

Painted Sky Opera

Session 1: Opera Basics

List of Required Supplies: Internet access, screens for viewing, classroom space, worksheets (link provided), art supplies, pencils

Additional Links:

<https://youtu.be/TN3GDZY6lec> (video)

<https://www.paintedskyopera.org/s/Intro-to-Opera-Worksheet.pdf> (worksheet)

Space/Facility Requirements: Internet access, viewing screens, classroom

Student Time Required: 60 minutes

Step-by-step Instructions:

At the end of this lesson, students will be able to:

Respond:

- Define what an opera is and how it differs from other types of theatre
- Recognize the different types of music that make up an opera
- Understand the difference between voice types - soprano, mezzo-soprano, alto, tenor, baritone, and bass

Connect:

- Recognize emotions that operatic music communicates
- Make connections between what they hear and how it makes them feel
- Determine what they like and dislike about opera

Perform:

- Work toward building confidence in their own abilities to participate in opera and other musical forms
- Engage with peers in performing original works

Create:

- Write their own recitative on the worksheet provided
- Collaborate with educator and peers in creating original works

Introduction: Before starting the video, the educator can take the opportunity to ask students any of the following questions:

- Who has seen an opera?
- What is opera?
- How do you feel about opera? (happy, sad, confused, unsure, etc.)

Once questions have been posed, the educator can explain that the purpose of the video is to give the student a better understanding of opera. Their questions and a brief explanation by the educator will prepare the students for what they are about to experience and, hopefully, get them excited about it.

NOTE: The educator may stop the video at any time to answer questions or clarify things that the students do not understand.

Arias: After each aria, the educator should stop the video and give her students the opportunity to guess what the aria is about. This gives the students to connect with the music and the emotions they feel when listening to it.

Opera singers: After the arias are sung and the meanings of the arias are revealed, the educator can ask the following questions.

- What does an opera singer do?
- How do they do it?
- Does it sound hard or easy?

Voice parts: After voice parts are introduced and demonstrated in the video, the educator can stop the video and invite the students to do their best impressions of sopranos, mezzos, tenors, basses, etc. This gives the students the opportunity to engage different parts of the voice as well as build confidence in performing for themselves and others.

Recitative: This portion of the lesson can be the most interactive. Once the students have learned about recitative and have experienced those on the video, the educator can invite the students to write their own. A worksheet is provided to aid in this. Students can also work together to come up with prompts and dialogue. This gives the students the opportunity to express their creativity and have a lot of fun in the process. They are actually composing music!

Final thoughts: Once the video has ended, the educator can pose the following questions:

- Do you now know what opera is?
- What do you like about opera?
- What do you dislike about opera?
- Do you think you could ever be in a music performance (opera or anything)?

Question and answer time: Take time to answer questions from the students.