



Visual Arts II: We are the Stars!

Students will

- Learn about proportions and expressions of the human face
- Practice drawing
- Design and create masks based on characters from the opera
- Participate in a readers' theater

Before the lesson: Read the activity worksheets as they include detailed instructions. Decide if you need to schedule this lesson over two to three class periods, or if you need to extend this lesson outside of class time.

Copies for Each Student/ Group of 4 Students

- "The Characters"
- "Readers' Theater: The Omelet Quartet"
- Activity Worksheet Parts I & II
- Mask Examples

Copies for the Teacher

- "Readers' Theater: The Omelet Quartet"
- Activity Worksheets Parts I & II

Materials Needed:

Standard Art Supplies such as pens or pencils, rulers, popsicle sticks, cardstock or foam core, markers, crayons, glue, or tape, and scrap items: old magazines, feathers, buttons, etc.

Guided/Independent Lesson

Depending on your grade level and the ability of your students, you may choose to conduct this lesson as a whole class, small group, or partner activity. The readers' theater will require groups of 4 students to perform together. Tell students: "Today we will read a translation* of the scene where Silvio, disguised as Pasquin, presents the omelet for tasting. Then we will review proportions and practice drawing faces so that you can create a mask to use in your reading of "The Omelet Quartet". (*Note: The translation used for this lesson is slightly different than what will be heard in performance.)

As a class, have everyone read "The Characters" and "The Omelet Quartet". Give each student a copy of the **Activity Worksheet**. Work with students to complete **Part I**. Remind students that Bizet's *Doctor Miracle* premiered in 1857, and the characters are of that time. Staging an opera is the decision of the design team of the opera company. Perhaps the characters will or will not be dressed in costumes and hairstyles of Paris in 1857 in The Dallas Opera's production. We shall see!

Direct students to turn their attention to **Part II** and provide them with the **Mask Example**. Read the directions with the students and assist as necessary. Allow time for students to make their masks and provide additional time for groups to participate in the readers' theater using their masks as props and being the Stars!

Evaluation

1. Were the students able to follow directions and complete the activity worksheets?
2. Did the students complete their masks?
3. Did the students participate in the readers' theater?

TEKS – Art

3rd Grade - 117.111.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. The student is expected to: (A) integrate ideas drawn from life experiences to create original works of art; (B) create compositions using the elements of art and principles of design; and (C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials.

4th Grade – 117.114.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. The student is expected to: (A) integrate ideas drawn from life experiences to create original works of art; (B) create compositions using the elements of art and principles of design; and (C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of art media and materials.

5th Grade – 117.117.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. The student is expected to: (A) integrate ideas drawn from life experiences to create original works of art; (B) create compositions using the elements of art and principles of design; and (C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, digital art and media, and photographic imagery using a variety of materials.

Middle School 1

117.202 c. 2 A,C 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. The student is expected to: (A) create original artworks based on direct observations, original sources, personal experiences, and the community; and (C) produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media, using a variety of materials.

Middle School 2

117.203. b. 2 A,C 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. The student is expected to: (A) create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community; (C) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media.

Middle School 3

117.204. b. 2 A,C 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. The student is expected to: (A) create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community; (C) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media.

Correlates: Language Arts, Theatre

Gardner’s Intelligences: Verbal/Linguistic, Visual/Spatial, Body/Kinesthetic

Bloom’s Taxonomy: Knowledge, Comprehension, Application, Analysis, Evaluation, Synthesis

Bibliography

Monahan, Patricia with Albany Wiseman. Figure Drawing: The Beginner’s Guide: A complete Step-By-Step guide to Techniques and Materials. London: New Holland. 2000.

Parker, Bill. “Le Docteur Miracle” libretto & essay in accompanying booklet, Bizet: *Le Docteur Miracle* sung by Christiane Eda-Pierre, Robert Massard, Rémy Corazza, Lyliane Guitton with the Orchestra of Radio France conducted by Bruno Amaducci. Allegro Corporation OPD-7077, 2010. Compact disc.

The Characters

Laurette: (*soprano*) Laurette is the daughter of Padua's mayor. She is a young woman in love with a captain in the army named Silvio. She wants to marry Silvio, but her father has planned to have her marry the local pharmacist. Laurette has been raised to obey her father, but deeply wishes to marry her true love. Listen as she sings "I Know What You Think About Him."

<https://www.youtube.com/watch?v=TLA765zyr0A>

Veronica: (*soprano/mezzo-soprano*) She is the wife of the Mayor and Laurette's stepmother. She tries to support her husband, but also wants Laurette to be happy. Veronica honors her husband's wishes, and seems surprised when her Laurette agrees to marry a stranger to save her father's life. Listen to "I Wonder What That Noise Was!" as Veronica sings a trio with her husband and stepdaughter.

<https://www.youtube.com/watch?v=hooGNVmmUVg>

The Mayor: (*baritone*) He is the Mayor of Padua, the town in which the story is set. He does not like Silvio, and does not like soldiers in general. A man of responsibility and power, he is used to getting his way. Little does he know that he will have help in changing his mind. Listen to the Mayor sing in "I've Been Blessed."

https://www.youtube.com/watch?v=VpLqY_uvmDM

Silvio/Pasquin/Doctor Miracle: (*tenor*) Silvio is a captain in the army. He has fallen in love with Laurette, and wishes to marry her. He knows that her father will not agree to the marriage. Laurette's father will not even allow them to speak to each other. Silvio has figured out a plan to trick the Mayor. He impersonates both Doctor Miracle and Pasquin to get near Laurette and fool the Mayor into agreeing to their marriage. Listen to Silvio, disguised as Pasquin, sing in "I'll Climb Up On Your Roof" and as Doctor Miracle, with the mayor's family, in "Dear Laurette, If You Still Love Me."

<https://www.youtube.com/watch?v=0RXhXyWLa0A>

<https://www.youtube.com/watch?v=fPNKMfsQRRc>

All four characters give a notable comic performance in "Make Way for the Omelet" as Pasquin creates a foul smelling omelet for the family to show off his great cooking skills. This quartet received an encore performance (meaning it was repeated at the demand of the audience) at the first performance of *Doctor Miracle* in 1857. <https://www.youtube.com/watch?v=Q6lbVIPXWo8>

Readers' Theater: "The Omelet Quartet"

Directions: In groups of 4, choose parts to read in this translation of "The Omelet Quartet" scene in *Doctor Miracle*. Think about how the characters' faces may look during this scene. Next, practice drawing the human face and facial expressions. Be a star! Create a mask of your character and use your mask in your group's final reading.

Pasquin: Here is the omelet! I have made it for you carefully and elegantly.

The Others: Here is the omelet; it has been made for you carefully and elegantly.

Pasquin: It consists, please take note, of butter and then eggs well beaten together!

The Others: Here is the omelet! It consists, we take note, of butter and then eggs well beaten together!

Mayor: The omelet has one fault. It is a little small. Almost divine of a well-prepared omelet that smiles at me and says: "I am your faithful breakfast, come, I await you, come, I call you!"

Veronica: Please, quit singing and let's eat.

Mayor: Let's eat, yes, let's eat!

Pasquin: Ah, here comes the critical moment!

Mayor: What a bizarre strange taste!

Veronica: In effect it bites you and tears your throat.

Mayor: What have you put in this omelet?

Pasquin: I put in butter and eggs.

Laurette, Veronica, Mayor: This is horrible. It's abominable! It's appalling; it's execrable; it's frightful! How was this omelet made? What an atrocious color and repulsive odor! It's pitiful! It's detestable! It's execrable!

Pasquin: Nevertheless, this omelet is well made! See, smell! See its color, smell the odor! It is admirable, delectable, adorable!

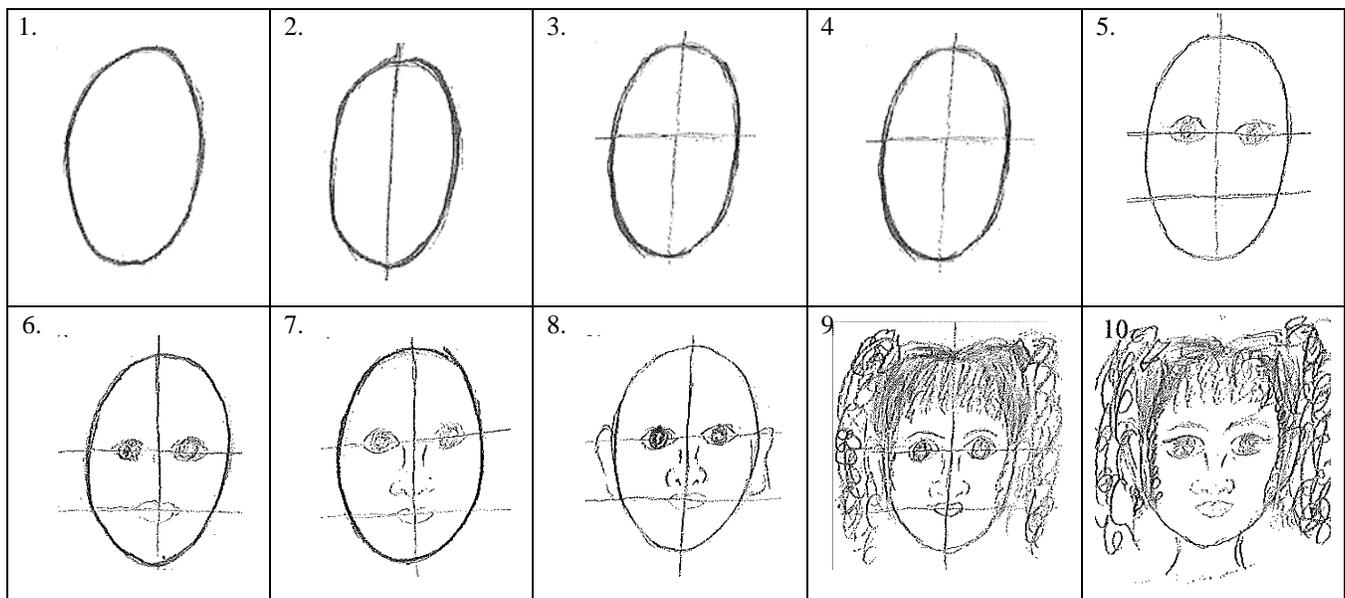
Activity Worksheet

Part I

Studying Proportions of the Human Face

Directions: Read the steps below and look at the picture that corresponds with each step. You will practice drawing a face in each box on the next page using these steps.

1. Draw an oval.
2. Draw a vertical line lightly through the center of the oval.
3. Draw a horizontal line a bit above the middle the of the oval, splitting the oval into 4 uneven sections.
4. For the eyes, draw ovals on the horizontal line, being mindful of the vertical line for symmetry. Remember to draw the pupils.
5. Draw another horizontal line midway across the bottom half of the oval.
6. For the mouth, draw the upper lip above and the lower lip below this horizontal bottom line.
7. Draw the nose between the eyes and mouth, being mindful of the vertical line for symmetry.
8. For the ears, draw lines outside the oval starting at the horizontal eye-line to the horizontal mouth-line.
9. Draw the eyebrows above the eyes and draw the hair as you like.
10. Add lines for the neck and erase all the marks and lines that are no longer needed.



Part I cont.

Practice Drawing the Human Face and Emotion

Directions: Now that you are familiar the proportions of the human face, it is time to consider how we use our faces as a way to communicate with others. Consider the many ways our eyebrows, mouth, and nose express emotions. How do eyebrows change to help express excitement, confusion, anger or fear? What shapes do nostrils and the mouth take when something smells pleasant or unpleasant?

Practice drawing the human faces in the spaces below using the steps from Part I. Be sure to draw a different face or different expression in each space.

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Part II

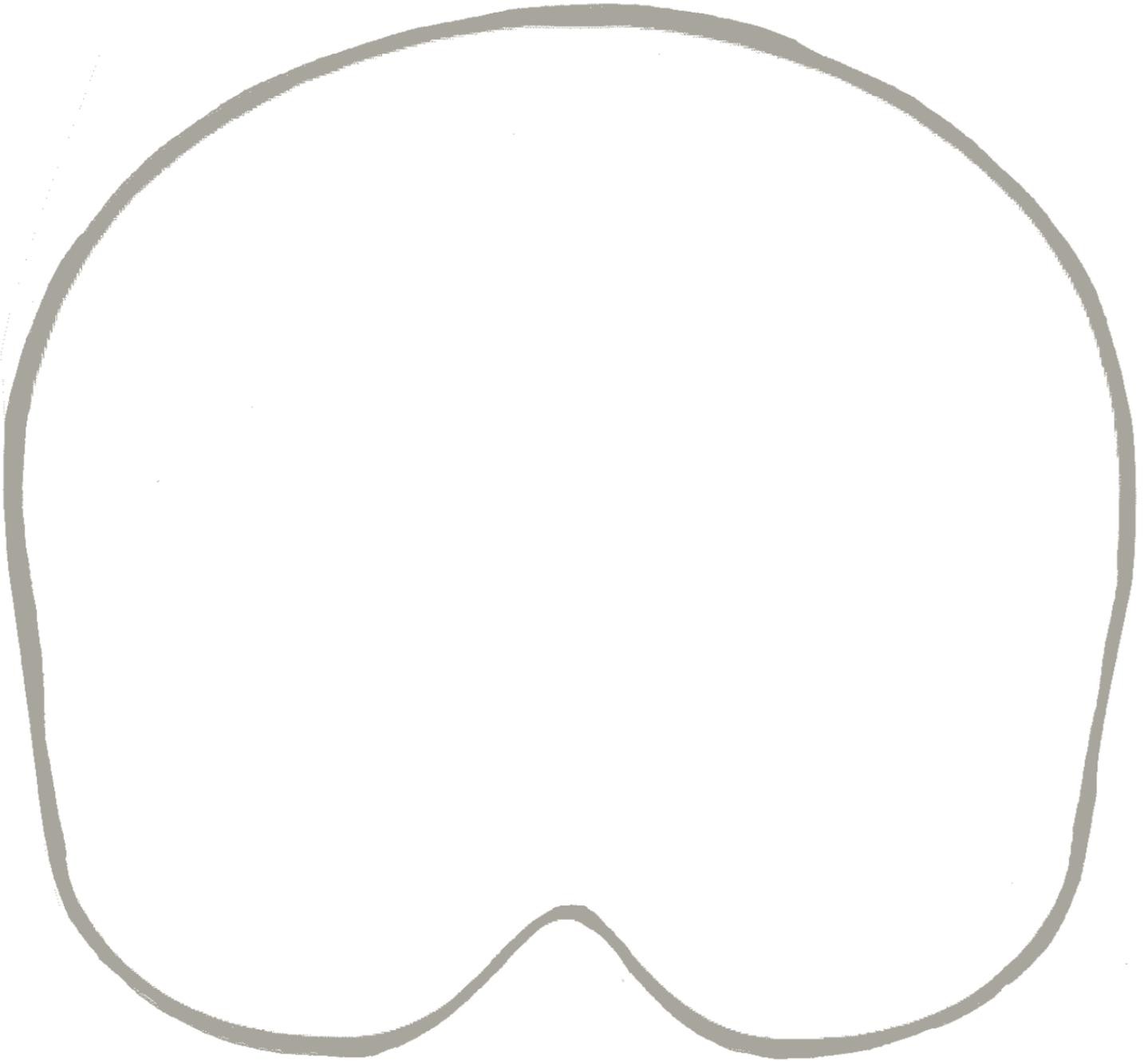
Creating Your Character Mask

Directions: It is time for you to make your character mask!

1. Draw a face with the correct proportions on the pattern provided.
2. If it is printed on regular paper, cut out the mask pattern and trace it on cardstock or foam core to provide additional support for your mask.
3. From there, create the mask for the character you will be portraying using markers, crayons, glue, and scrap items such as old magazines, feathers, buttons, stickers, etc.

Be sure to consider the physical traits of your character for “The Omelet Quartet” scene. Does your character have glasses, a widow’s peak, bangs, wrinkles, or a scar? How do their eyebrows help express their emotion in the scene?

4. Once you have created your character mask, be sure to cut out spaces for eyes so you can see through the mask.
5. Then, cut out the mask and glue or tape it to a popsicle stick, pencil, or ruler.



Mask Example 1: Older Man

