



Updates: April 17, 2019

2019 City Summer Program Curriculum for Age Groups 3rd - 5th

Organization: SITE Santa Fe

Curriculum Theme: Bel Canto - Contemporary artists explore opera

Time: 9:00am - 11:30am

Location: Sweeney Elementary School

Age Groups: Kindergarten - 2nd Grade and 3rd - 5th Grade (*two groups each grade*)

Dates: June 10th - 14th -- 3rd - 5th (Group 2)

June 17th - 21st -- 3rd - 5th (Group 1)

Overview:

Curriculum Focus: Incorporating literacy into a opera themes curriculum where students will learn about operas, costumes, music, stage design, and visit the upcoming Bel Canto exhibition at SITE Santa Fe.

Schedule: Required to build in a 10 - 15 minute break into their daily programming, preferably in the middle of the morning. That can be an outside break or a facilitate game or activity in the classroom.

Field Trips: Ideally, students will be taken on field trips each week. Field trip transportation will be funded by the city.

Visiting Musician: Grace Browning, harpist.

Definition:

A noun: **bel canto**

a lyrical style of operatic singing using a full, rich, broad tone and smooth phrasing.

Italian, literally meaning 'fine song' or 'beautiful song'.



Updates: April 17, 2019

Suggested Vocabulary Words:

Tradition	Stage Directions	Libretto	Librettist	Opera buffa	Opera seria
Recreate	Bel Canto	Chorus	Diva/o	Duet	Overture
Quartet	Recitative	Rehearsal	Score	Synopsis	Tempo
Trio	Architecture	Composer	Bravo	Brava	Visual

Literature Text:

"Benjamin's Ring: The Story of Richard Wagner's The Ring of the Nibelung for Young Readers" by Roz Goldfarb

"Verdi's La Traviata" (Music Storybooks) by Joy Cowley (Editor), Aurelia Fronty (Illustrator), Gyeong-Hye Lee (Original Author)

"Tristan & Isolde: The Warrior and the Princess" by Jeff Limke (Author) and Ron Randall (Illustrator)

"Bravo! Brava! A Night at the Opera" Behind the Scenes, with Composers, Cast, and Crew by Anne Siberell, Introduction by Frederica von Stade

"The Magic Flute" retold by Anne Gatti, illustrated by Peter Malone

Operas featured in the Bel Canto Exhibition:

Magic Flute by Mozart

Dialogue of the Carmelites by Poulenc

Tristan and Isolde by Wagner

La Traviata by Verdi

Marriage of Figaro by Mozart

Peter Grimes by Benjamin Britten

Ring Cycle by Wagner



Updates: April 17, 2019

Material:

Balloons Beads Cardboard Cardboard (Cereal/shoes boxes) Cardboard rolls/tubes (empty paper towel, wrapping paper, and/or toilet paper rolls) Cardstock paper with croquis of multiple genders printed onto it Color foil paper Colored and clear tape Colored construction paper Colored pencils Colored pipe cleaners Crayons Elastic for beads	Erasers Fabric Glue Feathers Glitter Glue Glue sticks Googly eyes Markers Multiple colors of felt Paper cups Paper plates Pencils Photos, opera magazines, of stages, houses, etc. Pipe cleaners Plain white paper plates and cups	Popsicle sticks Post-it notes or other sticky notecards Pre-made masks Rubber bands Scissors Self-adhesive jewels Sequins Sharpeners Sketch paper String/yarn Tin cans
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Updates: April 17, 2019

Week One/Week Two

DAY ONE - Introduction to Opera

Activity

What is Opera?

Description

Students will be making collages using photos of opera houses and stage sets. Will discuss the differences between Candida Höfer's photographs and abstractions of opera houses made by Guillermo Kuitca.

Learning Goals

Students will improve their visual literacy and learn about architecture/opera houses.

Literacy Connection

Students will practice visual literacy and will read out loud and will color the illustrated images.

Book of the Day: *"Benjamin's Ring: The Story of Richard Wagner's The Ring of the Nibelung for Young Readers"* Chapter One by Roz Goldfarb

Student Group

Grade 3rd - 5th

Vocabulary Words of the Day

Tradition

Stage Directions

Libretto

Librettist

Opera buffa

Opera seria

Material for the Day

Markers, crayons

Post-it notes or other sticky notecards

String/yarn

Colored construction paper for base of collage

Photos, opera magazines, of stages, houses, etc.

Scissors

Glue sticks

Pencils

Crayons

9:00 - 9:30 AM: Students will create name tags using note-cards, markers, and colored pencils. Interns and vista educators might help with this activity.

- Educators will need to prep note cards and yarn so students can wear their name tags once they decorate them
- Students will be ask to write their name on the note card
- Students will be asked to draw or decorate their name tag
 - Helpful prompts: Ask students to decorate the name cards with their favorite color, something special they did over the school year/summer break, favorite superhero character, what they want to be when they grow up.
 - What they think an Opera might look like

9:30 - 9:45 AM: Discuss: “What is Opera” activity with students, students will then write/draw their impression of “what an opera is” on post-its that we will then post to easel pad. These questions could be used as prompts to jumpstart this activity. Also, students may ask their own questions and post them on the easel.

a.) Questions to ask: How many of you have seen an opera?

b.) Questions to ask: What is the difference between an opera and musical?

9:45 - 10:30 AM: Activity: Students will be making collages using photos of opera houses and stage sets. Will discuss the differences between Candida Höfer’s photographs and abstractions of opera houses made by Guillermo Kuitca.

- Look at a slideshow or print-outs of Candida Höfer’s photographs and abstractions of opera houses made by Guillermo Kuitca. Conduct VTS with students for one of each work. Pair the two works side by side and ask students to talk about what they see, and ideally they will begin to see that Kuitca’s work is of abstracted theaters.



Updates: April 17, 2019

- Tell students that we will be making collages using photos of opera houses and stage sets. Students should have the freedom to make any images they want out of the supplies given for collages.

[Listen to Opera soundtrack]

10:30 - 10:45 AM: Break *[Show Opera related videos or play outside]*

10:45 - 11:30 AM: Students will be introduced to the reading and practice visual literacy. While educator read out loud and students will color the illustrated images from “*Benjamin's Ring: The Story of Richard Wagner's The Ring of the Nibelung for Young Readers*” Chapter One by Roz Goldfarb

[Pages: 1- 15 and print out color illustrations from pages 3, 7, & 13]

- a.) Pass out hard-copies of illustrated images from the book to students, discuss with students what they will do this week, and provide them with a brief synopsis of the book.
- b.) Encourage students to color while the story is being read-aloud.
- c.) Before the students leave, we will give them a pamphlet for their parents to read that explains what the students are doing for the week.

Extra: If time remains reflect on sticky notes from earlier.

DAY TWO - Introduction to Opera Characters

Activity

Character Making

Description



Updates: April 17, 2019

Students will look at characters featured in Suzanne Bocanegra's work. Discuss other types of characters and make Paper Dolls.

Learning Goals

Students will learn about character development.

Literacy Connection

Students will practice literacy skills.

Book of the Day: *"Tristan & Isolde: The Warrior and the Princess"* by Jeff Limke (Author) and Ron Randall (Illustrator)

Student Group

Grade 3rd - 5th

Vocabulary Words of the Day

Tradition

Stage Directions

Libretto

Librettist

Opera buffa

Opera seria

Recreate

Bel Canto

Chorus

Diva/o

Duet

Overture

Material for the Day

Markers, crayons

Post-it notes or other sticky notecards

This cardstock paper with croquis of multiple genders printed onto it

Colored pencils

Markers

Pencils

Sharpeners

Erasers

Scissors

9:00 - 9:15 AM: Students watch video of on [**about opera characters**] .

[Show videos on laptop (download them)]

9:15 - 9:30 AM: Discuss: Ask students who is their favorite character?

a.) Questions to ask: From their favorite movie, book, game?

b.) Question to ask: Why do they like the character?

[Character SlideShow: https://drive.google.com/open?id=1vOqOM3RYoVIMFH_zRIP4siLMnhkYma73UQ3HbA64mx8]

9:30 - 10:30 AM: Activity: *Character Design*

Look at characters featured in Suzanne Bocanegra's work. Do Visual Thinking Strategy to unpack questions about who the people are, what is their job, where do they live, etc.

- Discuss other types of characters.
 - a.) Questions to ask: What do they look like?
 - b.) Questions to ask: How old are they?
 - c.) Questions to ask: Where do they live?

- Paper Doll Making
 - Using a *croquis* template have students design base of doll, facial features hair, etc.
 - You can use other croquis to base the clothes off of, have students draw different styles of clothes onto the template, helping them make tabs on shoulders and sides before cutting out.

[Listen to Opera soundtrack - The Magic Flute in the original German]

10:30 - 10:45 AM: Break *[Show Opera related videos or play outside]*

10:45 -11:30 AM: Read aloud or have students read aloud from "*Tristan & Isolde: The Warrior and the Princess*" by Jeff Limke (Author) and Ron Randall (Illustrator)

[Pages: 6- 14]

DAY THREE - Visiting Musician

Activity

Instrument Making Day

Description

Harpist, Grace Browning from the Santa Fe opera will visit and perform for the students. They will then watch part or all of Vasco Araújo's Recital asking the students listen to the music performed in the video. Students will then make their own musical instruments.

Learning Goals

Students will engage with opera through auditory experiences.

Literacy Connection

Students will focus on hearing and audio literacy skills in this session.

Book of the Day: *"The Magic Flute"* retold by Anne Gatti, illustrated by Peter Malone

Student Group

Grade 3rd - 5th

Vocabulary Words of the Day

Tradition	Stage Directions	Libretto	Librettist	Opera buffa	Opera seria
Recreate	Bel Canto	Chorus	Diva/o	Duet	Overture
Quartet	Recitative	Rehearsal	Score	Synopsis	Tempo

Material for the Day



Updates: April 17, 2019

Markers, crayons

Post-it notes or other sticky notecards

Cardboard (Cereal/shoes boxes)

Rubber bands

Popsicle sticks

Tin cans

Balloons

9:00 - 10:00 AM: Guest Visitor: Grace Browning from Santa Fe Opera will perform and then have a Q&A with the students.

a.) Questions to ask: What is your favorite opera?

b.) Questions to ask: Why do you like operas?

[If Guest Visitor can not attend show the following video: Black History - Black Opera Singers:

<https://www.youtube.com/watch?v=La7kHp9WI6k>]

10:00 - 10:30 AM: Activity (if needed): Ask Students to create rain using different noises;

- Students lightly tapping on the floor with finger tips, snapping, clapping, stomping on the floor (for really loud rain), lower volume the reverse way so that the rain slowly beings to stop (stomping to clapping, to snapping to light tapping on the floor)
- Instrument Making Day
 - If possible, have the students watch part or all of *Vasco Araújo's Recital*. Mostly have them listen to the music performed in the video. Ask students their impressions/thoughts of the video. What were some things they noticed?
 - Ask students to then talk about aspects of the music. Did they hear any instruments? What other types of sounds could you hear?
 - If desired, talk about how the artist is playing with sound--man performing music written for men, but with a woman's range/voice
 - Students will also create musical instruments to experiment with sound! Students may make 1 of 3 options:
 - Guitar



Updates: April 17, 2019

- Using cardboard and rubber bands
- Kazoo
 - Popsicle sticks and rubber bands
- Drums
 - Using tin cans and balloons

[How to SlideShow - https://drive.google.com/open?id=1OSQoFZ4LNac6Byf5rpxdXi3dvGH6e_dJR5PYIpuK3aA]

[Listen to Opera soundtrack]

10:30 - 10:45 AM: Break [Show Opera related videos or play outside]

10:45 -11:30 AM: Read aloud or have students read aloud from “*The Magic Flute*” retold by Anne Gatti, illustrated by Peter Malone.

[Pages: *Mozart & the Magic Flute, The Prince & the Monster, The Birdman, and Queen of the Night*]

- Discuss what the book was about.
 - a.) Questions to ask: What they liked or disliked?
 - b.) Questions to ask: Ask if they enjoy singing? Or making any other types of music?
 - c.) Questions to ask: With an instrument?

DAY FOUR - Introduction to Storytelling

Activity

Stop Motion Animation

Description

Invite students to create their own stop motion for themselves. Students will also look at William Kentridge’s work as part of this lesson.



Updates: April 17, 2019

Learning Goals

Students will practice visual literacy and literacy skills and learn about the basics of storytelling through animation.

Literacy Connection

Read out-loud.

Book of the Day: *"The Magic Flute"* retold by Anne Gatti, illustrated by Peter Malone

Student Group

Grade 3rd - 5th

Vocabulary Words of the Day

Tradition	Stage Directions	Libretto	Librettist	Opera buffa	Opera seria
Recreate	Bel Canto	Chorus	Diva/o	Duet	Overture
Quartet	Recitative	Rehearsal	Score	Synopsis	Tempo
Trio	Architecture	Composer	Bravo	Brava	Visual

Material for the Day

Markers, crayons
Construction paper
Cardboard
Feathers
Colored tape
Scissors
Glue sticks
iPads
Cardboard Stages



Updates: April 17, 2019

9:00 - 9:30 AM: Discuss: Show student examples of different costumes from different opera. Have students look at William Kentridge's work, including film stills and conduct VTS with them to unpack artwork. After a VTS discussion, show other examples of stage design in opera through video clips.

[Show videos on laptop (download them)]

a.) Questions to ask: Why are stage design important?

9:30 - 10:30 AM: Activity: "What is a Stop Motion Animation?" students will then create an original animation for an opera theme story.

a.) Questions to ask: What is a stop motion animation?

b.) Questions to ask: Why are Kentridge's animation important to the opera?

[Slide Show: https://drive.google.com/open?id=1MjJQuabqT5Blvn_kKlr6mP2onL5IROp1-jVEYOss8FI] [Download .PDF to laptop]

- *Stop Motion Animation*

- Invite students to create their own stop motion for themselves. This could include opera, favorite story, movie, book, etc.
- Students will design characters, stage, and animated it using iPad app "Stop Motion Studio"

[share the videos with the students]

[Have educators/interns take photos]

[Listen to Opera soundtrack]

10:30 - 10:45 AM: Break *[Show Opera related videos or play outside]*

10:45 - 11:30 AM: Read aloud or have students read aloud from "The Magic Flute" retold by Anne Gatti, illustrated by Peter Malone.

[Pages: The Captive Prince, The Prince's Magic Flute, The Wise Ruler, and The First Trial]

- Discuss what the book was about.

a.) Questions to ask: What they liked or disliked?

b.) Questions to ask: What is the story about?



Updates: April 17, 2019

DAY FIVE - Field Trip/Reflection

Activity

Field Trip to SITE Santa Fe

Description

Students will tour the Bel Canto Exhibition at SITE Santa Fe.

Learning Goals

Students will use visual thinking strategies to discuss the work on display and will practice their visual literacy skills.

Literacy Connection

Students will improve visual literacy and will connect the week's activities with the exhibition.

Student Group

Grade 3rd - 5th

Vocabulary Words of the Day

[*PICK WORDS*]

Field Trip Day

SITE Santa Fe

Address: 1606 Paseo de Peralta, Santa Fe, NM

9:00 AM: Field Trip: Students meet in lobby at SITE Santa Fe, educators and interns will introduce themselves.



Updates: April 17, 2019

9:15 - 10:30 AM: Students will be split up into two groups. One group will tour the exhibition (30 minutes) and the second group will watch the movie outside of the exhibition space (30 minutes), and then switch.

10:30 - 10:45 AM: Break [*Show Opera related videos or play outside*]

10:45 - 11:30 AM: Activity: Students reflect on their experience.

Students will reflect on their experience and what they learned about opera.

- a.) Questions to ask: What was their first thought of Opera before this week?
- b.) Questions to ask: How many of you have heard of an Opera?
 - i.) Where did you hear about it?
 - ii.) Had they seen an Opera?
- c.) Have the students think about the Activities they made throughout the week and how that changed their impressions of what an Opera is?
- d.) Questions to ask: What did you think of the reading?
- e.) Questions to ask: What did they learned about in the books?
- f.) Questions to ask: What are some of this week's Vocabulary words?