

THE BILLY GOATS GRUFF

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Visual Arts Lesson Plan: Billy Goat Puppet

Students will:

- Analyze and identify the characters of the opera.
- Create a billy goat in the image of themselves to illustrate personal characteristics.

Copies for Each Student: The Story of The Opera, The Characters

Copy for Teacher: The Story of The Opera, The Characters

Getting Ready

- “The Story of the Opera”, “The Characters”
- Billy goat outline
- Paper bags
- Artistic materials (scissors, glue, paint, colors, construction paper, map pencils and markers)
- Accent materials (hot glue, buttons, eyes, cotton, fabric, etc.)

Instructional Time: One 45-minute class period

Instructions

The student will review the major events in the opera by reading the “Story of the Opera.” Discuss with the students the major events of the opera, the different characters and their attributes. Ask the students to think about different characteristics of themselves.

Guided Practice

The teacher and student will review the major events in *The Billy Goats Gruff*. The students will discuss different characteristics of the characters and different personal characteristics about themselves.

Independent Practice

The students will use the cut-out pieces of a billy goat and a brown paper bag to make a billy goat in the image of themselves. The students can use other artistic materials, gathered by the teacher, to create add flare and their own style.

Evaluation

1. Were the students able to give different characteristics of the characters?
2. Were the students able to list different personal characteristics of themselves?
3. Did the student create a billy goat in the image of themselves?

If time allows

Have the students describe the different images and/or artistic and accents materials used when creating an image of themselves. The students may also use different fabrics to make costumes and act out the opera using themselves as characters.

TEKS

Visual Arts

Kindergarten

(2) Creative expression/performance.

The student expresses ideas through original artworks, using a variety of media with appropriate skill. (A. B. C.)

(3) Historical/cultural heritage.

The student demonstrates an understanding of art history and culture as records of human achievement. (A)

(4) Response/evaluation.

The student makes informed judgments about personal artworks and the artworks of others. (A. B.)

1st Grade

(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (A. B. C.)

(4) Response/evaluation. The student makes informed judgments about personal artworks and the works of others. (A. B.)

2nd Grade

(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (A. C.)

(4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. (A. B.)

3rd Grade

(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (A. B. C.)

(4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. (A. B.)

4th Grade

(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (A. B.)

(4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. (A. B.)

5th Grade

(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (A)

(4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. (A)

6th Grade

(2) Creative expression/performance.

The student expresses ideas through original artworks, using a variety of media with appropriate skill. (A. B.)

(4) Response/evaluation.

The student makes informed judgments about personal artworks and the artworks of others. (A)

Gardner's Intelligences: Visual, Intrapersonal

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

Sources:

The Billy Goats Gruff Libretto

Warrack, John and West, Ewan, The Oxford Dictionary of Opera, Oxford University Press, 1992.

The Story of the Opera

The Billy Goats Gruff is a one-act opera adapted from a traditional fairy tale, and features music by Mozart, Donizetti, and Rossini.

The story takes place in a forest clearing, along the road between the Billy Goats' home and school. The road crosses a bridge over a stream, and this bridge is the central focus of all the action.

The story begins as three billy goats named Lucy, Ernesto, and Dandini celebrate on their way home from school. From the other side of the bridge, another billy goat named Osmin watches them sing and play. When they begin a game of hide-and-seek, he declares that he will spoil their game. Hearing his voice, the three billy goats begin to feel afraid, but reassure each other and begin their game. Dandini is the first to count, and Lucy and Ernesto run off to hide.

Meanwhile, Osmin brags about being a bully. When the three friends return, he hides behind a tree. Then they hear Osmin's voice, asking sarcastically if he can join their game. The three billy goats are afraid, and decide to go home, but Osmin declares that he will not allow them to cross the bridge without a fight. He begins calling them names, steals Lucy's doll, and chases them all away. Then he puts up a sign next to the bridge reading "KLOSED," and leaves.

The three friends return, and Ernesto tells Lucy and Dandini that he recognizes Osmin, warning them about all the mean things a bully might do. They decide to avoid the bridge, taking the long way home, but Lucy refuses to leave her doll, which is still "hiding" in the tree on the other side of the bridge. The three billy goats muster up their courage to cross the bridge and get the doll, and declare that they will teach the bully a lesson. Osmin overhears them and steps onto the bridge, scaring the three friends away.

The three billy goats return again, whispering a plan to tiptoe across the bridge. Meanwhile, Osmin listens from a distance. Ernesto manages to sneak over the bridge to retrieve Lucy's doll. Osmin pops up to scare him and Ernesto is so startled that he throws the doll up in the air.

Osmin catches the doll, plays with it in a mocking way, and declares that he will keep it. He puts the doll in the tree and hides again.

From his hiding place, Osmin warns the three billy goats to go away, threatening the doll. Ernesto and Dandini leave to tell an adult about trouble they have been having with the bully, but Lucy still refuses to go anywhere without her doll. She confronts Osmin, asking him to give her doll back. She steps onto the bridge and approaches Osmin to take back the doll. Osmin threatens her and says she's "just a girl," but she does not listen. When Osmin grabs Lucy's arm, she hits him in self-defense, causing him to fall off the bridge. He comes out of the water on the verge of tears, and Lucy reproaches him, telling him never to mess with a mother. Then she asks Osmin if he is all right. He says he is, and then asks Lucy if she is all right. She says she is all right, but that her doll doesn't like to be thrown.

When Ernesto and Dandini return, they are surprised to see that Lucy has her doll back. When they ask how she did it, Lucy says that Osmin was nice enough to give it back. She even claims that Osmin has promised to play nicely and consider others' feelings in the future. When Osmin looks surprised, she whispers to him, asking if he would like her to tell them that a *girl* pushed him into the swamp. He agrees to this understanding, and all four billy goats become friends, joining in a game of hide-and-seek.

The Characters

Osmin: (baritone) A big boy billy goat who has no friends. Osmin is a bully. He is mean and gets enjoyment from making other people feel bad. At the end, he explains that he has been very lonely and really does want to play with the other billy goats. It takes getting knocked off the bridge by little Lucy to get his attention and make him behave.

Lucy: (soprano) A young girl billy goat who loves to play with her doll, Lucy D. Lammermoor, and her best friends Ernesto and Dandini. Lucy is small and not very strong, but she is very brave and not afraid to do the right thing. She is also smart, and is the reason everyone becomes friends in the end.

Ernesto: (mezzo soprano) A young boy billy goat who loves his friends. Ernesto is brave when he tries to get Lucy's doll back, but is also not afraid to ask for help when he needs it.

Dandini: (tenor) A young boy billy goat who also loves his friends, Lucy and Ernesto. Dandini goes with the flow and chooses to accompany Ernesto to ask a grownup for help with the bully.