

# THE THREE LITTLE PIGS

music by W.A. MOZART adapted by JOHN DAVIES

## VISUAL ARTS: Designing a House

### Students Will

- Use artistic expression to design the front of their dream home
- Utilize different geometric shapes to design their home

### Copies for Each Student

- “The Story of the Opera”
- Geometric Shapes Worksheet
- Architectural Design Sheet
- Requirement Sheet

### For the Teacher

- “The Story of the Opera”
- Geometric Shapes Worksheet
- Architectural Design Sheet
- Requirement Sheet
- Example

### Getting Ready

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

Gather materials:

- Drawing paper
- Rulers
- Pencils
- Drawing materials (map pencils, markers or colors)

### Instructional Time

One 45-minute class period

### Introduction

Read “The Story of the Opera” with your class. Tell students that Don Giovanni’s and Cherubino’s homes were blown away due to Wolfgang’s “huffing and puffing”. While we don’t have wolves that “huff and puff”, many people in Texas and Oklahoma have recently experienced damage to their homes due to strong winds from tornados. Then, have students discuss rebuilding their own homes and what their house would look like from the outside. In the last portion of the discussion, have students name different geometric shapes and the possible functions of the shapes in house construction.

### **Guided Practice**

Display, or pass out the Architectural Design Sheet and have students name the geometric shapes they see, how many of each shape they see, and what the item is in the picture (Ex: I see 5 semi-circles in the Victorian Architect picture, and they are all arches). Discuss the different geometric shapes seen and how different shapes can function as different items on the house. Also discuss model homes of today compared to the homes built in the 1900s.

### **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. Review the Architectural Design Sheet, the Requirement Sheet, and the provided Example to complete the assignment.

### **If time allows**

As a class, have students explain the shapes they used and how those shapes function in the designs of their home front.

### **Evaluation**

1. Were the students able to complete the drawing of their home?
2. Were the students able to complete the assignments by including 80% of the requirements?

### **TEKS**

#### **Art**

##### **Kindergarten**

(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. 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. C.)

##### **Grade 1**

(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. 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. C.)

**Grade 2**

(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. 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. (C)

**Correlates:** Language Arts, Mathematics

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

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

**References:**

<http://pixgood.com/basic-shapes-names.html>

<http://i2.wp.com/archiseek.com/wp-content/gallery/uk-england-hertfordshire/0041.jpg?w=640>

<http://www.pic2fly.com/1900+Era+Homes.html>

<http://shoaibnzm-home-design.blogspot.com/2012/06/modern-homes-exterior-views.html>

<http://braxtonandyancey.blogspot.com/2010/12/mid-century-modern-homes.html>

# The Story of the Opera

*The Three Little Pigs* is a one-act opera adapted by John Davies from the traditional fairy tale featuring music by Wolfgang A. Mozart.

The story begins with three little pigs at their mother's house. Despina, a little girl pig who loves going to the library, is reading a book. Her brothers, Cherubino and Don Giovanni, have not yet learned how useful the library can be. But they are about to find out, for Wolfgang Bigbad, the Big Bad Wolf, is on his way. Despina explains that it is time for them to build their own house, and immediately her two brothers begin to argue about the choice of building materials. Cherubino claims that straw is the best; however, Don Giovanni is sure that sticks would be better. They turn to Despina to settle the argument and she tells them that she is going to the library to check out books that will teach her about building houses. The boys laugh as if it is the most ridiculous idea they have ever heard!

Despite Cherubino and Don Giovanni's doubts, they follow Despina as she makes her way through the woods to the library, where Wolfgang Bigbad himself is pacing back and forth in front of the building. He hasn't eaten all day and would love to get his paws on a small pig, or better yet, two or three! When he sees the three little pigs, he "hides" himself by pretending to be a statue in order to surprise them. Despina goes directly into the library while the boys play outside. Soon they realize that the "statue" is really Wolfgang Bigbad! Cherubino sees that Don Giovanni is terrified, and makes him approach the "statue" to invite him to dinner. The "statue" (Wolfgang) nods his head to accept the invitation.

Meanwhile, Despina has found all of the books she needs, and the three pigs prepare to build their houses. Don Giovanni has built his house of sticks, which Wolfgang blows down. Cherubino has gone ahead with his plans to build a straw house, but it proves to be even less "huff-proof, puff-proof" than his brother's because Wolfgang blows it down, too! Now that both of the boys' flimsy homes are gone, they run to the safety of Despina's house, which she has made of bricks. Wolfgang, now very, very hungry, cannot blow it down! He tries every trick he can think of to get into Despina's sturdy home, but it is no use!

In the end, after their scary, hair-raising encounter with Wolfgang, Cherubino and Don Giovanni both wholeheartedly agree that Despina's idea of going to the library and reading books is a pretty smart thing to do after all.

## The Characters

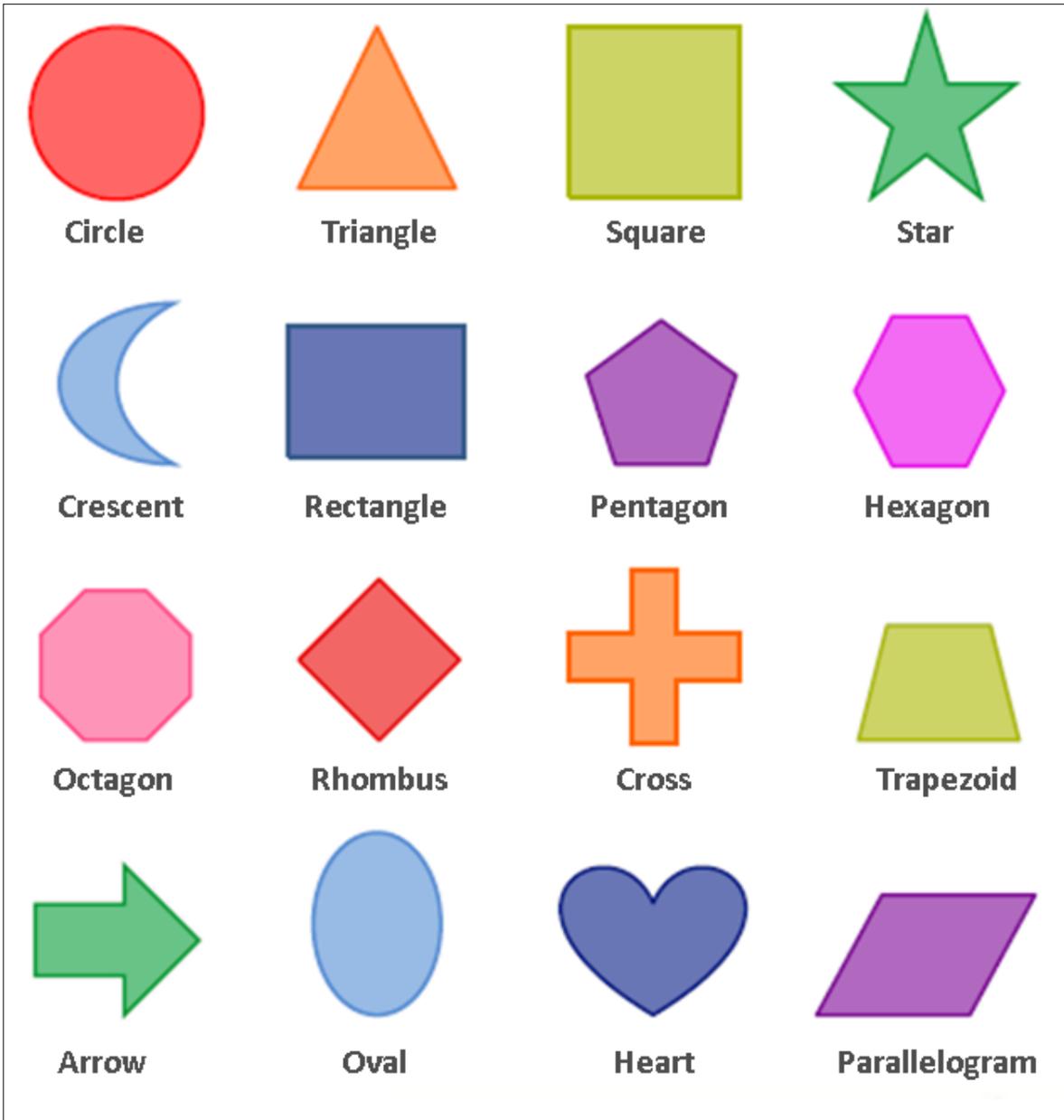
**Despina:** (soprano or mezzo) A little girl pig who loves the library.

**Cherubino:** (mezzo or tenor) Despina's older brother.

**Don Giovanni:** (bass or baritone) Despina's younger brother.

**Wolfgang Big Bad:** (bass or baritone) The Big Bad Wolf, himself.

# Geometric Shapes



# Architectural Designs

## 19th Century Homes



British Architect

## 20<sup>th</sup> Century Homes



Modern Contemporary



Victorian Architect



Mid-Century Model

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

## **Requirement Sheet**

1. The house must have a roof, at least one door, windows and a walk-up side walk to enter the home.
2. At least 4 of the geometric shapes, on the provided list, must be used in the drawing to represent different parts of the home. (Requirement may increase depending on grade level.)
3. The outside environment of the home must be addressed with trees, flowers and/or animals to complete the design.
4. The address must be displayed on the design.

# Home Example

