Inquiry Question: How can Opera-Based Learning help students support their claims with evidence?

Thematic Question: How are other cultures alike or different from our own cultures or traditions?

Culminating Event(s): 1) Opera piece based on Africa 2) Opera piece based on China

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<td>Unit 1: Sessions 1 to 4</td>
<td>What is Opera? African Culture Mufaro’s Beautiful Daughters—tableau/libretto focus</td>
<td>-Creating Tableau -Writing Libretto -Working Collaboratively</td>
<td>-Text-based inferencing -Writing -Vocabulary -Understanding different cultures -Drawing Personal Connections</td>
<td>Students will create tableaux/dialogue for their adaptation of Mufaro’s Beautiful Daughter—specifically comparing/contrasting to their own culture</td>
<td>Tableau will: use levels, focus, facial expressions, etc. Libretto will: use vocabulary connected to the source material; clearly show character’s point of view -Students will work in small groups, making sure everyone is heard/everyone participates</td>
<td>Students will watch scenes from The Magic Flute to see how staging/tableau/recitative help tell the story and express the characters</td>
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<td>Unit 2: Sessions 5 to 8</td>
<td>African Culture Mufaro’s Beautiful Daughters—lyric writing/composition focus</td>
<td>-Writing Lyrics -Composing Music -Working Collaboratively</td>
<td>-Text-based inferencing -Writing -Vocabulary -Understanding different cultures -Drawing Personal</td>
<td>Students will work in large and small groups to create arias that express different characters’ points of view. Specifically comparing/contrasting to their own culture</td>
<td>Music will: use beat, meter, pitch, tempo, etc., to express a character’s feelings Lyrics will: use rhyme, repetition, metaphor, alliteration, and expensive</td>
<td>Students will use the arias in The Magic Flute as exemplars; explore how music and lyrics help tell a story and express different kinds of characters</td>
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<td>-Understanding character POVs</td>
<td>-Students will work well in small groups, making sure everyone is heard/participates</td>
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### Unit 3: Sessions 9 to 12
**Chinese Culture—writing/composition focus**
- Adaptation
- Creating Staging
- Creating Libretto
- Composing Music
- Working Collaboratively
- Understanding different cultures
- Writing
- Vocabulary
- Drawing Personal Connections

Students will create the tableaux/libretto/arias for their adaptive piece on China. Students will employ the tools of tableau, libretto/lyric writing, and composition to compare and contrast Chinese Culture to their own.

Students will attend the Magic Flute at the Metropolitan Opera, and use their observations to influence their piece.

### Unit 4: Sessions 13 to 18
**Chinese Culture—editing and revising/performance/reflection focus**
- Editing/Revising
- Acting
- Staging
- Movement
- Working Collaboratively
- Reflection
- Editing/Revising
- Understanding different cultures
- Critical Thinking
- Drawing Personal Connections

Students will refine/perform their adaptive piece on China. Students will use “I like/I wish” critique.

Students will perform their opera using performance tools from the year.

Students will respond to/reflect on their work.

Students will use The Magic Flute as an acting/expression exemplar, as well as possible video interviews with the creative team.