

OPERA Iowa

# VIRTUAL OPERA CURRICULUM

# VIRTUAL OPERA CURRICULUM

## TABLE OF CONTENTS

- I. Introduction
- II. What is opera?
  - A. [Video Lesson: What is opera?](#)<sup>^</sup>
  - B. [Move to the Music](#)<sup>\*</sup>
  - C. [Compare and Contrast Opera](#)<sup>\*</sup>
  - D. [Compose Your Own Recitative](#)<sup>\*</sup>
  - E. [What form is that?](#)<sup>\*^</sup>
- III. Who makes an opera?
  - A. [Video Lesson: Who makes an opera?](#)<sup>^</sup>
  - B. [Design an Opera](#)<sup>\*^</sup>
  - C. [What Kind of Designer are You?](#)<sup>^</sup>
- IV. [Worksheets](#)<sup>^</sup>
  - A. Video Lesson worksheets
  - B. Design templates
  - C. Answer sheets
  - D. Word searches
  - E. Crossword puzzles
  - F. Unscrambles
- V. [Thank our Sponsors](#)
- VI. [Advocate for the Arts](#)

\* Synchronous Activities

^ Asynchronous Activities

# VIRTUAL OPERA CURRICULUM

Welcome to the OPERA Iowa Virtual Opera Curriculum! This curriculum has been designed for you! We understand that your curriculum schedule is busy, so we created a program that can be built out to the extent your calendar allows.

The two sections included for the Applause Series performance of Mozart's *The Magic Flute* are each based on an essential question that will help students dive into opera. These sections include a short video that covers a topic in opera followed by activities to explore each essential question further. The worksheets provided at the end of this packet provide additional classroom or at-home activities to keep students engaged beyond the performance.

Each activity provided in this curriculum has been aligned with the national music standards provided by the [National Coalition for Core Arts Standards](#) and the Four Cs of 21st Century Skills for the classroom. We hope this will make it easy for you to justify OPERA Iowa activities in your regular curriculum.

Our sponsors love to hear from the students and teachers that benefit from the OPERA Iowa program! If your schedule allows, we would love to have your students create thank yous in the form of letters or drawings, even banners, to the OPERA Iowa sponsors listed in the last section of this document. Our sponsors also value letters from teachers who have enjoyed presenting OPERA Iowa content to their students.

I hope you will find the Virtual Opera Curriculum to be a fun and exciting resource for your music classroom! We hope you will take a moment to give us your feedback in this [online survey](#). Your input is important, as many of our decisions for next year's content will be based on the feedback we receive from you.

If you have any other questions, please call me at (515) 961-6221 or email at [khicok@dmmo.org](mailto:khicok@dmmo.org).

Sincerely,

Kaylah Hicok, Education Coordinator

A handwritten signature in black ink, appearing to read "Kaylah Hicok". The signature is fluid and cursive, with the first name "Kaylah" written in a larger, more prominent script than the last name "Hicok".

WHAT IS  
OPERA?

# VIRTUAL OPERA CURRICULUM

## What is Opera? Video Lesson

1. Before watching the video, prepare your students using a Know-Wonder-Learn (KWL) chart.
  - a. What do they already know (or think they know) about opera?
  - b. What do they wonder about opera?
2. After watching the video
  - a. Add student comments about what they learned in the KWL chart
  - b. Check for understanding using this [worksheet](#)
3. Online modifications
  - a. Use this [Jamboard](#) for your class KWL chart - teacher shares screen and adds notes for discussion



WHAT IS  
OPERA?

Captions are available for this video.

Watch [“What is Opera?”](#)

[Return to Table of Contents](#)

## Compare and Contrast Opera

### Learning Objectives

Students will be able to:

- compare and contrast opera with other genres of music
- compare and contrast opera with other types of theater

### Standards

- Responding: Analyze Re7.2

### 21st Century Skills

- Collaborating, Communicating, Critical Thinking, Creating
1. It may be helpful to begin by reviewing terms and concepts from the [“What is Opera?”](#) video lesson.
    - a. Watch examples of different types of music and theater discussed below to prepare for comparison
  2. Create Venn Diagrams comparing opera to other genres of music and types of theater.
    - a. Genres of music to discuss: symphony, choral ensembles, popular music
    - b. Types of theater to discuss: play, musical, dance
  3. Younger students
    - a. Do as a full class
    - b. Use whiteboard or giant sticky note for Venn Diagram(s)
  4. Older students
    - a. Break into small groups (approx. 5 minutes)
      - i. Assign each group a genre or type of theater to compare with opera
      - ii. Each group creates its own Venn Diagram
    - b. Bring the class back together
      - i. Groups present their ideas to the class
      - ii. Classmates share any other points the group may have forgotten
  5. Online modifications
    - a. Use breakout rooms with specified amount of time to facilitate small groups
    - b. Use this [Jamboard](#) (part of Google Education Suite) for Venn Diagram
      - i. Teacher shares screen and adds notes for full group discussion
      - ii. Share Jamboard link with students so they can edit in their small groups

# VIRTUAL OPERA CURRICULUM

## Compose Your Own Recitative

### Learning Objectives

Students will be able to:

- Demonstrate their knowledge of recitative style
- Create and perform a short recitative
- Demonstrate appropriate audience etiquette

### Standards

- Creating: Imagine Cr1.1; Present Cr3.2
- Performing: Analyze Pr4.2; Rehearse, Evaluate, Refine Pr5.1; Present Pr6.1

### 21st Century Skills

- Collaborating, Communicating, Creating
1. Use a Know-Wonder-Learn (KWL) chart to review the characteristics of recitative mentioned in the [“What is Opera?”](#) video lesson
    - a. Discuss the K and W columns together as a class.
    - b. Watch these videos of recitative in opera.
      - i. [Example 1](#)
      - ii. [Example 2](#)
      - iii. [Example 3](#)
    - c. What did you observe/learn from these examples? What do you still wonder?
  2. Create a Recitative
    - a. Brainstorm recitative topics as a class or teacher picks some
      - i. Friends greeting each other after spring break or summer vacation
      - ii. Making plans for a birthday party
      - iii. Retell a fairytale
    - b. Divide students into partners or small groups
    - c. Assign each group a story prompt or let them think of one on their own
    - d. Groups write lines for their story/situation and practice performing them as recitative
      - i. Make sure every student has at least two lines to sing
    - e. Have groups perform for the class
      - i. Practice good audience etiquette
  3. Online Modifications
    - a. Use breakout rooms with specified amount of time to facilitate small groups
    - b. Use this [Jamboard](#) for your class KWL chart - teacher shares screen and adds notes during discussion

# VIRTUAL OPERA CURRICULUM

## What form is that?

### Learning Objectives

Students will be able to:

- Describe the similarities and differences between aria and recitative forms
- Identify arias and recitative in listening examples
- Identify different ensemble types in listening examples

### Standards

- Performing: Analyze Pr4.2
- Responding: Evaluate Re9.2

### 21st Century Skills

- Critical thinking

#### 1. Aria and Recitative listening activity

- a. Review the aria and recitative forms from the [“What is Opera?”](#) video lesson using a Venn Diagram
- b. Listen to the following examples and decide if they are Arias or Recitatives
  - i. [Example 1](#): aria
  - ii. [Example 2](#): recitative (through 1:50)
  - iii. [Example 3](#): recitative
  - iv. [Example 4](#): aria
  - v. [Example 5](#): recitative
  - vi. [Example 6](#): aria

#### 2. Opera Ensembles listening activity

- a. Review the different ensembles in opera: duet, trio, quartet, chorus
- b. Listen to (or watch) the following examples and decide what type of ensemble they are
  - i. [Example 1](#): trio
  - ii. [Example 2](#): chorus
  - iii. [Example 3](#): duet (start at 1:05)
  - iv. [Example 4](#): quartet (start at 1:51)
  - v. [Example 5](#): trio
  - vi. [Example 6](#): duet (start at 1:33)
  - vii. [Example 7](#): quartet (start at 2:47)
  - viii. [Example 8](#): chorus (start at 1:03)
  - ix. [Example 9](#): duet (start at 2:05)
  - x. [Example 10](#): chorus

#### 3. Use these activities to check for understanding

- a. Students circle their answers on this [worksheet](#) and turn in their responses
- b. Students all close eyes and show teacher their response with a gesture

#### 4. Online modifications

- a. Use this [Jamboard](#) (part of Google Education Suite) for Venn Diagram
  - i. Teacher shares screen and adds notes for full group discussion
  - ii. Share Jamboard link with students so they can add their thoughts

#### 5. Make an asynchronous activity

- a. Assign students this [worksheet](#) (listening links imbedded)



WHO MAKES  
AN OPERA?

# VIRTUAL OPERA CURRICULUM

## Who Makes Opera? Video Lesson

1. Before watching the video, prepare your students using a Know-Wonder-Learn (KWL) chart.
  - a. What do they already know (or think they know) about how an opera or show gets made?
  - b. What do they wonder about it?
2. After watching the video
  - a. Add student comments about what they learned in the KWL chart
  - b. Check for understanding using this [worksheet](#)
3. Online modifications
  - a. Use this [Jamboard](#) for your class KWL chart - teacher shares screen and adds notes for discussion



WHO MAKES  
OPERA?

Captions are available for this video.

Watch [“Who Makes Opera?”](#)

[Return to Table of Contents](#)

# VIRTUAL OPERA CURRICULUM

## Design an Opera

### Learning Objectives

Students will be able to:

- Design a set for an opera
- Design lighting for an opera
- Design costumes for an opera
- Design hair and makeup for an opera
- Justify why they made specific design decisions for their production

**Standards** ([Theatre Standards](#) from National Coalition for Core Arts Standards)

- Creating: Generate and Conceptualize Cr1.1
- Performing: Select, Analyze and Interpret Pr4.1

### 21st Century Skills

- Creating, Collaborating, Communicating, Critical Thinking

1. Review the different types of designers who work together to create an opera from the [“Who Makes an Opera?”](#) video lesson
2. Decide what opera you want to design
  - a. It will be helpful to do this with a story the whole class knows - perhaps a familiar fairytale, folktale, or a book they have all read in their class
  - b. Pick a story or theme by either:
    - i. Brainstorming together as a class or in small groups for ideas
    - ii. Having the teacher pick a story for the class to use
  - c. Encourage students to think outside the box with their designs - it doesn't have to look like what you've seen before in a book or movie!
3. Younger students
  - a. For very young students, work together as a class to come up with designs
    - i. Work through each element of design (set, lights, costumes, hair and makeup) for your opera as a class
    - ii. Talk about why each part of design can help to tell the story
    - iii. Teacher or students can draw designs on the whiteboard or on paper projected by a document camera
  - b. Assign small groups to create an element of design
    - i. Each group designs an element of the opera - set, lights, costumes, hair and makeup
    - ii. Groups work together to design their element of the opera
    - iii. Use the [provided templates](#) to draw out your designs
    - iv. Come back together as a class and put it all together to create your class opera
4. Older students
  - a. Assign small groups to design an opera
    - i. Create groups of four
    - ii. Each student in the group designs of the elements of the opera - set, lights, costumes, hair and makeup
    - iii. Groups work together to create a cohesive design for their opera
    - iv. Use the [provided templates](#) to draw out your designs
    - v. Present the completed design to the class - each student shares their design element in the group presentation
  - b. Each student designs their own opera
    - i. Individuals decide all design elements for their opera (including what story to tell)
    - ii. Use the [provided templates](#) to draw out your designs
    - iii. Students present their designs to the class
5. Online modifications
  - a. Create breakout rooms for student group work
6. We would love to see your students' work!
  - a. In addition to entering your school in the [drawing for a free performance in 2022](#), this also gives your students the chance to be featured on our social media platforms.
  - b. You can send us student work by mail, email, or by tagging us on social media

[Return to Table of Contents](#)

## What Kind of Designer are You?

### Learning Objectives

Students will be able to:

- Choose what type of designer they would like to be
- Justify why they would be that type of designer

**Standards** (Theatre Standards from National Coalition for Core Arts Standards)

- Creating: Generate and Conceptualize Cr1.1
- Performing: Select, Analyze and Interpret Pr4.1

### 21st Century Skills

- Communicating
1. Review the different types of designers who work together to create an opera from the [“Who Makes an Opera?”](#) video lesson
  2. Discussion or Writing Prompt: “What Kind of Designer are You?”
  3. Share out:
    - a. Each student writes a short answer or long answer response to the prompt
      - i. Short answer: “I would be a \_\_\_\_\_ designer, because \_\_\_\_\_.”
      - ii. Long answer: discuss what they would want to be, why they would want to do that, and why they would be great at it. Student can go more in depth on how they would design a certain show or what they would be most excited to do as that type of designer
    - b. Students share with the class in a four corners activity
      - i. Label each corner of the room with a different type of designer
      - ii. Students divide into what they would like to be
      - iii. Have a handful of students from each group talk about why they like that type of design and why it is important to an opera

# WORKSHEETS

[Return to Table of Contents](#)

# OPERA Iowa

## VIRTUAL OPERA CURRICULUM

### What is opera?

1. Where was opera first created? \_\_\_\_\_
2. How long has opera been performed? \_\_\_\_\_
3. What is the name of the group that created opera? \_\_\_\_\_
4. What is the point of the music in an opera? \_\_\_\_\_
5. Who writes the music for an opera? \_\_\_\_\_
6. What is an aria? \_\_\_\_\_
7. What is it called when 2 people sing together? \_\_\_\_\_  
3 people? \_\_\_\_\_  
4 people? \_\_\_\_\_  
Everyone on stage? \_\_\_\_\_
8. What is the purpose of recitative? \_\_\_\_\_
9. What are some of the instruments in an orchestra?  
\_\_\_\_\_
10. Who leads the orchestra? \_\_\_\_\_
11. What does a librettist do in an opera? \_\_\_\_\_

# OPERA Iowa

## VIRTUAL OPERA CURRICULUM

### What is opera?

1. Where was opera first created? Italy
2. How long has opera been performed? Over 400 years
3. What is the name of the group that created opera? Camerata
4. What is the point of the music in an opera? Expressing emotion
5. Who writes the music for an opera? Composer
6. What is an aria? A song that one person sings
7. What is it called when 2 people sing together? Duet  
3 people? Trio  
4 people? Quartet  
Everyone on stage? Chorus
8. What is the purpose of recitative? It moves the plot along
9. What are some of the instruments in an orchestra?  
violin, viola, cello, double-bass, flute, clarinet, trumpet, timpani
10. Who leads the orchestra? Composer
11. What does a librettist do in an opera? Write the words

# OPERA Iowa

## VIRTUAL OPERA CURRICULUM

### Who makes an opera?

1. What is the background of an opera called? \_\_\_\_\_
2. What does the lighting designer do? \_\_\_\_\_
3. What did designers use to change light colors before LED lights? \_\_\_\_\_
4. Who designs the clothes artists wear on stage? \_\_\_\_\_
5. What did DMMO's costume designer use to decorate the Prince's costume?  
\_\_\_\_\_
6. Who tells the characters where to move and how to feel in an opera?  
\_\_\_\_\_
7. What are some other kinds of people who work together to create an opera?  
\_\_\_\_\_

**Imagine you are part of the design team for an opera about Little Red Riding Hood...**

8. What kinds of things could you design to make an audience think an opera is happening in the forest? \_\_\_\_\_  
\_\_\_\_\_
9. How could you light a scene to make it seem like a spooky forest? How would it be different if it was a happy, magical forest?  
\_\_\_\_\_  
\_\_\_\_\_
10. What do you think Little Red would wear?  
\_\_\_\_\_  
\_\_\_\_\_
11. If you were a wig and make-up designers, how would you make your characters look like a big bad wolf or a grandmother?  
\_\_\_\_\_  
\_\_\_\_\_

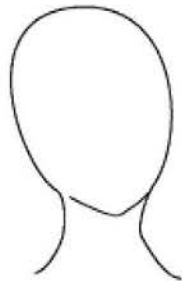




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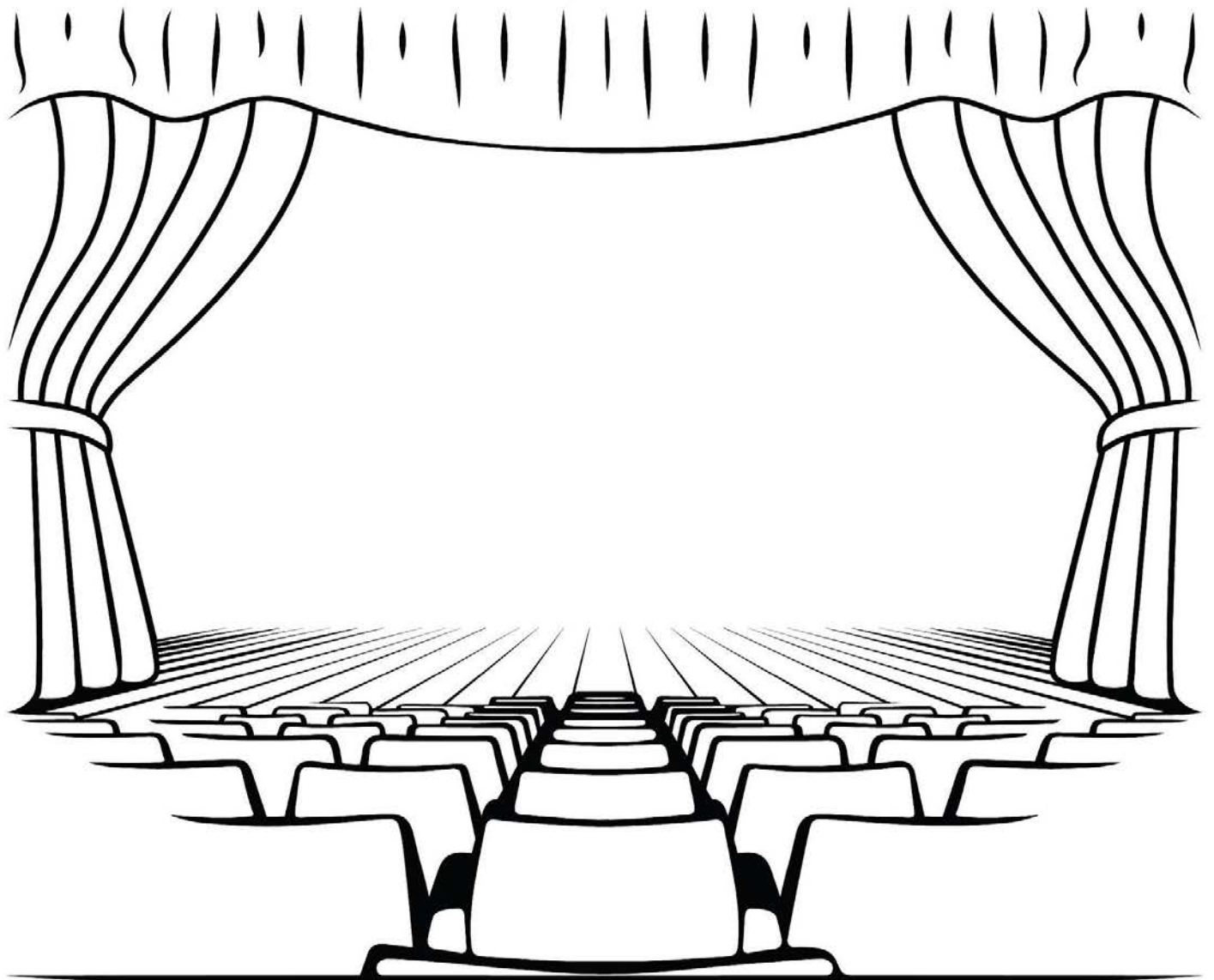
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### Create Your Own Costume



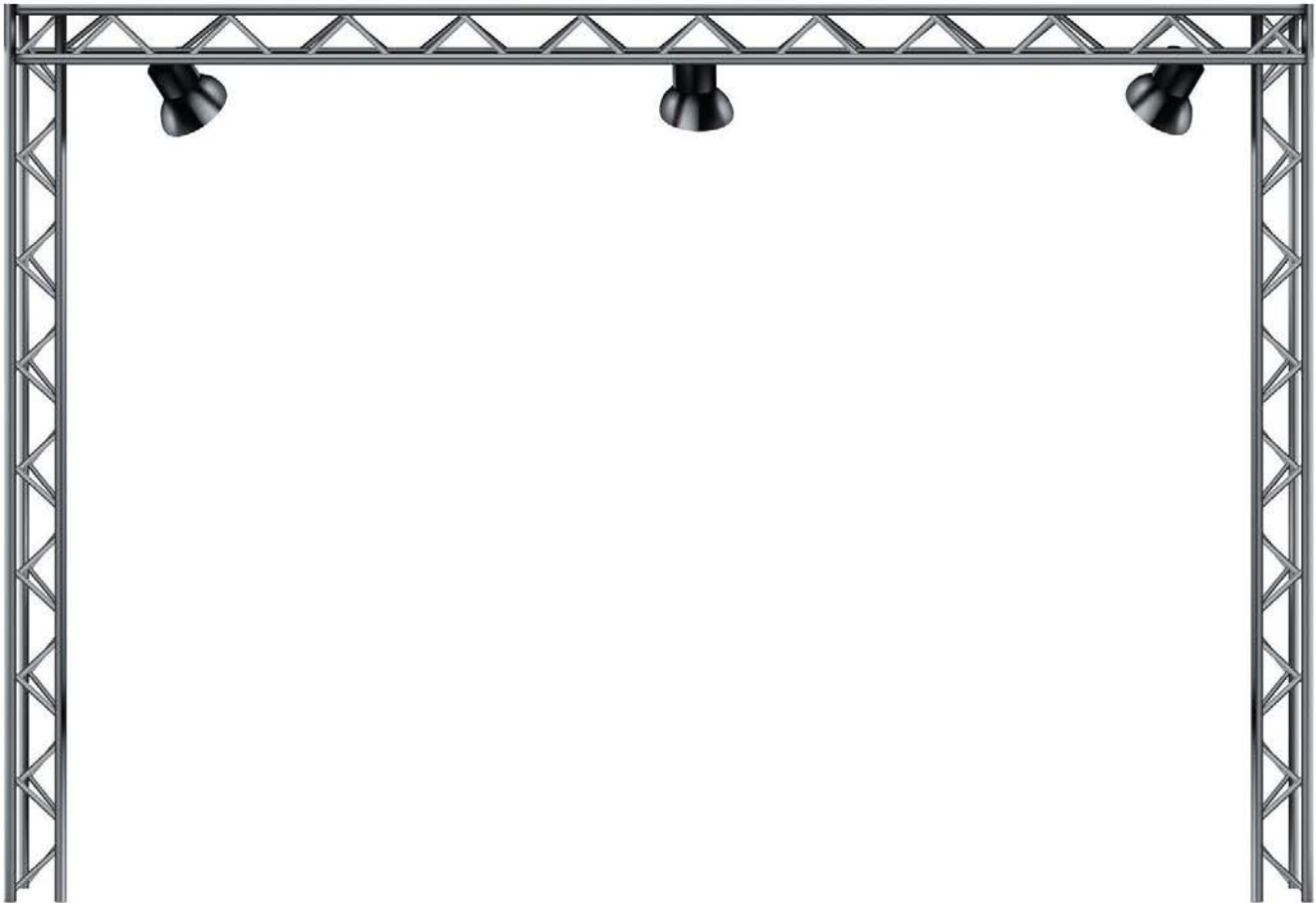
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Create Your Own Set



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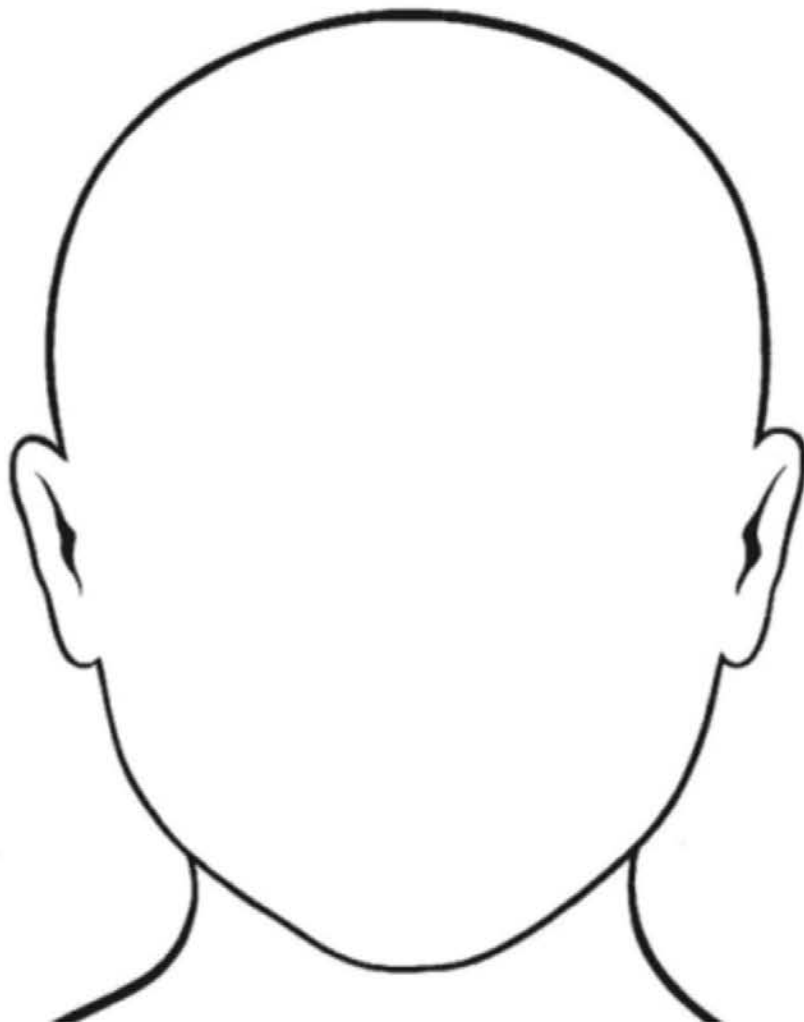
Create Your Own Lighting



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Create Your Own Wig and Makeup



# OPERA IOWA

## VIRTUAL OPERA CURRICULUM

### What Form Is That?

#### Recitative or Aria?

- |    |            |      |
|----|------------|------|
| 1. | Recitative | Aria |
| 2. | Recitative | Aria |
| 3. | Recitative | Aria |
| 4. | Recitative | Aria |
| 5. | Recitative | Aria |
| 6. | Recitative | Aria |

#### Duet, Trio, Quartet, or Chorus?

- |     |      |      |         |        |
|-----|------|------|---------|--------|
| 1.  | Duet | Trio | Quartet | Chorus |
| 2.  | Duet | Trio | Quartet | Chorus |
| 3.  | Duet | Trio | Quartet | Chorus |
| 4.  | Duet | Trio | Quartet | Chorus |
| 5.  | Duet | Trio | Quartet | Chorus |
| 6.  | Duet | Trio | Quartet | Chorus |
| 7.  | Duet | Trio | Quartet | Chorus |
| 8.  | Duet | Trio | Quartet | Chorus |
| 9.  | Duet | Trio | Quartet | Chorus |
| 10. | Duet | Trio | Quartet | Chorus |

# OPERA Iowa

## VIRTUAL OPERA CURRICULUM

### What is Opera?

Find and circle each of the words from the list below. Words may appear up, down or diagonally, but forward only.

Librettist  
 Quartet  
 Sing  
 Duet  
 Recitative

Chorus  
 Opera  
 Composer  
 Camerata  
 Drama

Italy  
 Trio  
 Orchestra  
 Story  
 Aria

M N N C S T O R Y X B R G B T  
 P E Y N S D X G F C Z Q T Y O  
 P K E U R V I A R I A X R C Q  
 Q P F X C A M E R A T A I O O  
 L R E C I T A T I V E D O M P  
 I V G C H O R U S D E X M P E  
 B A C D X O Q K T U T O A O R  
 R I T Y U R U W T E N K F S A  
 E F R T X C A I Z T P Q S E I  
 T G U N A H R T J U N S E R U  
 T P E X H E T A Q I J W Y Q U  
 I S I N G S E L C X N P I N W  
 S F P F E T T Y L E B I I M E  
 T C K N T R B G G W U Q E Q Y  
 Y E X D R A M A K K E R R A X

# OPERA Iowa

## VIRTUAL OPERA CURRICULUM

### What is Opera?

M N N C S T O R Y X B R G B T  
P E Y N S D X G F C Z Q T Y O  
P K E U R V I A R I A X R C Q  
Q P F X C A M E R A T A I O O  
L R E C I T A T I V E D O M P  
I V G C H O R U S D E X M P E  
B A C D X O Q K T U T O A O R  
R I T Y U R U W T E N K F S A  
E F R T X C A I Z T P Q S E I  
T G U N A H R T J U N S E R U  
T P E X H E T A Q I J W Y Q U  
I S I N G S E L C X N P I N W  
S F P F E T T Y L E B I I M E  
T C K N T R B G G W U Q E Q Y  
Y E X D R A M A K K E R R A X



# OPERA Iowa

## VIRTUAL OPERA CURRICULUM

### Who Makes an Opera?

Find and circle each of the words from the list below. Words may appear up, down or diagonally, but forward only.

Makeup  
Designer  
Director  
Scenery  
Paint

Material  
Costumes  
Prop Master  
Carpenter  
Stage Manager

Gels  
Usher  
Wigs  
Mood  
Lights

C A C I U A R P L N R U M C G  
S C E N E R Y F A W C M I I M  
C U U N F C A R P E N T E R K  
S O U N S O O S O E B E N D O  
S Y U I P D M D I R E C T O R  
S T A G E M A N A G E R A V I  
G E L S S W K D E S I G N E R  
P A I N T I E M A T E R I A L  
X X E D D G U Q J M N Q A C F  
U S H E R S P Y I I O Z Y H T  
C O S T U M E S V X F O U S S  
Y N L I G H T S F E C Y D W U  
E H K P R O P M A S T E R I T

# OPERA Iowa

## VIRTUAL OPERA CURRICULUM

### Who Makes an Opera?

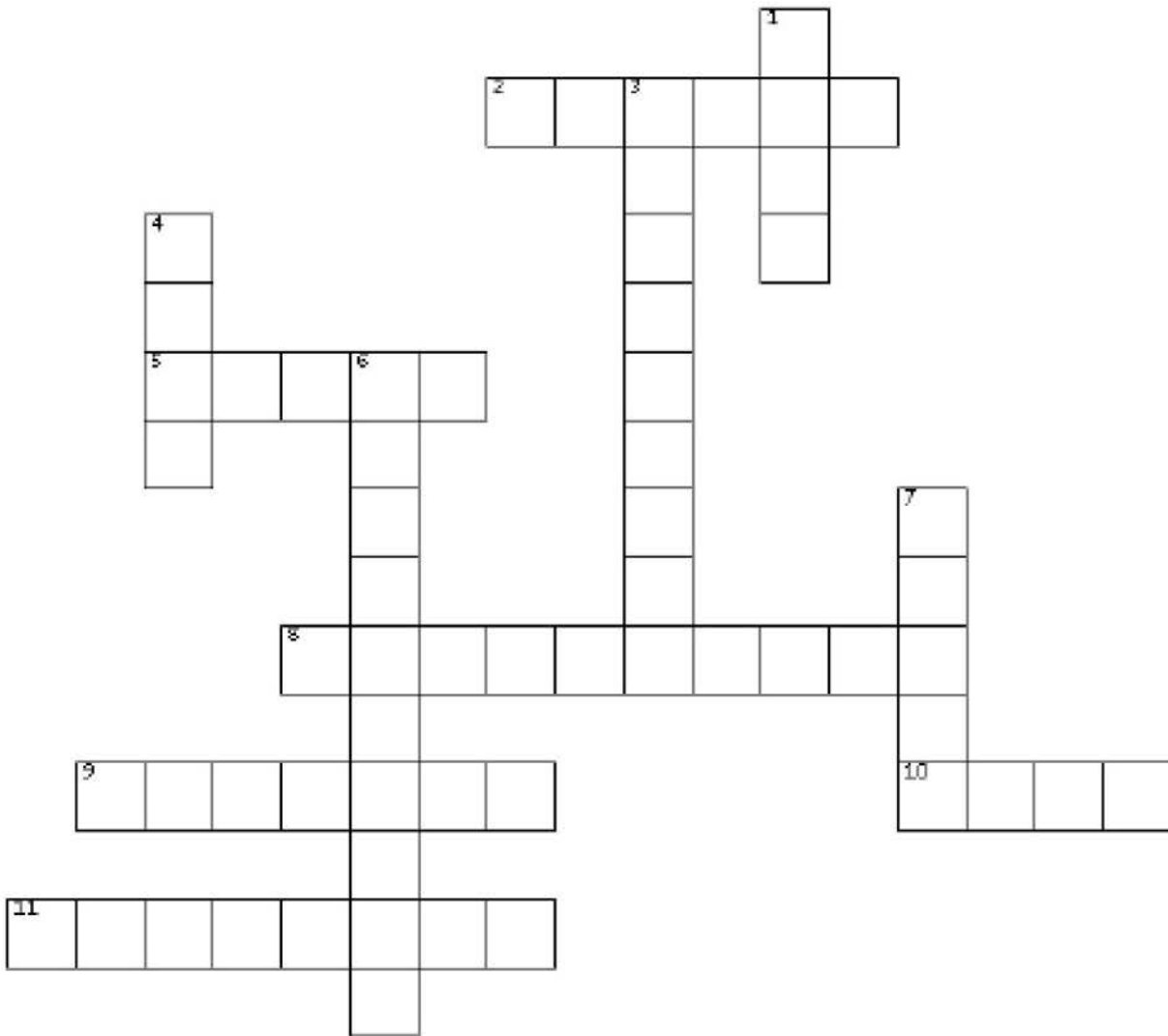
C	A	C	I	U	A	R	P	L	N	R	U	M	C	G
S	C	E	N	E	R	Y	F	A	W	C	M	I	I	M
C	U	U	N	F	C	A	R	P	E	N	T	E	R	K
S	O	U	N	S	O	O	S	O	E	B	E	N	D	O
S	Y	U	I	P	D	M	D	I	R	E	C	T	O	R
S	T	A	G	E	M	A	N	A	G	E	R	A	V	I
G	E	L	S	S	W	K	D	E	S	I	G	N	E	R
P	A	I	N	T	I	E	M	A	T	E	R	I	A	L
X	X	E	D	D	G	U	Q	J	M	N	Q	A	C	F
U	S	H	E	R	S	P	Y	I	I	O	Z	Y	H	T
C	O	S	T	U	M	E	S	V	X	F	O	U	S	S
Y	N	L	I	G	H	T	S	F	E	C	Y	D	W	U
E	H	K	P	R	O	P	M	A	S	T	E	R	I	T

# OPERA Iowa

## VIRTUAL OPERA CURRICULUM

### What is Opera?

Use the clues to fill in the words above. Words can go across or down. Letters are shared when the words intersect.



#### ACROSS:

2. When a large group of people sings together on stage
5. The country where opera was first created
8. A form of music that has natural rhythms and connects other songs in opera
9. When four people sing together on stage
10. A form of music used in opera that has a beautiful melody; a song
11. The person who writes the music for an opera

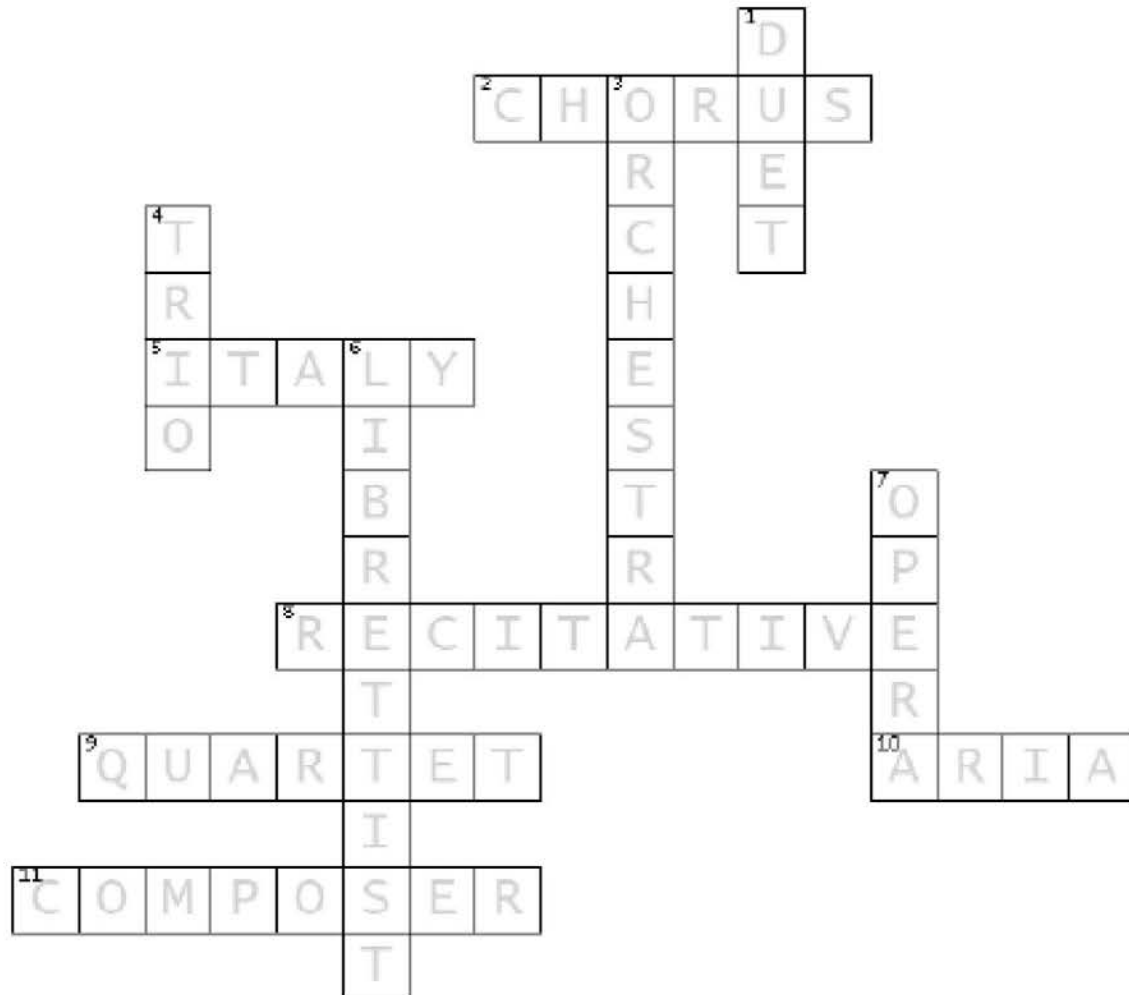
#### DOWN:

1. When two people sing together on stage
3. The group of instrumentalists that play for an opera
4. When three people sing together on stage
6. The person who writes the words of an opera
7. A type of theater where actors sing their lines instead of speaking them

# OPERA Iowa

## VIRTUAL OPERA CURRICULUM

### What is Opera?

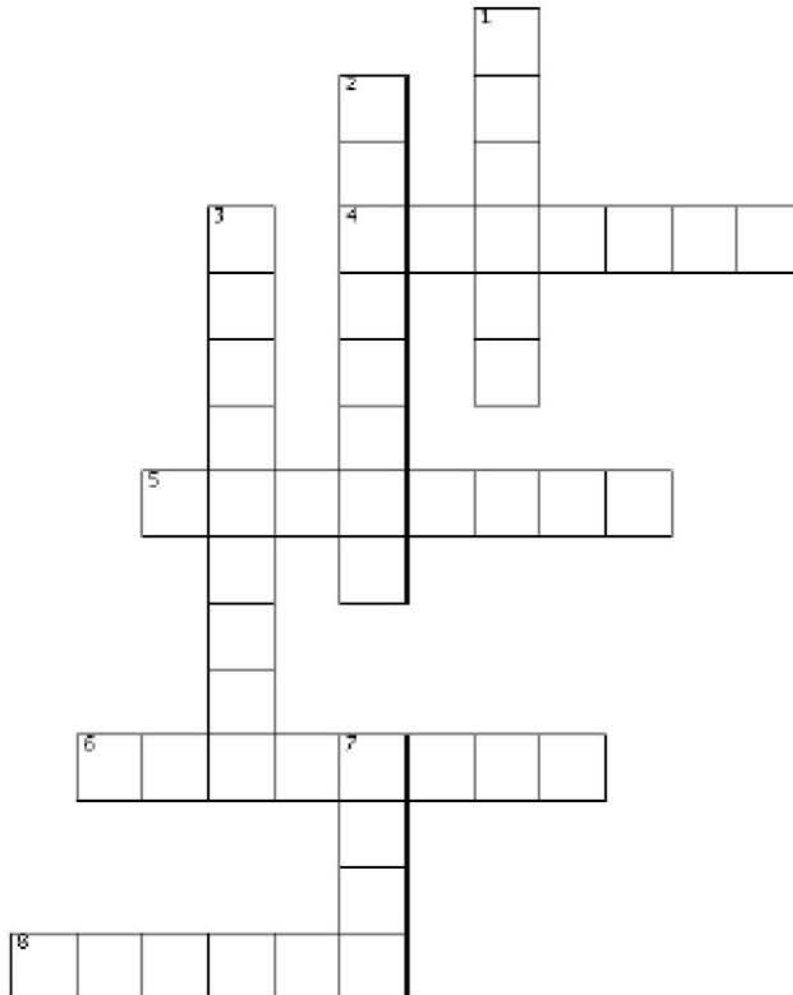


# OPERA Iowa

## VIRTUAL OPERA CURRICULUM

### Who Makes an Opera?

Use the clues to fill in the words above. Words can go across or down. Letters are shared when the words intersect.



#### ACROSS:

4. The background on the stage that tells you where the story is taking place
5. The person who tells singers where to move around the stage
6. Someone who makes decisions about an opera production
8. These change during a show to create different moods for each scene

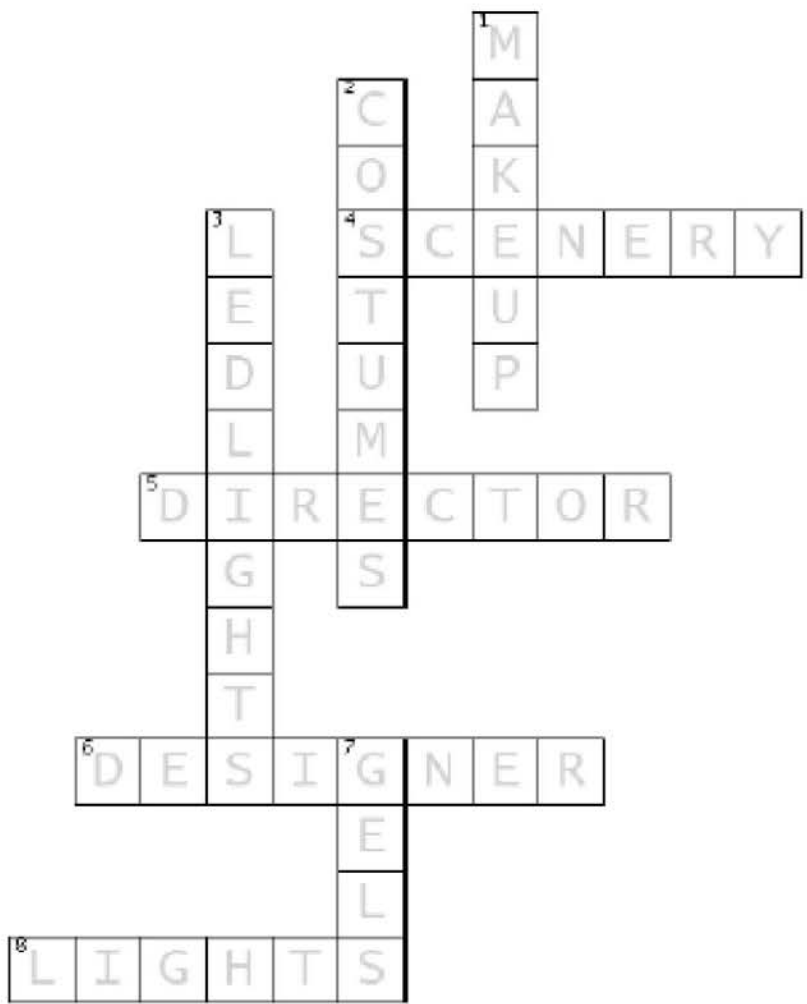
#### DOWN:

1. Singers put this on their faces to make them look like their characters
2. What singers wear to help them transform into their characters
3. Lighting designers can program these to make them change color during a show
7. What lighting designers used to use to change the color of stage lights; you can't change them during a show

# OPERA Iowa

## VIRTUAL OPERA CURRICULUM

### Who Makes an Opera?



# OPERA Iowa

## VIRTUAL OPERA CURRICULUM

### What is Opera?

Unscramble the letters to form words. Then place the letter above number in the boxes at the bottom.

POEAR

5				

DCNUOCTR

						8			

TLTTIIBSER

								7		

IARA

--	--	--	--

DETU

		11	

IORT

2			3

RTQEATU

--	--	--	--	--	--	--

UROCHS

					1

IEAVRTCEIT

						9			

ARMAAECT

--	--	--	--	--	--	--	--

OCTSRAEHR

						4		

ISENRG

		6	10		

1	2	3	4	Y	

5	6

7	8	9	10	11	

# OPERA Iowa

## VIRTUAL OPERA CURRICULUM

### What is Opera?

POEAR

O P E R A  
5

DCNUOCTR

C O N D U C T O R  
8

TLTTIIBSER

L I B R E T T I S T  
7

IARA

A R I A

DETU

D U E T  
11

IORT

T R I O  
2 3

RTQEATU

Q U A R T E T

UROCHS

C H O R U S  
1

IEAVRTCEIT

R E C I T A T I V E  
9

ARMAAECT

C A M E R A T A

OCTSRAEHR

O R C H E S T R A  
4

ISENRG

S I N G E R  
8 10

S T O R Y  
1 2 3 4

O N  
5 6

S T A G E  
7 8 9 10 11





# OPERA Iowa

## VIRTUAL OPERA CURRICULUM

### Who Makes an Opera?

REEC SNY

S C E N E R Y

14

SEN RIG DE

D E S I G N E R

18

IG WS

W I G S

7

EP KU MA

M A K E U P

4

5

DTIC ROER

D I R E C T O R

2

26

GIILTGNH

L I G H T I N G

9

11

25

SELG

G E L S

6

ILLEDTHGS

L E D

17

19

L I G H T S

CSTOSMEU

C O S T U M E S

10

RUSHE

U S H E R

23

O O M D

M O O D

12

15

RO P S P

P R O P S

16

19

20

15

PTIAN

P A I N T

27

8

1

ITAMERLA

M A T E R I A L

21

22

3

28

24

I T

1

2

T A K E S

3

4

5

6

7

A

8

L O T

9

10

11

O F

12

P E O P L E

13

14

15

16

17

18

T O

19

20

M A K E

21

22

5

23

A N

24

25

O P E R A !

26

27

28

29

8

# VIRTUAL OPERA CURRICULUM

## Thank our Sponsors

You can help Des Moines Metro Opera by sending a few thank you letters, colorful drawings, postcards, or other interesting works of art to our leading corporate supporters. Sponsors have told us that letters of appreciation from students and teachers mean a great deal to them. We also include these examples when we apply for grants which support OPERA Iowa in the future. We love to see these in our office as well!

You can send your thank yous to Des Moines Metro Opera by mail or email, and we'll take care of the rest!

Des Moines Metro Opera  
106 W Boston Ave  
Indianola, IA 50125

[dmmo@dmmo.org](mailto:dmmo@dmmo.org)

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[Return to Table of Contents](#)

# VIRTUAL OPERA CURRICULUM

## Advocate for the Arts

Become an advocate for the arts and culture in Iowa!

Why? Because cultural programs like OPERA Iowa are important to the state of Iowa. Please send a letter to your local Representative, Congressperson or Senator to invite them to support arts and culture in Iowa. Your input is invaluable in helping maintain the level of support Iowa currently invests into the arts. Past letters from grateful OPERA Iowa students were included within the U.S. Congressional Record as part of the National Endowment's request for renewed funding.

To contact your Iowa State Representative or Senator to share your support of programs like OPERA Iowa, visit:

Website: <https://www.legis.iowa.gov/legislators>

Phone: (515) 281-5129, Legislative information office

To contact Iowa's elected leadership to encourage continued support of arts funding to programs like OPERA Iowa:

<https://www.legis.iowa.gov/contacts/federallinks>

Senator Charles (Chuck) Grassley  
135 Hart Senate Office Building  
Washington DC 20510  
Phone: (202) 224-3744  
<https://www.grassley.senate.gov/>

Senator Joni Ernst  
730 Hart Senate Office Building  
Washington DC 20510  
Phone: (202) 224-3254  
<https://www.ernst.senate.gov/>

District 1: Representative Ashley Hinson  
1429 Longworth House Office Building  
Washington DC 20515  
Phone: (202) 225-2911  
<https://hinson.house.gov/>

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1716 Longworth House Office Building  
Washington DC 20515  
Phone: (202) 225-6576  
<https://millermeeks.house.gov/>

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1034 Longworth House Office Building  
Washington DC 20515  
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1440 Longworth House Office Building  
Washington DC 20515  
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[Return to Table of Contents](#)