

## *Carmen*

### **CURRICULUM CONNECTIONS**

9-12 MUSIC: MANITOBA CURRICULUM FRAMEWORK OF OUTCOMES

9-12 DRAMATIC ARTS: MANITOBA CURRICULUM FRAMEWORK OF OUTCOMES

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### **9-12 Manitoba Music and Dramatic Arts Curriculum Connections**

The music and dramatic arts learning experiences described in this study 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 student activities integrate 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).

### **Activity #1: Using the Five C’s, Have your Students Analyze the Opera as Drama**

Music: Making	Music: Connecting	Music: Responding
<b>M-M2</b> <i>The learner develops listening competencies for making music by:</i> <ul style="list-style-type: none"> <li>listening critically with discrimination and purpose to: <ul style="list-style-type: none"> <li>situate and contextualize music</li> <li>support enjoyment and understanding of music</li> <li>inform music analysis, interpretation, appreciation, and evaluation</li> </ul> </li> </ul>	<b>M-C2</b> <i>The learner develops understandings about the influence and impact of music by:</i> <ul style="list-style-type: none"> <li>examining the impact of context (e.g., personal, social, cultural, political, geographical, historical, etc.) on music and music artists</li> <li>examining how music and music artists influence, comment on, question, and challenge social, political, and cultural discourse and identity</li> </ul>	<b>M-R1</b> <i>The learner generates initial reactions to music experiences by:</i> <ul style="list-style-type: none"> <li>making personal connections to previous experiences with music and other art forms</li> <li>expressing first impressions evoked by music works and experiences as a starting point for critical analysis and reflection</li> </ul>

Dramatic Arts: Making	Dramatic Arts: Connecting	Dramatic Arts: Responding
<b>DR-M2</b> <i>The learner develops competencies for using elements of drama/theatre in a variety of contexts by:</i> <ul style="list-style-type: none"> <li>using drama/theatre vocabulary for making, creating, and responding to the dramatic arts</li> </ul>	<b>DR-C1</b> <i>The learner develops understandings about people and practices in the dramatic arts by:</i> <ul style="list-style-type: none"> <li>exploring a range of drama/theatre works, forms, styles, traditions, innovations, and performance practices from various times, places, social groups, and cultures</li> </ul>	<b>DR-R3</b> <i>The learner analyzes and interprets drama/theatre experiences by:</i> <ul style="list-style-type: none"> <li>analyzing how drama/theatre elements function, relate, and are manipulated, organized, and used for artistic and creative purposes</li> </ul>

## Activity #2: Create a Poster, Set, Costume, Press Release, or Ad

Music: Connecting	Music: Connecting
<b>M-C2</b> <i>The learner develops understandings about the influence and impact of music by:</i> <ul style="list-style-type: none"> <li>exploring how music and music artists influence and are influenced by other arts disciplines (e.g., dramatic arts/theatre)</li> </ul>	<b>M-C3</b> <i>The learner develops understandings about the roles, purpose, and meanings of music by:</i> <ul style="list-style-type: none"> <li>examining ways that music reflects, interprets, and records traditions, values, beliefs, issues, and events in society and culture</li> </ul>
Dramatic Arts: Connecting	Dramatic Arts: Connecting
<b>DR-C2</b> <i>The learner develops understandings about the influence and impact of the dramatic arts by:</i> <ul style="list-style-type: none"> <li>exploring how the dramatic arts and artists influence and are influenced by other arts disciplines (e.g., music)</li> </ul>	<b>DR-C3</b> <i>The learner develops understandings about the roles, purpose, and meanings of the dramatic arts by:</i> <ul style="list-style-type: none"> <li>analyzing the multiple roles and purposes of drama/theatre for individuals and society</li> </ul>

## Activity #3: A Review

Music: Responding	Music: Responding	Music: Responding	Music: Responding
<b>M-R1</b> <i>The learner generates initial reactions to music experiences by:</i> <ul style="list-style-type: none"> <li>Suspending judgment and taking time to deeply perceive music works and experiences before forming opinions, interpretations, and evaluations</li> </ul>	<b>M-R2</b> <i>The learner critically listens to, observes, and describes music experiences by:</i> <ul style="list-style-type: none"> <li>building common understandings and considering different noticings about music works and experiences</li> </ul>	<b>M-R3</b> <i>The learner analyzes and interprets music experiences by:</i> <ul style="list-style-type: none"> <li>refining ideas and igniting new thinking through listening to others, critical dialogue, questioning, and research</li> </ul>	<b>M-R4</b> <i>The learner applies new understandings about music to construct identity and to act in transformative ways by:</i> <ul style="list-style-type: none"> <li>recognizing and respecting that individuals and groups may have different opinions, interpretations, preferences, and evaluations regarding music experiences</li> </ul>

Dramatic Arts: Responding	Dramatic Arts: Responding	Dramatic Arts: Responding	Dramatic Arts: Responding
<b>DR-R1</b> <i>The learner generates initial reactions to drama/theatre experiences by:</i> <ul style="list-style-type: none"> <li>Suspending judgment and taking time to deeply perceive drama/theater works and experiences before forming opinions, interpretations, and evaluations</li> </ul>	<b>DR-R2</b> <i>The learner critically observes and describes drama/theatre experiences by:</i> <ul style="list-style-type: none"> <li>building common understandings and considering different noticings about drama/theatre works and experiences</li> </ul>	<b>DR-R3</b> <i>The learner analyzes and interprets drama/theatre experiences by:</i> <ul style="list-style-type: none"> <li>refining ideas and igniting new thinking through listening to others, critical dialogue, questioning, and research</li> </ul>	<b>DR-R4</b> <i>The learner applies new understandings about drama/theatre to construct identity and to act in transformative ways by:</i> <ul style="list-style-type: none"> <li>recognizing and respecting that individuals and groups may have different opinions, interpretations, preferences, and evaluations regarding drama/theatre experiences</li> </ul>

#### Activity #4: Have your students act out the story

Dramatic Arts: Making	Dramatic Arts: Making	Dramatic Arts: Making
<b>DR-M1</b> <i>The learner develops competencies for using the tools and techniques of body, mind, and voice in a variety of contexts by:</i> <ul style="list-style-type: none"> <li>using mind (e.g., observation, imagination, memory, analysis, listening, etc.) to communicate dramatic action and meaning</li> </ul>	<b>DR-M2</b> <i>The learner develops competencies for using elements of drama/theatre in a variety of contexts by:</i> <ul style="list-style-type: none"> <li>selecting and manipulating elements of drama/theatre for meaning and impact (e.g., convey emotion, status of a character, situation, etc.)</li> </ul>	<b>DR-M3</b> <i>The learner analyzes and interprets drama/theatre experiences by:</i> <ul style="list-style-type: none"> <li>connecting analysis evidence with initial reactions and personal associations to form interpretations about meaning and intent</li> </ul>

#### Activity #5: Write a Letter from One Character to Another

Dramatic Arts: Responding
<b>DR-R3</b> <i>The learner analyzes and interprets drama/theatre experiences by:</i> <ul style="list-style-type: none"> <li>connecting analysis evidence with initial reactions and personal associations to form interpretations about meaning and intent.</li> </ul>

## Activity #6: Cast *The Barber of Seville*

Music: Connecting		Music: Responding	
<b>M-C2</b> <i>The learner develops understandings about the influence and impact of music by:</i> <ul style="list-style-type: none"> <li>examining the impact of context (e.g., personal, social, cultural, political, economic, geographical, historical, etc.) on music and music artists.</li> </ul>		<b>M-R4</b> <i>The learner applies new understandings about music to construct identity and to act in transformative ways by:</i> <ul style="list-style-type: none"> <li>justifying own interpretations, decisions, preferences, evaluations, and possible changes in previous thinking.</li> </ul>	
Dramatic Arts: Making	Dramatic Arts: Connection		Dramatic Arts: Responding
<b>DR-M1</b> <i>The learner generates ideas from a variety of sources for creating drama/theatre</i> <ul style="list-style-type: none"> <li>Drawing inspiration from personal experiences and relevant sources (e.g. feelings, memories, imagination, observation, associations, cultural traditions, responses to current events, social, political, historical and environmental issues, curriculum studies, experiences with drama/theatre).</li> </ul>	<b>DR-C3</b> <i>The learner develops understandings about the roles, purposes and meanings of the dramatic arts</i> <ul style="list-style-type: none"> <li>Examining ways that the dramatic arts reflect, interpret, and record traditions, values, beliefs, issues and events in society and culture.</li> </ul>		<b>DR-R3</b> <i>The learner analyzes and interprets drama/theatre experiences</i> <ul style="list-style-type: none"> <li>Analyzing how drama/theatre elements function, relate and are manipulated, organized, and used for artistic and creative purposes.</li> </ul>

## Activity #7: Research and Report

Music: Connecting	Dramatic Arts: Connecting
<b>M-C2:</b> <i>The learner develops understandings about the influence and impact of music</i> <ul style="list-style-type: none"> <li>Examining the impact of context (e.g. personal, social, cultural, political, economic, geographical, environmental, historical, technological) on music and music artists.</li> </ul>	<b>DR-C2:</b> <i>The learner develops and understanding of the impact and influence of dramatic arts</i> <ul style="list-style-type: none"> <li>Examining how the dramatic arts and artists influence, comment on, question, and challenge social, political and cultural discourse and identity.</li> </ul>

### Activity #8: *The Barber of Seville* Mood Board

Music: Responding	Dramatic Arts: Making	Dramatic Arts: Responding
<b>M-R2:</b> <i>The learner critically listens to, observes, and describes music experiences</i> <ul style="list-style-type: none"> <li>Building common understandings and considering different noticings about music works and experiences.</li> </ul>	<b>DR-M3:</b> <i>The learner develops competencies for using a range of dramatic forms and styles</i> <ul style="list-style-type: none"> <li>Identifying and analyzing qualities and characteristics of a range of dramatic forms and styles to respond to a variety of needs and purposes.</li> </ul>	<b>DR-R3:</b> <i>The learner analyzes and interprets drama/theatre experiences</i> <ul style="list-style-type: none"> <li>Connecting analysis evidence with initial reactions and personal associations to form interpretations about meaning and intent.</li> </ul>

### Activity #9: Musical Interpretation of Literature

Music: Creating	Music: Making	Dramatic Arts: Creating	Dramatic Arts: Making
<b>M-CR2:</b> <i>The learner experiments with, develops and uses ideas for creating music</i> <ul style="list-style-type: none"> <li>Defining, analyzing and solving creative music challenges.</li> </ul> <b>M-CR3:</b> <i>The learner revises, refines and shares music ideas and creative work</i> <ul style="list-style-type: none"> <li>Finalizing and sharing music creation, composition, improvisation and/or arrangement with communicative intent and audience in mind.</li> </ul>	<b>M-M3:</b> <i>The learner develops competencies for using elements of music in a variety of contexts</i> <ul style="list-style-type: none"> <li>Selecting, adapting, manipulating and combining music elements to communicate meaning and intent.</li> </ul>	<b>DR-CR2:</b> <i>The learner experiments with, develops and uses ideas for creating drama/theatre</i> <ul style="list-style-type: none"> <li>Engaging in cycles of experimentation and idea generation to consider possibilities and test out, and elaborate, ideas.</li> </ul>	<b>DR-M1:</b> <i>The learner develops competencies for using the tools and techniques of body, mind, and voice in a variety of contexts</i> <ul style="list-style-type: none"> <li>Using body, movement, and space to communicate dramatic action and meaning</li> <li>Using voice (e.g. pitch, projection, intonation, breathing, resonance, articulation, volume, expression, colour, tone, timbre) to communicate dramatic action and meaning</li> <li>Selecting and applying the tools and techniques of body, mind, and voice for purpose and intent in a range of situations</li> </ul> <b>DR-M2:</b> <i>The learner develops competencies for using elements of drama/theatre in a variety of contexts</i> <ul style="list-style-type: none"> <li>Identifying and experimenting with elements of drama/theatre to develop, interpret, support, create, and document original and scripted works</li> <li>Selecting and</li> </ul>

			manipulating elements of drama/theatre for dramatic meaning and impact (e.g. convey emotion, status of a character, situation).
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## Activity #10: Active Listening

Music: Responding	Dramatic Arts: Responding
<b>M-R2:</b> <i>The learner critically listens to, observes and describes music experiences</i> <ul style="list-style-type: none"> <li>Discerning details about music elements, forms, styles, gestures and techniques to inform analysis, interpretation, judgement and evaluation.</li> </ul>	<b>DR-R1:</b> <i>The learner generates initial reactions to drama/theatre experiences</i> <ul style="list-style-type: none"> <li>Expressing first impressions (e.g., thoughts, feelings, intuitions, associations, questions, experiences, memories, stories, connections to other disciplines) evoked by drama/theatre works and experiences as a starting point for critical analysis and reflection</li> </ul>