

NORMA

VINCENZO BELLINI

VISUAL ARTS: What Sacrifice Looks Like to Me

Students will

- Create original artwork from a visual stimuli
- Use artistic expression, visualization, and self-perception to convey “sacrifice”

Copies for Each Student: *Norma* Synopsis and Definition Sheet

For the Teacher: *Norma* Synopsis, Definition Sheet, and Sacrifice Example

Getting Ready: Gather materials for the assignment:

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

Instructional Time: One 45-minute class period

Introduction

Have the students read the synopsis of *Norma* by Vincenzo Bellini and discuss the conflicts in the opera. Review the definition of “sacrifice” with the Definition Sheet provided. Continue the discussion by addressing the reason Norma decided to indict herself. Ask the students whether or not they believe the act can truly be considered a sacrifice and why.

Guided Practice

Have the students think about a time they may have sacrificed something for another person in the terms of property, time, or money. Let a few of the students elaborate by sharing their story with the class. Then, have the students brainstorm on how to create a visual expression of their story without using words. Review the given example and have the students provide a description of the sacrifice based on the example.

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. Allow the students to create an original visual expression of the sacrifice from the brainstorm activity and write a small passage on the back telling the story of the sacrifice that is being represented. The sacrifice may be provided by the teacher for the entire class or provided based on groups and individuals.

If time allows

Allow some of the students to share their work or provide additional examples. Have the class evaluate the artwork and describe the sacrifices depicted in each work.

Evaluation

1. Were the students able to complete their visual expression of sacrifice?
2. Were the students able to write the story that accompanies the visual expression on the back of their original artwork?

TEKS – Art**Middle School**

§117.202 c. 1 Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to: (A) identify and illustrate concepts from direct observation, original sources, personal experiences, and communities such as family, school, cultural, local, regional, national, and international; (B) understand and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using art vocabulary appropriately; (C) understand and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity, in personal artworks using art vocabulary appropriately; and (D) discuss the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.

§117.202 c. 2 Creative expressions. 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. The student is expected to: (A) create original artworks based on direct observations, original sources, personal experiences, and the community; (B) apply the art-making process to solve problems and generate design solutions; and (C) produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media, using a variety of materials.

§117.202 c. 4 Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A) create written or oral responses to artwork using appropriate art vocabulary; (B) analyze original artworks using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork; (E) understand and demonstrate proper exhibition etiquette.

High School

§117.302. c 1 Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to: (A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork; (B) identify and understand the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artwork;

(2) Creative expression. The student communicates ideas through original artwork 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. The student is expected to: (A) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination; (D) create original artwork to communicate thoughts, feelings, ideas, or impressions; (E) collaborate to create original works of art; and (F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.

(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (B) evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork; (C) construct a physical or electronic portfolio by evaluating and analyzing personal original artwork to provide evidence of learning; and (D) select and analyze original artwork, portfolios, and exhibitions to form precise conclusions about formal qualities, historical and cultural contexts, intentions, and meanings.

Correlates: Music

Gardner's Intelligences: Linguistic, Logical-Mathematical

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

Sources

"sacrifice." *Merriam-Webster's Learner's Dictionary*. 2016. <http://www.learnersdictionary.com> (29 Aug. 2016).

Norma

Synopsis

ACT I

The High Priest Oroveso and members of a Druidic cult meet at their temple to prepare for the rites of winter solstice. They pray to their god, Irminsul, that Norma, High Priestess and Oroveso's daughter, will declare war on the Romans and end their occupation.

After the Druids leave, Pollione, Proconsul of the Roman forces, arrives. His Celtic aide, Flavio, urges him to go, but Pollione insists on staying to meet Adalgisa, a priestess whom he loves. Flavio is distressed to learn that Pollione plans to abandon Norma, who has secretly borne him two children during the long Roman occupation. He cites the risks of engendering Norma's rage. Pollione acknowledges this, recounting a terrifying dream in which Norma savagely avenges herself for his infidelity.

The Druids return to perform their ritual. Norma warns that their warlike posture is futile and commands them to wait until Rome falls through its own vices. A group of virgin priestesses enters, Adalgisa among them. Norma cuts the sacred mistletoe and makes a burnt offering to the moon goddess. She promises to declare war on the Romans should the god Irminsul appear to her but reserves the right to kill Pollione herself. Privately, however, she longs that his love for her be rekindled.

As everyone leaves, Adalgisa stays behind to implore the gods to eradicate her feelings for Pollione, at which point the Proconsul returns and declares his love. Fearing that his dream may be a prophecy, he entreats Adalgisa to accompany him to Rome, where he has been ordered to return the next day. Adalgisa agrees.

Norma reveals her ambivalent feelings toward her children as she waits for them to be brought to her by Clotilde, who cares for them in secret. Aware of Pollione's order to return to Rome and his aloofness toward her, she fears he will abandon them. Hearing Adalgisa approach, Clotilde hides the children. Adalgisa confesses that she has fallen in love and asks Norma to forgive her and release her from her vows. Norma is sympathetic as she remembers her own love. Just as she agrees, Pollione appears. It becomes clear to Norma that it is he who has stirred the young priestess to love, and she furiously condemns him. Adalgisa, shocked to learn of the relationship between Pollione and Norma, vows to remain faithful to the High Priestess.

ACT II

Although certain that her children are doomed to suffering as slaves or outcasts, Norma finds herself unable to kill them. Instead, she makes Adalgisa promise to go to Rome with Pollione and raise the children as her own. But Adalgisa insists on confronting Pollione and convincing him to return to Norma.

Oroveso and the Druids are gathered at the temple to secretly plan an attack on the Romans, when a Roman detachment arrives to inform Oroveso of the identity of the Roman Consul who will be replacing Pollione, a man reputed to be more savage and brutal. Oroveso takes this as a sign to abandon their planned attack and counsels his fellow Druids to feign submission and patiently await their chance to rebel.

Norma anxiously awaits the outcome of Adalgisa's mission and upon learning that it has failed, sounds the signal for war. As she prepares a sacrificial victim, uproar is heard in the inner temple and Pollione, who has been captured, is brought before her. Dismissing the Druids, she attempts to bargain with Pollione. He refuses to renounce Adalgisa, offering his own life instead.

Norma summons her followers and informs them that a priestess has broken her vow and must be sacrificed. However, it is not Adalgisa she indicts but herself. She reveals to Oroveso the existence of her children and exacts his promise to care for them. Pollione, moved, feels his love for her reborn and requests to die with her. Devastated, the Druids witness Norma's ascent to the pyre and, with her, the destruction of their temple.

Synopsis courtesy of Florida Grand Opera

Norma
Definition Sheet: Sacrifice

Simple Definition of *sacrifice*

- : *noun* sac·ri·fice \ 'sa-krə-, fīs, also -fəs or - ,fīz\
- : the act of giving up something that you want to keep especially in order to get or do something else or to help someone
- : an act of killing a person or animal in a religious ceremony as an offering to please a god
- : a person or animal that is killed in a sacrifice

Full Definition of *sacrifice*

1. an act of offering to a deity something precious; *especially* : the killing of a victim on an altar
2. something offered in sacrifice
3. destruction or surrender of something for the sake of something else: something given up or lost <*the sacrifices made by parents*>
4. loss <*goods sold at a sacrifice*>
5. sacrifice hit

Examples of *sacrifice* in a sentence

1. The war required everyone to make *sacrifices*.
2. No *sacrifice* is too great when it comes to her children.
3. He made many personal *sacrifices* to provide help to the city's homeless people.
4. The war required much *sacrifice* from everyone.
5. a place where priests performed human *sacrifices* in ancient rituals
6. The villagers hoped the gods would accept their *sacrifice*.
7. The goat was offered as a *sacrifice*.
8. The runner went to second base on a *sacrifice*.

Norma
Sacrifice Example

For a Friend

Two students are sacrificing a part of their lunches so their friend can eat for the day.



Quodesia Johnson