

Arts Integration Lesson Plan

Content Area: ELA	Fine Arts Area: MUSIC	Lesson Title: Carmen: Exploring Opera and Hip Hop
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Grade Level: 9-12

Duration:
(2) 60 minute classes

Teacher: Dr.
LaMar Bagley

Standards and Alignment

Content Area Standard(s):

CCSS.ELA-Literacy.RL9-12.1

Cite strong and thorough textual evidence to support analysis of what text says explicitly as well as inferences drawn from the text.

Fine Arts Standard(s):

Artistic Process:

Responding Anchor Standard: MUSIC

MU:Pr4.2.C.1a

Analyze how the elements of music (including form) or selected works related to style and mood, and explain the implications for rehearsal or performance.

Big Idea: Music can be used to tell a story, share a feeling, provide information, etc.	Essential Question:	Is more meaning conveyed when mood and thoughts are set to music?
21st Century Skills: Creativity, Critical Thinking, Collaboration, Innovation, Communication, Evaluate Information	Key Vocabulary:	Libretto, Script, Genre, Hip Hop, Opera, Contemporary, Aria

Vertical Alignment	Before Lesson: Scholars are familiar with the opera <i>Carmen</i> . Scholars have viewed and become familiar with the film <i>Carmen: A Hip Hopera</i> .	During Lesson: Scholars dissect and analyze <i>Carmen: A Hip Hopera</i> .	After Lesson: Scholars understand the differences between an opera, hip hopera, and musical and how to understand context of a scene to determine musical selection.
Materials List:	Whiteboard and projector Laptop or desktop computer The opera <i>Carmen</i> informational sheet <i>Carmen: A Hip Hopera</i> Worksheet Access to scenes from <i>Carmen: A Hip Hopera</i> Access to scenes from the opera <i>Carmen</i> Sample libretto excerpts of the opera <i>Carmen</i> (Habanera) Sample text/lyrics from <i>Carmen</i>		

Student Learning Outcome(s):

- To examine and analyze how the music relates to the text of the script and libretto;
- To explore the challenges of adapting a literary text to a new genre or era;
- To examine and analyze the script's relevance to contemporary culture and society versus the libretto;
- To identify expressions of similar themes and content in popular culture.

Pre-Engagement: PART ONE (15 minutes)

Share with scholars that today they are going to look at how stories can be translated and transformed into many different languages and mediums. In this lesson, they are going to compare the opera *Carmen* with the more contemporary version of *Carmen: A Hip Hopera*, with a greater focus on the more contemporary version.

Have scholars read a short synopsis of the story of *Carmen* to include its themes, setting, characters, etc.

Have scholars view an excerpt from the opera *Carmen*. After viewing, have scholars have an open response discussion about what they viewed. What did they notice? How did it make them feel? Have scholars cite evidence of themes and mood that emerge in the performance.

Explain to scholars that their task in this activity is to write and revise their own versions of *Carmen: A Hip Hopera's If Looks Could Kill You'd Be Dead* (loosely based of the opera aria *Habanera* and sung by the title character). Then scholars will discuss how these values and traits can be adapted to other popular genres of contemporary lyric-writing while remaining true to the spirit of the 2001 African American hip-hop adaptation.

Focal Lesson:**PART TWO (15 minutes)**

Distribute both the *Carmen: An Opera* informational sheet and the *Carmen: A Hip Hopera* worksheet. Taking turns, have several students read the historical background information (found on the opera sheet) aloud. Explain that because there have been several adaptations of this opera, they should include the 1943 African American Broadway adaptation *Carmen Jones* as well as the 1954 Academy Award winning film of the same title. Share that this information will be helpful as they compare the opera to the hip hopera.

Have a scholar read aloud the text of the *Habanera* itself (found in the libretto excerpt). Conduct a short class-wide discussion of its meaning. Then, have scholars review the text from the hip hopera film version scene for *If Looks Could Kill You'd Be Dead*. Engage scholars in a discussion about what Carmen's intent is in this scene. What are the similarities, differences, and themes to the *Habanera* version? One key point to underscore is that this text can be read as the lyrics to a song or as a stand-alone poem.

PART THREE (15 minutes)

Explore other connections they may have to dramatic text or lyrics by viewing the video excerpts from *Carmen: A Hip Hopera*. After viewing, have scholars engage in an open response discussion about if they would now read the text differently. Has having heard the music changed their opinion about how the text works? Has having seen the scene unfold change what they thought it would be? What themes or central ideas emerged?

Some guiding questions may be:

- Does the text convey more meaning when set to music and action?
- Does the music/melody, in a hip-hop style, make the scene more interesting compared to the original opera? Why or why not? (The goal at this point in the class is for scholars to articulate what they hear and to justify their opinions with evidence).

Some aspects may include:

- Tempo (speed of the music)
- Dynamics (volume of the music)
- Orchestration (which instruments the composer uses during any given moment)
- Key changes (major vs. minor keys give the music different psychological or emotional inflections)

PART FOUR (15 minutes)

Once scholars have a basic understanding of the text and music, ask them to consider the following questions:

- Could the message of the *Habanera* apply to different kinds of people in different times and places?
- Does its meaning change when set to music from a different era?
- Could its text or meaning be adapted to other kinds of literary expression? Does this work as evidenced by *If Looks Could Kill You'd Be Dead*?

Scholars should engage in conversation that challenges one another to think critically about the music, themes, and overall interpretation.

PART FIVE (30 minutes)

Have scholars to write their own version of *Carmen's Habanera* and *Carmen: A Hip Hopera's If Looks Could Kill You'd Be Dead*. Divide the class into two or more groups (multiple small groups will work well for this exercise).

Each group or individual should create a new *Habanera/If Looks Could Kill You'd Be Dead* text using an alternate lyrical form. Some genres students may choose to include are: Go-Go, Pop, Country, Afro-Punk, or freestyle cypher. They may **not** do an opera or hip-hop/rap genre. Remind scholars that they may not change the original intent of the aria or the hip-hop version. It must speak to Carmen's philosophy on life.

STEP SIX (30 minutes)

Have each group perform their work in front of the class.

**Integrated
Assessment and
Extension**

Assessment:

1. Completion of the *Carmen: A Hip Hopera* worksheet
2. Engagement in class discussion
3. Group Task Assessment

Suggested Extensions:

Discuss the process of adaptation as a class. What were the challenges of translating either version to a new context? What was essential? What could be changed without affecting the integrity of the piece?

For a final discussion (or as homework), have your scholars consider which themes in *Carmen*'s aria (or the hip hopera version) are universal and which themes are specific to the original setting.

Reflection Opportunities

**Student
Reflection
Prompts:****Key Questions to Ask Students:**

Does adaptation ruin or improve the original intent of a piece? Or do you feel it has no effect?

When adaptations are made, does it allow for a classic to live on or is it no longer relevant?

Was this artistic process difficult?

**Teacher
Reflection
Prompts:****Key Questions to Ask Yourself:**

Did students understand the concepts of adaptation and the differences of music genres?

Were students able to convey the author's original intent in their own words?

Did students work together to complete the group task?

Did students demonstrate appropriate presentation skills (presence, diction, volume) when presenting their group ideas?

Type: Summative

Task: Write an original adaptation

Cognitive Demand: Creating

ASSESSMENT RUBRIC

SKILLS	EXCEEDING STANDARD (4)	MEETING STANDARD (3)	APPROACHING STANDARD (2)	BELOW STANDARD (1)
CRITICAL THINKING Determining a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary off the text.	<input type="checkbox"/> Generated many ideas as a group. <input type="checkbox"/> Identified and embraced challenges and found joy in working toward solutions. <input type="checkbox"/> Innovated and built on the opinions of each group member. <input type="checkbox"/> Formulated an exemplary solution based on the ideas generated.	<input type="checkbox"/> Generated several ideas as a group. <input type="checkbox"/> Identified challenges and worked toward solutions. <input type="checkbox"/> Incorporated ideas from multiple group members. <input type="checkbox"/> Formulated a successful solution based on the ideas generated.	<input type="checkbox"/> Generated at least one idea as a group. <input type="checkbox"/> Identified challenges but struggled to find solutions. <input type="checkbox"/> Involved some, but not all, members in the brainstorming. <input type="checkbox"/> Formulated a solution with potential based on the ideas generated.	<input type="checkbox"/> Did not generate any ideas as a group. <input type="checkbox"/> Did not identify challenges or saw them as road-blocks to solutions. <input type="checkbox"/> Did not brainstorm or did not understand the challenge. <input type="checkbox"/> Was unable to complete the Group Task.

<p>CRITICAL THINKING</p> <p>Analyze how the elements of music (including form) or selected works related to style and mood, and explain the implications for rehearsal or performance.</p>	<p>___ Generated many ideas as a group.</p> <p>___ Identified and embraced challenges and found joy in working toward solutions.</p> <p>___ Innovated and built on the opinions of each group member.</p> <p>___ Formulated an exemplary solution based on the ideas generated.</p>	<p>___ Generated several ideas as a group.</p> <p>___ Identified challenges and worked toward solutions.</p> <p>___ Incorporated ideas from multiple group members.</p> <p>___ Formulated a successful solution based on the ideas generated.</p>	<p>___ Generated at least one idea as a group.</p> <p>___ Identified challenges but struggled to find solutions.</p> <p>___ Involved some, but not all, members in the brainstorming.</p> <p>___ Formulated a solution with potential based on the ideas generated.</p>	<p>___ Did not generate any ideas as a group.</p> <p>___ Did not identify challenges or saw them as road-blocks to solutions.</p> <p>___ Did not brainstorm or did not understand the challenge.</p> <p>___ Was unable to complete the Group Task.</p>
<p>COMMUNICATION</p> <p>Cite strong and thorough textual evidence to support analysis of what text says explicitly as well as inferences drawn from the text. (CCSS.ELA-Literacy.RL9-12.1)</p>	<p>___ Listened and responded to ideas and offered helpful advice and opinions.</p> <p>___ Stayed on the same page and focused its time on work rather than clarifying misunderstandings.</p> <p>___ Used bodies and voices to share ideas with an audience, in an engaging and exciting way.</p>	<p>___ Listened and responded to ideas.</p> <p>___ Communicated with one another while rarely having to clarify misunderstandings.</p> <p>___ Used bodies and voices to share its work with an audience.</p>	<p>___ Attempted to listen and respond to ideas, but some conflicts arose.</p> <p>___ Attempted to work together, but often misunderstood one another and spent time clarifying intentions.</p> <p>___ Attempted to use their bodies and voices to share their work with an audience.</p>	<p>___ Did not listen and respond to ideas.</p> <p>___ Did not understand one another, and made no effort to do so.</p> <p>___ Did not use bodies and voices to share ideas.</p> <p>___ Was unable to share ideas successfully.</p>
<p>COMMUNICATION</p> <p>Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image or storyline in simple forms (such as one-part, cyclical,</p>	<p>___ Expressed specific examples from the selected music relating to mood, visual images, or storyline with supported evidence and clear explanation.</p>	<p>___ Expressed specific examples from the selected music relating to mood, visual images, or storyline with clear explanation.</p>	<p>___ Expressed specific examples from the selected music relating to mood, visual image, or storyline but with very minimal explanation.</p>	<p>___ Did not express specific examples from the selected music relating to mood, visual image or storyline with any clear explanation.</p>

<p>binary), and describe the choices as models for composition. (MU:Re7.1.C.1a)</p>				
<p>COLLABORATION</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporates others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p>___ Actively included all members and each member had a specific role for the day.</p> <p>___ Worked together with no real conflict, and/or disagreements easily led to better ideas and deeper understanding.</p> <p>___ Established a “best idea wins” mentality and put the work before individual needs.</p> <p>___ Had a successful day of work and the group members formed deeper bonds.</p>	<p>___ Successfully included all members during the work for the day.</p> <p>___ Worked together with no real conflicts, and/or disagreements eventually led to better ideas and deeper understanding.</p> <p>___ Put the work first and piggy-backed on ideas well.</p> <p>___ Worked well together and had a successful day of work.</p>	<p>___ Tried to include all group members; some may have felt left out.</p> <p>___ Attempted to work together, but had an unproductive disagreement.</p> <p>___ Struggled with building off each other’s ideas, and individual preferences sometimes won out.</p> <p>___ Could recover from disagreements and keep working.</p>	<p>___ Was not inclusive of all its members.</p> <p>___ Had an unproductive disagreement, resulting in real conflict.</p> <p>___ Did not build off each other’s ideas, or an individual’s preferences were exclusively pursued.</p> <p>___ Was not able to recover from disagreements and stopped working.</p>
<p>CREATIVITY</p> <p>Developing ideas into new and novel solutions.</p>	<p>___ Generated many imaginative and original solutions and successfully developed one into a novel result.</p> <p>___ Encouraged all members to express themselves fully and infused their own personalities into their art.</p> <p>___ Worked flexibly and nimbly used all limitations or resources to inform their work.</p> <p>___ Remained motivated by the task at hand and found joy in creating</p>	<p>___ Generated an imaginative and original solution and successfully developed it into a novel result.</p> <p>___ Encouraged many members to creatively express themselves.</p> <p>___ Worked flexibly and used some limitations or resources to inform its work.</p> <p>___ Remained motivated by the task at hand and certain extrinsic factors. While the</p>	<p>___ Generated a rudimentary solution or replicated an existing idea (example: used Habanera or If Looks Could Kill You’d Be Dead)</p> <p>___ Encouraged a few members to express themselves during the group work or share.</p> <p>___ Attempted a solution, but sometimes struggled with flexibility and saw limitations as a road block.</p> <p>___ Overcame initial motivation struggles</p>	<p>___ Did not generate any solutions or did not understand the Task Sheet.</p> <p>___ Was not comfortable with self-expression, and no members of the group expressed themselves at any point in the session.</p> <p>___ Was inflexible; if a limitation or unexpected resource was encountered, the group members gave up.</p> <p>___ Was unmotivated by both intrinsic and extrinsic factors.</p>

	ideas or art for the group members' own fulfillment.	group members found some joy in creating ideas or art for their own fulfillment, they were also motivated by extrinsic factors.	when reminded of academic achievement or audience response.	
DETERMINING THEME Determining a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary off the text. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporates others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS.ELA-LITERACY.RL.9.12 .2)	<p>___ Could determine two or more themes or central idea found in the lyrics and music with strong rationale and supported evidence.</p> <p>___ Could determine how the themes emerged and provided substantial details associated with the lyrics and music that supported their findings.</p> <p>___ During group discussion scholar effectively propelled the conversation by posing and responding to questions that related the discussion to broader themes.</p> <p>___ Scholar effectively engaged other scholars in clarifying, verifying, and challenging ideas to come to a better understanding.</p>	<p>___ Could determine two or more themes or central idea found in the lyrics or music</p> <p>___ Could determine how the themes emerged and provided details associated with the lyrics and music that supported their findings.</p> <p>___ During group discussion scholar propelled the conversation by posing and responding to questions that related the discussion to broader themes.</p> <p>___ Scholar engaged other scholars in clarifying, verifying, and challenging ideas to come to a better understanding.</p>	<p>___ Could determine two or more themes or central idea found in the lyrics or music</p> <p>___ Could determine how the themes emerged and details associated with lyrics and music but did not provide substantial explanation.</p> <p>___ During group discussion scholar had the ability to propel the conversation by posing and responding to questions that related the discussion to broader themes but needed additional supports and prompts from teacher or peers.</p> <p>___ Scholar demonstrated difficulty in engaging other scholars in clarifying, verifying, and challenging ideas to come to a better understanding.</p>	<p>___ Was not able to determine two or more themes or central idea found in the lyrics or music.</p> <p>___ Was not able to determine how the themes emerged and details associated with lyrics or music.</p> <p>___ During group discussion scholar was not able to propel the conversation by posing and responding to questions that related the discussion to broader themes.</p> <p>___ Scholar did not engage other scholars in clarifying, verifying, and challenging ideas to come to a better understanding.</p>
PRESENTATION SKILLS Learning, applying, and building on domain specific concepts, language, and disciplines.	<p>___ Integrated all new presentation skills from the session into their group task.</p> <p>___ Used many previously learned concepts and skills to inform its group</p>	<p>___ Attempted to integrate new presentation skills from the session into its group tasks.</p> <p>___ Used some previously learned concepts and skills to</p>	<p>___ Attempted to integrate new presentation skills from the session into its group task, but was inconsistent or unsuccessful.</p> <p>___ Used a few</p>	<p>___ Did not use new presentation skills from the session.</p> <p>___ Did not use previously learned concepts and skills to inform its group work.</p>

	<p>work.</p> <p>___Used new and previously learned presentation vocabulary during group work.</p> <p>___Easily used presentation during the share; all members of the group used volume and diction during the share.</p>	<p>inform its group work.</p> <p>___Used some new and previously learned presentation vocabulary during group work.</p> <p>___Used presentation skills during the share, but some skills were missing or were weak; a majority of the group used volume and diction during the share.</p>	<p>previously learned concepts and skills disciplines to inform its group work.</p> <p>___Used little new and previously learned presentation vocabulary during their group work.</p> <p>___Attempted to use presentation skills during the share, but its choices were unclear; the group struggled to use volume and diction during the share.</p>	<p>___Did not use previously learned presentation vocabulary during group work.</p> <p>___Did not use skills during the share; the group struggled to use volume and diction during the share.</p>
TOTAL:				
COMMENTS:				

GROUP TASK ASSESSMENT

Analyze how the elements of music (including form) or selected works related to style and mood, and explain the implications for rehearsal or performance.
(MU:Pr4.2.C.1a)

STUDENT NAME _____

DATE _____

GROUP MEMBERS: _____

Directions: Complete each section thoroughly by providing feedback on the preparation process for your presentation.

- 1. ANALYZE:** Is the outcome of your *If Looks Could Kill You'd Be Dead* remix what you expected it to be? (In example, the lyrics, the genre of music used, the nuances, the mood, etc.) Was any part of this task difficult? If so, what?
- 2. STYLE & MOOD:** Do you feel your remix stays true to the essence of the original music? Did you struggle with finding your own interpretation for the remix?
- 3. REHEARSAL:** During the rehearsal process with your group, did everyone collaborate and work together in preparation for presentation? What were the strengths? Weaknesses? What did your group do to prepare for presentation? How did you ensure your remix was ready for presentation?
- 4. EVALUATE:** Did your remix meet expectations? Did the new style of genre enhance or take away from the intent? Where could corrections be made? What feedback did your peers give for improvement? If you could change your contribution to the process what would it be?

ANALYZE

STYLE & MOOD

REHEARSAL

EVALUATE

Type: Formative

Task: Reflection of the Process

Cognitive Demand: Evaluation

CARMEN DISCUSSION

Type: Diagnostic

Task: Discussion Questions

Cognitive Demand: Analysis

Questions to ask:	Response Look-fors:
What did you notice about how the story of Carmen is represented in the opera?	<input type="checkbox"/> Scholars can articulate the themes, characters and setting of the story within the operatic excerpt.
How did the story of Carmen make you feel? How did the Opera excerpt make you feel?	<input type="checkbox"/> Scholars can explain how mood is effected based on word choice and performance.
What themes and mood emerged from the performance?	<input type="checkbox"/> Scholars can cite evidence of specific themes and mood within the operatic excerpt.

CARMEN COMPARISON

Type: Diagnostic

Task: Group discussion

Cognitive Demand: Analysis

Post 4 areas in the room: Same, Different, Theme and Mood.



Ask students to write down their responses of how the text from the libretto of Habanera and the text from the hip opera film version scene of If Looks Could Kill You'd be Dead are the same and different, as well as each's theme and mood.

Students then post their answers in the appropriate areas using post-it notes.

Do a gallery walk after every one posts their answers. Then come back and have a discussion as a group on what they discovered.

*** Adapted from The Michigan Opera Study Guide: Carmen. Source: <http://www.michiganopera.org/wp-content/uploads/2015/05/carmenStudyGuide.pdf>*