



# SAN FRANCISCO OPERA EDUCATION

## **Strauss' *Arabella***

### Sample Lesson Plan: Dramatic Devices

<b>GRADE LEVELS</b>	8-12
<b>TIMING</b>	45 minutes
<b>PRIOR KNOWLEDGE</b>	N/A
<b>AIM OF LESSON</b>	To introduce students to the concept of dramatic devices and with that knowledge better understand and enjoy Strauss' opera <i>Arabella</i> .
<b>OBJECTIVES</b>	To define/understand how dramatic devices propel the plot forward; enhancing the audience's understanding and enjoyment of the piece.
<b>CURRICULAR CONNECTIONS</b>	English Language Arts Performing Arts
<b>MATERIALS</b>	Book or play the class is already reading/working on, if applicable.
<b>NATIONAL STANDARDS/ STATE STANDARDS</b>	<p><u>CCSS.ELA-LITERACY.RL.6.2</u> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><u>CCSS.ELA-LITERACY.RL.6.5</u> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>
<b>INSTRUCTIONAL STRATEGIES</b>	<ol style="list-style-type: none"><li>1. Introduce/review the concept of dramatic devices.<ul style="list-style-type: none"><li>• Let students know that they will be learning about dramatic devices and many, if not all, plays/operas utilize dramatic devices to enhance its plot.</li><li>• Dramatic devices definition: A dramatic device is a convention used in drama as a substitution for reality that the audience accepts as real although they know them to be false. These techniques give the audience information they could not get from straightforward presentation of action.</li></ul></li><li>2. Introduce some/all of the dramatic devices below:<ul style="list-style-type: none"><li>• <b>Aside:</b> An aside is a dramatic device in which a character speaks to the audience. The audience knows that the character's speech/song is unheard by the other characters on stage. An aside is usually a brief comment, rather than a speech, such as a monologue or soliloquy. Shakespeare frequently uses asides.</li><li>• <b>Disguise:</b> In comic book and superhero stories, disguises are used to hide secret identities and keep special powers secret from ordinary people. For example, Superman passes himself off as Clark Kent, and Spider-Man disguises himself in a costume so that he cannot be recognized as Peter</li></ul></li></ol>

	<p>Parker. In epic poetry, Odysseus uses the disguise of a beggar to test his family's and servants' loyalty upon his return from a 20 voyage</p> <ul style="list-style-type: none"> <li>• <b>Dramatic Irony</b> occurs when the audience knows a secret, but the characters do not. Therefore, the words or actions of a character carry a special meaning for the audience, but are understood differently by the character. The characters are blind to facts, but the audience is not.</li> <li>• <b>Gender-Swapping</b> in opera is typically the use of Trouser roles (typically women dressed as men, usually for vocal reasons – see Marriage of Figaro and many others). The opera <i>Arabella</i> has Zdenka cross-dressed for plot reasons.</li> <li>• <b>Falling in Love with a Portrait:</b> Mandryka falls in love with Arabella's portrait, also Tamino in the Magic Flute</li> <li>• <b>Fortune Tellers Preview Plot:</b> Act I in <i>Arabella</i>, also Act 3 in Carmen</li> <li>• <b>Love at First Sight:</b> Arabella and Mandryka at the beginning of Act II.</li> <li>• <b>Using Darkness/Shadows to fool characters/not revealing plot details:</b> In Act I, Mandryka lingers in shadows outside Arabella's window and she wonders/hopes for her future. In Act II, Scene II: Matteo and Zdenka are intimate in darkness and Matteo thinks she's Arabella.</li> </ul> <p>3. Break up into small groups and assign each dramatic device above. Research and find examples of these techniques (movies, plays, videos), or from a book/play the class is already reading/working on.</p> <p>4. Students present their findings to the entire class.</p>
<b>LEARNING SUPPORTS &amp; ACCOMODATIONS</b>	N/A
<b>EXTENSION</b>	<ul style="list-style-type: none"> <li>• Act out the example from the book/play or author your own dramatic scene that contains these dramatic devices.</li> <li>• After watching the opera <i>Arabella</i>, discuss where they saw the techniques used in the opera. Describe how technique furthered and enhanced the plot.</li> </ul>
<b>ASSESSMENTS</b>	Students are able to identify dramatic devices used in a work of dramatic literature.