



## Visual Arts: K – 4<sup>th</sup>, On the Road to Bremen Town

### Students Will

- Use artistic expression to decorate a map
- Utilize different geometric shapes and textures
- Apply artistic concepts to everyday life

### Copies for Each Student

- **The Story of the Opera**
- Blank Bremen Town Map
- Requirement Sheet

### For the Teacher

- **The Story of the Opera**
- Bremen Town Map Example
- Requirement Sheet
- Map Examples

### Getting Ready

Decide which section(s) of the lesson you wish your group to complete.

Gather materials:

- Drawing paper, Construction paper
- Rulers, Scissors, Glue
- Pencils, Markers, Crayons, Map Pencils, Paint
- Additional art supplies as needed

### Instructional Time

One 45-minute class period

### Introduction

Read **The Story of the Opera** with your class. Tell students that many of the characters in the story became lost in the forest during their travels because they did not know the correct way to Bremen Town. Begin a discussion with your students concerning the purpose of maps and how they are used. Explain to the students that a map will help the characters get to Bremen Town and avoid becoming lost. Begin discussing some of the things the characters or students would see on the way to school or Bremen Town. Discuss how these things would look on a map. Be sure to focus on shapes, colors, and textures as the students brainstorm possible objects.

### Guided Practice

Display the Bremen Town Map example for the students or provide a copy to your students. Have the students name the objects as well as the shapes, colors, and textures they see on the map. Discuss the different geometric shapes and the ways different shapes can function as items on the map. Also, discuss different types of maps and the way landmarks are displayed including GPS and other tools. Be sure to display or print the Blank Bremen Town Map on large paper/ art surface to make room for the student's objects/ images.

### **Independent Practice**

Depending on your grade level, the ability of your students, and time constraints, you may choose to have students work in small groups, with a partner, or individually. Determine the parts of the assignment you want your class to complete. Review the map examples, the Requirement Sheet, and the provided Bremen Town Map Example to complete the assignment. You can have the students use the full map or choose a section of the map to enlarge and assign to the class. Have the students present and explain their maps to the class.

### **If time allows**

As a class, have students explain the objects they included on their map and the shapes and textures used to create the objects.

### **Evaluation**

1. Were the students able to complete their map of Bremen Town?
2. Were the students able to complete the assignments by including 80% of the requirements?
3. Were students able to present their map and understand the maps of their classmates?

### **TEKS: Art**

#### **Kindergarten**

(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. (A. B.)

(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. (A. B. C.)

(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. (A. B. C.)

#### **Grade 1**

(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning, understanding, and applying the elements of art and principles of design. The student uses what revised August 2018 29 the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. (A. B.)

(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. (A. C.)

(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. (A. B. D.)

(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. (A.)

#### **Grade 2**

(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive revised August 2018 31 qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. (A. B.)

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*The Bremen Town Musicians*

(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. (A. B. C.)

(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. (A. C. D.)

(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. (A.)

**Grade 3**

(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. (A)

(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem solving skills. (A. B. C.)

(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. (A)

**Grade 4**

Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. (A. B.)

**Correlates:** Language Arts, Mathematics

**Gardner's Intelligences:** Visual-Spatial, Linguistic, Logical-Mathematical

**Bloom's Taxonomy:** Understand, Analyze, Evaluate

**References:**

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# The Story of the Opera

Eddie Pensier, a rooster with operatic aspirations, is chased away from his farm for waking the entire barnyard by singing tenor arias (songs). He decides to look for some pirates, who he thinks will be his friends and help him to survive. On the very same day, Barcarolle the dog, and Dorabella the cat, are cast out by their owners for being too old to catch rabbits and mice. As Barcarolle and Dorabella make their way through the woods near the road to Bremen, they meet General Boom, a retired army donkey, who is marching along playing his drum. After hearing the reason they were forced to leave their homes, the general awards medals to them for being nice to rabbits and mice. In further appreciation of their kindness, General Boom also invites them to come to Bremen to play in his new band. Dorabella and Barcarolle are overjoyed at the invitation but must decline because they have promised to open a retirement home for old dogs and cats.

Eddie, who has now joined the Sea-sick Pirates, has been hiding and watching General Boom, Barcarolle, and Dorabella. When Dorabella and Barcarolle leave, Eddie draws his sword and startles the general with a big shout, “Cock-a-doodle-doo! ARRRRRRRRRRRRR!” General Boom, after calming himself, asks Eddie to stop trying to frighten him and invites the singing rooster to Bremen to join his new band. Eddie declines the invitation because he has promised to never think for himself and will only do whatever the pirates command. Therefore, the general bids Eddie farewell but suddenly realizes his drum is missing! Eddie confesses that the pirates commanded him to distract the general so they could steal the drum. General Boom vows to get his drum back and recruits Eddie to help. However, Eddie does not pay attention to where General Boom is marching and heads off in the wrong direction.

Meanwhile, Dorabella and Barcarolle have gotten lost and start to blame each other angrily. They spot Eddie and demand to know who he is. Eddie demands to know who they are, and all three animals begin arguing so loudly that General Boom hears their shouting. He tells them that they should learn to get along and extends another invitation for them to join his band. With the woods surrounding the Bremen Road filled with uncertainty and rumors of pirates all about, they decide that it is best for them all to stick together. Therefore, Dorabella, Barcarolle, and Eddie agree to join the general’s new band and march with him to Bremen. Eddie warns everyone that the house belonging to the Sea-sick Pirates is on the way to Bremen and that General Boom’s drum is probably there. Working together as a team, the four create a plan to scare the pirates away from the house disguising themselves as a big noisy monster! Their plan succeeds and Eddie is able to return the drum to its rightful owner, General Boom. As they make their way to their new home, the newly-formed Bremen Town Musicians celebrate the idea that friendship, cooperation, and respect for others is far better than facing problems alone.

## The Characters

**Eddie Pensier:** (*Tenor*) A singing rooster with artistic aspirations who loves singing opera.

**General Boom:** (*Bass or Baritone*) A retired Army donkey and percussionist.

**Barcarolle:** (*Mezzo or Soprano*) An old dog and best friend of Dorabella.

**Dorabella:** (*Soprano or Mezzo*) An old cat and best friend of Barcarolle.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **Requirement Sheet: K – 2<sup>nd</sup> Grade**

1. The map must have at least 4 trees.
2. The map must have the house of the Sea-Sick Pirates. Students can create the house using at least 3 Geometric shapes.
3. The map must have at least 2 other objects. These can be a bridge, building, boulder, log, field, cave, restaurant, inn, etc.
4. The map must have a sign to designate the correct direction to Bremen Town.
5. Students can use a blank map to create their own map of Bremen Town.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

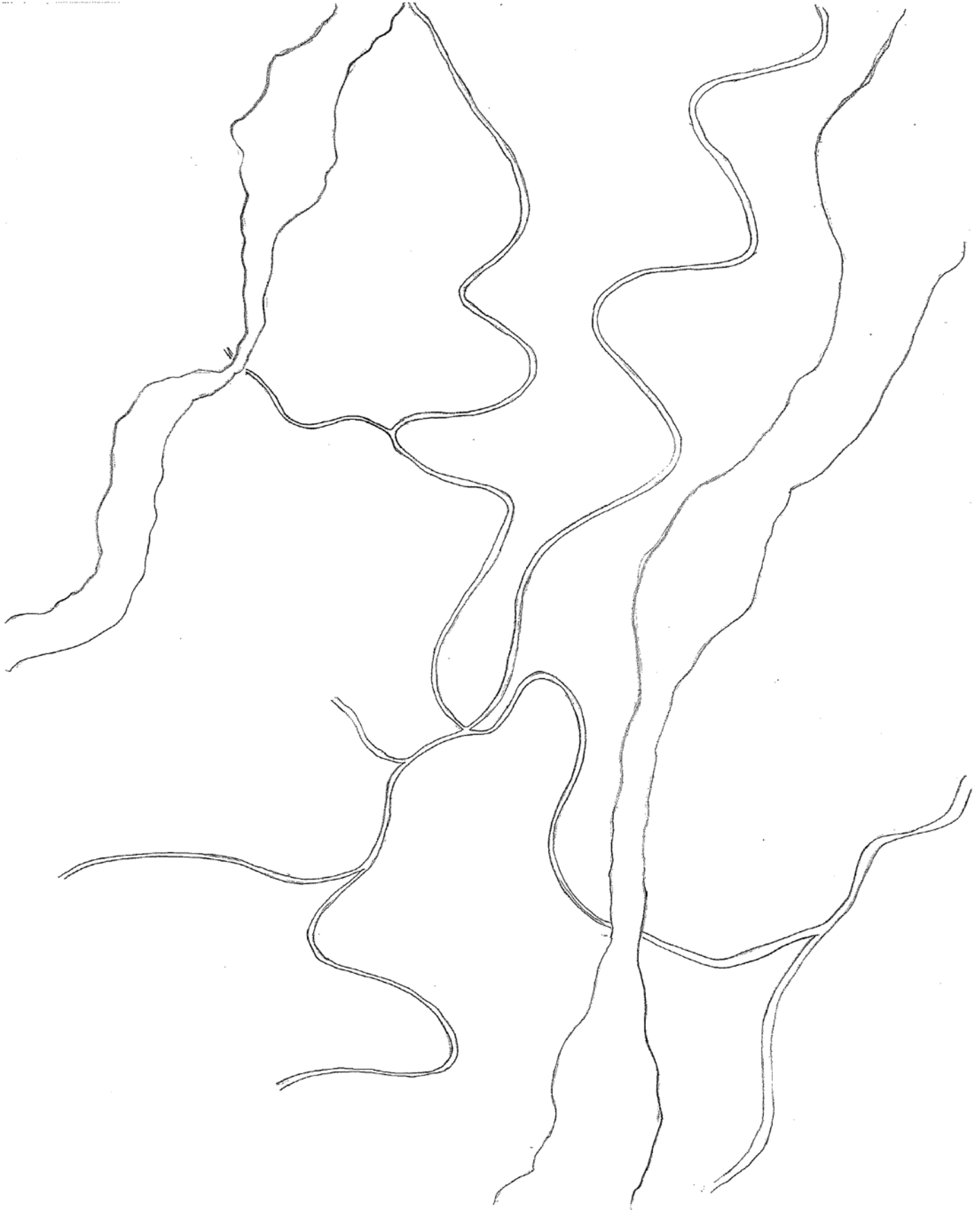
## Requirement Sheet: 3<sup>rd</sup> – 4<sup>th</sup> Grade

Discuss the purpose of maps with your students. Explain to your students that many people use maps to help get to their destinations. Review the example maps with your students while guiding a discussion of the things they see on their way to their destinations. As a class, in groups, or individually, brainstorm things the characters in the opera may see on their way to Bremen Town. Have your students fill in the map with some of the objects.

1. The map must have at least 6 trees.
2. The map must have the house of the Sea-Sick Pirates and one other building such as an inn, restaurant, shop, etc. Students can create the house using at least 3 Geometric shapes.
3. The map must have at least 2 other objects or landmarks. These can be a bridge, boulder, log, field, cave, etc.
4. The map must have a sign to designate the correct direction to Bremen Town and the other buildings on the map.
5. Students can use a blank map to create their own map of Bremen Town.

**Bonus:** Have your students use different textures or create 3D or popup images of the objects on their map.

# Blank Map



# Example Map



Bremen  
Town