

MAISA and the REMC Association of Michigan Best Practices in Technology Integration Plan

Title: INTRODUCTION TO MUSICAL THEATER

Subject(s): MUSIC

Intended Grade Level(s): GRADES 5 or 6 (General Music at the Middle School)

Description:

Every November our high school music and drama departments perform a Broadway musical. For students to have a background of musical theater before they attend the high school production, a unit of study was given. The students were given background information on musical theater. They were given examples of famous musicals and some well known composers and lyricists. (For example, Joseph and the Amazing Technicolor Dreamcoat by Andrew Lloyd Weber and Tim Rice). They were to select a musical from a list provided and complete the information on a handout sheet given them. The assignment was to present to the class an oral presentation of the musical they selected. They could work in small groups of three or four to make their presentation. The information on the handout sheet to be completed was:

1. Name of the musical
2. Who wrote the musical?
3. Who wrote the lyrics?
4. Main characters in the musical
5. Brief summary of the story
6. Extras included: using a video, bringing in a compact disc, cassette, pictures, or anything pertinent information to the musical

Curriculum Benchmarks:

The main goal of this plan was to have an appreciation of musical theater as an American musical art expression. The Music Educators National Conference Has nine National Standards in music. These are the standards which apply to This lesson:

- | | |
|----------|---|
| Number 6 | Listening to, analyzing, and describing music |
| Number 7 | Evaluating music and music performances |
| Number 8 | Understanding relationships between music, the other arts, and disciplines outside the arts |
| Number 9 | Understanding music in relation to history and culture |

Materials/Hardware/Software:

In our elementary school, the students have Compaq computers in their classrooms, in the music room, as well as in a computer lab. The Internet through Yahoo served as a wealthy resource in finding other musical sites available.

Activities/Procedures:

The students were given the website of Phantom of the Opera which appeared on the board for them to have access to. The website is:

<http://phantom.skywalk.com/>

The students were shown how to insert the CD from the Phantom into their Computer so they could listen to the music while they were doing their report. On the screen appeared the answers to the questions on their study sheet such as:

Who wrote the musical ?
Who wrote the lyrics?
Main character in the musical
Brief summary of the story

This served as an excellent example of how you could find information on any Musical selected.

Assessment/Evaluation:

The students made oral presentations with authentic learning being observed. One of the groups selected the musical Evita. In their presentation to the class the computer was an integral source of information for their presentation. They viewed the video which gave them the story line. Then, they went to the Computer and found pictures of Eva Peron and enlarged them for their class presentation. They also did this with biographical information on her life as well as how she influenced the country of Argentina. Seeing the video, they saw the current dance of the day which was the tango. They looked up the Argentina tango which provided them with more information. This aided them when they demonstrated to the class the variations of the tango for their presentation. Many of the groups had success in finding information about their musicals. For example: the awards the musical received, the description of each character in the musical, locations where you could see the musical in the USA, and a summary of the story. Without the internet, much of this information would not have been available to them.

Follow-up Activities:

1. Going to the high school production of their yearly musical is always a routine field trip.
2. Making students aware of other high school's musicals which are going on in and around the area for them to see with their families as well as the main events at the Wharton which are coming to town.
3. Making students aware that there is a possibility that one of them may even be in the high school production when they attend high school.

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MUSICAL THEATER

HAVE YOU EVER HEARD OF?

Annie

My Fair Lady

Brigadoon

Cabaret

Evita

Fiddler on the Roof

Grease

Hello Dolly

Music Man

King and I

Oklahoma

Porgy and Bess

Phantom of the Opera

Showboat

Sound of Music

Singing in the Rain

West Side Story

Wizard of OZ

Willy Wonka and The Chocolate Factory

Those are names of famous Broadway musical plays with music and dancing. The difference between a musical and an operetta is that musicals have more parts that are spoken and operettas are almost all sung.

Oklahoma was the first musical to have a real developed story line that fit right in with the music. It was written by Richard Rodgers and Oscar Hammerstein. It featured dancing and cowboys and people singing about the windswept plains of a brand new state. It was written in 1940.

You can get any of the shows listed on a CD or video in the library. Lots of musicals have been made into movies.

ASSIGNMENT

FOR MUSICAL

THEATER

- 1. WORK IN SMALL GROUPS OF 3 OR 4**
- 2. SELECT A MUSICAL**
 - WHO WROTE THE MUSIC? THE WORDS?**
 - BRIEF OUTLINE OF THE STORY LINE**
 - PICTURES**
 - PLAY SONGS THAT EVERYONE MIGHT KNOW FROM THE MUSICAL**
 - SHOW A SMALL SECTION OF IT ON A VIDEO**
- 3. A 10 MINUTE PRESENTATION FOR THE CLASS FOR EACH ADDITIONAL ITEM YOU BRING IN ADD 100 POINTS TO YOUR REPORT**
- 4. DUE ON NOVEMBER 17**

MUSICAL THEATER

NAMES OF PEOPLE DOING THE REPORT

1. NAME OF THE MUSICAL _____
2. WHO WROTE THE LYRICS? _____
3. MAIN CHARACTERS _____

4. BRIEF OUTLINE OF THE STORY

5. FAMOUS SONGS FROM THE MUSICAL
