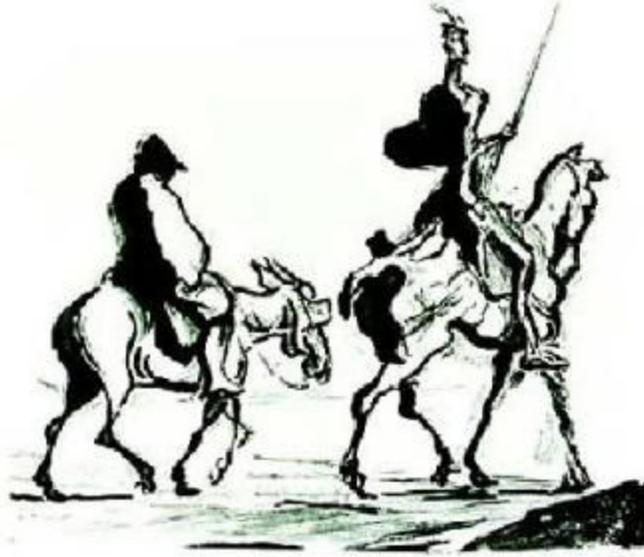


StationArts Summer Reading Assignment



Don Quixote by Miguel de Cervantes and The Man of La Mancha by Dale Wasserman

For your summer reading assignment, you will be reading an excerpt from Don Quixote and the entire script for the Man of La Mancha.

Don Quixote Reading Assignment:

- Introduction
- First five chapters

Man of La Mancha Script - Read Script

When we come back from summer break, all StationArts Majors will collaborate to produce parts of the musical. For the final product for the summer reading, students will do one of the following:

1. Perform a scene or scenes from Man of La Mancha
2. Perform songs from the musical.
3. Create and construct costumes, sets, props, and lighting for the performance.

ASSIGNMENT

Part 1

All students will answer the following question:

Write an ending detailing what you think happens to Cervantes at the end of the musical. Your description may be in paragraph or script form. Consider whether Cervantes is executed or released at his Spanish Inquisition trial and provide a reason why. Is there any information in the script that can help provide the answer? Looking closely at the themes of the musical, how does Cervantes' ultimate fate affect our understanding of what the musical says to its audience about hope and despair?

Part 2

Choose TWO of the following prompts to complete to prepare for our collaboration. One topic must be related to your major in StationArts::

1. Research clothing from Spain in the 1600's. You may research 17th century Spanish artists for reference. Create sketches with value (pencil shading or color pencil) for the following characters and include a itemized garment list (a specific chart detailing what individual costume items are needed):
 - a. Don Quixote
 - b. Aldonza
 - c. Sancho Panza
 - d. The Governor
 - e. The Muleteers

2. Research architectural structures and/or landscapes of 17th Century Spain. You may research 17th century Spanish artists for reference. Create sketches with value (pencil shading or color pencil) for the following places:
 - a. A Prison
 - b. A Castle
 - c. An Inn
 - d. Village

3. Choose three scenes that you think would most engage a live audience. For example, choose scenes that reveal pertinent information to the plot, are action packed, and include music. Explain why you chose these three scenes. Detail your vision for the direction of these scenes. Include details about staging, lighting, and blocking.

4. Compare and contrast the music from *The Man of La Mancha* (examples can be found on YouTube) to the music from another musical of your choice. Include instrumentation, style, melody, harmony, form, rhythms, tempo, mood, and themes as part of your discussion. Identify what areas set the music from *The Man of La Mancha* apart from other musicals. Choose three songs from *The Man of La Mancha* that you think would be most engaging to an audience and explain why.

5. Analyze the lyrics to the song, "To Each His Dulcinea." First, paraphrase what the song is saying in your own words. Do the lyrics suggest that dreams or reality have more power? Do you agree? Why or why not?

"To Each His Dulcinea":
To each his Dulcinea,
That he alone can name.
To each a secret hiding place
Where he can find the haunting face
To light his secret flame.

For with his Dulcinea
Beside him so to stand
A man can do quite anything,
Outfly the bird upon the wing,
Hold moonlight in his hand.

Yet if you build your life on dreams
It's prudent to recall, A man with moonlight in his hand
Has nothing there at all

There is no Dulcinea
She's made of flame and air,
And yet how lovely life would seem
If every man could weave a dream
To keep him from despair.