anchor Standard 9 | Apply criteria to evaluate artistic work. |
|---------------------------|---|
| Enduring Understanding | The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria. |
| Essential Question | How do we judge the quality of musical work(s) and performance(s)? |
| Key Vocabulary | Purpose |

THEATRE

CONNECTING

PROCESS COMPONENT: EMPATHIZE

| Anchor Standard 10 | Synthesize and relate knowledge and personal experiences to make art. |
|------------------------|---|
| Enduring Understanding | Theatre artists synthesize skills, understandings and experiences to influence and inform their work. |
| Essential Question | How do connections made between self, others and an understanding of the world influence a theatrical work? |
| Key Vocabulary | Dramatic Play, Guided Drama Experience |

THEATRE

CONNECTING

PROCESS COMPONENT: INTERRELATE

| Anchor Standard 11.1 | Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. |
|---------------------------|---|
| Enduring Understanding | Theatre artists draw on cultural, artistic and historical contexts to deepen their engagement with theatre and the world. |
| Essential Question | How can an understanding of the cultural, artistic and historical context of a theatrical work influence someone's perspective? |
| Key Vocabulary | Dramatic Play, Guided Drama Experience |







Kentucky Academic Standards Visual & Performing Arts

THEATRE

CREATING

PROCESS COMPONENT: DEVELOP

| Anchor Standard 2 | Organize and develop artistic ideas and work. |
|------------------------|--|
| Enduring Understanding | Theatre artists develop artistic choices in a variety of ways. |
| Essential Question | How, when and why do theatre artists make artistic choices? |
| Key Vocabulary | Dramatic Play, Guided Drama Experience |

THEATRE

PERFORMING

PROCESS COMPONENT: PREPARE

| Anchor Standard 5 | Develop and refine artistic technique and work for presentation. |
|---------------------------|---|
| Enduring Understanding | Theatre artists use a variety of skills to prepare and present a theatrical production. |
| Essential Question | How do theatre artists successfully prepare a theatrical production? |
| Key Vocabulary | Dramatic Play, Guided Drama Experience, Staging, Technical Elements |

THEATRE

PERFORMING

PROCESS COMPONENT: SHARE

| Anchor Standard 6 | Convey meaning through the presentation of artistic work. |
|------------------------|--|
| Enduring Understanding | Theatre artists share ideas with an audience through theatrical performance. |
| Essential Question | What happens when theatre artists and audiences share a creative experience? |
| Key Vocabulary | Guided Drama Experience |

THEATRE

RESPONDING

PROCESS COMPONENT: INTERPRET

| Anchor Standard 8 | Interpret intent and meaning in artistic work. |
|---------------------------|--|
| Enduring Understanding | Personal experiences and preferences shape the interpretation of theatrical work. |
| Essential Question | Why might the same theatrical work communicate different messages to different people? |
| Key Vocabulary | Dramatic Play, Guided Drama Experience |







Synopsis of The Royal Red Bird

In the magical land of Birdland, Henry performs a selfless act by saving the Royal Red Bird, the guardian of over 10,000 melodies. Later, when Henry's granddaughter Sam falls gravely ill, the birds of Birdland rally together to return the kindness Henry once showed them. However, their journey is threatened by the Racer Snake, a relentless bully. Just when all hope seems lost, the Blue Bird's willingness to sacrifice herself to save Sam stuns the Racer Snake, who, in an unexpected moment of grace, chooses kindness and lets her go.

Through the power of compassion and unity, the birds save Sam, reminding everyone that even the hardest hearts can change—and that one small act of kindness can ripple outward and transform the world.









Meet the Creative Team &

WW

Composer

Willy

Director

Willy

Pianist



Conductor



Costume & Puppetry Designer



Set Designer



Cast

Angela Rice

Kristi Hughes

Merih Ozden

Stephan Gomez

Karen Loeffler

Tom Willis

Ashley Patak, Michael Daniels, Jackson Cleland, Emily Wicker, William Middleton III







The Puppets

A puppet is a movable model of a person or animal that is usually moved from above or below by a stick or string, or by a hand inside of it.

Puppets can be made from all sorts of materials. Finger puppets can easily be made from paper or fabric, but big puppets need something strong to support them. They have to have a skeleton, kind of like the skeleton inside your body supports you. The skeleton has to be strong, but also light, so that it isn't too heavy for the puppeteer, the person who operates the puppet.

The Albatross is the biggest puppet in the Royal Red Bird. The albatross puppet is 6 feet long, and 30 inches tall. It's skeleton is made of PVC (plastic) pipes, and a special kind of foam - like the foam used to make yoga mats.







Types of Puppets

There are many different types of puppets. You may have seen or played with some of them, and some of them may be new to you. We have listed some of the most popular types of puppets, and a little bit about them below.

Finger Puppet

These are puppets that are worn and operated by one or more fingers.

Hand Puppet

A hand puppet is worn over your whole hand and might take your hand and several fingers to operate it's head and other body parts. Some hand puppets also have a rod that the puppeteer can use to operate the puppet's hand or tail. Kermit the frog and Elmo are both hand puppets, that have a rod that controls their hands.

Sock Puppet

A sock puppet is a kind of hand puppet that is made out of a sock. Usually eyes and a tongue are added or drawn on to the sock, and the puppeteer opens and closes their hand to make the sock puppet talk.









SOPRANO

The soprano voice is the highest vocal range, embodying bright, clear tones that can reach the upper limits of the musical scale.

ALTO

Lower than the soprano, the alto voice offers a fuller, darker timbre, providing depth and harmony in choral arrangements.

TENOR

Recognized as the highest standard male voice, tenors are celebrated for their ability to sing with both power and lyricism in the higher male range.

BARITONE

The baritone voice is between the tenor and bass ranges. Originating from the Greek word meaning "heavy sounding", baritone voices can be powerful and dramatic.

BASS

The bass voice, with its profound depth, forms the lowest vocal register, contributing rich, resonant tones essential for harmonic balance in music.







The Characters 🔻



Yellow Bird

Fun Facts:

- Fly in a bouncy pattern
- · Build nests with fluffy seeds
- Known for their "po-ta-to-chip" call



Blue Bird

Fun Facts:

- Spot insects from 60 feet away
- · Males bring materials, but females build nests
- Babies grow blue feathers as they age



Owl

Fun Facts:

- · Fly silently with excellent night vision
- · Can hear prey under 2 feet of snow
- Their eyes are as big as a child's!



Bird of Paradise

Fun Facts:

- · Males perform dances to attract mates
- About 40 species exist
- Males grow fancy feathers at 4-7 years old



The Royal Red Bird

Fun Facts:

- · Males feed seeds to their mates
- · Official state bird of seven U.S. states
- Known for their cheerful "cheer, cheer" song

Albatross

Fun Facts:

- · Can fly for years without landing
- Sleep while flying
- Drink seawater thanks to special glands



Racer Snake

Fun Facts:

- Harmless to humans (no venom).
- Great climbers. Use speed to escape predators.
- · Active during the day. Excellent eyesight.









The Characters

Henry

A kind hearted man who rescues the Royal Red Bird from his house. His small act of

kindness sets off a chain of events that helps the birds and, in turn, helps his family too.

Allie 🖈

Henry's daughter, who shares his love of birds and brings her own daughter, Sam, back home to visit. When Sam falls ill, Allie stays by her side, hoping the birds can save her.

Sam

Henry's granddaughter, initially uninterested in the wonders of nature, but later falls ill, prompting the birds to discover a way to save her.

Doctor

A caring and practical man who tries to help Sam, reassuring Henry and Allie while encouraging rest and patience.







Pre-Show Activities



Discussion Prompts

- What does kindness look like to you?
- Can you share a time when someone was kind to you, and how did it make you feel?
- What's one way we can show kindness to someone we don't know?



Creative Exercise

• Color and create a bird mask and a bird puppet.



Listening Activity

 Listen to a sample of The Royal Red Bird music and discuss how it makes students feel. Recordings can be found on ComposeArts.com.







Make an Owl Mask



ComposeArts is a nonprofit 501c. Our mission aims to support, promote, and celebrate women composers and visual artists and is dedicated to fostering an inclusive and diverse artistic landscape. UK is a public, land grant university. The College of Fine Arts is committed to the arts through dedication to teaching, scholarly research, artistic experimentation, performance, outreach, and exhibition.





Paper Parrot Finger Puppet:

- 1. Color both halves of your parrots.
- 2. Cut out the parrot shapes.
- 3. Make a thin line of glue around the edge of the parrot pattern using the grey line as a guide. Be sure to leave an opening at the belly for your finger to go inside the puppet.
- 4. When the glue is dry carefully slip your index finger in the hole as far as you can up toward the head.

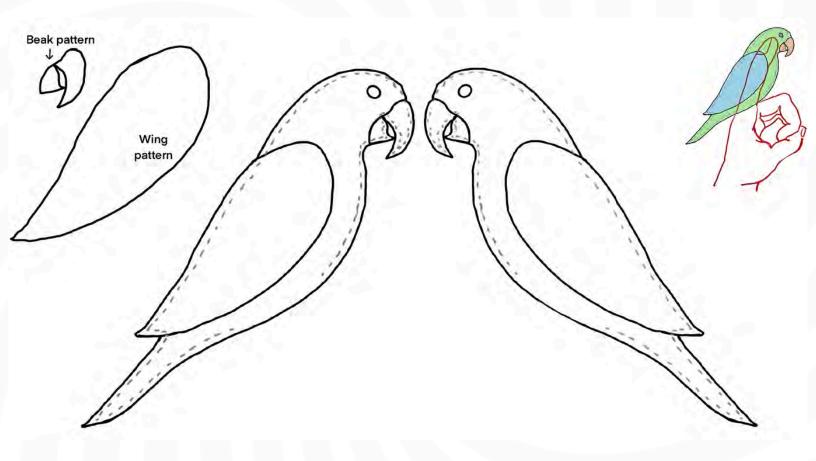
Multi Color Felt Finger Puppet:

- 1. Use the paper bird pattern to trace two bird shapes onto felt, and cut them out.
- 2. Use the beak and wing patterns to cut 2 wings and 2 beaks out of different colors of felt.
- 3. Glue or sew then wings and beaks into place. Using the bird pattern as a guide.
- 4. When the glue from step 3 is dry, glue or sew then two bird halves together, using the dotted line as a guide. Be sure to leave an opening at the belly for your finger!









This puppet can also be put on a stick to be used as a stick or shadow puppet.





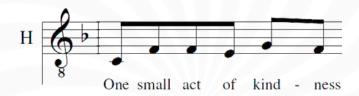


What to Look & Listen For



Musical Highlights

Listen for the recurring melody of the Royal Red Bird and one small act of kindness.





Interactive Moments

Pay attention when:

- 1. Students are invited to participate in the parade (Birdland).
- 2. Imitate the bird sounds when prompted (Owl, Kookaburra, Yellow Bird).
- 3. Help the Albatross fly by providing wind (ie. whish, whoosh).



Visual Elements

Notice the colorful puppets, costumes and set.







Post-Show Activities



Reflective Writing

- What was your favorite part of the show?
- How did the music make you feel?
- What lesson did you learn from the Royal Red Bird?

*Teachers: Please scan your students' responses and email them to ukotsoop@gmail.com We would love to hear from you!



Art Activity

Draw your favorite scene from the show or connect the dots and color the owl.



Discussion Questions

How did kindness make a difference in the story? Name 3 times you saw an act of kindness:

- Racer Snake
- Henry
- Birds

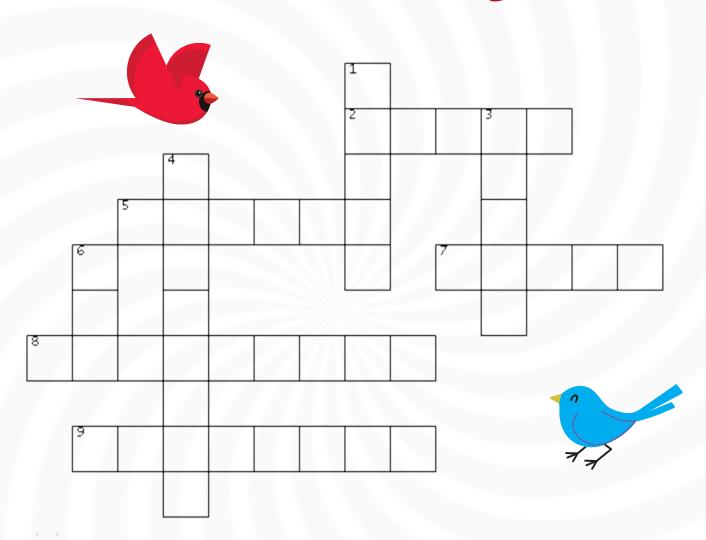
For more information about the original story or to buy the book, visit ComposeArts.com/The-Royal-Red-Bird







Crossword Challenge



ACROSS

- 2. Who saves the Royal Red Bird?
- 5. Moveable model of person or animal controlled by a hand or finger
- 7. Type of snake
- 8. Can fly for years without landing
- 9. One small act of _____ .

DOWN

- 1. What color was the albatross?
- 3. Which bird almost never speaks? ____ Red Bird
- 4. Where did the Royal Red Bird get stuck?
- 6. Wise Old ____

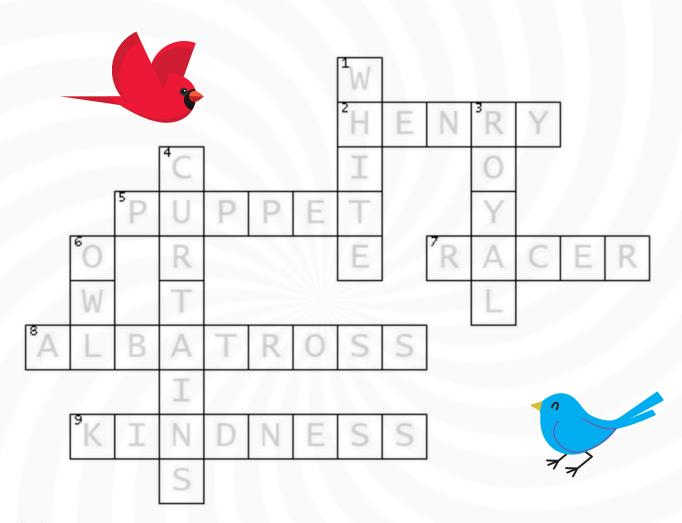






Crossword Answers





ACROSS

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* Word Search *



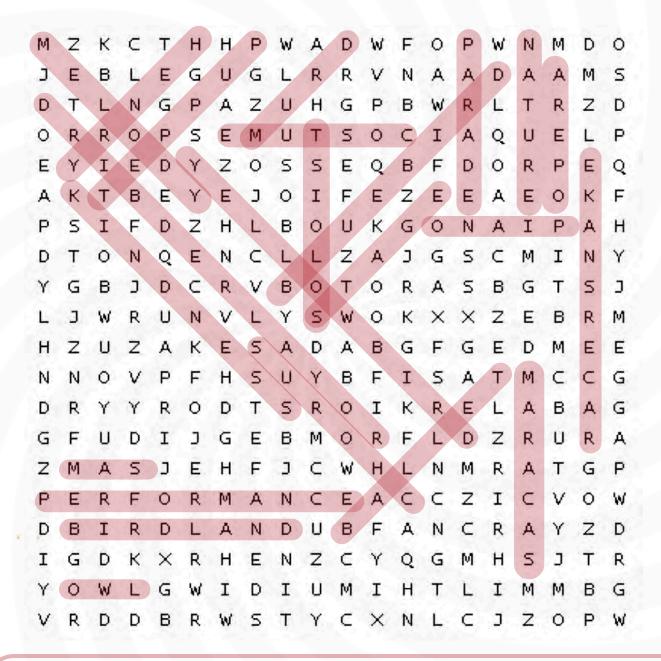
FIND THESE WORDS

BALLET BIRDLAND BLUEBIRD CHORUS COSTUMES DRUM HENRY KINDNESS MARACAS MELODY NATURE OPERA OWL
PARADE
PERFORMANCE
PIANO
PUPPETS
RACER SNAKE

ROYAL RED BIRD SAM SOLOIST STAGE YELLOW BIRD



Word Search Answers



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ROYAL RED BIRD SAM SOLOIST STAGE YELLOW BIRD



Connect the Dots





Coloring &





* Teacher's Feedback Form *

Your feedback helps us improve our outreach programs. Please share your thoughts on the performance, student engagement, and this study guide.



Thank you for being part of The Royal Red Bird Tour!

Together, we can inspire kindness and celebrate the beauty of nature through the magic of music and storytelling.









Core Content

ComposeArts & SOOP strive to address the following Kentucky Learning Goals and Academic Expectations for Arts and Humanities (Dance, Music, Theatre, Visual Arts) and the National Standards for Arts Education.

This production aligns with Fayette County music teaching standards by:

- Demonstrating music as a form of storytelling.
- Exploring emotional expression through melody and lyrics.
- Encouraging active participation in musical performances.
- Reinforcing themes of kindness, conservation, and environmental stewardship.
- Big Idea: One small act of kindness can change the world.









Kentucky Core Academic Standards – Arts and Humanities

The three arts processes of creating, performing and responding to the arts provide a basis for deep understanding and appreciation of the arts.

Creating involves planning and creating new music, dance, drama/theatre or visual arts, or it may involve improvising in music, dance or drama/theatre. Improvising is the composing of new music, reciting/acting new dramatic material, or creating new dance movements on the spur of the moment.

Performing is limited to the performing arts of music, dance and drama/theatre. Performing involves presenting previously created works for an audience. Although the process of performing involves following a creative plan conceived by a composer, playwright or choreographer, there is still opportunity for creative interpretations in the performance.

Responding to the arts involves responses on multiple levels. The arts are a tool for communication and are capable of delivering meaning through literal and emotional content. Responding to the emotional content of artworks involves actually feeling the emotion(s) set forth by the creator. Responding can also involve intellectual analysis of works of art in regard to their design, effectiveness and quality.









Academic Expectations

Bring forward the study of the humanities in the arts. The arts reflect time, place and society and offer a mirror to the human experience. The powerful communication qualities of the arts also enable them to be a factor that can drive the human experience. Study of historical and cultural contexts in the arts is an essential and integral part of instruction across all the art forms and across all grade levels.

Big Idea: Humanity in the Arts

The arts reflect the beliefs, feelings, and ideals of those who create them. Experiencing the arts allows one to experience time, place and/or personality. By experiencing the arts of various cultures, students can actually gain insight into the beliefs, feelings and ideas of those cultures. Students also have the opportunity to experience how the arts can influence society through analysis of arts in their own lives and the arts of other cultures and historical periods. Studying the historical and cultural stylistic periods in the arts offers students an opportunity to understand the world past and present, and to learn to appreciate their own cultural heritage.

Looking at the interrelationships of multiple arts disciplines across cultures and historical periods is the focus of humanities in the arts.



