



## *The Ring*

### Sample Lesson Plan: Jigsaw Learning & the Basic Elements of Opera

\*\*Please note that this exercise is best done pre-show.

*Have a younger group? Consider taking any group research activity in this exercise and turning it into a class-wide lesson. Watch the videos as a class and do a "see, think, wonder" exercise.*

<b>GRADE LEVELS</b>	K-12
<b>TIMING</b>	Three 45-min sessions
<b>PRIOR KNOWLEDGE</b>	Understanding of the Jigsaw Learning strategy is essential for this lesson (instructions attached at the end)
<b>AIM OF LESSON</b>	Students will learn 5 separate aspects of Opera: architecture of opera houses, makeup & wigs, costumes, life of an opera singer, and the use of anvils in The Ring
<b>OBJECTIVES</b>	By developing a prior knowledge of opera, students will be more attentive listeners and viewers of Wagner's The Ring. Students will feel familiar and welcomed into the space.
<b>CURRICULAR CONNECTIONS</b>	Visual Arts Performing Arts Architecture History and Social Studies
<b>MATERIALS</b>	<i>Instructor will need a screen, computer, Wi-Fi and speakers. Each group will need access to the internet to watch YouTube videos.</i>
<b>NATIONAL STANDARDS/ STATE STANDARDS</b>	<u><a href="#">VPStandards.Theatre.GRADE6-5.2</a></u> Research career opportunities in media, advertising, marketing and interactive Web design. <u><a href="#">VPStandards.VisualArts.GRADE6-1.3</a></u> Describe how artists can show the same theme by using different media and styles. <u><a href="#">VPStandards.VisualArts.GRADE6-5.1</a></u> Research how art was used in theatrical productions in the past and in the present.
<b>INSTRUCTIONAL STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Utilizing the resources on the "<i>Introduction to the Ring</i>" page, introduce students to the basic storyline of The Ring.</li> <li>2. Customize this lesson plan to best suit your class. For lower grade levels (K-5), implement a "See, Think, Wonder" method. Watch the videos as a class and discuss what students noticed in the video.             <ol style="list-style-type: none"> <li>a) What do you <b>see</b>? What do you <b>think</b>? What do you <b>wonder</b>?</li> </ol> </li> </ol>
<b>LEARNING SUPPORTS &amp; ACCOMODATIONS</b>	<i>Adjust lesson plans to have fewer YouTube videos to watch. Teacher work with students in small "expert groups" to support their learning objectives.</i>
<b>ASSESSMENTS</b>	Each member of the "expert groups" will share with the class what they learned about the opera.



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### Sample Lesson Plan: Introduction to the Ring

<b>GRADE LEVELS</b>	K-12
<b>TIMING</b>	15-30 minutes
<b>PRIOR KNOWLEDGE</b>	None
<b>OBJECTIVE</b>	To obtain a basic understanding of The Ring's plot
<b>MATERIALS</b>	<ul style="list-style-type: none"><li>• <i>(recommended) 6 min animated summary of the Ring:</i> <a href="https://www.youtube.com/watch?v=ykQ7ic09OAk&amp;t=121s">https://www.youtube.com/watch?v=ykQ7ic09OAk&amp;t=121s</a></li><li>• <i>2.5 min summary of the Ring:</i> <a href="https://www.youtube.com/watch?v=AgzZ_nLOJJE">https://www.youtube.com/watch?v=AgzZ_nLOJJE</a></li><li>• <i>2.5 min summary with leitmotifs:</i> <a href="https://www.youtube.com/watch?v=Zyq0Je-FRsw">https://www.youtube.com/watch?v=Zyq0Je-FRsw</a></li></ul>
<b>INSTRUCTIONAL STRATEGIES</b>	<ol style="list-style-type: none"><li>1. Choose which of these videos is most appropriate for your audience.</li><li>2. Students discuss the general plot of the Ring based on what they watched in the video.</li></ol>



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### Topic One: Architecture of Opera House

<b>GRADE LEVELS</b>	K-12
<b>TIMING</b>	30 minutes
<b>PRIOR KNOWLEDGE</b>	None
<b>OBJECTIVE</b>	Students will obtain knowledge of world class opera houses
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• <i>SF War Memorial Opera House:</i> <a href="https://www.youtube.com/watch?v=AikvDol6fkE">https://www.youtube.com/watch?v=AikvDol6fkE</a></li> <li>• <i>Top 10 Opera Houses in the world:</i> <a href="https://www.youtube.com/watch?v=Cl1mt_k-1CE">https://www.youtube.com/watch?v=Cl1mt_k-1CE</a></li> <li>• <i>10 Remarkable Opera Houses in the world:</i> <a href="https://www.youtube.com/watch?v=UjETPxZiaE4">https://www.youtube.com/watch?v=UjETPxZiaE4</a></li> <li>• <i>Fodors Top 20 Opera Houses:</i> <a href="https://www.fodors.com/news/photos/worlds-20-most-amazing-opera-houses">https://www.fodors.com/news/photos/worlds-20-most-amazing-opera-houses</a></li> <li>• <i>Modern Opera House: Dubai:</i> <a href="https://www.youtube.com/watch?v=sqsswEeyGw0&amp;t=78s">https://www.youtube.com/watch?v=sqsswEeyGw0&amp;t=78s</a></li> <li>• <i>Guangzhou Opera House designed by Zaha Hadid:</i> <a href="https://www.youtube.com/watch?v=Vhg2W32dD9E">https://www.youtube.com/watch?v=Vhg2W32dD9E</a></li> </ul>
<b>INSTRUCTIONAL STRATEGIES</b>	<p>Sample questions for students (K-5):</p> <ol style="list-style-type: none"> <li>1. What do you see? What do you think? What do you wonder?</li> </ol> <p>Sample questions for students (6-12):</p> <ol style="list-style-type: none"> <li>1. What are the similarities of the various opera houses?</li> <li>2. What are the differences between the old and modern opera houses?</li> <li>3. How does the SF War Memorial Opera House compare to other opera houses in the world?</li> <li>4. How are traditional theaters and concert halls different from opera houses?</li> </ol>



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### Topic Two: Wigs

<b>GRADE LEVELS</b>	K-12
<b>TIMING</b>	30 minutes
<b>PRIOR KNOWLEDGE</b>	None
<b>OBJECTIVE</b>	Students will understand the behind-the-scenes work of transforming a person into a character using wigs and beards
<b>MATERIALS</b>	<ul style="list-style-type: none"><li>• <i>Wigs at Seattle Opera:</i> <a href="https://www.youtube.com/watch?v=jAqT_hmttuk">https://www.youtube.com/watch?v=jAqT_hmttuk</a> <a href="https://www.youtube.com/watch?v=nhVTMKNhy8o">https://www.youtube.com/watch?v=nhVTMKNhy8o</a></li><li>• <i>Wigs at Utah Opera:</i> <a href="https://www.youtube.com/watch?v=raaS90TUhzk">https://www.youtube.com/watch?v=raaS90TUhzk</a></li><li>• <i>Wig making:</i> <a href="https://www.youtube.com/watch?v=AoD4TJKPZq8">https://www.youtube.com/watch?v=AoD4TJKPZq8</a></li><li>• <i>Mold making of a wig:</i> <a href="https://www.youtube.com/watch?v=CzziGGtRkFY">https://www.youtube.com/watch?v=CzziGGtRkFY</a></li><li>• <i>Ventilating Hair in a Wig:</i> <a href="https://www.youtube.com/watch?v=eWqGTzj3y14">https://www.youtube.com/watch?v=eWqGTzj3y14</a></li><li>• <i>Opera Job: Wig and Makeup Master:</i> <a href="https://www.youtube.com/watch?v=gppi1xtIAQ8">https://www.youtube.com/watch?v=gppi1xtIAQ8</a></li></ul>
<b>INSTRUCTIONAL STRATEGIES</b>	<p>Sample questions for students (K-5):</p> <ol style="list-style-type: none"><li>1. What do you see? What do you think? What do you wonder?</li></ol> <p>Sample questions for students (6-12):</p> <ol style="list-style-type: none"><li>1. How are wigs utilized to convey different ideas and themes in the story?</li><li>2. What is the process of making a wig? What tools are used?</li><li>3. What factors must be considered when making a wig?</li></ol>



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### Topic Three: Costumes

<b>GRADE LEVELS</b>	K-12
<b>TIMING</b>	30 minutes
<b>PRIOR KNOWLEDGE</b>	None
<b>OBJECTIVE</b>	Students will become familiar with costume workshops in various opera companies and the creation of Das Rheingold's 7' giant, Fafner
<b>MATERIALS</b>	<ul style="list-style-type: none"><li>• <i>Costume video from the Metropolitan Opera:</i> <a href="https://www.youtube.com/watch?v=-gKL60SPWf4">https://www.youtube.com/watch?v=-gKL60SPWf4</a></li><li>• <i>Creating Donna Anna's Dress for Don Giovanni (The Royal Opera):</i> <a href="https://www.youtube.com/watch?v=momhF4vWxxc">https://www.youtube.com/watch?v=momhF4vWxxc</a></li><li>• <i>1876 costume designs for the Ring:</i> <a href="https://www.youtube.com/watch?v=MH1xSr3Dumc">https://www.youtube.com/watch?v=MH1xSr3Dumc</a></li><li>• <i>Creation of Washington Opera's 7' giant, Fafner:</i> <a href="https://www.youtube.com/watch?v=l_6Vu_7IZIO">https://www.youtube.com/watch?v=l_6Vu_7IZIO</a></li></ul>
<b>INSTRUCTIONAL STRATEGIES</b>	<p>Sample questions for students (K-5):</p> <ol style="list-style-type: none"><li>1. What do you see? What do you think? What do you wonder?</li></ol> <p>Sample questions for students (6-12):</p> <ol style="list-style-type: none"><li>1. How do costumes transform a person into a character?</li><li>2. Approximately how many costumes are needed for a full opera production?</li><li>3. What is the process of creating a costume? What are some of the tactics used by the costume designers to achieve a desired look of the costume?</li></ol>



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### Topic Four: Anvils

<b>GRADE LEVELS</b>	K-12
<b>TIMING</b>	30 minutes
<b>PRIOR KNOWLEDGE</b>	None
<b>OBJECTIVE</b>	Students will understand the use of anvils in the Ring and why they were used for percussion
<b>MATERIALS</b>	<ul style="list-style-type: none"><li>• <i>Anvils:</i> <a href="https://www.youtube.com/watch?v=HBzYv1tzgSc">https://www.youtube.com/watch?v=HBzYv1tzgSc</a></li><li>• <i>Siegfried hammering a sword:</i> <a href="https://www.youtube.com/watch?v=nRJApVjvxJE">https://www.youtube.com/watch?v=nRJApVjvxJE</a></li><li>• <i>Anvil as an instrument:</i> <a href="https://www.youtube.com/watch?v=YnkjCTpeza4">https://www.youtube.com/watch?v=YnkjCTpeza4</a></li><li>• <i>Anvil chorus:</i> <a href="https://www.youtube.com/watch?v=VS9XvpFrjaU">https://www.youtube.com/watch?v=VS9XvpFrjaU</a></li><li>• <i>Anvil cartoon:</i> <a href="https://www.youtube.com/watch?v=-rMuw4I9dS4">https://www.youtube.com/watch?v=-rMuw4I9dS4</a></li></ul>
<b>INSTRUCTIONAL STRATEGIES</b>	<p>Sample questions for students (K-5):</p> <ol style="list-style-type: none"><li>1. What do you see? What do you think? What do you wonder?</li></ol> <p>Sample questions for students (6-12):</p> <ol style="list-style-type: none"><li>1. What is an anvil?</li><li>2. Why were anvils used in the Ring?</li><li>3. How are anvils used, and by how many musicians?</li><li>4. Can you perform a piece to your colleagues with metal instruments?</li></ol>



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### Topic Five: Life as an Opera Singer

<b>GRADE LEVELS</b>	K-12
<b>TIMING</b>	30 minutes
<b>PRIOR KNOWLEDGE</b>	None
<b>OBJECTIVE</b>	Students will become familiar with what opera singers do
<b>MATERIALS</b>	<ul style="list-style-type: none"><li>• <i>Life as an opera singer (Ermonela Jaho):</i> <a href="https://www.youtube.com/watch?v=td9DrUqBq6g">https://www.youtube.com/watch?v=td9DrUqBq6g</a></li><li>• <i>Day in a life of an opera singer:</i> <a href="https://www.youtube.com/watch?v=arGrLpYkHtU">https://www.youtube.com/watch?v=arGrLpYkHtU</a></li><li>• <i>Staying in good shape:</i> <a href="https://www.youtube.com/watch?v=metcXvh5cbc">https://www.youtube.com/watch?v=metcXvh5cbc</a></li><li>• <i>Stage fright:</i> <a href="https://www.youtube.com/watch?v=tmS1JJZ-5Ho">https://www.youtube.com/watch?v=tmS1JJZ-5Ho</a></li><li>• <i>Entrance fall at the Die Walküre opening:</i> <a href="https://www.youtube.com/watch?v=kOWoxfWtPj4">https://www.youtube.com/watch?v=kOWoxfWtPj4</a></li></ul>
<b>INSTRUCTIONAL STRATEGIES</b>	<p>Sample questions for students (K-5):</p> <ol style="list-style-type: none"><li>1. What do you see? What do you think? What do you wonder?</li></ol> <p>Sample questions for students (6-12):</p> <ol style="list-style-type: none"><li>1. What were some of the thoughts or images you had previously of an opera singer?</li><li>2. Through this research, what new things have you learned about opera singers? Did anything surprise you? Why?</li><li>3. Would you consider a career as an opera singer? Why or why not?</li></ol>

# The Jigsaw Method Teaching Strategy by Jordan Catapano, [www.teachhub.com](http://www.teachhub.com)

## Simple 6-Step Process

If you're interested in running a jigsaw activity in your classroom, follow this simple six-step guide (or check out a similar 10-step guide by the Jigsaw Classroom):

**Step 1:** Organize students into a group of 4-6 people.

**Step 2:** Divide the day's reading or lesson into 4-6 parts, and assign one student in each group to be responsible for a different segment.

**Step 3:** Give students time to learn and process their assigned segment independently.

**Step 4:** Put students who completed the same segment together into an "Expert group" to talk about and process the details of their segment.

**Step 5:** Have students return to their original "Jigsaw" groups and take turns sharing the segments they've become experts on.

**Step 6:** Have students complete a task or a quiz that's reliant on them having understood the material from the contributions of all their group members.

During this whole process, where's the teacher? At first, the teacher facilitates the arranging of groups, explaining of roles, and timing for each portion. Notice that the teacher doesn't have to lecture or be the focal point of attention. When the students are in groups for steps 4 and 5, the teacher should walk amongst the groups and lend support or explanation where necessary.

Step 4 – the putting students into temporary expert groups – is often skipped in the jigsaw process, but it is an essential step. When students encounter information on their own, they gain a limited perspective on it or may feel confused. The expert group is an opportunity for students to share their ideas so they each reach a greater understanding of their same segment. This helps confused students clarify their understanding and lean on more able peers. It also helps each student articulate the importance points of their segment better when reporting to their jigsaw group. The teacher may find it valuable to appoint one student in each group as the "Leader" who can manage time, make sure each student contributes their part, and ensure the group is accomplishing the goals. The most mature student in each group might be the best option; however, teachers

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