



# new performing arts

enriching cultural experiences throughout Kentucky

## Indiana University Chamber Opera

Want a program that can involve all of the A & H disciplines in one powerful package? Try opera, from the world-renowned IU School of Music, where they've commissioned a work especially for Kentucky schools.



### PROGRAM INFORMATION:

Availability:	March 15-19, 2004
Cost for programming:	\$960/day, \$480/half-day
Program format:	Assembly, with intensive preparation pre-residency
Audience limit:	250/elementary; 300/MS & HS
To schedule, call:	1-800/451-0032



## Indiana University Chamber Opera

"New Performing Arts is an important part of the Arts and Humanities in the Muhlenberg County Schools. Working together since 1994-95, NPA and our local Duncan Cultural Center have sent live performers to every school, not only presenting great programs but educating the students using the Core Content for Assessment as a guide for each performance."

Lois Slinker, A & H Coord.  
Muhlenberg Co. Public Schools

### About the program

Opera is an art form uniquely suited to teaching the arts and humanities on a broad scale, involving music, visual art, drama, literature, and history. Indiana University is the Midwestern home of opera in the United States, with a facility rivaling that of the Metropolitan Opera in New York, and a pool of vocal talent that is second to none around the country. Indiana University Chamber Opera has provided educational programming in Kentucky for the last two years, teaching students about the elements of music, operatic form, and vocal music production.

In March of 2000, IU Opera brought Polly Patchwork to Kentucky, an original opera commissioned specifically for schools here in the state. A project that involves students building sets, creating their own backdrops, learning music to be the opera chorus, as well as opportunities for several students (and teachers!) to perform in the opera itself, Polly Patchwork generates tremendous enthusiasm K-12, with opportunities for participatory, multi-disciplinary learning, portfolio writing, and the exploration of social themes that impact children today. This project requires multi-school participation, student preparation, and follow-up – all things that make any arts enrichment project really effective! Please call us for details and further information to assist you in planning for an opera project in your schools.

### About the IU Chamber Opera

IU has long been celebrated for its incredible theater facility for opera, the marvelous original productions it builds and lights under one roof, and the phenomenal number of productions every season. Eight operas are produced every season, which exceeds or equals all of the major opera houses in America, the exceptions being New York and San Francisco.

- Over 335 operas have been produced at IU in the last 50 years, including the premiere of "Amahl and the Night Visitors" and "Down in the Valley."
- The Chamber company, a satellite of the opera theater, is dedicated to educational and developmental projects that are crucial to the health and growth of operatic form.



# Indiana University Chamber Opera

## Program Materials Outline

(The full packet of program materials can be downloaded after programs are scheduled.)

### I. Introduction of opera

- A. Operas may be in other languages (Italian, German, French)
- B. Opera combines several different art forms/jobs
  - 1. Music
  - 2. Literature/poetry
  - 3. Acting
  - 4. Visual art
  - 5. Stage management

### II. Technical Aspects of Opera Singing—What's in an Opera?

- A. Overture, form
- B. Operas evoke a wide range of emotion
- C. Ensemble singing, melody, harmony, four voice parts
- D. Recitative
- E. How operatic singing differs from popular singing

### III. The Opera Chorus for "Polly Patchwork"

- A. School-yard chant
- B. "Hey Polly Patchwork"
- C. County theme song

Glossary

Bibliography/Web Bibliography



# Indiana University Chamber Opera

## Core Content Responding Elements

(Items in boldface represent elements addressed by this program.)

### Grade 5

#### AH-E.1.1.31

Rhythm: meter (duple, triple), time (meter) signature (2/4, 3/4, 4/4), bar lines, rhythmic durations (whole, half, quarter and 8th notes and rests), fermata (1.14, 2.24)

#### AH-E.1.1.32

Tempo: slow, fast. (1.14, 2.24)

#### AH-E-1.1.33

Melody: shape, direction (up, down, same, step, skip), treble clef sign, pitch notation (notes from middle C to F at top of staff), high vs. low notes (itches) (1.14, 2.24)

#### AH-E.1.1.34

Harmony: unison, parts, intervals, tonality (major, resting "home" tone)

#### AH-E.1.1.35

Form: call and response, two-part (AB), three-part (ABA), round, verse/chorus, repeat signs (1.14, 2.24)

#### AH-E.1.1.36

Timbre: instrument families (brass, woodwind, string, percussion, folk), voice parts (high, low), sounds of voices and instruments

#### AH-E.1.1.37

Dynamics: soft (piano), medium soft (mezzo piano), medium loud (mezzo forte), loud (forte) (1.14, 2.24)

#### AH-E.1.1.38

Identify and discuss simple musical forms (see list under elements) (2.23)

#### AH-E.1.1.39

Recognize and be able to distinguish families of instruments (brass, woodwind, percussion, string, folk) and/or vocal timbres. (2.23)

#### AH-E-1.2.31

Identify similarities and differences in musical elements used in the music of Native American, American Folk, and West African cultures, including instruments unique to each culture. (2.23, 2.24, 2.25, 2.26)

#### AH-E-1.2.32

Identify and discuss various styles of music (blues, spirituals, popular, rock, rap, country, game songs, folk songs, work songs, lullabies, marches, patriotic, bluegrass). (2.24, 2.25, 2.26)

#### AH-E-1.2.33

Identify composers (Bach, Handel, Vivaldi) and instruments (organ, harpsichord, orchestral families) unique to the Baroque period. (2.25)

### Grade 8

#### AH-M-1.1.31

Rhythm: syncopation, time signature (6/8), asymmetrical meter (5/4), rhythmic durations (16th notes and rests, dotted notes)



# Indiana University Chamber Opera

AH-M-1.1.32

Tempo: Allegro, Moderato, Largo

AH-M-1.1.33

Melody: phrase, cadence, bass clef sign; pitch notation (notes): letter names of bass clef, lines and spaces, sharps(#), flats (b); key signatures: up to 2 flats and 2 sharps

AH-M-1.1.34

Harmony: harmonic progression, triads (chords) based on major/minor scale patterns of whole and half steps

AH-M-1.1.35

Form: rondo, theme and variations, 1st and 2nd endings, D.C. (da capo), D.S. (dal segno), al fine, coda, coda sign

AH-M-1.1.36

Timbre: acoustic instruments, synthesized sounds, electronic instruments, voices (soprano, alto, tenor, bass), keyboards

AH-M-1.1.37

Dynamics: crescendo, decrescendo, very loud (fortissimo), very soft (pianissimo), dynamic markings: pp, p, mp, mf, f, ff, <, >

AH-M-1.1.38

Describe the use of elements in musical examples. (2.22, 2.23, 2.24, 2.25, 2.26)

AH-M-1.1.39

Analyze musical forms (see list under elements). (1.14, 2.23)

AH-M-1.1.310

Identify and classify folk and orchestral instruments according to family. (2.23)

AH-M-1.1.311

Distinguish between voice parts (soprano, alto, tenor, and bass). (2.23)

AH-M-1.2.31

Identify and compare various styles and functions (recreational, ceremonial, and artistic expression) of music from European and Asian cultures using appropriate vocabulary. (2.25, 2.26)

AH-M-1.2.32

Identify and compare various styles of music (jazz, spirituals/gospel, Broadway musicals, opera, ballads). (2.24, 2.25, 2.26)

AH-M-1.2.33

Analyze, interpret, and evaluate how factors such as time, place, and ideas are reflected in the music of the Renaissance, Baroque, Classical, Romantic, and 20th Century. (2.22, 2.23, 2.24, 2.25, 2.26)

Grade 11

AH-H-1.1.31

Identify and discuss characteristics of extended musical forms [including overture, sonata, symphonic movements, and opera (overture, aria, recitative)]. (2.23)

AH-H-1.1.32

Use elements of music (including melodic motif and development) to describe how musicians compose, perform, and improvise. (1.14, 2.22, 2.23, 2.24, 2.25, 2.26)



**new performing arts**  
enriching cultural experiences throughout Kentucky

# Indiana University Chamber Opera

AH-H-1.1.33

Interpret music notation and symbols. This includes all previous notation and symbols introduced in fifth and eighth grades, with addition of the grand staff (treble and bass clefs, including middle c). (1.14, 2.23)

AH-H-1.1.34

Identify skills and training necessary for a variety of careers related to music. (2.23, 2.24)

AH-H-1.2.31

Identify and compare various styles and functions (recreational, ceremonial, and artistic expression) of music from European and Latin American cultures. (2.25, 2.26)

AH-H-1.2.32

Analyze and describe how factors such as time, place, and belief systems are reflected in music (See A & H Reference Chart). (2.25)

AH-H-1.2.33

Analyze and describe music's influence on belief systems, its influence on history, and its ability to shape culture [(e.g., patriotic songs, music as marketing, protest songs, current popular music strongly influenced by African-American and Hispanic themes (See A & H Reference Chart)]. (2.25)

AH-H-1.2.34

Compare a work of music to a work from the same stylistic period in another arts discipline [(e.g., Impressionism: Monet to Debussy), (See A & H Reference Chart)].