

Unit Planning Template

Unit Designer: Loriana De Crescenzo

Title: Sing Me a Story

Grade Level: Middle and High School

Discipline(s): literacy, music, opera

School: SmART Schools Summer Institute, August 2011 Time Frame: Five 60 minute blocks

STAGE ONE: Identify Desired Results	
What do we want students to know, understand, and be able to do?	
<p>Unit Overview <i>What will be studied and why?</i></p> <p><i>How does this study ask fundamental questions about the content or discipline(s) being studied?</i></p>	<p>Through this workshop, students will connect the <u>elements of a story to key components in music and to elements of Opera</u>. They will hear the storytelling in music, create storytelling with multiple components (as in opera), and translate these components into their writing and personal storytelling. Finally, they will understand that storytelling is a powerful tool.</p>
<p>Enduring Understandings <i>What are the big ideas that give meaning and importance to the facts studied?</i></p> <p><i>What are the big understandings that reside at the heart of the study, that you want students to uncover and attempt to understand through this study?</i></p>	<p>Students will understand that storytelling is the very fabric of our lives. Stories reflect personal growth and life experience. Stories reflect commonalities in the human experience.</p>
<p>Essential Questions <i>What are the relevant, meaningful questions that will encourage deep exploration of ideas?</i></p> <p><i>What universal, compelling question(s) will focus the study and the final performance of student learning?</i></p>	<ol style="list-style-type: none"> 1. How do stories reveal what is meaningful to us? 2. How does how we tell our stories impact how people hear them? 3. What is the power in being able to tell your story? 4. What will the world miss if you don't tell your story?
<p>Desired Outcomes for Student Learning/Standards <i>What do I want students to know, understand, and be able to do?</i></p> <p><i>What skills or insights do I expect them to gain?</i></p> <p><i>How do these ideas align to state and/or national standards and/or graduation requirements? (Include all standards for all disciplines)</i></p>	<p><u>Common Core Reading Standards – Key Ideas and Details</u></p> <p>Grade 7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>Grades 9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>Common Core Reading Standards - Integration of Knowledge and Ideas – Literary Text</u></p> <p>Grade 6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>

being assessed that align with desired outcomes)

Grade 7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Rhode Island Arts Grade Span Expectations K- 12 - Music, Theater

Music 1: Artistic Processes – The human experience can be created and recreated through sound.

M1 (7-8) – 2 Students show evidence of improvising, composing, and arranging by....

- b. *composing original melodies with expanded parameters (e.g., full major/minor scale, expanded rhythms)*

M1 (9-12) 2 Students show evidence of improvising, composing, and arranging by....

- b. *composing original melodies using accepted compositional devices (e.g. melodic variation, diminution, augmentation) or creating accompaniment for original or existing melodies (e.g., harmonizing using diatonic chords, use of triadic harmony)*

Theater 1: Artistic Processes – Theater employs creative problem solving using tools, techniques, and technology in one or more disciplines in order to make the imagined tangible.

T 1 (7-8) –1 Students show skill development in acting, directing, designing, and scriptwriting by...

- a. *creating basic characters, environments, and actions that exhibit tension and suspense; creating short dramatizations in selected styles of theater (e.g., melodrama, vaudeville, and musical theater)*

T 1 (9-12) –1 Students show skill development in acting, directing, designing, and scriptwriting by.

- a. *writing dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution*
- b. *developing a character as part of an ensemble using vocal characteristics and techniques, posture, movement, and language necessary to perform an effective characterization; showing text analysis and research to include the physical, social, and psychological dimensions of the characters*

Theater 3: Communication – Theater communicates meaning and expression through the sharing of human experience using image, sound, movement, words, space, time and chronology.

T 3 (7-8) –1 Students demonstrate the ability to communicate in the language of the Theater Arts by...

- a. *analyzing and applying performance and design techniques to convey complex emotions, ideas, or meaning (e.g., betrayal or enlightenment or in aspects of design or writing)*

T 3 (9-12) –1 Students demonstrate the ability to communicate in the language of the Theater Arts by...

- a. *evaluating and applying performance and design techniques to convey evolving ideas, feelings or meaning (e.g., connecting particular gestures with phrasing to imply a sense of place and social stature and how this behavior evolves as the character’s life unravels or in aspects of design or writing)*

T 3 (9-12) –2 Students demonstrate the ability to extract meaning from Theater by...

- b. *evaluating techniques for their effectiveness and craft (e.g., critiquing actor’s performance and the playwright’s dialog)*

STAGE TWO: Determine Acceptable Evidence

How will we know if students have achieved the desired outcomes and met the standards?

What will we accept as evidence of student understanding and proficiency?

Assessment

How will I know if students have achieved the desired outcomes and met the standards?

What will I accept as evidence of student understanding and proficiency? How will I communicate this to students?

How will I evaluate student evidence of learning the desired outcomes?

How will I offer students the opportunity to expand on and apply what they've learned?

How will students have an opportunity for self-evaluation and/or revision?

Do students compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version?

- Students are able to articulate how story is communicated through each medium
- Students are able to identify strengths of each medium to communicate story elements appropriate to grade level

Do students articulate and show evidence in their performance presentation of the central idea of a text and the analysis of its development over the course of the text?

- Students present all narrative elements clearly through their presentation (exposition, complication, conflict, crises, climax, and resolution)
- Artistic choices reflect knowledge and understanding of tension, suspense, non-verbal techniques, dialogue, and character motivation

Do students demonstrate their ability to communicate through theater and music?

- Students evaluate effectiveness of techniques chosen by themselves and their peers
- Students compose original melodies with expanded parameters
- Students evaluate and apply performance and design techniques to convey evolving ideas, feelings or meaning

STAGE THREE: Plan Learning Experiences and Instruction

What teaching and learning experiences will equip students to demonstrate the targeted understandings?

Develop the Instructional Plan

What is the scope and sequence of activities that lead to student success on the assessment(s) and academic rigor?

Do activities require that students ask deep questions about their learning?

Are there opportunities for students to develop language and conceptual understandings related to content?

Are there opportunities for meaning-making and personal reflection on the part of students?

Are students encouraged to revise and produce quality work?

Do the activities provide multiple entry-points and accommodate for different learning styles?

Is the teacher spending her time coaching, conferencing, leading, participating, and sharing responsibility for learning with the students?

Part 1: Students experience mini stories in 4 stations:

1. Cartoons (print),
2. Print advertisement, story
3. TV commercial, Photos
4. Audio (orchestra; solo instrument; chorus; solo voice)

The class is divided up into multiple groups of 4 people and groups rotate to experience each form of storytelling.

1a: Students (in same groups) brainstorm 5 parts of a story

1b: Class comes to consensus on 5 parts and their definitions

Class review of stories presented at top of Part 1.

- Parts of story identified in each.

Part 2: Teacher presents

Funniest Cartoon Ever!! Opera Dog

http://www.youtube.com/watch?v=q63ZihNG_BU

Hermann Prey "Largo al factotum" (same aria, tre opera)

<http://www.youtube.com/watch?v=rmTcmBn56Jk>

Facts on story:

Largo al factotum

- from Act I, Scene I of the Italian opera, *Il Barbiere di Siviglia (The Barber of Seville)* by [Gioacchino Rossini](#)
- Libretto : [Cesare Sterbini](#)

- **Role** : [Figaro](#), a Sevillian barber
- **Voice Part** : baritone
- **Setting** : Outside Dr. Bartolo's house at daybreak
- **Synopsis** : Figaro sings of his many talents that make him a good doctor, barber, matchmaker, etc.

What's Opera, Doc? <http://www.youtube.com/watch?v=MQImXU1zqfc>

Wagner - Die Walküre: "The Ride of the Valkyries" (Boulez)

http://www.youtube.com/watch?v=1aKAH_t0aXA

Facts on Story:

http://www.bookrags.com/wiki/Ride_of_the_Valkyries

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Part 3: Students reflect and share story ideas

- Small groups of 4
- Each student tells a mini story
Can be from a cartoon, TV show, book, theatre, opera or original or personal.
- *Story Elements of Character, Setting, Plot, Conflict, and Theme are reflected.*
- *Students present all narrative elements clearly through their presentation (exposition,*

STAGE FOUR: ALIGNMENT and REFLECTION

**Implementation
Alignment and
Reflection**

*How do the instructional
activities support the
achievement of the desired
outcomes?*

*How do the assessment
methods demonstrate
achievement of the desired
outcomes?*

**AFTER THE UNIT IS
COMPLETE:**

What worked?

What didn't work?

*What would another teacher
need to know in order to
enact this curriculum?*