

La Ópera un Vehículo de Aprendizaje (*The Opera as a Vehicle of Learning*)



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FROM EMOTION TO LEARNING: MORE THAN ART



‘The opera as a vehicle of learning’ is a project created and adapted by MaryRuth McGinn from an original program devised by Gregory Pliska and Bruce Taylor who was the director of education at Washington National Opera.

FROM EMOTION TO LEARNING: MORE THAN ART



A classroom project which lasts a whole academic year. A large part of the schedule is dedicated to the project itself. In this way the class lives an unforgettable experience originated by the work from emotions.

CURRICULAR INTEGRATION

- The whole project is integrated into the curriculum.
- Everything that is done makes sense, everything that is learned is applied in real situations

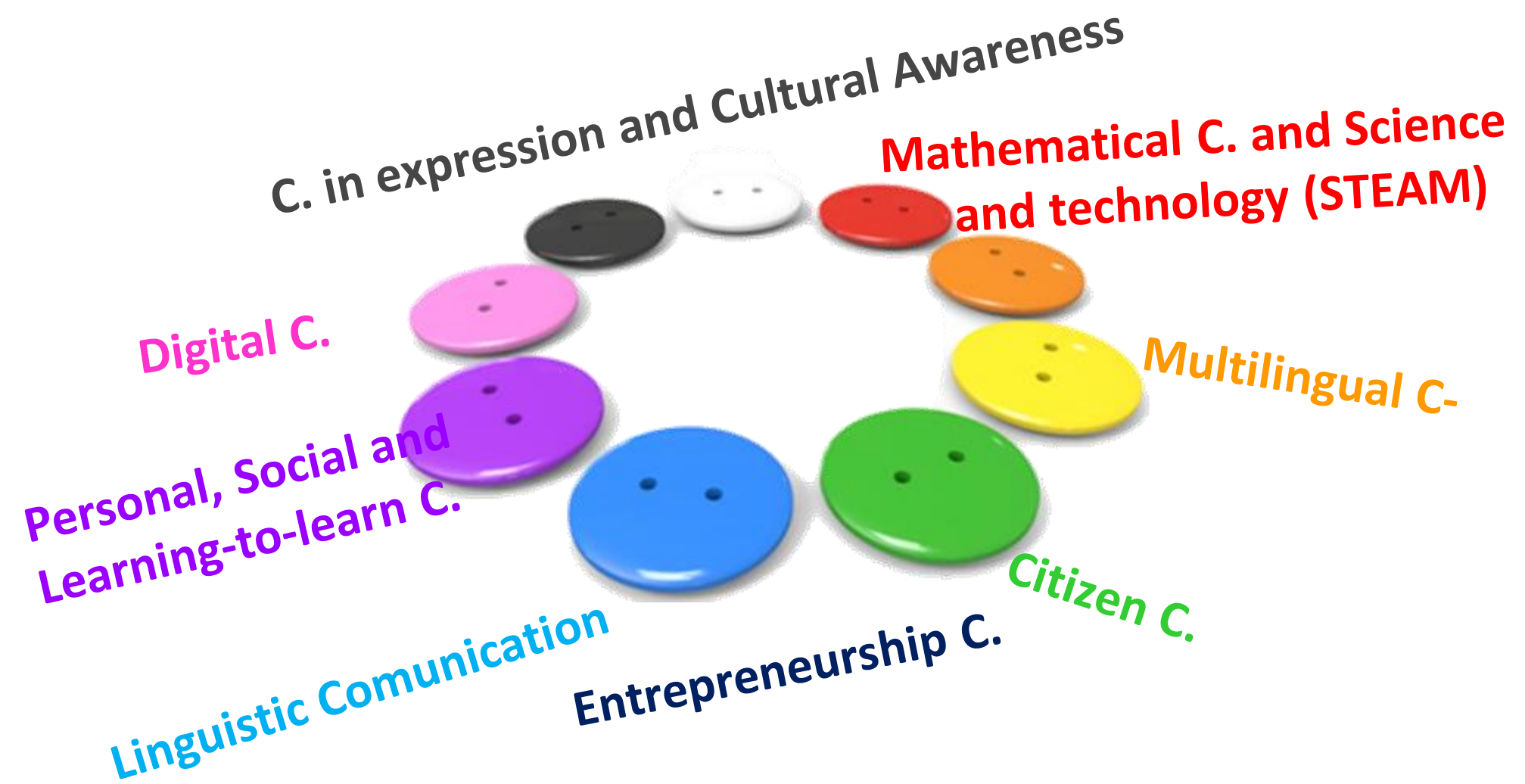
LEARNING OBJECTIVES

- To foster self-esteem, responsibility, a constructive critical sense.
- To deepen the search for knowledge in real life situations.
- To positively value the need for personal effort.
- To identify difficulties and problems, seeking solutions to them.

LEARNING OBJECTIVES

- To facilitate the involvement of families in school activities.
- To develop leadership skills
- To increase the degree of responsibility of children in solving real problem situations.
- To improve oral, written and body expression and comprehension in common real situations.

A POWERFUL AND COMPETENT PROJECT



THINKING SKILLS

FOCUSING



REMEMBERING



GATHERING



ORGANIZING



ANALYZING



CONNECTING



COMPILING



INTEGRATING



EVALUATING



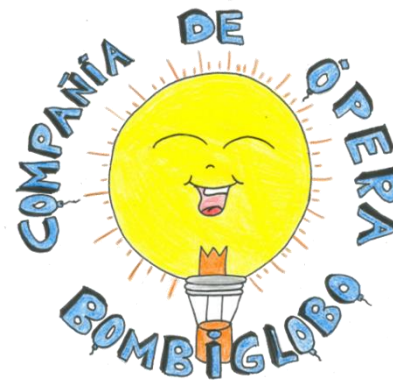
CREATION



A UNIQUE PROJECT: ELEVEN COMPANIES

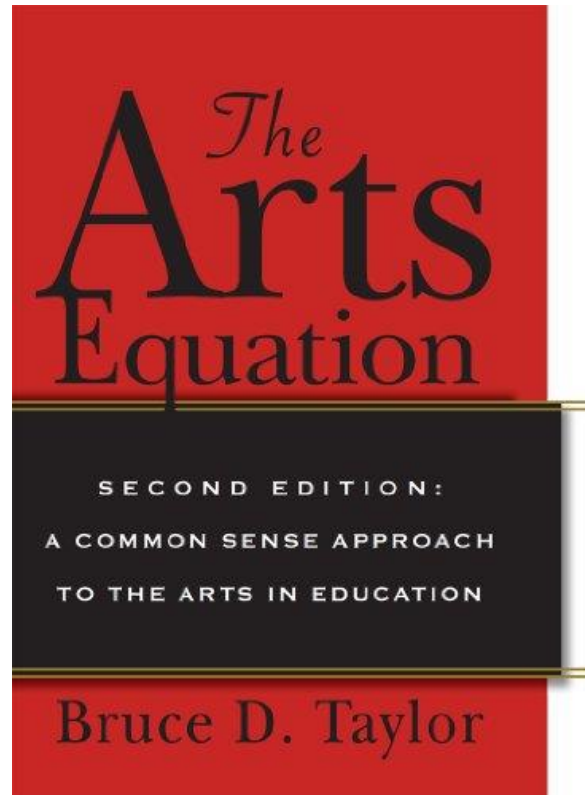


Los Titos



LEARNING THROUGH ARTS

Bruce Taylor



<https://youtu.be/2G2QnCcGpN-4>

OPERA: TOTAL ART

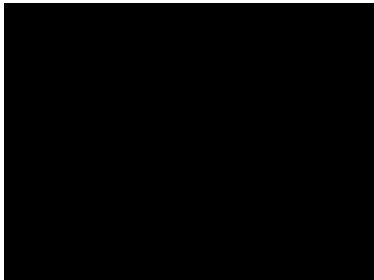
Theater - Music - Visual Arts - Dance - Poetry...

- Kids want to feel they are important. They can do this through the arts.
- Critical aspects in the students success are inherent in performing arts.
- It equips students for life.

THE EDUCATIONAL COMMUNITY AND ENVIRONMENT



Writers, Actors,
Opera Singer,
Production Expert,
Parents ...



LEARNING AMONG PEERS



**COMPANIES WHICH
PARTICIPATED IN PREVIOUS
YEARS SHARE THEIR
EXPERIENCES**

TEACHING ABOUT THE OPERA: WORKSHOP

INTRODUCING THEIRSELVES

EXPLAINING DINAMICS

DINAMIC 1

DINAMIC 2



FULL INCLUSION

- ALL KIND OF CAPACITIES AND NEEDS
- ALL KIND OF INTERESTS
- THE ARTS ARE FOR EVERYONE.

CREATING COMPANY

ME vs WE

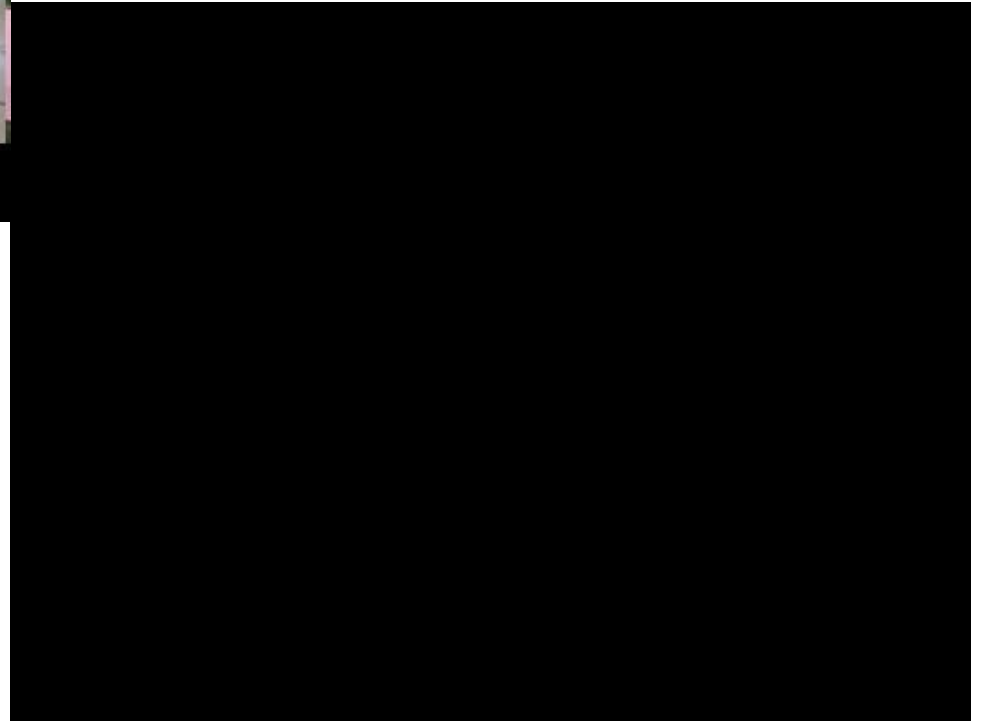
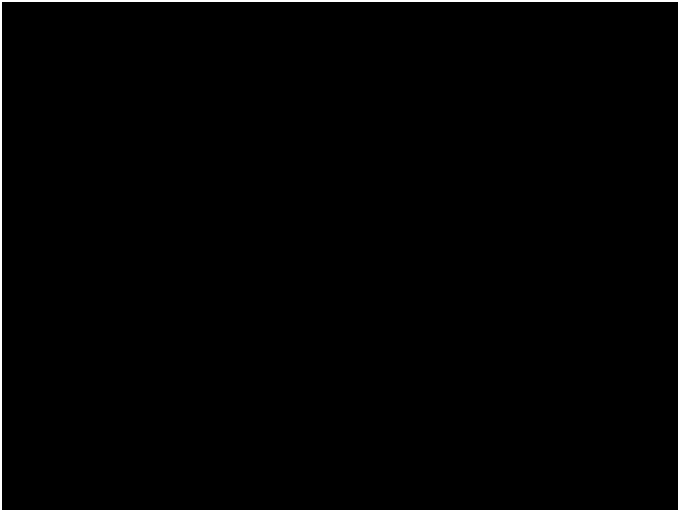


FULL INCLUSION

CHALLENGES AND GROUP DYNAMICS

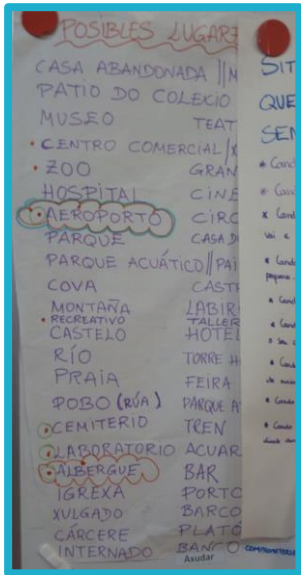


CHALLENGES AND GROUP DYNAMICS

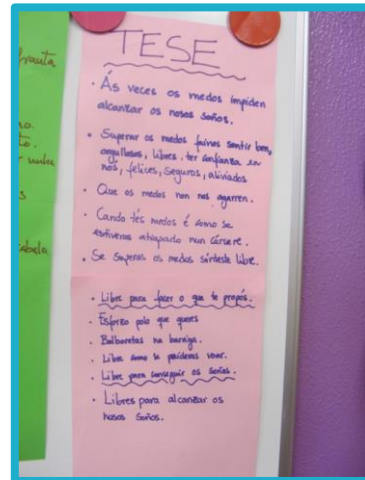


MAKING DECISIONS

PLACE



THESIS



PROFESSION

PREFERENCIA DE PROFESIÓN

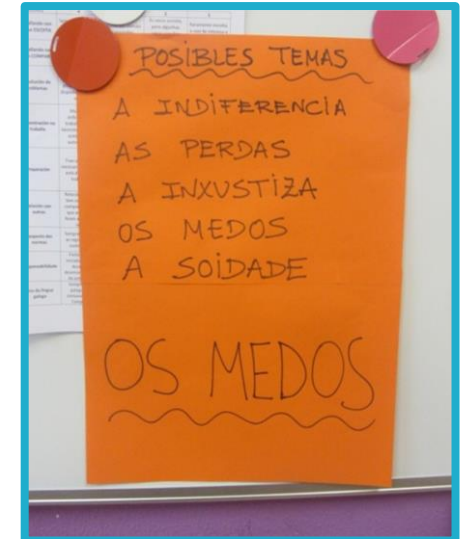
NOME : APELIDOS:

CLASE:

ESCOLLE TRES PROFESÍONS (marca cun x)

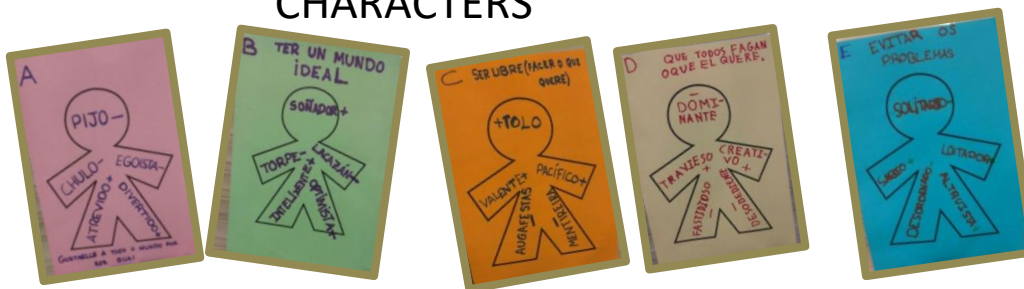
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<input type="checkbox"/> Maquillador/a	<input type="checkbox"/> Rexedor/a - Director /a de escena
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<input type="checkbox"/> Iluminador/a - Electricista	<input type="checkbox"/> Compositor/a
<input type="checkbox"/> Relacións Públicas	<input type="checkbox"/> Intérprete

THEME



DRAMATIC STRUCTURE

CHARACTERS



TITLE

NAME AND LOGO



VISITING THE JOFRE THEATER



**Could we
perform here?**

EXPLORING LOCATIONS



SELF-FINANCING

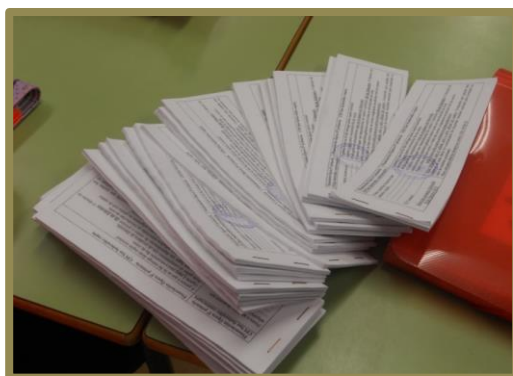


Gascon's workshop



MAKING CRAFTS

COOKING COOKIES IN A WORKSHOP



RAFFLES TO GET A
BASKET WITH TYPICAL
CARNIVAL PRODUCTS



SELLING IN A FLEA MARKET

CREATING

TAKING DIFFERENT PROFESSIONS



COSTUME DESIGN



CHARACTERIZATION



WRITING

SCENOGRAPHY



MUSICAL COMPOSITION



DOCUMENTATION

THINKING AND SELF-ASSESSMENT

REFLECTING AND SHARING

- Outstanding role of silence and calm
- Reflections by means of drawings or writings
- Vídeo as rubric
- What I did? How I did it? How I felt?
What was I tinkering? What can I improve?
- Everything is shared with the company.
- Try to make everything meaningful.



REFLEXION NOTEBOOKS



RUBRIC

RÚBRICA LÓVA PRIMEIRA AVALIACIÓN
*Obligatorio

NOME E APELIDOS *

	4	3	2	1
Traballando con outros ESCOITA	Sempre escoita aos demais e presta atención.	Usualmente escoita aos demais e préstalles atención.	Ás veces escoita, pero algunhas veces non lles presta atención.	Raramente escoita, e non lle interesa o que din outros.

TRABALLANDO CON OUTROS: ESCOITA

1 2 3 4

	4	3	2	1
Traballando con outros COMPARTE	Sempre comparte as súas ideas.	Usualmente comparte	Ás veces comparte, pero algunhas veces non participa.	Raramente comparte ou participa.

TRABALLANDO CON OUTROS: COMPARTE

1 2 3 4

	4	3	2	1
Resolución de problemas	Busca e aporta solucións aos problemas e está disposto a traballar nelas.	Optimiza solucións suxeridas por outros e está disposto a traballar nelas.	Non suxire nin optimiza solucións pero está disposto a traballar nas que propoñen outros.	Non trata de resolver problemas ou axudar a outros a resolverlos. Deixa a outros facer o traballo.

RESOLUCIÓN DE PROBLEMAS

1 2 3 4

	4	3	2	1
Concentración no traballo	Mantense enfocado no traballo que se necesita facer. Moi autónomo e autodirixido.	A maior parte do tempo enfócase no que se necesita facer e traballa con autonomía.	Algunhas veces enfócase no traballo que hai que facer. Algunhas veces outros teñen que dirixilo.	Raramente se enfoca no que hai que facer. Deixa que outros fagan o traballo.

CONCENTRACIÓN NO TRABALLO

1 2 3 4

- <https://docs.google.com/a/cpisansadurnino.org/forms/d/1FZCpjJa-J4K1HkjF4rH0tZRn9Bs9TsoAMAO7JiTdcb0/viewform>

WHY DO THE OPERA PROGRAM?

“The show is in the classroom”



**It is more than to put on a show invented by the class.
The really important thing happens every day. The opera is a pretext and the
process is more relevant than the product.**

TODAY'S SHOW

(Some statements provided by our children in today's class)

At LÓVA project you learn how to behave properly at class, how to respect your peers and how to hearing your mates.

We know and meet deeper other partners by us.

We learn how to work in groups by sharing our ideas.

We learn a lot of things futhermore we have fun.

We don't need to be perfect to create an opera.

We learn to relent, to make agreements, not only voting.

We are going to face many different situations and from them we are going to learn how to follow ahead.



LINKS

Let's row together (working as experts): <https://www.youtube.com/watch?v=tNzB81A0pb4&t=42s>

Interview with Juan Mayorga in Teatro Real : <https://www.youtube.com/watch?v=YM36LPVE7V0>

C. Bombiglobo (Dressing room Teatro Real): <https://www.youtube.com/watch?v=zGgvV1pXWmE>

Botón's performance in Teatro Jofre: <https://www.youtube.com/watch?v=JXJGIF4xevQ>

Bombiglobo's performance in Teatro Real:

<https://www.youtube.com/watch?v=4Clhm3X3n2M&t=1s>

Act 3 Cazasoños in Teatro Jofre: <https://www.youtube.com/watch?v=t7IJwEJKilk>

Act 1 Cazasoños in Teatro Jofre: <https://www.youtube.com/watch?v=vQMyISM4bmQ>

Pegadas Musicais – Excursión á illa Corazón: <https://www.youtube.com/watch?v=Dq0g58JtyK8>

Pegadas Musicais – Segredo no faro: [https://www.youtube.com/watch?](https://www.youtube.com/watch?v=wwVWVWRYGFHM&t=1333s)

[v=wwVWVWRYGFHM&t=1333s](https://www.youtube.com/watch?v=wwVWVWRYGFHM&t=1333s)

Web LOVA: <https://proyectorlova.es/>



Thank you for your attention