

Drama Exploration - Period 1

UNIT: Creating and Pitching A Musical

TEACHER: Mara Dale

TIMELINE: March 1 - April 12

Objective/Essential Questions: What are the steps, roles, and thought processes to creating, developing and pitching a musical?

Students will know/understand:	Students will be able to:
How to create a character.	Develop characters, themes, marketing plans, plot line, and pitch for a new musical.
What a subject, theme, dialogue, production number is in a musical.	Present musical theatre content in front of peers.
The many roles involved in creating and producing a production.	Research topics relating to musical theatre history, musicals, song writing, playwriting, marketing, and set and costume design.
What is needed to market a musical.	Identify types of musicals and their purposes.
How to collaborate with peers to write scenes, music, and create a musical plot line.	Write a scene and a song for a musical
The progression of musical theatre from the 1920's to Now	Act out a scene and perform a song from the musical they created.

Massachusetts State Standards:

Students will:

1.14 Create complex and believable characters through the integration of physical, vocal, and emotional choices

1.15 Demonstrate an understanding of a dramatic work by developing a character analysis

1.16 Perform in a variety of scenes and/or plays for invited audiences

1.17 Demonstrate an increased ability to work effectively alone and collaboratively with a partner or in an ensemble

2.11 Using the correct form and structure, collaboratively write an original script or a dramatic adaptation of a literary work

3.8 Stage informal presentations for a variety of audiences

4.12 Conduct research to inform the design of sets, costumes, sound, and lighting for a dramatic production.

5.15 Demonstrate the ability to receive and act upon coaching, feedback, and constructive criticism

5.15 Devise specific methods for documenting and assessing one's own artistic development throughout participation in a theatre project

Below is Day 3 of the 6-week project.

Day 3

What is the *style* of your musical?

Time: 90 Minutes

Materials:

- Music for Identity Spectrum
- Sheets cut out with the musicals/styles and a brief synopsis of each show posted around the room.

Identity spectrum (Hook):

- There is an invisible line that goes from the right to the left side of this classroom. I will play a 30 second clips of 15 songs from diverse styles and cultures. If you are drawn to this style 100%, stand on the right side of the room. If you are not drawn to this style at all, stand on the left side of the room. And stand closest or farthest from the right or left side depending on how much you like, dislike, or identify with this music. We will all be at different places on the invisible line at any given time. This is not an opportunity to judge, but an opportunity to explore your musical taste, as well as see where others' tastes are.
 - Intermittently ask why students stood where they did at any given point in the exercise.

Activity:

- Find a partner and talk about:
 - 3-5 songs you love
 - 3-5 stories or books that resonate with you
 - Why? What's compelling about them?
 - 3-5 movies or tv shows you could watch over and over again

Written/Intrapersonal Assessment:

- Take out a piece of paper:
 - Find Your Personal Influences.
 - Write 3 styles of music you're drawn to.
 - Why is it worth the \$1.29 on iTunes?
 - Write 3 stories you love - books or short stories.
 - Why? What is compelling about them?

- Write 3 movies/tv you can watch over and over again?
 - What makes you press play?

Research and Historical Context:

- Brainstorm Session: **What are styles of t.v. shows?**
 - Discuss with a partner in a circle, then share in a circle
- The styles of musicals below are written on the board. Using students current knowledge, ask them what musicals they already know fit into each category.

Styles of Musical:

- **Rom(antic) Com(edy)**: Hello Dolly!, Guys and Dolls, Kiss Me Kate, Grease, Legally Blonde
- **Romance**: American In Paris, Funny Girl, Sweet Charity, In the Heights, Once
- **Mystery**: Clue, Curtains
- **Juke Box**: Beautiful, Jersey Boys, We Will Rock You, All Shook Up, Beatlemania, And The World Goes Wrong
- **Juke Box (story line)**: Jagged Little Pill, Promises Promises, Crazy for You, A Little Night Music, 9-5, Get On Your Feet, The Who's Tommy, Forever Plaid, Mamma Mia, Love Janis, Juke Box Hero, Rock Of Ages, American Idiot, Ring of Fire
- **Bio(graphy) Pic/Documentary Musical**: Grey Gardens, Kennedy: A Musical, In The Footprint, Come From Away
- **Comedy**: Dirty Rotten Scoundrels, A Funny Thing Happened on the Way to the Forum, Kinky Boots, Adrift in Macao, Urinetown, 70, Girls, 70, Footloose,
- **Drama**: Next To Normal, Raisin in the Sun, Les Miserables, Phantom of the Opera, Parade, Ma Rainey's Black Bottom, Color Purple, Carousel, Showboat, Dreamgirls, Purlie, La Cage Aux Folles, Waitress, John and Jen, Spring Awakening, Cabaret
- **Dramedy**: Fun Home, Falsetto's, Legally Blonde, Grease
- **Dark Comedy**: Heathers, Meangirls, Urinetown,
- **Thriller**: Sweeney Todd, Little Shop of Horrors, Dial M for Murder, Wait Until Dark, A Gentleman's Guide to Love and Murder
- **Campy**: Evil Dead, Bat Boy, Little Shop of Horrors, Adrift in Macao
- **Disney**: Cinderella, Frozen, Peter Pan,
- **Historical Fiction**: Hamilton, The Cradle Will Rock, Ragtime, Newsies, Hair, Working, Hairspray, The Matchgirls
- **Based on Books**: Tuck Everlasting, Ragtime, Great Expectations, Little Women, A Christmas Carol, Everlasting, The Lion, The Witch, and The Wardrobe, High Fidelity
- **Based on a Movie**: Footloose, The Wiz, Annie Get Your Gun, The Wizard of Oz, Hairspray, Ragtime, Xanadu, 9 to 5, Young Frankenstein, High Fidelity, Chitty Chitty Bang Bang, Waitress, Once

- **Rock/Pop Opera/Operetta:** Hair, Hamilton, Rent, Cats, Jesus Christ Superstar, Joseph and the Amazing Technicolor Dreamcoat, Your Own Thing, Catch My Soul, Godspell
- **Mystical/Magical, Fantastical:** Midsummer Night's Dream, Everlasting, Big Fish, Seussical, The Lion, The Witch, and The Wardrobe, Once of This Island, The Wiz, Wizard of Oz, Into the Woods
- **Song Cycle:** Last Five Years, Edges, Songs For a New World, Now. Here. This, Smokey Joe's Cafe, Baby, Closer Than Ever,
- **Revue:** Smokey's Joe's Cafe, The World Goes Round, A Little Night Music
 - Define these together.

- All the styles we discussed on on a small sheet of paper on the floor. Each student is given two musicals and they have to put them in a category, find that category on the floor, and place them there.
 - Then they tell the class what they had, and the class decides if they are in the correct category.

- Come back in circle: Ask students one at a time:
 - What style are you drawn to?
 - What style are you open to exploring?
 - What are musical influences in your life?