



Lesson Plan: Opera Creation  
Jan. 25, 2018

Date:

Teacher: Bryna Berezowska  
ages)

Grade: (all

Subject/Standard(s) :

Music:

C1. Creating and Performing: apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music;

English

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;

Drama

B1. Creating and Presenting: apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;

Objectives:

By the end of the lesson:

- Students will have an understanding of the elements of opera (music, drama, movement, etc.)
- Students will create music, characters, dialogue and story structure
- Students will present an artistic work for their peers

Lesson Outline:

Introduction - Activate prior knowledge

- Manifesto creation - Create guidelines for the class to cultivate a "safe space"
- Warm up game - Popcorn, or sound and action
- Warm up game - post-it notes, creating sound (introducing graphic notation)
- What is opera? Brainstorm the elements of opera
- Vocal warm-up

Activity 1

- Introduce Improvised recitative - freeze style

Activity 2

- Brainstorm a theme
- Lead class through story creation (teacher narrator)
  - o Freeze in a stage picture
  - o Reminder to sing (no speaking)
  - o What is the conflict?
  - o Freeze at any time to add elements
  - o Encourage a resolution
- Discuss opera creation, edit elements, and rehearse for a final presentation

Materials:

- Post-its
- Markers
- Whiteboard/chart paper/smartboard for any group brainstorming

Vocabulary:

See Appendix

Assessment/Reflection:

Reflection question for self-assessment:

How would you approach opera creation in your classroom? What adjustments would you make to suit your teaching style and cater to classroom needs?

For students:

Explain your experience creating an opera.

What was successful? What would you do differently? What do you think is the next step?

Notes: This lesson plan can be easily adapted for all ages and abilities
Next Steps:

## Appendix: Glossary of Opera Terms

**Aria:** a song for one singer, which is typically reflective in nature

**Baritone:** the middle range male voice type

**Chorus:** a group of singers who act and sing together as a unit.

**Composer:** an artist who writes the music.

**Conductor:** the musical director of the orchestra, chorus and soloists.

**Director:** a person who guides the soloists and chorus to express the story dramatically

**Librettist:** the artist who writes the libretto

**Libretto:** the words of the opera

**Mezzo-soprano:** the middle range female voice type

**Orchestra:** a group of instrumentalists, combined with strings, woodwinds, brass, and percussion sections

**Recitative:** a type of singing unique to opera and is when words are delivered in a way that imitates speech

**Soprano:** the highest female voice type

**Tenor:** the highest male voice type

### Activity Example: Match the Term to the Definition

A. The words of the opera	_____ Chorus
B. A song for one singer	_____ Librettist
C. The artist who writes the libretto	_____ Recitative
D. The highest female voice type	_____ Tenor
E. A person who guides the soloists and chorus on staging and dramatic ideas	_____ Orchestra
F. Is the musical director of the orchestra, chorus and soloists	_____ Aria
G. The highest male voice type	_____ Mezzo-

	Soprano
H. A group of singers who act and sing together as a unit	___ Libretto
I. The person who writes the music	___ Conductor
J: The middle range male voice type	___ Soprano
K: A type of singing unique to opera that imitates speech	___ Composer
L: The middle range female voice type	___ Baritone