Students will listen to the piece Les Toréadors from Carmen, Georges Bizet’s most famous opera.

Students will explore the steady beat throughout the musical selection individually by clapping or marching, notating with numbers on paper and through a movement exercise.

Assessment Strategies

In this lesson, students should be able to successfully do the following: march in place and walk to a steady beat, enhancing the exercise with various verbal phrases and physical movements. Learn more about assessment strategies on page 5.

Learning Standards

This lesson uses Common Core and National Core Arts Anchor Standards. You can find more information about the standards featured in this lesson on page 4.
INTRODUCTION

1. Using the biographical information above, introduce the composer Georges Bizet.

2. Discuss the musical selection, Les Toréadors from Bizet's most famous opera Carmen.
   - This aria is sung by the bullfighter Escamillo as he enters in act 2 (toréador is a French term for "bullfighter").
   - The aria describes various situations in the bullring, the cheering of the crowds and the fame that comes with victory.
TEACHING STEPS

1. **Listen** to Georges Bizet's Les Toreadors from *Carmen* Suite No. 1.

2. **Ask** the students to keep a steady beat to the music, by either clapping their hands or marching their feet in place.

3. **Ask** students if they think that all of the beats sound the same or if they hear emphasis placed on certain ones. What do they hear in the music that draws their attention to certain beats?

4. **Ask** the students to use numbers to represent each beat.

   1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 etc...

5. **Listen** to the music again. **Ask** the students to circle the numbers that correspond with the **cymbal** crashes.

6. **Listen** to the music again and this time have students **march** in place to the beat. Once they can successfully march in place, have them **clap** when they hear the cymbal crashes. Have students **count** the numbers out loud as they perform the activity. Repeat the music as needed.

7. **Assemble** the students in a large circle, if space allows in your classroom. **Ask** each student to face to their right. As the music begins have students **march** in a circle to the beat of the music. As in Step 6, have students **clap** when they hear the cymbal crashes. When they can successfully march and clap to the music, have the students **count** the numbers out loud.

   If space is limited, the students may **stand** in place and turn 90° in place when they hear each cymbal crash.

   Optional: when the main theme repeats, have students **switch their direction** in the circle and **march** the other way.

*Click on the link above to listen to these examples on Spotify. A free account is required to listen.*
**VOCABULARY**

**Opera:** A play set to orchestral music in which the characters sing all their lines.

**Aria:** A vocal solo, with instrumental accompaniment, from an opera or oratorio.

**Toréador:** French term for bullfighter.

**Cymbal:** A percussion instrument consisting of two round metal plates that create clashing sounds when struck together or hit with a drum stick.

**LEARNING STANDARDS**

**Common Core Anchor Standards**

**CCSS.ELA-LITERACY.CCRA.SL.2**
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-LITERACY.CCRA.SL.5**
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**National Core Arts Anchor Standards**

**Music Anchor Standard 9** Apply criteria to evaluate artistic work.

**Dance Anchor Standard 5c** Develop and refine artistic techniques and work for presentation.
• Observe students’ ability to maintain a steady beat in the following ways: clapping, marching in place, walking around in a circle as a group, verbally counting aloud with the music.