Unit Narrative

Grade level and content area: This unit will cover the history, culture, forms, and influences of opera from the Baroque Period to present. This unit will be presented to a heterogeneous grouping of high school level students.

Description of the class: This Music Appreciation class is an elective and contains students of various musical knowledge, ability, and experience. The course is a year long course that meets every other day for 80 minutes. This course will have a strong curricular connection with history and language arts.

Purpose of tiered lessons: Because of the heterogenous grouping, students' levels of ability will vary. The goal is to meet students where they are with their musical knowledge and talents. The questions are leveled into low, middle, and high abilities to challenge each student with the appropriate level of materials.

Types of management systems: By using a variety of instructional techniques, I will utilize the following management systems; independent work, flexible groupings, and whole group instruction. The whole group will work together in introduction and wrap-up activities; Video and Chalk Talk. Flexible group instruction includes Cube Games and Timelines. Individual instruction consists of Character Maps and Facebook Profiles.

Scheduling time: Within the 80 minute block, I have the opportunity to extend on a lecture or presentation. After the whole group lecture/activity, students will then break into small group work. GT students may be working independently at this time. Any student working independently has the opportunity to complete the assignment as homework. All group activities will be completed within the classroom.

Assessments:
       Pre-Assessment- For this unit, I will preassess the students by asking them to make a list of what they know about opera. This list could consist of composers, history, song titles, etc.

       Formative Assessment- Throughout the lesson, I will use the activites as a checkpoint. I will grade their Character Maps as the opera progresses and the characters devlop. This will be done with a rubric. I will also do this with the character cubes.

       Summative Assessment- I will grade the Timelines with a rubric. I will also use "Chalk Talk" as a class discussion to review common themes and objectives before the unit test. The "Chalk Talk" will not be graded but I will observe student responses to be sure that they understand the content for the test.

Name: Jesse Page
Content area: Music Appreciation
Unit: Operas
Grade Level: Secondary (Heterogenous) 80 min. Blocks

Standards:
1) **Students listen, analyze, and evaluate music.**
   Disciplinary Literacy - A3: Listening/Describing
2) **Students analyze characteristics and purposes of products to understand history and cultures.**
   Visual and Performing Arts Connections - E1: Arts/History/World Cultures
3) **Students analyze skills and concepts that are similar across disciplines.**
   Visual and Performing Arts Connections - E2: Arts and Other Disciplines
4) **Students analyze and evaluate art forms.**
   Aesthetics and Criticism - D1: Aesthetics and Criticism
5) **Students apply accumulated knowledge of musical notation, symbols, and terminology to perform music with greater complexity and variation.**
   Disciplinary Literacy - A2: Notation and Terminology
6) **Students apply and analyze creative problem-solving and creative thinking skills to improve or vary their own work and/or the work of others.**
   Creative Problem-Solving - C1: Application of Creative Process

Topics/Subtopics:
1. History of Opera
   1. Ancient Greece
   2. Italy
   3. France
   4. Germany
   5. U.S.
2. Characters
   1. Operatic voices: soprano, alto, tenor, bass
   2. Traits
   3. Historical and cultural relevance
3. Musical Themes
   1. Structure
   2. Libretto
   3. Orchestra
   4. Theory
4. Synopsis
   1. Acts
   2. Conflict
   3. Climax
   4. Conclusion
5. Social Issues Influencing Composers
   1. War
   2. Social Class
   3. Families

4. Religion

6.Themes
    1. Relationships
    2. Change
1. Generalizations
    1. Relationships may have positive or negative outcomes.
    2. Relationships may have a wide range of emotions.
    3. Relationships may change over time.
    4. Relationships may be simple or complex.
    5. Relationships may share similarities and/or differences.
    6. Change is inevitable.
    7. Change may cause conflict.
    8. Change can be predictable.
    9. Change can be good or bad.

Essential Questions
    1) How are characters developed in an opera?
    2) How does opera compare with literary structures?
    3) How do tragedies differ from comedies?
    4) How has opera influenced other forms of music?

Essential Unit Questions:
    5) How does the music affect the mood of a scene? Cite examples.
    6) Identify the conflict, climax, and conclusion of the story.
    7) What are the basic elements of opera?
    8) Compare/contrast the historical, physical, and emotional settings from the story to today's current settings.

Skills/Targets:
1. Compare the role of opera in different countries.   *A3-Listening/Describing*
2. Identify the different opera styles.   *D1.d - Aesthetics/Criticism*
      NAEP- Identifying/Applying Principles
3. Find the different characters of the opera.   *E1- Arts/History/World Cultures*
4. Expand on character development throughout the opera. *D1.d - Aesthetics/Criticism*
      NAEP- Using Processes to Solve Problems/Achieve Goals
5. Understand the importance of the libretto in an opera.   *A2: Notation/Terminology*
6. Identify the basic structure of an opera.   *D1.d - Aesthetics/Criticism*
7. Identify musical moods of an opera.   *A3-Listening/Describing*
8. Identify the 5 C's of opera: *C1: Application of Creative Process*
9. Examine the effects of social issues on opera.   *E1: Arts/History/World Cultures*
10. Explain opera's influences on other forms of music. *E2: Arts and Other Disciplines*

Interests

Possible student interests	Possible places in unit to connect to interests.	Activities tied to interests and content
Games	End/Review	Jeopardy
Technology	Hook Middle	Facebook YouTube
Theater	Middle	Skits

Grouping

Activity / when / work alone	Activity / when / work in pairs
Character Map Facebook Profile	
Activity / when / work in small groups	Activity / when / whole class instruction
Cube Game Timeline	-Metropolitan Opera Video - Chalk Talk (Reflection)

Instructional Activities

Name It	Who does it	How assigned	When	Grouping	Type	Student reflect	Assessment
Met Opera Video	All	Teacher	Beginning	All	None	Discuss	None
Cube Game	All	Controlled Choice	Middle	Small Groups	Ability	Self-Assess	Observation
Character Map	All	Controlled Choice	Middle	Individual	Ability	Self-Assess	Rubric
Facebook Profile	Low Ability	Controlled Choice	Middle	Individual	Ability	Discuss	Peer Assess
Timeline	Mid-High Ability	Teacher Assigns	End	Small Groups	Ability	Discuss	Observation

Name It	Who does it	How assigned	When	Grouping	Type	Student reflect	Assessment
Chalk Talk	All	Teacher Assigns	End	Small Groups/ All	None	Discuss	None

Assessment

Pre-assessment: verbal, visual, kinesthetic, written

Type of	Modality	When	For Whom
Prior knowledge inventory	Verbal Written	Prior to Introduction	All

Formative Assessment: verbal, visual, kinesthetic, written

Type of	Modality	When	For Whom	Target Mastery	
Character Map	Visual	Midway & Follow-up	All	3 or 4 on Rubric	
Cube Game	Kinesthetic Visual	Midway	All	8 out of 10 on Observation Checklist	

Summative Assessment: verbal, visual, kinesthetic, written

Type of	Modality	For Whom	Target Mastery
Timeline	Visual	Mid-High Ability	3 or 4 on Rubric
Chalk Talk	Multi-Modality	All	3 out of 4 Concepts

Classify Thinking Skills

Remember	Understand	Apply	Analyze	Evaluate	Create
List the German operas…	Paraphrase the libretto…	Illustrate how war…	Compare/ contrast the moods…	Imagine you are a …	Compose a listening …
Categorize the 5 C's…	How would you describe...	Construct a list…	Substitute characters and traits…	Justify the importance …	Hypothesize a positive or negative …

Classify the Product Forms

Written	Oral	Visual	Kinesthetic
List	Debate	Character Map	Cubes
Article	Discussion	Graphic Organizers	Skits
Journal Entry	Game	Poster	

Tiered Questions

1. Compare the role of opera in different countries.   *A3-Listening/Describing*
   (Using organizers from Heacox pg 93 fig 66-68)
   1) Using the vocabulary word bank, determine how the words may be organized into topics and subtopics.
   2) Create the four square chart to organize and group vocabulary from the word bank into title squares.
   3) Create a graphic organizer to place subtopics from the word bank under the correct topic. Defend your choices by citing examples of how opera changes from country to country.

2) Identify the different opera styles.   *D1.d - Aesthetics/Criticism*
   NAEP- Identifying/Applying Principles
   2. List the German operas and their composers. List Italian operas and their composers.
   3. How would you describe German operas? Italian operas? (journal entry)
   4. Defend the points of view of supporters of Italian and German operas. Be sure to include relationship similarities and differences in your debate.

3) Identify the 5 C's of opera: *C1: Application of Creative Process*
   Characters, Conflict, Climax, Conclusion, and Context.
   1) Categorize the 5 C's with examples from the opera using a graphic organizer.
   2) After reading the synopsis, write a letter to a specific character warning them about upcoming events and giving them advice for the future.
   3) Imagine you are a movie critic and write a newspaper column with a criticism of the production. Did you think the synopsis was a good representation of the five C's? Suggest how the opera could experience change to better the 5 C's.

4) Expand on character development throughout the opera. *D1.d - Aesthetics/Criticism*
                                  NAEP- Using Processes to Solve Problems/Achieve Goals
        Students will choose a character at the beginning and follow that character throughout the story by using an online character map through Omnigraffle.
    1) List the character traits that this character has, and how do you know?
    2) What's the most important character trait that this character has, and why is it the most important of all of his or her traits? (Summary)
    3) What's the most important character trait that this character has, and how do the traits influence relationships? Hypothesize a positive or negative outcome for your character based on these traits and host a class debate.

5) Find the different characters of the opera.   *E1- Arts/History/World Cultures*
        Students will use these cubes as a dice game.
    1) Find and list character traits for six different characters on a cube.
    2) Find and list character traits on the cube that is supported by quotations within the story.
    3) Design two cubes; one for traits, and one for character's names. Predict how the characters' relationships would change when matched up with another character's traits.

6) Identify the basic structure of an opera.   *D1.d - Aesthetics/Criticism*
    2. List the parts of an opera in sequential order. How do they differ?
    2.Locate the settings in each of the acts. Create a timeline to illustrate changes in setting, characters, environments throughout the opera.
    3.Imagine the changes of the character's relationships over each part of the opera. Create a timeline to illustrate positive and negative effects of these changes for the character throughout the opera.

7) Understand the importance of the libretto in an opera.   *A2: Notation/Terminology*
    5.Identify 'What is libretto? Who was Mozart's librettist?' Create a facebook profile for the librettist.
    6.Paraphrase the libretto translation of Mozart's "Cosi fan Tutte" in a short essay format.
    7.Substitute characters and traits in "Cosi fan Tutte" and analyze how relationships change between the characters within a classroom discussion.

8) Identify musical moods of an opera.   *A3-Listening/Describing*
    1) Locate/list scenes in which the mood changes.
    2) Compare/contrast the moods as they change throughout the opera through class discussion.
    3) Compose a listening map that identifies a shift in musical moods. Explain the changes in instrumentation. Was it predictable?

9) Examine the effects of social issues on opera.   *E1: Arts/History/World Cultures*
      1) Illustrate how war affects the community by constructing a propoganda poster.
      2) Construct a list of operas concerning war and politics and graph your results. Were there specific countries/composers who focused more on war and politics?
      3) Justify the importance of creating an opera that reflects the changes of social issues over time, from a composer's point-of-view. Generate an advertisement to persuade the public to support your production.

10) Explain opera's influences on other forms of music. *E2: Arts and Other Disciplines*
      1) Explain the differences between opera and musical theater.
      2) Compare/contrast the opera "La Boheme" with the modern musical "Rent." List similarities and differences.
      3) Assess the scenes from "La Boheme" and "Rent." Does the musical stay true to the opera? Create a T-Table to illustrate if the characters, settings, and relationships changed over time.