

# MUSICAL MANIA

## UNIT OVERVIEW

**This integrated Arts Education Unit involves your students in an exciting hands on experience. As they learn the history and elements of a musical, they will, through drama, writing and designing, venture into the making of a musical. These seven activities as well as seven optional assignments give you enough ideas for a month or more of Arts Education classes.**

## STUDENT ASSIGNMENTS

1. **Notes and Exam** - Students learn about the history of a musical, the elements in a musical and names of the most well known musicals to date.
2. **Song Analysis** - Students listen to a musical selection and analyze it.
3. **Drama Mask Design** - Students act in role as artistic designers and design a drama mask.
4. **Musical Movie Review** - Students view a musical on video and write a movie review.
5. **Classified Ads** - Students brainstorm jobs made available during the making of a musical and then design a Help Wanted page.
6. **Resume Writing** (Drama) - Students act as citizens looking for employment in the making of a musical and then write a resume for their character.
7. **Job Interview** (Drama) - Students, in groups of 4 or 5 improvise the interviews to be held for employment in a musical.

## ELEMENTS OF MUSIC

NAME: \_\_\_\_\_

Provide an appropriate definition for each musical element.

1. Form \_\_\_\_\_  
\_\_\_\_\_
2. Mood \_\_\_\_\_  
\_\_\_\_\_
3. Tempo \_\_\_\_\_  
\_\_\_\_\_
4. Harmony \_\_\_\_\_  
\_\_\_\_\_
5. Dynamics \_\_\_\_\_  
\_\_\_\_\_
6. Rhythm \_\_\_\_\_  
\_\_\_\_\_
7. Melody \_\_\_\_\_  
\_\_\_\_\_
8. Instruments \_\_\_\_\_  
\_\_\_\_\_

## SONG ANALYSIS - Guided Listening Sheet

NAME: \_\_\_\_\_

### **Instructions**

Use this guide to help you analyze the song presented. You will hear the song several times so focus on one element at a time. Be specific about what you heard and where you heard it. For example: The tempo was very fast at the beginning of the song but slowed down during each verse.

### 1. **Introduction**

Song Title: \_\_\_\_\_ Composer: \_\_\_\_\_

### 2. **Tempo**

Fast or slow? Where?

### 3. **Dynamics**

Soft or loud? Where?

### 4. **Mood**

Happy or sad? Where?

### 5. **Melody**

What instruments play the melody? Is the melody high or low?

## ASSIGNMENT #3 - DESIGNING A DRAMA MASK (1 Class)

### Student Objectives

- Students will understand that design is an element of art.
- Students will be able to act as if they are someone else.

### Student Activities

- Students will be in role as artistic designers and create an eye catching drama mask.

### Suggested Teaching Strategies

- The class begins with the teacher in role as an artistic director for a musical while the students are in role as artistic designers.
- The teacher-in-role says:  
"As your artistic director I have taken on an important assignment for you that I know you can handle. We have been approached by the local adult theater group and asked to decorate the theater complex for their upcoming musical. I know that jobs for artistic designers such as yourselves have been scarce lately so I knew you would be willing to tackle this project. As we have been put on a tight time schedule I think we need to concentrate on something simple but effective and if possible, some sort of decoration that could be used for future musicals. That is why I have chosen to begin work immediately on the masks to be used in the musical. Are there any questions before we begin?"
- If anyone has a collection of ceramic drama masks have them bring them to class to show the variety of designs that can be created.
- The students should then get to work designing a drama mask that is interesting in design and eye catching in colour.
- Some ceramic masks have sparkle dust added to the paint. This technique could be used on the paper masks as well.
- An evaluation sheet for marking the masks has been included.

## MUSICAL MOVIE REVIEW

NAME: \_\_\_\_\_

Name of Musical: \_\_\_\_\_

### Background Information

Year it opened: \_\_\_\_\_

Composer: \_\_\_\_\_

Writer: \_\_\_\_\_

Trivia: \_\_\_\_\_

### The Story Structure

Setting: \_\_\_\_\_

Main Characters: \_\_\_\_\_

Plot: \_\_\_\_\_

Theme: \_\_\_\_\_

## RESUME

### Personal

Name \_\_\_\_\_

Age \_\_\_\_\_

Birthdate \_\_\_\_\_

Marital Status \_\_\_\_\_

Sex \_\_\_\_\_

Education \_\_\_\_\_

Awards / Honors \_\_\_\_\_

### Past Experience

1992 - 1993 \_\_\_\_\_

1990 - 1992 \_\_\_\_\_

1989 - 1990 \_\_\_\_\_

### Special Talents

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## ASSIGNMENT #7 - INTERVIEWS (1 Class)

### Student Objectives

- Students will demonstrate an ability to listen to others ideas and build on them.

### Student Activities Drama Episode III (Student-In-Role)

- In groups of 4 or 5, students will improvise interviews for a certain position available in the musical.

### Suggested Teaching Strategies

- Within the group, there should be 2 interviewers as Rodgers and Hammerstein and the others would be interviewed for a job that the group decides to offer.
- A short improvisation should have a good beginning, middle and end. It should last one to two minutes. The improvisations can be planned or spontaneous depending on whether you give time to practice.
- After the students have performed for their peers, they should take a moment to reflect in their Arts Education notebooks. They should enter the date and "sum-up" their thinking and feeling about the drama. They should reflect on their individual contributions to the group and recall the events of their drama. This time for reflection deepens their belief in the drama and helps the teacher evaluate their level of commitment to the drama.

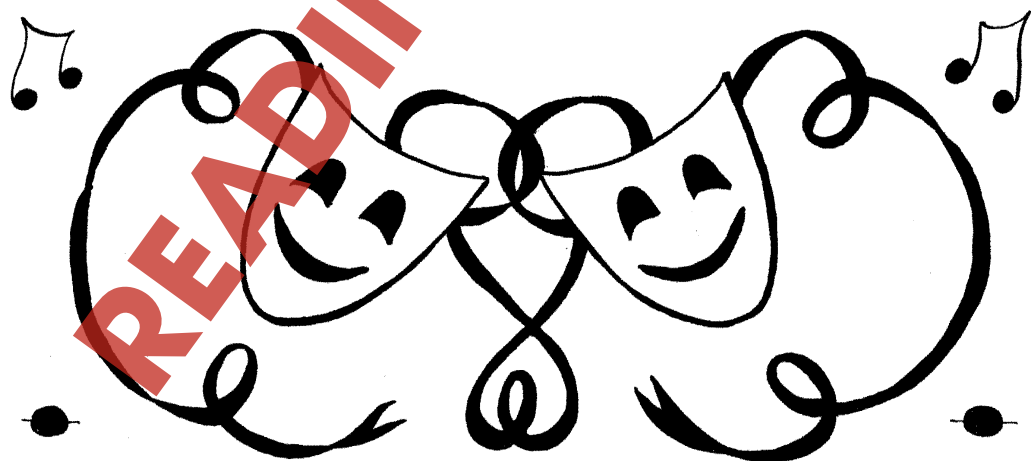
## MUSICALS

Musicals were called musical comedy at the time when they were first developed during the late 1800's.

A musical comedy is a type of play which tells a story with spoken dialogue, songs and dance.

Most musicals are not of a serious matter. They are generally light in tone and contain humor.

Many of the best-known songs in popular music today came from the early musical comedies.



## MUSICALS EXAM

NAME: \_\_\_\_\_

### True or False

1. \_\_\_\_\_ Musicals are usually serious in content.
2. \_\_\_\_\_ Most musicals are first presented on Broadway in New Hampshire.
3. \_\_\_\_\_ "Hair" was a musical comedy written in 60's about a hairdressing business gone bankrupt.
4. \_\_\_\_\_ "Cats" became the longest running musical in Broadway history.

### Fill in the Blanks

5. Musicals were first developed during the late \_\_\_\_\_.
6. The story in a musical is also called a \_\_\_\_\_.
7. The lyrics are written by a \_\_\_\_\_.
8. The person who creates the dance for a musical is called a \_\_\_\_\_.
9. The first musical ever developed was called "The Black \_\_\_\_\_".
10. The name of the first musical written by the popular team of Rodgers and Hammerstein was called "\_\_\_\_\_".
11. The first musical to be made into a movie was "\_\_\_\_\_".
12. "Fiddler on the Roof" is set in the country of \_\_\_\_\_.
13. The musical with amazing special effects that recently toured in Canada was called "\_\_\_\_\_".
14. The dog in the Broadway musical "Annie" was called \_\_\_\_\_.
15. One of the popular musicals written by Andrew Lloyd Webber was called "\_\_\_\_\_".

**MUSICALS WORDSEARCH**

NAME: \_\_\_\_\_

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

**Find These Words:**

MUSICAL  
 STORY  
 DANCING  
 CHOREOGRAPHER  
 HARMONY  
 MOOD  
 RHYTHM  
 TUNE  
 ANNIE

DIALOGUE  
 MUSIC  
 LIBRETTO  
 TEMPO  
 SHOWBOAT  
 MELODY  
 BEAT  
 HAIR  
 GREASE

BROADWAY  
 LYRICS  
 COMPOSER  
 DYNAMICS  
 OKLAHOMA  
 FORM  
 VOLUME  
 CATS  
 CAROUSEL

**ANSWER KEY**

**ADDITIONAL ASSIGNMENTS**

**Wordsearch**

Create a script for a scene from a musical.

Compare the style of costumes used in two different musicals.

After listening to the theme song from the musical "Hair" have the students create a collage of hairstyles.

In small groups, students choose one musical to research and present this research to the class in a creative style. The story of the musical could be presented as a group skit or narration.

Write a letter to a composer of a musical that you have listened to and tell him your reaction to his music and lyrics.

Learn dances from the 50's as in the musical "Grease" then dress up in costumes of the 50's and have a sock hop.

Answer Key for: MUSICAL MANIA

(easy)

... LYRICS ...  
 ... OOD . E . A . G . . . . .  
 ... U N E U . W . N . . . . .  
 ... S G . D . I . . . . .  
 ... A O I A Y C C A T S . . . . .  
 ... E L . O C N O . . . . .  
 ... R A I R . A A K . O . . . . .  
 ... I . B M D . M L R . . . . .  
 ... O E . . . . .  
 ... T . . . . .  
 ... T . . . . .  
 ... O . . . . .  
 ... I B . M W S . . . . .  
 ... N . E R . B T E . . . . .  
 ... N . A . O O . R . . . . .  
 ... A . . H T . . A R . . . . .  
 ... . . . . . T Y . . . . .

Answer Key for: MUSICAL MANIA

(hard)

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