

The Metropolitan Opera Guild Curriculum Map

PS 15
3rd Grade

COBALT
18- Visit Unit Plan

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

Unit #	Unit Theme <i>What is the big idea to be explored during the unit?</i>	Opera Based Learning Skills <i>What are the primary artistic processes to be used in the unit?</i>	Classroom Connections <i>What are the learning goals addressed in the unit?</i>	Demonstration of Learning <i>How are the students demonstrating what they have learned in the unit?</i>	Assessment Criteria <i>What are the indicators of success observed upon completion of the demonstration of learning?</i>	Opera Connections <i>How are you able to use opera in the unit?</i>
Unit 1: Sessions 1 to 4	What is Opera? African Culture <i>Mufaro's Beautiful Daughters</i> — tableau/libretto focus	-Creating Tableau -Writing Libretto -Working Collaboratively	-Text-based inferencing -Writing -Vocabulary -Understanding different cultures -Drawing Personal Connections	Students will create tableaux/dialogue for their adaptation of <i>Mufaro's Beautiful Daughter</i> — specifically comparing/contrasting to their own culture	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	Students will watch scenes from <i>The Magic Flute</i> to see how staging/tableau/recitative help tell the story and express the characters
Unit 2: Sessions 5 to 8	African Culture <i>Mufaro's Beautiful Daughters</i> — lyric writing/composition focus	-Writing Lyrics -Composing Music -Working Collaboratively	-Text-based inferencing -Writing -Vocabulary -Understanding different cultures -Drawing Personal	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	Music will: use beat, meter, pitch, tempo, etc., to express a character's feelings Lyrics will: use rhyme, repetition, metaphor, alliteration, and expensive	Students will use the arias in <i>The Magic Flute</i> as exemplars; explore how music and lyrics help tell a story and express different kinds of characters

			Connections -Understanding character POV		language -Students will work well in small groups, making sure everyone is heard/participates	
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 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