

Painted Sky Opera | Session 4:

Visual Opera

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

Additional Links:

https://youtu.be/6Y9Kt0Zc_tM (video)

<https://www.paintedskyopera.org/s/Intro-to-Opera-2-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 different artists that come together to create opera
- Engage in discussion about connecting opera and visual imagery
- Identify visual descriptive words that can be used to with music

Connect:

- Recognize physical characteristics and visual imagery evoked by opera
- Make connections between what they hear and what they imagine
- Describe music by colors
- Describe music by other descriptive words

Create:

- Create artworks based on the music they hear
- Collaborate with educator and peers in creating original works

Introduction: Before starting the video, the educator can take the opportunity to ask her students any of the following questions and reinforce concepts from previous videos:

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

Once questions have been posed, the teacher can explain that, when we hear music, we can imagine pictures in our minds. Without even realizing what we are doing, we assign adjectives to the things we hear: colors, shades, and even textures.

The instructor may ask the students about their own experiences visualizing music to get them thinking about the concept before watching the video. One possible pre-video activity would be to ask students to think of their favorite song and then ask what colors they would use if they had to draw a picture of that song. Similarly, what shapes would they use? What other characteristics would they include in their drawings?

NOTE: This video is highly interactive and should ideally be done with the accompanying worksheet. It includes timed sections in which the student should respond to the indicated question on the worksheet. In addition, the instructor should pause the lesson at the end where indicated in order to allow the students to create their own artwork. If needed, the educator may stop the video at any time to answer questions or clarify things that the students do not understand.

Art supplies: During this video, students will be instructed to create visual art based on the music they hear. Make sure to have art supplies handy for this portion of the video. Supplies provided are at the discretion of the teacher.

Worksheets: There is a worksheet available for this lesson that can be completed during the lesson. The students can complete it separately or as a group.

Question and answer time: Ask the following questions:

- What did you like about the music you heard?
- What were your adjectives that you came up with for the listening samples?
- What artwork did you create?
- How do you feel about participating in an opera in some way? What would you like to do?

Allow them to show their artwork and talk about other answers from the worksheet.