

What is Opera: A Guide to the Art of Opera for New Audiences

CURRICULUM CONNECTIONS

9-12 MUSIC: MANITOBA CURRICULUM FRAMEWORK OF OUTCOMES

9-12 DRAMATIC ARTS: MANITOBA CURRICULUM FRAMEWORK OF OUTCOMES

9-12 Manitoba Music and Dramatic Arts Curriculum Connections

The music and dramatic arts learning experiences described in this guide support the goals of the Grades 9-12 Manitoba Music Curriculum Framework “to support, nurture, and inspire the learning growth” of all music and dramatic arts learners (Manitoba Education and Advanced Learning, 2015, p. 1).

The experience of attending Manitoba Opera has strong connections with the music and dramatic arts learning outcomes from the four essential learning areas outlined in the Manitoba Music and Dramatic Arts Curriculum Frameworks: Making, Creating, Connecting, and Responding. The four essential learning areas are intended to function in integrated ways so that music and dramatic arts language and practices (Making) are connected to how they may be used to create music or dramatic arts (Creating), what understandings and significance the language and practices can communicate through diverse arts and life contexts (Connecting), and how critical reflection about music and/or dramatic arts transforms learning and develops identity and agency (Responding).

Music:

Music: Making	Music: Making	Music: Creating
<p>M-M2 <i>The learner develops listening competencies for making music by:</i></p> <ul style="list-style-type: none"> • listening critically with discrimination and purpose to: <ul style="list-style-type: none"> ➢ situate and contextualize music ➢ support enjoyment and understanding of music ➢ inform music analysis, interpretation, appreciation, and evaluation • developing listening strategies (e.g., kinesthetic hearing, inner hearing, musical memory, playing/singing/composing by ear) for making and creating music. 	<p>M-M3 <i>The learner develops competencies for using elements of music in a variety of contexts.</i></p> <ul style="list-style-type: none"> • using music terminology to identify and describe how and why music elements are used. 	<p>M-CR1 <i>The learner generates ideas from a variety of sources for creating music.</i></p> <ul style="list-style-type: none"> • drawing inspiration from personal experiences and relevant sources (e.g., feelings, memories, imagination, observations, associations, cultural traditions, responses to current events, social, political, historical, and environmental issues, curriculum studies, experiences with music). • exploring a wide range of resources and stimuli (e.g., motifs, riffs, music and music excerpts, technical challenges from existing repertoire, movement, images, sound, stories, poetry, artifacts, technology, multimedia) to ignite ideas and questions.

		<ul style="list-style-type: none"> considering other arts disciplines (dance, dramatic arts, media arts,* visual arts) and subject areas to inspire ideas.
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Music: Creating	Music: Connecting	Music: Connecting
<p>M-CR2 <i>The learner experiments with, develops, and uses ideas for creating music.</i></p> <ul style="list-style-type: none"> remaining open to emerging, serendipitous ideas and inspiration. 	<p>M-C1 <i>The learner develops understandings about people and practices in music by:</i></p> <ul style="list-style-type: none"> exploring a range of music works, forms, genres, styles, traditions, innovations, and performance practices from various times, places, social groups, and cultures. investigating contributors to music from a range of contexts (e.g., musician, composer, arranger, advocate, educator, historian, critic) engaging with local, Manitoban, and Canadian contributors and contributions to music (e.g., music artists, groups, events, community and cultural resources, innovations) to expand learning opportunities. 	<p>M-C2 <i>The learner develops understanding about the influence and impact of music.</i></p> <ul style="list-style-type: none"> exploring how music and music artists influence and are influenced by other arts disciplines and subject areas.

Music: Connecting	Music: Responding	Music: Responding
<p>M-C3 <i>The learner develops understandings about the role, purposes and meanings of music.</i></p> <ul style="list-style-type: none"> examining how music can be a means of sharing diverse viewpoints and of understanding the perspectives of others. examining ways that music reflects, interprets, and records traditions, values, beliefs, issues, and events in society and culture. 	<p>M-R2 <i>The learner critically listens to, observes, and describes music experiences:</i></p> <ul style="list-style-type: none"> discerning details about music elements, forms, styles, gestures, and techniques to inform analysis, interpretation, judgment, and evaluation. using music terminology to create rich, detailed observations (e.g., music elements, techniques, forms, motifs, structures, expressive and stylistic devices, genres, themes, patterns) building common understandings and considering different noticings about music works and experiences. 	<p>M-R3 <i>The learner analyzes and interprets music experiences.</i></p> <ul style="list-style-type: none"> analyzing how music elements and techniques function, relate, and are manipulated, organized, and used for artistic and creative purposes.

Dramatic Arts:

Dramatic Arts: Making	Dramatic Arts: Making	Dramatic Arts: Creating
<p>DR-M2 The learner develops competencies for using elements of drama/theatre in a variety of contexts.</p> <ul style="list-style-type: none"> using drama/theatre vocabulary for making, creating, and responding to the dramatic arts. 	<p>DR-M3 The learner develops competencies for using a range of dramatic forms and styles.</p> <ul style="list-style-type: none"> identifying and analyzing qualities and characteristics of a range of dramatic forms and styles to respond to a variety of needs and purposes. 	<p>DR-CR1 The learner generates, develops, and communicates ideas for creating drama/theatre.</p> <ul style="list-style-type: none"> considering other arts disciplines (dance, media arts,* music, visual arts) and subject areas to inspire dramatic action and ideas.

Dramatic Arts: Creating	Dramatic Arts: Connecting	Dramatic Arts: Connecting
<p>DR-CR2 The learner experiments with, develops, and uses idea for creating drama/theatre.</p> <ul style="list-style-type: none"> remaining open to emerging, serendipitous ideas and inspiration. 	<p>DR-C1 The learner develops understandings about the significance of the dramatic arts by making connections to various times, places, social groups, and cultures</p> <ul style="list-style-type: none"> exploring a range of drama/theatre works, forms, styles, traditions, innovations, and performance practices from various times, places, social groups, and cultures (including First Nations, Métis, and Inuit) investigating contributors to the dramatic arts from a range of contexts (e.g., actor, playwright, script writer, director, producer, sound/lighting/costume designer, advocate, educator, historian, critic) 	<p>DR-C2 The learner develops understandings about the influence and impact of the dramatic arts.</p> <ul style="list-style-type: none"> exploring how the dramatic arts and artists influence and are influenced by other arts disciplines and subject areas.

Dramatic Arts: Connecting	Dramatic Arts: Responding	Dramatic Arts: Connecting
<p>DR-C3 <i>The learner develops understandings about people and practices in the dramatic arts.</i></p> <ul style="list-style-type: none"> • examining how the dramatic arts can be a means of sharing diverse viewpoints and of understanding the perspectives of others. • examining ways that the dramatic arts reflect, interpret, and record traditions, values, beliefs, issues, and events in society and culture. 	<p>DR-R2 <i>The learner critically observes and describes drama/theatre experiences.</i></p> <ul style="list-style-type: none"> • discerning details about drama/theatre elements, forms, styles, tools, and techniques to inform analysis, interpretation, judgment, and evaluation. • using drama/theatre vocabulary to create rich, detailed observations (e.g., dramatic elements, techniques, forms, styles, themes, conventions, costumes, music). • building common understandings and considering different noticings about drama/theatre works and experiences. 	<p>DR-R3 <i>The learner analyzes and interprets drama/theatre experiences.</i></p> <ul style="list-style-type: none"> • analyzing how drama/theatre elements function, relate, and are manipulated, organized, and used for artistic and creative purposes.