

The Metropolitan Opera Guild Curriculum Map

PS164
2nd Grade

COBALT
18-Visit Unit Plan

Inquiry Question: How can Opera-Based Learning promote stamina and commitment in student work?

Thematic Question : What makes an effective community?

Culminating Event(s): 3 culminating events – sessions #6, #10, #18. Small opportunities for students to share work with other classes.

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 6	Intro to opera & using opera to explore classroom communities	Creating tableaux, composing and performing soundscapes and musical underscoring, staging.	Understanding what makes an effective classroom community; creating narratives with a clear beginning, middle, and end; problem-solving.	Students will create and perform a theatrical piece with musical underscoring that portrays one student’s account of how they helped someone in their classroom community.	Students will be able to make creative choices that are supported by their understanding of what makes an effective community; students will be able to create a theatrical work that features a clear Beginning, Middle, and End and problem-solution.	Using <i>Hansel and Gretel</i> to introduce students to the notion of opera and operatic adaptations, staging, and musical underscoring.
Unit 2: Sessions 7 To 10	Using opera to explore a fictional community	Writing monologues, writing aria libretti, composing vocal melodies, singing, acting, staging.	Making connections between different communities; understanding how an individual contributes to a community; recognizing different	Students will create and perform original arias portraying the perspectives of various characters from a fictional community.	Students will be able to make creative choices that are supported by their understanding of what makes an effective community; students will be able to create original arias that represent	Using <i>Hansel and Gretel</i> to model approaches to writing and performing arias.

			points-of-view; empathizing with fictional characters.		different character points-of-view; students will be able to create and perform arias that convey specific emotions.	
Unit 3: Sessions 11 To 18	Using opera to explore a historical community	Writing dialogue and aria libretti, composing vocal melodies, singing, acting, staging.	Understanding how an effective community can change history; identifying the characteristics of a specific community; making connections between a specific community and the art and culture with which they are associated.	Students will create and perform an operatic adaptation of a historical event, featuring a strong community.	Students will be able to make creative choices that are supported by their understanding of what makes an effective community; students will be able to create a clearly-defined character community; students will make musical, theatrical, and design choices inspired by the art and culture with which the community of characters in their opera is associated.	Using <i>Hansel and Gretel</i> to model approaches to set design, using movement and dance in opera, recitative versus aria, and stage directions.