

Recovered Voices
Lesson Plan: Mirror Collage
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Grade: 6
Two 50 min lessons

Subject: Language Arts, English, Writing

Note: This lesson plan can be adjusted to advanced levels and higher grades. Additional requirement should include a third lesson where students will read original story by Oscar Wilde (can be found: <http://www.bibliomania.com/0/5/57/300/16465/1/frameset.html>) and compare the story to the synopsis of the opera. Lesson(s) should include:

1. Research of Alexander Zemlinsky's personal story that inspired him to compose *The Dwarf* as well as Oscar Wilde's personal story that can be found in the story.
2. Discuss symbolism in the stories. Ex. discovery of physical self in a mirror, white rose, classical story of beauty vs. beast idea, etc.
3. Compare and contrast the fairy tale to other tales found in our culture (Rumpelstilskin, Snow White, etc.).
4. Write a comparative essay.

Grade 6

The California Content Standards

Language Arts

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.

Narrative Analysis of Grade-Level-Appropriate Text

3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.

3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.

3.5 Identify the speaker and recognize the difference between first-and third-person narration (e.g., autobiography compared with biography).

3.6 Identify and analyze features of themes conveyed through characters, actions, and images.

3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.

Writing

1.0 Writing Strategies- Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus

1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.

1.2 Create multiple-paragraph expository compositions:

- a. Engage the interest of the reader and state a clear purpose.
- b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.
- c. Conclude with a detailed summary linked to the purpose of the composition.

1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

Research and Technology

1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.

1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

Evaluation and Revision

1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade six outlined in Writing Standard 1.0, students:

2.1 Write narratives:

- a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.
- b. Include sensory details and concrete language to develop plot and character.
- c. Use a range of narrative devices (e.g., dialogue, suspense).

2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):

- a. State the thesis or purpose.
- b. Explain the situation.
- c. Follow an organizational pattern appropriate to the type of composition.
- d. Offer persuasive evidence to validate arguments and conclusions as needed.

2.3 Write research reports:

- a. Pose relevant questions with a scope narrow enough to be thoroughly covered.
- b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).

2.4 Write responses to literature:

- a. Develop an interpretation exhibiting careful reading, understanding, and insight.
- b. Organize the interpretation around several clear ideas, premises, or images.
- c. Develop and justify the interpretation through sustained use of examples and textual evidence.

2.5 Write persuasive compositions:

- a. State a clear position on a proposition or proposal.
- b. Support the position with organized and relevant evidence.
- c. Anticipate and address reader concerns and counterarguments.

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

Grammar

1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.

Punctuation

1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.

Capitalization

1.4 Use correct capitalization.

Spelling

1.5 Spell frequently misspelled words correctly (e.g., *their, they're, there*).

Listening and Speaking

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Comprehension

1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).

1.2 Identify the tone, mood, and emotion conveyed in the oral communication.

1.3 Restate and execute multiple-step oral instructions and directions.

Organization and Delivery of Oral Communication

1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.

1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.

1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.

1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.

Analysis and Evaluation of Oral and Media Communications

1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade six outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver narrative presentations:

- a. Establish a context, plot, and point of view.
- b. Include sensory details and concrete language to develop the plot and character.
- c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).

2.2 Deliver informative presentations:

- a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.
- b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).

2.3 Deliver oral responses to literature:

- a. Develop an interpretation exhibiting careful reading, understanding, and insight.
- b. Organize the selected interpretation around several clear ideas, premises, or images.
- c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.

2.4 Deliver persuasive presentations:

- a. Provide a clear statement of the position.
- b. Include relevant evidence.
- c. Offer a logical sequence of information.
- d. Engage the listener and foster acceptance of the proposition or proposal.

2.5 Deliver presentations on problems and solutions:

- a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution.
- b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.

Visual Art

2.0 Creative Expression-Creating, Performing, and Participating in the Visual Arts. Students apply artistic process and skills, using a variety of media to communicate meaning and intent in original works of art.

- 2.4 Create increasingly complex original works of art reflecting personal choices and increased technical skill.
- 2.5 Select specific media and processes to express moods, feelings, themes, or ideas.

Music

4.0 Aesthetic Valuing- Responding to, Analyzing, and Making Judgments About Works of Music. Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.

- 4.2 Explain how various aesthetic qualities convey images, feelings, or emotion.
- 4.3 Identify aesthetic qualities in a specific musical work.

Prep:

1. Copies of Worksheet(s) A & B, Synopsis.
2. Audio excerpt *Seltsam, die Launen des narrischen Kindes*

Process:

Class 1

1. Explain the assignment to students the assignment, **Worksheet A**.
2. The students will listen to a classical musical example excerpt from *Der Zwerg* by Alexander Zemlinsky. (Audio excerpt *Seltsam, die Launen des narrischen Kindes*)
3. The students will create and write a short story that has beginning, middle and end which conveys some of the moods that they feel are appropriate to the musical excerpt. (The story will be written only as the music is playing, limiting the students to no more than 4 minutes)
4. Divide students into groups.
5. Allow students to discuss their written stories and do **Worksheet B**.
6. Provide the art supplies including: poster, pencils, glue, magazines for cut-outs, scissors.

7. In groups, ask the students to create a collage that in their opinion mirrors the moods and feelings that the music excerpt is demonstrating.
8. Let student listen to music again as they are working on the collages. The students can incorporate part of their written assignments as a part of a collage.
9. As homework, students will retype their original essays making proper corrections.

Class 2

1. Give groups time to finalize the collages.
2. Groups share collage with the rest of the class.
3. Class discussion on how similar or different we all felt listening and interpreting music.
4. As homework, students will read a synopsis of the opera from which the musical excerpt was taken, **Worksheet C**.
5. As homework, students will write an essay contrasting and comparing the feelings they felt to the feelings of the dwarf.

Goals and Objectives:

- 1) Make students aware of music being a universal language.
- 2) Make students aware that there are feelings, emotions, moods and thoughts that can be felt even if the student does not understand lyrics.
- 3) Allow students to interpret a musical selection by writing a story based on the listening example.
- 4) Allow students to analyze how language, music and reflect our feelings.
- 5) Allow students to discuss their short stories in a group.
- 6) Allow students to create an original work of art in a collage format to express feelings felt in music- Mirror Collage, **Worksheet B**.
- 7) Allow students to re-type their short story with corrections as homework.
- 8) Allow students to finish collage.
- 9) Present the poster in groups to class, clearly identifying the ideas within the poster.
- 10) Read the synopsis of *Der Zwerg (The Dwarf)* and write a comparative 500-700 words essay building on all of the information discussed in class as well as students personal ideas (**Worksheet C**).

Assessment:

- 1) Students will be able to analyze the musical excerpt and write a story depicting the feelings in the musical example.
- 2) Students will be able to do **Worksheet A** in class.
- 3) Students will be able to discuss their thoughts in groups.
- 4) Students will be able to do **Worksheet B** in groups.
- 5) Students will be able to create a work of art as a collage that incorporates the ideas of the musical example as well as the ideas in the short stories.
- 6) Students will be able to present their collages in groups to class, clearly identifying the ideas within the poster.
- 7) Students will be able to read, understand, analyze and compare the ideas in the original synopsis to moods in the musical excerpt as well as the discussed thoughts in a comparative essay (**Worksheet C**).

Mirror Collage Worksheet A

In Class Assignment:

Music is a creative art form that can tell a story with the mood changes as well as convey feelings and thoughts even if listeners do not understand the lyrics. It can convey feelings of happiness, sadness, courage, love, etc. Film and television composers often use music to describe how characters are feeling.

Listen to the musical excerpt from opera *Der Zwerg* (translated The Dwarf) by Alexander Zemlinsky. As an assignment write down a story that in your opinion will mirror some of the moods the music excerpt is demonstrating.

Write a short story based on the thoughts you have as you listen to the music. Give your story a beginning, middle and end. What do you think is happening in the music? Is this a story about tragedy or comedy? What is happening to the singer? Is the singer real? What do you think the singer is feeling? This should be a story that mirrors some of the musical moods you are feeling as an audience member. Be creative- there are no wrong answers to this assignment!!! Write this in 1st person.

Group Assignment- Worksheet B- Mirror Collage

The Mirror Collage assignment will show some of the moods felt through the music in a visual format.

In groups, share your stories. Below write down some of the feelings and moods each member of your group had written down as a part of the previous assignment. After you come up with some of the feelings, brainstorm of how all of these feelings can be demonstrated on a collage. Create a group collage incorporating all of the moods each member of your group felt. You can draw, write, or glue cut out pieces from magazines to create this collage.

Name of each student	Feeling/mood felt

**Present your collage to class. Discuss how the collage mirrors the music you have heard.*

Homework Assignment Worksheet C

The selection of music you heard earlier was from a German opera called *Der Zwerg* (translated *The Dwarf*). Read the synopsis that describes the opera. The excerpt you heard in the very beginning was when the dwarf uncovers the mirror. Write a comparative or a contrasting essay (500-700 words). In your essay, contrast or compare the feelings you and your group felt to the feelings of the Dwarf. How are they different or similar?

Der Zwerg (The Dwarf)

It is the 18th birthday of Donna Clara, the Spanish Infanta. Don Estoban, the court chamberlain, supervises as the servants prepare a sumptuous birthday party. The Infanta's favorite maid, Ghita, marvels at the splendor of the decorations and gifts. The beautiful Infanta and her playmates are heard dancing and playing in the garden, but soon arrive to marvel at her birthday gifts, cheekily disturbing the chamberlain and the maids as they work. Don Estoban implores the girl to wait for the ceremony. Left at last in peace, Don Estoban describes some of the fabulous gifts to the maids. The most wonderful of them all, he says, is also the most repulsive, for the Sultan has sent the Infanta a hideously misshapen dwarf. The dwarf, Don Estoban explains, is completely unaware of his ugliness for he has never seen himself in a mirror; he thinks he is a handsome knight. The maids hurry to cover the mirrors before the gift ceremony begins. After the Infanta and her retinue have taken their places for the celebration, the dwarf is brought in. The ladies laugh with merriment at the strange spectacle before them. Gazing at the Infanta's beauty, the dwarf is unable to sing the merry song requested of him. Instead he sings an impassioned song of lovesickness. The girls laugh with delight at the idea that the hideous dwarf wants to be loved. Smiling sweetly, the Infanta tells the dwarf that he may choose any of the ladies in the court as a wife, and the dwarf tells her that the only one he could love is the Infanta herself. The Infanta sends her guests away, and listens intently as the dwarf improvises a story about rescuing her from a dragon. She tells him that if he wants to love her, he must be a valiant knight; he must also be very handsome, for beauty is sacred to her. She sends him ahead into the ballroom to await their first dance. The maids observe the scene in the ballroom, watching as the Infanta presents the dwarf with a white rose in front of the assembled guests. Lost in rapture, the dwarf returns. Ghita tries unsuccessfully to bring the dwarf back to reality. His beautiful dream finally collapses when he inadvertently uncovers a mirror and suddenly finds himself face to face with his reflection. When the Infanta returns, he begs her to tell him that he is handsome and that she loves him. The Infanta tears herself away from him, saying "I want to dance and play with you, but I can only love a man, and you are an animal." The dwarf falls dying at her feet, as the Infanta hurries back into the ballroom to dance.