

# 2026|27 Opera Discovery Project

## Program Overview

**Grade Levels:** 6–12

**Program Duration:** 4 sessions (typically once a week) plus 1 performance field trip to Lyric

**Session Length:** one full class period (50-60 minutes) for each participating class

*Opera Discovery Project* engages students in grades 6–12 in the study of opera through activities that integrate language arts, music, drama, and performance skills. Students gain a rich understanding of a selected work, its history and context, and important themes. Working in collaboration with the classroom teacher, a Lyric teaching artist guides students through a creative process to reinterpret select operatic scenes with their own words, music and/or visual art. The program includes a field trip to the Lyric Opera House to attend a final dress rehearsal. Teachers can determine a session schedule that coordinates with the established class meeting schedule.

## Program Goals

- Foster an appreciation for opera and demonstrate opera's relevance to students' lives
- Introduce the essential elements of opera
- Explore music's role in conveying emotion and action in opera
- Promote language arts, social and emotional, and arts learning through creative group work
- Create access to live, world-class opera performances
- Provide resources for teachers from which they can develop and support student learning experiences about opera

## Time Commitments

- Teachers must devote the **entire** class period (50-60 minutes) to each of the **four** teaching artist led sessions.
- Sessions typically occur once a week during a regularly scheduled day and time and will be determined by the classroom teacher and teaching artist (*e.g.*, Tuesdays at 10:00, or Thursdays during 3<sup>rd</sup> period).
- Teachers will collaborate with Lyric staff to organize a field trip to the Lyric Opera House to attend the final dress rehearsal of the selected opera.
- Each session occurs in the classroom, during regular class meeting times (**not** after school).
- Teachers are required to participate in a one-hour planning meeting with the teaching artist before the program begins. The purpose of this meeting is to orient teachers to the program, discuss roles and responsibilities, learning objectives, and session meeting schedules.

## Partnership Commitments

- Teacher approaches sessions as an **active, engaged participant** and maintains classroom management
- Teacher copies and distributes any necessary materials for the program
- Teaching artist develops and delivers all *Opera Discovery Project* lessons
- Teacher assists students in completing any necessary activities between sessions
- Teacher communicates on a consistent basis with the teaching artist regarding lesson plans, student progress or challenges, and any changes to the determined schedule
- Lyric Opera provides ongoing support for classroom teacher and teaching artist in all aspects of the partnership
- Lyric Opera provides passes to the final dress rehearsal
  - *Bus scholarships may be available for qualifying schools*

## Program Costs

Through the generosity of Chicago's philanthropic community, Lyric is able to offer this program **free of charge** to a limited number of CPS and Big Shoulders school partners. Once the available partnerships have been filled, remaining qualified schools will be placed on a "wait list" and contacted should a space become available.

## Application Information

- We encourage classroom and arts teachers to submit the application.
  - *Applicants must have principal approval before submitting an application.*
- Timeline
  - April – Applications available
  - April and May – Applicant interviews conducted
  - Early June – Schools notified of status
  - September through May – Residencies take place
- Applicants need the following information to complete the online application:
  - School, teacher, and arts liaison contact information
  - Principal contact information and consent to apply
  - Class schedule information (number of classes, schedule, approximate class size)
  - A brief description of why you are requesting the program and how it would benefit your students
- Lyric understands that sometimes the priorities, schedule, or personnel of a school can change. Thus, some schools may be placed on a "wait list" in case a selected school can no longer participate in the program. These schools will be contacted should a vacancy become available.

# Student Learning Standards

*Within the given time frame (4 classroom sessions), this program aims to address the following student learning standards:*

## **Illinois Arts Learning Standards: Music**

**Re7.1.Ib** Compare passages in musical selections and explain how the elements of music and context inform the response.

**Cn10.1.Ia** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate.

**Cn11.1.Ia** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate.

## **Illinois Arts Learning Standards: Theatre**

**Cr1.1.Ic** Use script (libretto) analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

**Re9.1.Ib** Judge the effectiveness of production elements in conveying the theme of the drama/theatre work while respecting others' interpretations.

**Cn11.1.Ia** Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.

## **Common Core ELA Anchor Standards: Reading**

**R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**R.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

## **Common Core ELA Anchor Standards: Speaking and Listening**

**SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**SL.6** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## **Social Emotional Learning**

**1B.5b** Evaluate how developing interests and filling useful roles support school and life success.

**2A.4a** Analyze similarities and differences between one's own and others' perspectives.

**2A.4b** Use conversation skills to understand others' feelings and perspectives