



SAN FRANCISCO
OPERA

The Marriage of Figaro

Sample Lesson Plan: Where's My Aria?

GRADE LEVELS	5-8
TIMING	50 minutes
PRIOR KNOWLEDGE	N/A
LESSON OBJECTIVES	Students understand how an aria expresses the emotion of the characters and identify a place in a piece of literature where an aria would help the character express emotion.
CURRICULAR CONNECTIONS	Performing Arts, Music ELA
NATIONAL STANDARDS/ STATE STANDARDS	<p>Grade 7: 5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>Performing Arts 9-12: Listen to, Analyze, and Describe Music</p> <p>1.4 Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.</p> <p>1.5 Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.</p> <p>1.6 Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.</p> <p><u>CCSS.ELA-LITERACY.SL.9-10.4</u> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>
INSTRUCTIONAL STRATEGIES	<p>STEP ONE. Show "The Letter" duet from the opera https://www.youtube.com/watch?v=BLtqZewjwgA (lyric below)</p> <p>Prompt: How did the music make you feel? Write down any words or phrases that describe that feeling.</p> <p>STEP TWO. Discuss with the class the intent of an aria (a long, accompanied song for a solo voice, typically one in an opera) and ask them to share their thoughts from the quick write. Put vocabulary and phrases on the board for ELL students.</p>

	<p>Optional – play “The Letter” again and ask them to just listen with eyes closed. Ask students to write/share same, enhanced, or new feelings this time.</p> <p>STEP THREE. Ask students to think about (or take out) a story they’re reading in class (or this could be done with individual fiction books) and identify a point in a story where aria would give readers a deeper experience of the author’s intent.</p> <p>STEP FOUR. Put students into partners or small groups. Assign students the task of sharing their thoughts and, if it’s a common book, to try to agree on the best place to put one or two arias. (Review class norms for group discussion.)</p> <p>Prompt: Where would they make the most impact? Beginning, middle or end? Why here versus any other point in the story? What emotion(s) will this aria make the readers/audience feel?</p> <p>STEP FIVE. Lead a class discussion where students can share their group’s ideas and come to an understanding about using music to express emotion and deepen the audience’s experience.</p>
EXTENSION	<p>Using the words from your aria notes, write a poem that describes your feelings as you listened to “The Duet.” Describe another situation in your own life where an aria would describe your feelings. (not the words, just the music.)</p>

LYRICS for *The Letter* duet

Without repetitions, the text is:

"Canzonetta sull'aria"
Che soave zeffiretto
Questa sera spirerà
Sotto i pini del
boschetto.

"A little song on the breeze" (the title)
What a gentle little Zephyr
This evening will sigh
Under the pines in the little grove.

and both conclude:

Ei già il resto capirà.

And the rest he'll understand.

The full dialogue is:

Susanna:	Sull'aria	On the breeze...
Contessa:	Che soave zeffiretto	What a gentle little zephyr...
Susanna:	zeffiretto	A little zephyr...
Contessa:	Questa sera spirerà	This evening will sigh...
Susanna:	Questa sera spirerà...	This evening will sigh...
Contessa:	Sotto i pini del boschetto	Under the pines in the little grove.
Susanna:	Sotto i pini...	Under the pines...
Contessa:	Sotto i pini del boschetto	Under the pines in the little grove.
Susanna:	Sotto i pini... del boschetto...	Under the pines... in the little grove....
Contessa:	Ei già il resto capirà	And the rest he'll understand
Susanna/	Certo, certo il capirà	Certainly, certainly he'll understand.