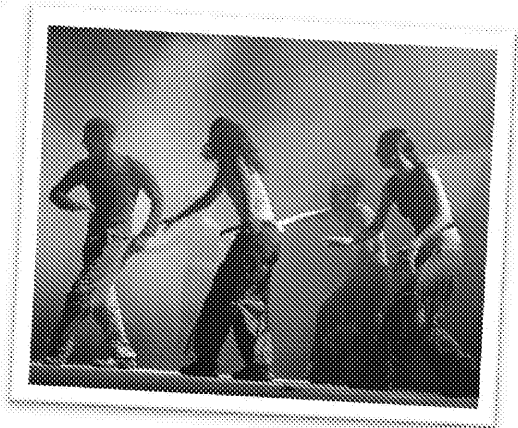
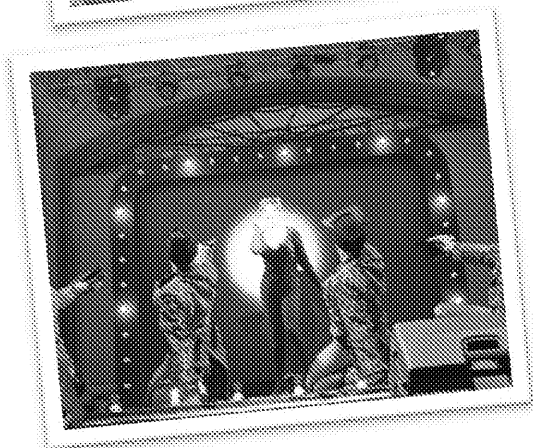
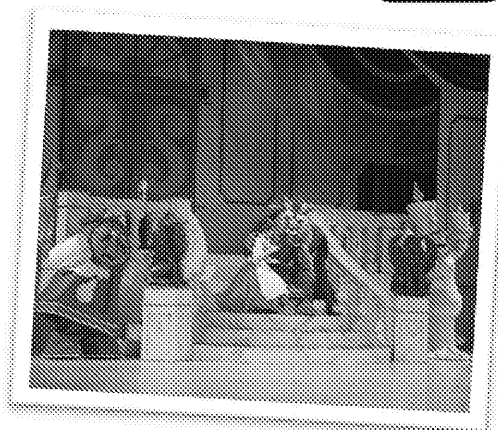


# Musicals Scheme of Work for Year 8 Music



POD 6205

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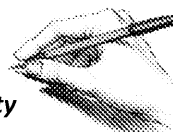
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Resource ID & name	6205 Musicals Scheme of Work for Year 8 Music	Your Name
School Name		Position

Overall, what did you think about this resource? \_\_\_\_\_

I particularly like this resource because \_\_\_\_\_

How does it help you or your students? \_\_\_\_\_

It is better than some other resources because... \_\_\_\_\_

What might you say to a colleague in a neighbouring school to persuade them to use \_\_\_\_\_

How well does it match your specification (& which specification is this)? \_\_\_\_\_

Other comments, suggestions for improvements, errors found (please give page numbers) \_\_\_\_\_

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Resources I might write, or have written, for consideration for publication:

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# Teacher's Introduction

This *Musicals* resource provides a broad, practical and cross-curricular learning experience to your students. It has been devised in a way intended to appeal to students who enjoy listening to a range of genres of music and is intended to show how musicals can appeal to a wide audience.

The activities are designed to build upon what students already knew about musicals before beginning the unit, while quickly dispelling any common misconceptions and misunderstandings about musicals.

Students begin the topic by writing the topic's start date next to Student Personal Learning Checklist as a type of baseline assessment of their skills before commencing any of the activities.

This pack then builds on their knowledge and informs them of key words and facts through listening exercises, watching and commenting on videos, performing challenges, fact sheets, comparing and contrasting sections of shows, drawing up their own success criteria of a performance, and then finally, devising, rehearsing and performing a show, lasting no more than two minutes, which allows students the chance to incorporate all the knowledge and skills gained throughout the unit.

Students are invited to review their progress after every practical lesson using the log sheets.

Additional question sheets and activities have been included in the pack which can be used as differentiated work for the less able, extension classwork, cover work, homework, or to facilitate students' independent research. The rehearsal Support Sheets (Cheat Sheets) included for lessons 3, 4 and 5 may be used if the teacher feels some of their students need help in directing, choreographing, etc. in readiness for planning the performance. They are intended to help the less experienced students maximise their chances of achieving the best possible outcome in this unit, and also to give an opportunity for students to take responsibility for their own learning outside the classroom. Use your knowledge of your students when grouping for this topic. Maybe base the groups on the individual students' attainment in a previous topic, or on their experience in extracurricular activities. If you know of students in your class who have previous experience in the performing arts they should be encouraged to take a lead role in the planning / decision-making / final performance. It would be a good idea to share the more able students equally across the groups in your class from lesson 3 onwards.

At the end of the topic students fill in a self-assessment, peer assessment and then a topic evaluation. If time allows it would be beneficial for your students to watch the video of their performance so they can comment more objectively on the success of their performance.

Finally, students return to the Student Personal Learning Checklist to write the end-of-topic date next to the new skills they have gained through the completion of this topic.

## Free updates

**Register your email address to receive any future free updates\* made to this resource or other Music resources your school has purchased, and details of any promotions for your subject.**

Go to [zzed.uk/freeupdates](http://zzed.uk/freeupdates)

\* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

## Links page

A webpage containing all the links listed in this resource is conveniently provided on ZigZag Education's website at [zzed.uk/6205](http://zzed.uk/6205)



**You may find this helpful for accessing the websites rather than typing in each URL.**

List of Resources

Teacher	<p><b>Differentiation</b></p> <p><b>Unit Overview – a lesson-by-lesson guide</b></p> <p><b>Lesson Plans 1–6</b></p> <p><b>Answer sheets:</b></p> <ul style="list-style-type: none"><li>• Show Search Answer Sheet</li><li>• What do you Know about Musicals? Answer Sheet</li><li>• Musicals Art Forms and Skills Answer Sheet</li></ul>
Student	<p><b>Learning Objectives for Musicals</b></p> <p><b>Lesson 1:</b></p> <p>Classwork – Musicals – Student Personal Learning Checklist</p> <p>Classwork – Sheet 1.1 – Topic Starter (worksheet)</p> <p>Classwork – Sheet 1.2 – Guess the Musical (worksheet)</p> <p>Classwork – Prompt Sheets 1–8</p> <p>Classwork – Sheet 1.3(a) – Show Search</p> <p>Classwork – Sheet 1.3(b) – What Do you Know about Musicals?</p> <p>Homework – Sheet 1.4 – Write a Report about Musicals</p> <p><b>Lesson 2:</b></p> <p>Classwork – Sheet 2.1 – Listening and Appraising Skills</p> <p>Classwork – Sheet 2.2 – Jobs in Musical Theatre</p> <p>Homework – Sheet 2.3(a) – Musicals Art Forms and Skills (Easy)</p> <p>Homework – Sheet 2.3(b) – Musicals Art Forms and Skills (Hard)</p> <p><b>Lessons 3, 4 and 5:</b></p> <p>Classwork – Sheet 3.1 – Your Own Musical Show</p> <p>Classwork – Sheet 3.2 – Classwork – Group Musical Planner (group)</p> <p>Classwork – Sheet 3.3 – Our Show! – Group worksheet</p> <p>Classwork or Homework – Sheet 3.4 – Group’s Lyric Sheet</p> <p>Classwork – Sheet 3.5 – Progress Log</p> <p>Classwork, Cover Work and/or Homework – Cheat Sheets A–E</p> <p><b>Lesson 6:</b></p> <p>Classwork – Sheet 6.1 – Final Performance (worksheet)</p> <p>Classwork – Sheet 6.2 – Topic Evaluation</p> <p>Classwork – Musicals – Student Personal Learning Checklist</p> <p><b>Glossary</b></p> <p><b>Appendix – Composers of Musicals</b></p>

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## Differentiation

You will see that this resource includes several worksheets which give extra support for classwork, and differentiated homework worksheets.

Here are some further ideas for ways in which differentiation could be applied which might be useful to keep these in mind when delivering this topic to your class:

### For students with reading difficulties

- All instructions could be read aloud to the whole class by the teacher, or by a student.
- Lesson objectives / success criteria could be practically demonstrated or modelled by the teacher.
- Allow peer support for comprehension.
- Use visual elements to support the text.
- Utilise classroom assistance where available to support reading elements.
- Some students with dyslexia may benefit from having work printed on coloured paper.
- The glossary is a helpful resource at the end of the pack which could be used to support reading difficulties. You may feel that some of your students may need their own personal copy of the glossary to refer to regularly in lessons.

### For students who are able, gifted and talented in this topic area

- Encourage them to take on a lead role within their group.
- The open nature of the practical tasks given allows challenge and freedom.
- These students can give peer support in a mixed-ability group.
- Extended opportunities for students to express, discuss, explain and justify their ideas when evaluating video and peer performances throughout the topic.
- Open-ended problem-solving tasks.
- The glossary at the end of this resource could be used to extend your more able students (or those who can work more independently in class work) at any point within this unit of work if appropriate. Maybe 10 copies could be made available to your classes so that they can refer to it as and when needed.
- The shortlist of famous musicals composers and their most popular works included in this pack. The teacher may wish to use it for their own reference or to mention it in part of their delivery to the whole class. Alternatively, it may be useful to give able students to be given a copy of this list so they can carry out an in-depth research project on a mainstream musicals composer.

### For lower-attaining students

- The open tasks (mainly practical) can be completed at their own level.
- Encourage peer support in mixed-ability groups.
- Utilise classroom assistance where available.

### For students who have English as an additional language

- Lesson objectives / success criteria could be practically demonstrated or modelled by the teacher.
- Peer support in understanding task requirements. Give trusted/sensible students a role in explaining this topic.
- Visual support provided on worksheets. Further visual support could be so, for example, using specific images belonging to each musical discussed in class.
- In advance of each lesson, it would be helpful to translate that lesson's topic into the students' first language (or ask them to do it themselves for homework before the lesson).
- Pair students with students of a similar ability in group work, or in friendship groups, where most appropriate to the task, topic or student.
- During lessons allow time for students to use language dictionaries or online resources to complete their work.

**This list is not exhaustive, but intended to give the teacher a few ideas.**

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Learning Objectives for Musicals

1	Develop understanding of how different arts disciplines combine to make a musical.
2	Improve knowledge of famous musicals, such as: titles, songs, characters.
3	Understand the different song types found in musicals, such as: solo, duet, ensemble.
4	Listen to a range of different musicals – and compare and contrast the different styles.
5	Enhance understanding of the use of the elements of music to convey meaning in musicals.
6	Develop group working skills and performance skills.
7	In a group, create your own musicals story outline. Perform one scene from your story including acting, singing and movement.
8	Select and perform a short art song which would best suit the plot of your musical.
9	To finish, evaluate your own progress in your weekly log, and set your own targets for the next week.

Unit Overview

Lesson	Content
Lesson 1	<p><b>Starter</b></p> <ul style="list-style-type: none"><li>Watch and discuss video clips – <b>Topic Starter – Sheet 1.1</b> Watch 30–60 second clips from YouTube on variety of musicals. Analyse the performance arts skills involved in each one.</li></ul> <p><b>Development</b></p> <ul style="list-style-type: none"><li><b>Guess the Musical – Sheet 1.2</b> Students have 10–15 minutes to create a 30-second presentation about a musical. <b>Prompt Sheets 1–8</b> are provided in this pack to support you if you feel they need them.</li><li><b>Comment on the performances of THREE groups of your own choice</b> Complete the peer assessment sheet.</li></ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"><li><b>Show Search – Sheet 1.3(a) Easy Level; OR...</b></li><li><b>What Do You Know About Musicals? Sheet 1.3(b) Hard Level</b> Lesson Plenary to consolidate prior knowledge of musicals (or to test knowledge).</li></ul> <p><b>Homework</b></p> <ul style="list-style-type: none"><li><b>Homework Sheet 1.4 Write a report about musicals</b> Research task to deepen knowledge of well-known musicals.</li></ul>
Lesson 2	<p><b>Starter</b></p> <ul style="list-style-type: none"><li>Read out and discuss selected homework answers. Collect all in to discuss.</li></ul> <p><b>Development</b></p> <p><b>Listening and Appraising Musical Works – Sheet 2.1</b></p> <ul style="list-style-type: none"><li>Review the clips discussed in previous lesson – key skills for musicals.</li><li>Students listen to extracts from the musicals and answer questions and make musical comparisons.</li></ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"><li><b>Jobs in Musical Theatre worksheet – Sheet 2.2</b> Complete and then discuss answers.</li></ul> <p><b>Homework</b></p> <ul style="list-style-type: none"><li>Homework/Cover worksheet – Sheet 2.3a (Easy Level)</li><li>Homework/Extension worksheet – Sheet 2.3b (Hard Level)</li></ul>

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Lesson	Content
Lesson 3	<p><b>Starter</b></p> <ul style="list-style-type: none"> <li>Discussion-based activity. Watch and evaluate the performances of 'Dorothy' in a TV show.</li> </ul> <p><b>Development</b></p> <ul style="list-style-type: none"> <li><b>Think Pair Share – Sheet 3.1</b> Sheet 3.1 introduces the main criteria for the students' practical task. It prompts students to consider how to make their performance the best.</li> <li><b>Group Musical Planner – Sheet 3.2; Our Show! – Sheet 3.3; Lyric Sheet 3.4</b> Students work in groups to plan their musical show. Planning two-minute (max) musical show.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>Log entry at end of lesson – <b>Sheet 3.5</b></li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>Complete planning of their own area of responsibility. Support planning if necessary.</li> </ul>
Lesson 4	<p><b>Starter</b></p> <ul style="list-style-type: none"> <li>Teacher re-explains the task – or could put various members of the class to explain the task. Teacher should refer to the planning they have completed so far for homework, and decide on the next steps.</li> </ul> <p><b>Development</b></p> <ul style="list-style-type: none"> <li><b>Creating own two-minute musical show – Sheets 3.3 and 3.4</b> Groups devise their musical show in greater detail. The show must be two minutes long.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>Log entry at end of lesson – <b>Sheet 3.5</b></li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>Complete planning to accommodate any changes made during this lesson.</li> </ul>
Lesson 5	<p><b>Starter</b></p> <ul style="list-style-type: none"> <li>Discussion-based activity. Watch and evaluate the performances of 'Do' show.</li> <li>Review last week's log entries in groups, and discuss updates made.</li> </ul> <p><b>Development</b></p> <ul style="list-style-type: none"> <li>Final group practise of two-minute musical show.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li>Log entry at end of lesson – <b>Sheet 3.5</b></li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>Finalise all ideas for own area of responsibility. Source and bring in props for performance.</li> </ul>
Lesson 6	<p><b>Starter</b></p> <ul style="list-style-type: none"> <li>Set up performance equipment (music, props, etc.) Final run-through of two-minute musical show.</li> </ul> <p><b>Development</b></p> <ul style="list-style-type: none"> <li>Perform two-minute musical show with group to the class. Teacher and class evaluate.</li> <li><b>Peer evaluation – Sheet 6.1</b> Students answer the questions.</li> <li><b>Self-evaluations – Sheet 6.1 (continued)</b> Students answer the questions.</li> </ul> <p><b>Plenary</b></p> <ul style="list-style-type: none"> <li><b>Topic evaluations – Sheet 6.2</b> Students answer the questions.</li> <li><b>Student Personal Learning Checklist</b> Students update this sheet to reflect progress made during the unit.</li> </ul>

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## Lesson 1

### Lesson Plan 1

Time	Content
10 mins	<b>Topic Introduction</b> Students should be given the Student Personal Learning Checklist to complete as a baseline assessment for them. They write the date next to all the skills they have before starting the topic. They will revisit the Checklist again at the end of the topic.  Then, give a general introduction about musicals. Perhaps find out what students have watched on television, the cinema, been to see or performed in. Explain the topic of the topic as a form of popular entertainment, as a way of consolidating the skills they have acquired so far, and as a way of developing the students' personal interests.  <b>Starter</b> View the 30–60 second YouTube clips on the worksheet. Students answer the questions about the performance arts skills involved in each one. Discuss the answers with the class. Students self-mark.  If the given YouTube links do not work the teacher should type the required links into the search window as there are many videos of each song available online. It would be advisable for the teacher to check out the links ahead of the lesson.
30 mins	<b>Development</b> <b>Sheet 1:2</b> Guess the Musical! The students have 10 minutes to create a 30 second presentation of a famous West-End-style musical in groups of three or four. As this is a quick activity, you may wish to divide the class up table by table, in friendship groups, or allow them to form their own groups, etc. Maybe you can allow them to get into a pair of their own choice and then you choose another pair to put them with. Using the prompt sheet, they develop a quick presentation on a given show (or on a famous show of their own choosing). The students may then read, mime, dance, sing or act their presentation to the class. Alternatively, they may choose to ask the class a series of questions, and the class to ask them questions (using the 20 questions game technique). At this time, your support will be vital in helping your students understand the prompt sheet given, and coming to a suitable agreement on how to present their presentation to the class. Remind them that the idea is that the class must GUESS the show. They then peer-evaluate three other presentations. Discuss the answers with the class. Students mark own work with teacher guidance. The teacher can re-mark after the presentations.
5 mins	<b>Plenary</b> <b>Sheet 1:3a</b> (Easier level) <b>OR 1:3b</b> (More difficult level) What do you know about musicals? worksheet.  Quick activity. The students fill in the questions about famous shows. Discuss the answers with your students. Students mark own work with teacher guidance. The teacher can re-mark after the lesson.
5 mins	<b>Homework – Musicals Report</b> If students have access to a musicals DVD, Netflix, YouTube, etc. they could watch more scenes of a show of their choice, explain why it can be classed as a musical (in relation to the art forms discussed in today's lesson), and then write a short report describing what they liked/disliked about the scene(s). They should explain why they liked/disliked it. If no access to films then they can speak to their parent/carer about a musical they enjoyed watching when they were a child/teenager. They can write the report and discuss their parents' answers.

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## Student Personal Learning Checklist

At the start of this topic (Musicals), write the date in the right-hand column (see page 50) if you feel you already have. Leave the other boxes BLANK. At the end of the topic, write the date next to any new skills you have gained in this topic. The higher the band,

Band 1	<b>PERFORMANCE</b> – I can sing or play with a sense of melody.
	<b>GENERAL</b> – I can recite the lines of a scene while reading from the script with confidence.
	<b>APPRAISAL</b> – I make statements about the process of my work.
Band 2	<b>PERFORMANCE</b> – I can sing or play in tune with some expression.
	<b>GENERAL</b> – I can recite the lines of a scene with support from my script and appropriate movement in my group's performance.
	<b>APPRAISAL</b> – I can explain how I changed my work, and make simple judgements about the outcome.
Band 3	<b>PERFORMANCE</b> – I can sing or play in time to an accompaniment, and work with other pupils.
	<b>GENERAL</b> – I can recite the lines of a scene from memory. I can include ideas which enhances my group's performance.
	<b>APPRAISAL</b> – I can make improvements to my own work and offer constructive feedback of my decisions.
Band 4	<b>PERFORMING</b> – I can sing and/or play an instrument in tune, with rhythm throughout a performance. I can take a leading role in my musical.
	<b>GENERAL</b> – I can take responsibility for important tasks within my group and positively affect the success of our performance.
	<b>APPRAISAL</b> – I clearly document the progress of my work in my work log.
Band 5	<b>PERFORMING</b> – I can perform fluently while using some appropriate dynamics and articulation to communicate the music effectively. I can develop musical, movement and acting ideas.
	<b>GENERAL</b> – I can analyse, compare and evaluate how my chosen song fits the context in which my group's scene is created, performed and heard.
	<b>APPRAISAL</b> – I revise and give ideas to refine my music in my work log.
Band 6	<b>PERFORMANCE</b> – I can sing/play more complex music than for '5' with good control.
	<b>GENERAL</b> – In addition to the lower bands I can work with an awareness of what is stylistically authentic.
	<b>APPRAISAL</b> – I can explain why some ideas are included or rejected and make judgements about the outcome.
Band 7	<b>PERFORMING</b> – My performance has a clear sense of direction with clear phrases and good attention to articulation, dynamics and conventional style. The outcome is convincing.
	<b>GENERAL</b> – In addition to the lower bands I can confidently and securely work with an awareness of what is stylistically authentic.
	<b>APPRAISAL</b> – I can draw on a broad range of musical experiences to make decisions about the development of my own practical work or that of my group. I use musical vocabulary in my log book and in the final evaluation of my work.

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Sheet 1:1(a): Topic Starter

Watch the first 30–60 seconds of the following clips.

What different **art forms** and **production skills** can you see in these musical performances?  
Write your answers in short note form in the spaces provided below.

**Art forms:** e.g. singing, dancing, acting      **Production skills:** e.g. lighting, sound, costumes, props

1. 'Defying Gravity' (Wicked)  
<https://www.youtube.com/watch?v=0joZAGUHatA>

2. Song Montage from We Will Rock You  
<https://www.youtube.com/watch?v=yB9i74etxfU>

3. 'Man in the Mirror' (Thriller the Musical)  
<https://www.youtube.com/watch?v=yXoUzZM-K6A>

4. Song Montage from Mamma Mia!  
<https://www.youtube.com/watch?v=ssdaFZYZ9dU>

(Hints! ONLY use these if you need help with the answers!)

Singing	Acting	Dancing	Drama	Costume Design
Lighting	Sound	Choreography	Movement	Scenic Design
Directing	Songwriting	Props	Special Effects	

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Sheet 1:2: Can you Guess the Musical?

Task:

Now you are going to work in a group of three or four. Together with your group you are going to **present a series of clues** to the class about **a famous West End / Broadway Musical**. You will be allowed to choose the manner of your presentation. The class will then guess which musical you are presenting to them!

Question:

What arts skills could you use in your group's presentation? You have two minutes.

 (Hint! Use your answers from Sheet 1:1 if you need help with this section)

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....

Your group will now have 10–15 minutes to create a 30-second presentation. You may be offered a **PROMPT SHEET** to help.

Comment on the performances of **THREE** groups of your own choice.

Group 1. Names:	
What show did they present?	
How could you tell?	
Did the group use any art forms in their presentation? Which one?	
Group 2. Names:	
What show did they present?	
How could you tell?	
Did the group use any art forms in their presentation? Which one?	
Group 3. Names:	
What show did they present?	
How could you tell?	
Did the group use any art forms in their presentation? Which one?	

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## Preparation for Sheet 1:2: Can you Guess the Show?

### Prompt Sheet 1: Oliver

#### Name of Show:

Oliver!

#### Task Description:

- You will have about 15 minutes to prepare.
- Together with your group, carefully read the **plot synopsis**. Read it more than once to be clear of the story.
- Prepare a presentation of this show. You will be presenting it to the rest of the class.

#### Plot Synopsis:

This show is set in Victorian England. Oliver Twist is a boy who works in a harsh workhouse. He has never felt love or care, and is always hungry, so he runs away. Alone, he tries to get to London. In London, Oliver meets the Artful Dodger (Jack Dawkins), a member of a group of young boys who are a band of pickpockets, along with Fagin, their kind leader. Oliver meets Nancy, who becomes his most loyal friend. Nancy is murdered by Bill Sykes. However, it is thanks to Nancy's loyalty that Oliver meets his real uncle and has a happy life.

#### Key Songs:

'Food Glorious Food'; 'I'd Do Anything'; 'As Long As He Needs Me'; 'Oom Pah Pah'

#### Task:

Now you have read the plot synopsis you need to decide how you are going to present the show to the rest of the class.

\*\*\*The idea is that the class has to guess the show you have been given from the presentation.

Here are a few ideas. You can choose ONE idea or create ONE idea of your own.

- Your group could read out the plot synopsis to the class. Take turns with the reading. You may need to substitute the character names for made-up ones though!
- Challenge the class to a 20 Questions type challenge. They can ask you anything they like about the show BUT you may only answer YES or NO. To do this successfully, your group needs to be thoroughly prepared. Does your group know any additional facts about the show?
- On a separate piece of paper you could prepare some questions so you can quiz the rest of the class. You can include one or two cryptic questions to really get them thinking!

For example: 'In the show is there a character who says "\*\*\*\*"

\*\*\*\*\*'

If you would like to get straight into 'performance mode' then try the following:

- Prepare a mime (i.e. act without speaking) of a famous scene from the show. It can be slow motion! Or fast motion!
- Sing/hum/play on an instrument a famous tune from the show. For added challenge, sing happily, or a fast song slowly!
- Practise and perform a silent dance – **to no music!** Can the class guess? You can use two visual clues – or it may be too tricky!
- Rehearse and perform a 20-second section of the show. You could use dramatic lighting!

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## Preparation for Sheet 1:2 Can you Guess the

### Prompt Sheet 2: The Lion King

#### Name of Show:

The Lion King

#### Task Description:

- You will have about 15 minutes to prepare.
- Together with your group, carefully read the **plot synopsis**. Read it more than once if necessary to be clear of the story.
- Prepare a presentation of this show. You will be presenting it to the rest of the class.

#### Plot Synopsis:

This Disney musical tells the adventures of Simba, a young lion who is the heir to his father Mufasa's throne. Scar, Simba's wicked uncle, plots to take Mufasa's throne by luring father and son to a wildebeest stampede. Simba escapes, but sadly, Mufasa is killed. Scar persuades Simba to flee the kingdom in shame and guilt. Simba makes friends with a warthog and a meerkat while he grows up in exile. He returns to his kingdom as an adult. He overthrows the evil Scar, and then falls in love with his childhood friend Nala.

#### Key Songs:

'Circle of Life'; 'Hakuna Matata'; 'Can You Feel the Love Tonight?'

#### Task:

Now you have read the plot synopsis you need to decide how you are going to present this show to the rest of the class.

\*\*\*The idea is that the class has to guess the show you have been given from the presentation.

Here are a few ideas. You can choose ONE idea or create ONE idea of your own.

1. Your group could read out the plot synopsis to the class. Take turns with the reading. You may need to substitute the character names for made-up ones, but think about it though!
2. Challenge the class to a 20 Questions type challenge. They can ask you any questions they like about the show BUT you may only answer YES or NO. To do this successfully, your group needs to be thoroughly prepared. Does your group know any additional facts about the show?
3. On a separate piece of paper you could prepare some questions so you can ask the rest of the class – maybe you can include one or two cryptic questions. For example 'In which show is there a character who says "\*\*\*\*\*"?'.

If you would like to get straight into 'performance mode' then try the following:

4. Prepare a mime (i.e. act without speaking) of a famous scene from the show. Can the class guess the scene? (e.g. Mufasa's death scene).
5. Sing/hum/whistle on an instrument a famous tune from the show. For added challenge, sing half the song normally, or a fast song slowly!
6. Practise and perform a silent dance – **to no music!** Can the class guess? You could use two visual clues – or it may be too tricky!
7. Rehearse and perform a 20-second section of the show. You could use actions to help.

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## Preparation for Sheet 1:2 Can you Guess the Show?

### Prompt Sheet 3: *Sister Act 2*

#### Name of Show:

*Sister Act 2*

#### Task Description:

- Work in a group of 3–4 students.
- You will have about 15 minutes to prepare.
- Together with your group, carefully read the **plot synopsis**. Read it more than once to be clear of the story.
- Prepare a presentation of this show. You will be presenting it to the rest of the class.

#### Plot Synopsis:

Deloris is asked to help her mother's habit for a second time to teach music at a run-down Catholic high school in San Francisco. The school is under threat of closure. She finds that most of the students are not interested in learning music. A student named Rita who is the most talented singer of the class, is forbidden to sing by her mother, creating a dilemma as the school's choir has made it to the state championship final. Rita decides to go against her mother's no-singing rule, and leads her school choir to winning a lively, hip-hop/gospel performance. Rita's mother, seeing her daughter's voice, is very proud and allows her to sing from now on.

#### Key Songs:

'Oh Happy Day'; 'His Eye is On the Sparrow'; 'Joyful Joyful'

#### Task:

Now you have read the plot synopsis you need to decide how you are going to present this to the rest of the class.

\*\*\*The idea is that **the class has to guess the show you have been given** from your presentation.

Here are a few ideas. You can choose ONE idea **or** create ONE idea of your own.

1. Your group could read out the plot synopsis to the class. Take turns with this. You can substitute the character names for made-up ones though!
2. Challenge the class to a 20 Questions type challenge. They can ask you any question BUT you may only answer YES or NO. To do this successfully, your group must be prepared. Does your group know any additional facts about the show?
3. On a separate piece of paper you could prepare some questions so you can ask the class. Maybe you can include one or two cryptic questions to really get them thinking. For example 'In which show is there a character who says "\*\*\*\*\*"?'.

If you would like to get straight into 'performance mode' then try the following:

4. Prepare a 20-second section (without speaking) of a famous scene from the show. Can the class guess the motion picture? (Best motion picture!)
5. Sing/hum/play on an instrument a famous tune from the show. For added challenge, sing happily, or a fast song slowly!
6. Practise and perform a silent dance – **to no music!** Can the class guess? You can give two visual clues – or it may be too tricky!
7. Rehearse and perform a 20-second section of the show. You could use acting, props, costumes, etc.

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## Preparation for Sheet 1:2 Can you Guess the Musical?

### Prompt Sheet 4: High School Musical

#### Name of Show:

High School Musical

#### Task Description:

- Work in a group of 3–4 students.
- You will have about 15 minutes to prepare.
- Together with your group, carefully read the **plot synopsis**. Read it more than once to make sure you are clear of the story.
- Prepare a presentation of this show. You will be presenting it to the rest of the class.

#### Plot Synopsis:

Troy, the high school athlete, falls for nerdy beauty Gabriella Montez at a summer camp. When they return to school, Troy and Gabriella audition for the upcoming high school musical. Sharpay tries to spoil their chances. The two must struggle to make it to auditions while balancing their existing commitments to the basketball team and the academic decathlon.

#### Key Songs:

'Start of Something New'; 'Bop to the Top'; 'We're All in this Together'

#### Task:

Now you have read the plot synopsis you need to decide how you are going to present the show to the rest of the class.

\*\*\*The idea is that **the class has to guess the show you have been given** from your presentation.

Here are a few ideas. You can choose ONE idea **or** create ONE idea of your own.

1. Your group could read out the plot synopsis to the class. Take turns with the reading. You may need to substitute the character names for made-up ones though!
2. Challenge the class to a 20 Questions type challenge. They can ask you anything they like about the show BUT you may only answer YES or NO. To do this successfully, your group needs to be thoroughly prepared. Does your group know any additional facts about the show?
3. On a separate piece of paper you could prepare some questions so you can quiz the rest of the class – maybe you can include one or two cryptic questions to really get them thinking.  
For example 'In which show is there a character who says "\*\*\*\*\*"?'  
\*\*\*\*\* \*\*'??'

If you would like to go into 'performance mode' then try the following:

4. Prepare a scene (i.e. act without speaking) of a famous scene from the show. The class has to guess the show from your performance.
5. Sing/hum/play on an instrument a famous tune from the show. For added challenge, sing happily, or a fast song slowly!
6. Practise and perform a silent dance – **to no music!** Can the class guess? You can use two visual clues – or it may be too tricky!
7. Rehearse and perform a 20-second section of the show. You could use acting, singing, or a combination of the two.

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## Preparation for Sheet 1:2 Can you Guess the

### Prompt Sheet 5: Annie

#### Name of Show:

Annie

#### Task Description:

- Work in a group of 3–4 students.
- You will have about 15 minutes to prepare.
- Together with your group, carefully read the **plot synopsis**. Read it more than once to be clear of the story.
- Prepare a presentation of this show. You will be presenting it to the rest of the class.

#### Plot Synopsis:

This show is about a young girl called Annie. She, along with a lot of other orphanage girls, do hard chores every day to please the bad temper (their guardian or carer). She is never happy with their efforts, and makes sure she has an opportunity. Even though she is mean to the girls, she demands they regularly do a good deed. One day, a rich man called Mr Warbucks selects Annie to stay with him. She cannot wait to go to his mansion! While she is living in his house, Mr Warbucks helps Annie by arranging for her to meet her family. She is desperate to meet them. He offers a generous reward if they are found.

#### Key Songs:

‘Tomorrow’; ‘You’re Never Fully Dressed without a Smile’; ‘Easy Street’

#### Task:

Now you have read the plot synopsis you need to decide how you are going to present this show to the rest of the class.

\*\*\*The idea is that the class has to guess the show you have been given from your presentation.

Here are a few ideas. You can choose ONE idea or create ONE idea of your own.

1. Your group could read out the plot synopsis to the class. Take turns with the reading. You may need to substitute the character names for made-up ones, though!
2. Challenge the class to a 20 Questions type challenge. They can ask you anything they like about the show BUT you may only answer YES or NO. To do this successfully, your group needs to be thoroughly prepared. Does your group know any additional facts about the show?
3. On a separate piece of paper you could prepare some questions so you can quiz the rest of the class – maybe you can include one or two cryptic questions to really get them thinking. For example: ‘In this show is there a character who says “\*\*\*\* \*\*\*\*\*”’

If you would like to get straight into ‘performance mode’ then try the following:

4. Prepare a mime (i.e. act without speaking) of a famous scene from the show. Use slow motion! Or fast motion!
5. Sing/hum/play on an instrument a famous tune from the show. For added interest, sing happily, or a fast song slowly!
6. Practise and perform a silent dance – **to no music!** Can the class guess? You can use two visual clues – or it may be too tricky!
7. Rehearse and perform a 20-second section of the show. You could use actions to help.

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## Preparation for Sheet 1:2 Can you Guess the Show?

### Prompt Sheet 6: Willy Wonka & the Chocolate Factory

#### Name of Show:

Willy Wonka & the Chocolate Factory

#### Task Description:

- Work in a group of 3–4 students.
- You will have about 15 minutes to prepare.
- Together with your group, carefully read the **plot synopsis**. Read it more than once to be clear of the story.
- Prepare a presentation of this show. You will be presenting it to the rest of the class.

#### Plot Synopsis:

There is world-wide excitement when it is announced that Willy Wonka, the owner of the most marvellous chocolate factory in the world, will allow five lucky children to visit him there. Four of the five golden tickets are found by Augustus Gloop, Violet Beauregarde, Mike Teevee and Veruca Salt, four very spoilt, ungrateful children. The final golden ticket is found by Charlie Bucket, a sweet-natured boy from a very poor home. He chooses one of his grandparents, Grandpa Joe, to go to the chocolate factory with him and together they get the tour of a lifetime. The four other children spend the day taking and making great demands of their parents and of Willy Wonka. Willy Wonka gives them a tour of his factory, while commenting on their spoilt, ungrateful behaviour.

#### Key Songs:

'The Candy Man'; 'I've Got a Golden Ticket'; 'Oompa Loompa Song(s)'

#### Task:

Now you have read the plot synopsis you need to decide how you are going to present the show to the rest of the class.

\*\*\*The idea is that **the class has to guess the show you have been given** from your presentation.

Here are a few ideas. You can choose ONE idea **or** create ONE idea of your own.

1. Your group could read out the plot synopsis to the class. Take turns with the reading. You may need to substitute the character names for made-up ones, but that's OK though!
2. Challenge the class to a 20 Questions type challenge. They can ask you anything they like about the show BUT you may only answer YES or NO. To win this successfully, your group needs to be thoroughly prepared. Does your group know any additional facts about the show?
3. On a separate piece of paper you could prepare some questions so you can ask the class. Maybe you can include one or two cryptic questions to really get them thinking. For example: 'In which show is there a character who says "\*\*\*\* \*\*\*\*\*"?' (The answer is 'I'm a little bit different' from the show 'The 101 Dalmatians').

If you would like to get straight into 'performance mode' then try the following:

4. Prepare a mime (i.e. act without speaking) of a famous scene from the show. It could be in slow motion! Or fast motion!
5. Sing/hum/play on an instrument a famous tune from the show. For added challenge, sing happily, or a fast song slowly!
6. Practice and perform a silent dance – **to no music!** Can the class guess? You could use one or two visual clues – or it may be too tricky!
7. Rehearse and perform a 20-second section of the show. You could use acting, singing, dancing, or a combination of all three.

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## Preparation for Sheet 1:2 Can you Guess the

### Prompt Sheet 7: The Wizard of Oz

#### Name of Show:

The Wizard of Oz

#### Task Description:

- Work in a group of 3–4 students.
- You will have about 15 minutes to prepare.
- Together with your group, carefully read the **plot synopsis**. Read it more than once to be clear of the story.
- Prepare a presentation of this show. You will be presenting it to the rest of the class.

#### Plot Synopsis:

A scary twist occurs in the heart of the USA. The young Dorothy, and her little dog, Toto, are carried away by a cyclone. When they emerge from the house after the twist, they find themselves in a strange, yet wonderful land. They meet many different people such as the munchkins, the lullaby league, the lollipop guild and many more people. They all seem delighted to meet Dorothy! Dorothy and Toto follow the Yellow Brick Road which leads them to the Emerald City to meet a Wizard. On the way they make three great new friends: a Scarecrow who would like to have a brain, a Tin Man missing a heart, and a Cowardly Lion looking for courage. The wizard gives them the answer to all their problems – or so they think. Can they succeed at the challenge?

#### Key Songs:

'Over the Rainbow'; 'If I Only Had a Brain/a Heart/the Nerve'; 'Ding Dong the Witch is Dead'

#### Task:

Now you have read the plot synopsis you need to decide how you are going to present it to the rest of the class.

\*\*\*The idea is that **the class has to guess the show you have been given** from your presentation.

Here are a few ideas. You can choose ONE idea **or** create ONE idea of your own.

1. Your group could read out the plot synopsis to the class. Take turns with the reading. You may need to substitute the character names for made-up ones though!
2. Challenge the class to a 20 Questions type challenge. They can ask you anything they like about the show BUT you may only answer YES or NO. To do this successfully, your group needs to be thorough! prepared. Does your group know any additional facts about the show?
3. On a separate piece of paper, your group could prepare some questions so you can ask the rest of the class – remember to include one or two cryptic questions that will really get them thinking. For example: In which show is there a character who says "\*\*\*\* \*\*\*\*\*"

If you would like to get straight into 'performance mode' then try the following:

4. Prepare a mime (i.e. act without speaking) of a famous scene from the show. It could be slow motion! Or fast motion!
5. Sing/hum/play on an instrument a famous tune from the show. For added interest, sing happily, or a fast song slowly!
6. Practise and perform a silent dance – **to no music!** Can the class guess? You could use two visual clues – or it may be too tricky!
7. Rehearse and perform a 20-second section of the show. You could use actions to help.

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## Preparation for Sheet 1:2 Can you Guess the Musical?

### Prompt Sheet 8: Grease

#### Name of Show:

Grease

#### Task Description:

- Work in a group of 3–4 students.
- You will have about 15 minutes to prepare.
- Together with your group, carefully read the **plot synopsis**. Read it more than once to be clear of the story.
- Prepare a presentation of this show. You will be presenting it to the rest of the class.

#### Plot Synopsis:

A wholesome high school student Sandy, and bad-boy Danny, have a summer holiday romance and then go their separate ways back to their own lives. Or so they think. They unexpectedly meet again in high school at the start of a new term. Sandy tries to fit in with the Pink Ladies (Rizzo, Frenchie, Jan and friends), while Danny has a reputation to keep as the unruly leader of the T-Birds (Kenickie, Doody, Sonny and Putzie). The show is full of 1950s teenage issues, such as trying out for school sports teams, cheerleading, gang rivalry (T-Birds versus the Scorpions), friendship challenges, romance, gossip, loyalty and beauty school. Can Sandy and Danny's summer love survive high school?

#### Key Songs:

'Summer Nights'; 'Hopelessly Devoted to You'; 'Blue Moon'; 'We Go Together'

#### Task:

Now you have read the plot synopsis you need to decide how you are going to present this to the rest of the class.

\*\*\*The idea is that **the class has to guess the show you have been given** from your presentation.

Here are a few ideas. You can choose ONE idea **or** create ONE idea of your own.

1. Your group could read out the plot synopsis to the class. Take turns with each other. You can substitute the character names for made-up ones though!
2. Challenge the class to a 20 Questions type challenge. They can ask you anything BUT you may only answer YES or NO. To do this successfully, your group must be prepared. Does your group know any additional things about the show?
3. On a separate piece of paper you could prepare some questions so you can ask the class. Maybe you can include one or two tricky questions to really get them thinking. For example 'In which year is there a character who says "\*\*\*\* \*"

If you would like to get straight into 'performance mode' then try the following:

4. Prepare a scene (i.e. act without speaking) of a famous scene from the show. Maybe, for fun, do it in slow motion! Or fast motion!
5. Sing/hum/play on an instrument a famous tune from the show. For added challenge, you could hum a sad song happily, or a fast song slowly!
6. Practise and perform a silent dance – **to no music!** Can the class guess? You would need to provide one or two visual clues – or it may be too tricky!
7. Rehearse and perform a 20-second section of the show. You could use acting, song and/or dance.

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Sheet 1:3(a): Show Search

Below, you will see a random set of titles. Draw a circle around the titles of musical productions.

The Wizard  
of Oz

Remo and  
et



Dreamgirls

Gangsta  
Granny

Of Mice and  
Men

Hairspray

Grease

Oliver!

Annie



Cloudy with a  
Chance of Meatballs

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Sheet 1:3(b): What do you Know about Musicals?

Use what you have learnt so far, and the Internet (if needed) to help you complete the chart below.

	Name of West End / Broadway show	Composer	Which song comes from the show?
1	High School Musical	David Lawrence	1. 'We're All in This Together' 2. 'Greased Lightnin'
2	Joe Turner's Lot and Dr. Seuss' How Gruff	Andrew Lloyd Webber	1. 'Runaway' 2. 'Don't Cry for Me' 3. 'Any Dream Will Do'
3	Chicago	John Kander	1. 'Jazz Hands' 2. 'All That Jazz' 3. 'Jazz Around'
4	Bugsy Malone	Paul Williams	1. 'Over the Rainbow' 2. 'Oh What a Beautiful Morning' 3. 'Fat Sam's Got a Plan' 4. 'Close Every Door'
Now write the details of a show of your own choice. Use one of the YouTube links below.			
5			

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Sheet 1:4: Write a Report about Musicals

Time to develop your music journalist skills!

You may EITHER...

Watch part of a musical show of your choice on DVD, Netflix, YouTube, or may have seen. Focus on one or more scenes from the show of your choice.


Then base your report on the following questions:

- (a) Why can this show be classed as a musical?  
 (Hint! Refer to the art forms discussed in today's lesson.)
- (b) What did you like/dislike about your chosen scene(s)? Explain your opinion.
- (c) What makes this show popular?

Then write a report. It can be just a few sentences or anything up to one side of this sheet if necessary).

OR ...

If no access to a screen then you can speak to your parent/carer/relative/friend about watching. Ask them:

- (a) Why can this show be classed as a musical?  
 (Hint! Refer to the art forms discussed in today's lesson.)
- (b) What did they like/dislike about their chosen show? Ask them questions to get their opinions.
- (c) What do they think makes this show popular? Do you agree?

Write your report based on their answers.

My Music Report





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Carry on



## Lesson 2

### Lesson Plan 2

Time	Content
5 mins	<b>Starter</b> In pairs or threes, the students should explain their Music Reports. They should: <ol style="list-style-type: none"> <li>1. Give the name of their chosen show</li> <li>2. Explain what makes their show a musical</li> <li>3. Describe their likes/dislikes</li> </ol>
5 mins	The teacher should select some students, preferably boys, to share their answers with the class. The teacher should ask other students to help evaluate whether or not the chosen shows meet the necessary criteria.
25 mins	<b>Development</b> On Sheet 2:2, the students will focus on the musical content and perform three YouTube clips. <ol style="list-style-type: none"> <li>1. 'Doh Ray Me' from <i>The Sound of Music</i>  <a href="https://www.youtube.com/watch?v=jITslmZdlMQ&amp;index=8&amp;list=PL1qT2XCsvxTUOnLMXorfChBQSDlmd5Z48">https://www.youtube.com/watch?v=jITslmZdlMQ&amp;index=8&amp;list=PL1qT2XCsvxTUOnLMXorfChBQSDlmd5Z48</a> (00:00–01:48)</li> <li>2. 'Joyful Joyful' from <i>Sister Act II</i>            Please go to YouTube to select a clip of the performance of 'Joyful Joyful' from <i>Sister Act 2</i>, or play the appropriate scene from the DVD of the film.</li> <li>3. 'We Go Together' from <i>Grease</i>  <a href="https://www.youtube.com/watch?v=r-aJABtMjuo">https://www.youtube.com/watch?v=r-aJABtMjuo</a> (00:00–02:51)</li> </ol> <p>If the given YouTube links do not work the teacher should type the required keywords into the search window as there are many videos of each song available online. It would be advisable for the teacher to check out the links ahead of the lesson.</p> <p>A separate answer sheet is provided in the pack.</p>
15 mins	<b>Plenary</b> Jobs in Musical Theatre <b>Sheet 2:3</b> Now the students focus on the wider range of roles, skills and responsibilities that need to come together to create a successful musical production, both on and off stage. This is intended to be a quick exercise to consolidate knowledge students already have, and to set them up for extension task / homework.
10 mins	<b>Sheet 2:2 Answers: 1B; 2E; 3G; 4A; 5C; 6F; 7I; 8H; 9J; 10D</b>  <b>Homework / Extension Work</b> Musicals Art Forms and Skills Sheet 2:3a or 2:3b Set and explain the appropriate different homework requirements. The teacher should consolidate the learning from previous Lessons 1 and 2, and encourage the use of critical thinking skills. Ask the students to give sample answers to the given questions.
10 mins	<b>Homework / Extension worksheet – Sheet 2.3a</b> A worksheet for lower-ability students – a drawing (and colouring) activity for lower-ability students to demonstrate their understanding of material covered during this lesson using the keywords to prompt their answers.
	<b>Homework / Extension worksheet – Sheet 2.3b</b> A worksheet for middle- upper-ability students to demonstrate their understanding of material covered during this lesson with fewer prompts, and giving them the opportunity to show their critical thinking skills.

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Sheet 2:1(a): Musicals Art Forms and Skills

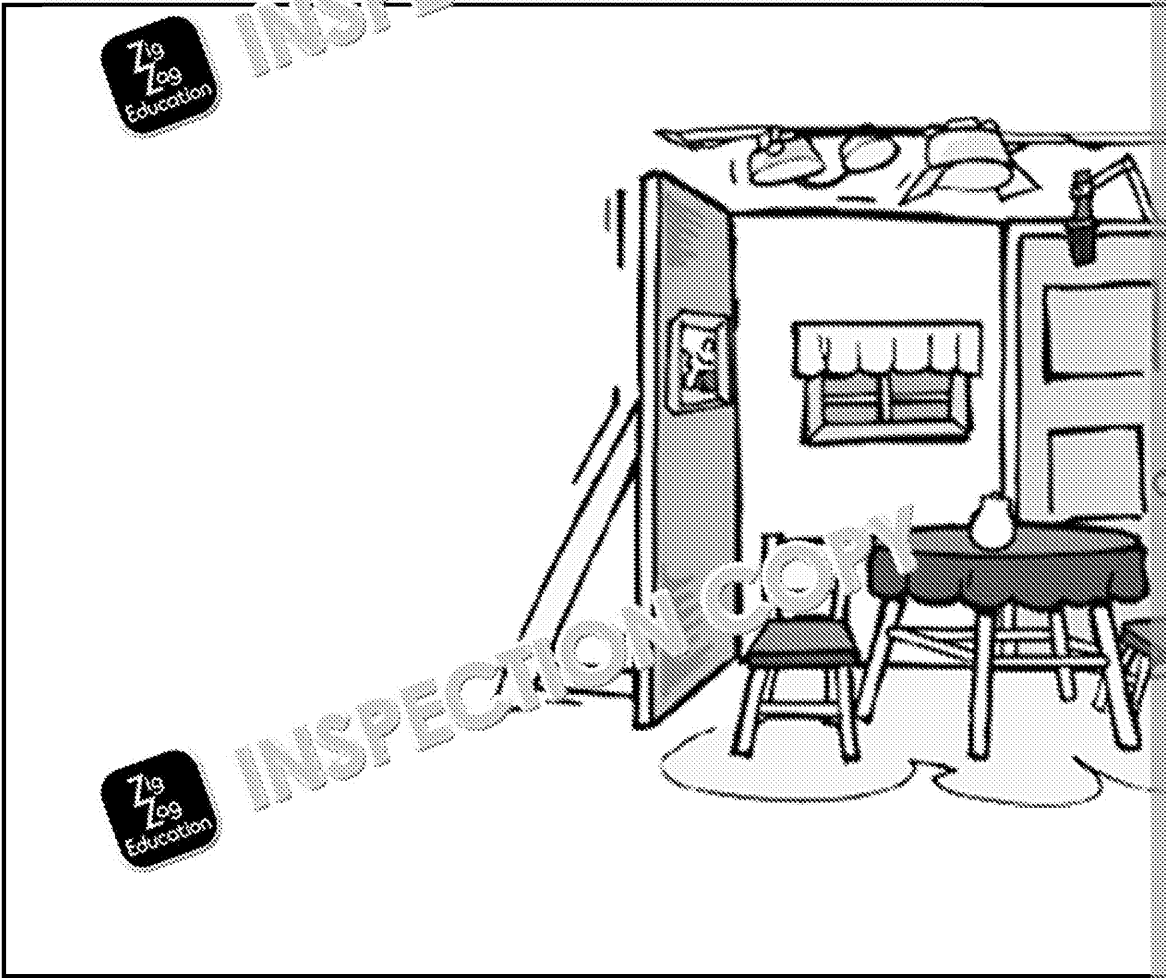
Using the keywords below label the items found on and around the stage of a musicals performance  
Can you add in drawings of the extra words below? Draw stick men if necessary!

Keywords:

Stage; Curtains; Set; Props; Stage lights

Extra Words:

Performers (actors/singers/dancers); Costume; Make-up; Musicians Band




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Sheet 2:1(b): Musicals Art Forms and Skills  
Homework / Extension Work (b)

<p>What performance art forms are combined to create a show? Choose from the list of keywords below.</p> <div> <div>1. ....</div> <div>2. ....</div> <div>3. ....</div> <div>4. ....</div> <div>5. ....</div> </div> <div>/5 Marks</div>	<p>What other skills Choose from the</p> <div> <div>1. ....</div> <div>2. ....</div> <div>3. ....</div> <div>4. ....</div> <div>5. ....</div> </div>
--	--



Keywords

Dance

Composing

Set Building

Scriptwriting

Directing

Acting

In your opinion, why are West End / Broadway shows such a popular form of entertainment?  
To answer this question use your learning skill of RESOURCEFULNESS. Base your answer on all you h

1. ....

2. ....

3. ....

4. ....

5. ....

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Sheet 2:2: Listening and Appraising

The Sound Of Music

1. (a) Describe the performance of ‘Doh Re Mi’. Refer to setting, character of song.  
<https://www.youtube.com/watch?v=jITslmZdIMQ&index=8&list=PL1QmD5Z48> (00:00–01:48)

Setting

Choreography

Costumes worn

- (b) What type of song is this? Ring your chosen answer:

Solo

Duet





Group

Chorus

Sister Act 2

2. Watch and listen to the first two minutes of ‘Joyful Joyful’. Compare the **performance styles** of the first two sections.

Please go to YouTube to select a clip of the performance of Joyful Joyful from the appropriate scene from the DVD of the film’.

First Section (00:00–01:13)	Second Section (01:13–02:00)
<div>Description of the music</div> <div> (Hint! – refer to solo, group, chorus, tempo, dynamics, style, instruments, etc.)</div>	<div>Description of the music</div> <div> (Hint! – refer to solo, group, chorus, tempo, dynamics, style, instruments, etc.)</div>
<div>Description of the performance style</div> <div> (Hint! – refer to types of movements used to express the feelings)</div>	<div>Description of the performance style</div> <div> (Hint! – refer to types of movements used to express the feelings)</div>

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Grease

[https://www.youtube.com/watch?v=opyA6jAM3\\_I](https://www.youtube.com/watch?v=opyA6jAM3_I) (00:10–02:51)

3. ‘We Go Together’ is the finale (final song) of Grease.
- (a) Do you think this song makes a good finale? **YES NO**
  - (b) Give THREE reasons to explain your answer to (a) above (try to include at the bottom of this worksheet in your answers).

1. ....

.....

2. ....

.....

3. ....


.....



4. For two bonus marks, identify the genre of music heard in:

(a) **Sister Act 2** .....

(b) **Grease** .....

 (Hints! Examples of genre are Rock, Hip Hop, R’n’B, Country and Western, C



**Keywords:**  
**Solo** (one singer); **Duet** (two singers); **Group** (a group of singers); **Chorus**  
**Tempo** (fast or slow music); **Dynamics** (loud or soft music); **Style** (e.g. R’n’B, 1970s music, etc.).










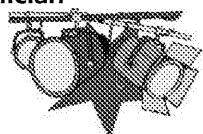


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Sheet 2:3: Jobs in Musical Theatre

Below, draw a line to match the pictures to the correct musicals job.

No.	Picture	Job Description
1	Composer 	A The person who writes the music for the show.
2	Director 	B A person who creates the story and music for the show. Can be seen in many famous musicals like Les Miserables and The Phantom of the Opera.
3	Sound Technician 	C The person who designs the costumes and clothes the actors wear.
4	Script Writer 	D The people who make sure the show is working properly during the performance. They work closely with the director to make sure the effect is produced at the right time.
5	Costume Maker 	E A person who decides what is performed. They give the audience a story to follow.
6	Hair Technician 	F This is a stylist who specializes in curling, combing and arranging the performers' appearance.
7	Pit Band 	G A person who makes sure the show is working properly during the performance. They work closely with the director to make sure the effect is produced at the right time.
8	Dancer/Choreographer 	H A type of stage performance that involves rhythmic movement to music.
9	Makeup Technician 	I The musicians who accompany the dancing. They play in a band on stage. This area is called the pit.
10	Lighting Technician 	J This person applies makeup to the faces of the performers so that their features stand out more clearly. They also make sure the members who may be in the background are visible.

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## Lesson 3

### Lesson Plan 3

Time	Content
10 minutes	<p><b>Starter</b></p> <p>Discussion Work. Watch clips from a video of two young ladies hoping to be Dorothy in <i>The Wizard of Oz</i>. They are participating in a televised audition, presided by Andrew Lloyd Webber.</p> <p>On your classroom board write out the following criteria: Singing ability; Acting; Singing; Expression; Movement/dance; Entertaining value.</p> <p>Show your students both of the following clips from the link below. Then state which performance they prefer (a quick show of hands would be fine).</p> <p><a href="https://www.youtube.com/watch?v=QyK6G1Js9tk">https://www.youtube.com/watch?v=QyK6G1Js9tk</a></p> <p>02:11-02:23 – Emilie’s audition ‘The Boy Does Nothing’</p> <p>04:18-05:02 – Stephanie’s audition ‘Smile’</p> <p>At random (no hands up) ask a few students to rate one aspect of one performance. They justify the quality of the performance using the criteria given?</p> <p>Play Clip 3: 07:05-08:10 – Judge’s comments</p> <p>Again, at random, ask a few students which judge’s comments they most agree with to give a reason.</p>
5 minutes	<p><b>Sheet 3:1</b></p> <p>Explain the task criteria to the class using the top half of this sheet. Perhaps give your student some ideas of how one or two current songs could be used in a minute musical (e.g. ‘Happy’ by Pharrell Williams could be placed in a story about a boy/girl who has a successful day). Can your students give other examples? Ask questions. Get your students into groups of 3–6. Use your departmental policy to group your students. You may wish to base your groupings upon data based on previous work completed.</p> <p>Make initial decisions about storyline and choose part (e.g. chorus only) of a song (past or present) to use in own show (the teacher could provide various printouts if necessary using a website such as <a href="http://www.lyricsworld.com/">www.lyricsworld.com/</a> or <a href="http://www.songlyrics.com/">www.songlyrics.com/</a>). Students can sing their chosen song along with the original or backing track (many backing tracks can be found on <a href="https://www.youtube.com/">https://www.youtube.com/</a>). The less able student group can sing along with the original version of the song (without the vocals). The more able students may wish to create their own musical using an online songwriting tool such as <a href="http://www.songlyricsgenerator.com/">http://www.songlyricsgenerator.com/</a> by using keywords to do with their musical’s plot.</p>
5 minutes	<p><b>Development Sheet 3:1 (continued)</b></p> <p>Now ask your students to complete the task, pair, share exercise at the bottom of Sheet 3:1. The purpose of this exercise is to encourage the students to consider how they can maximise their own (and their group’s) skills in a performance of up to two minutes.</p>
10 minutes	<p>1. Students fill in the group names and responsibilities, and then they should complete the Initial Ideas task. On this sheet, they write down the names of songs they like, and try to link it in with a story for a possible musical plot. As a group, students discuss and decide upon the best choice. The group’s Musical Director makes the final say.</p>
10 minutes	<p><b>Sheet 3:3</b></p> <p>This sheet allows the students to develop their best idea further. The ideas should be simple, not too detailed, as the main aim of this topic is to get the students to develop their performance skills in a practical manner.</p>

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Time	Content
15 minutes	<p>The students should now be in a position where they can start devising the show. It is up to the teacher / each group whether the students rehearse in sense or complete further written planning. <b>‘Cheat Sheets’</b> are included in support students with their area of responsibility. They can complete the homework.</p> <p>The students with greater musical experience may wish to accompany the guitar, keyboard, etc. or learn to play the tune on a melody instrument. For they could research and rehearse this in readiness for the next rehearsal.</p>
5 minutes	<p><b>Plenary Sheet 3.5</b> The students complete a log entry for today's lesson.</p> <p><b>Set Homework:</b> Students to research / initial planning ready for next lesson. Students to use Cheat Sheets to help with their planning, if they need it. They should be prepared to present idea(s) to the rest of their own group next lesson.</p> <p>Dismissal.</p>

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Sheet 3:1: Your Own Musical Show

In the next weeks you will be carrying out the task given below.

In this task you will need to show a thorough understanding of the work covered in the previous pages. Use the information from the previous pages to help you do your best! **GOOD**

Create a two-minute scene for your own musical show.

1

Work in groups of between three and six pupils.

2

Your scene should be a part of a story which you have created yourself.

3

Your scene should last no more than two minutes.

4

Your scene should feature the whole group singing, with some of the group using their acting and acting skills to perform.

5

You can include a current or past chart song in your scene.

6

You will have three or four lessons to complete your work before the final performance.

7

The final performance will be filmed and assessed.

8

You will carry out an assessment of your own work as well as that of others.

It's time to **PAIR** and **SHARE**!

\* Your performance will include singing, movement/dance and drama. How can you make your performance?\*

**THINK** of your answers by yourself and write them in the spaces below;

**PAIR** – discuss your answer with the student sitting next to you;

**SHARE** your answer in a whole class.

**Q** (Hint! For each standard of performance you may want to comment on level of **confidence**, level of **communication** with the audience, **fluency** of performance)

What makes <b>singing</b> :	What makes <b>dance/movement</b> :	What makes <b>drama</b> :
Good?	Good?	Good?
Outstanding?	Outstanding?	Outstanding?

Which **outstanding** features can you use in **your** group's work?

Other possible roles – sound, lighting, make-up, costume, etc.

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Sheet 3:2: Group Musical Planner

Write the name of your show here: \_\_\_\_\_

You may work in groups of 3–6.

Roles/Responsibilities to allocate among your group	Names
Director – see the Director Cheat Sheet	
Musical Director – see the Director Cheat Sheet	
Choreographer – see the Choreography Sheet	
Scriptwriter – see the Scriptwriting Cheat Sheet	
Other – see General Jobs sheet	
Other – see General Jobs sheet	

Initial ideas

In the thought bubbles below write the titles of up to **three songs** you and your group think will be in your musical.

- Next, write down one or two sentences to explain a possible storyline your songs could be part of.

Song Title 1

.....

.....

----->

What storyline idea

.....

.....

.....

.....

.....

Song Title 2

.....

.....

----->

What storyline idea

.....

.....

.....

.....

.....

Song Title 3

.....

.....

----->

What storyline idea

.....

.....

.....

.....

.....

Tick or highlight your best idea.

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Sheet 3:3: Our show!

Planning Page

Choose your **best idea** from the previous page. Now add more detail to your idea.


Where is your musical going to be set? (E.g. in London, New York, or on another planet!)



When is your musical set? Give a year or a decade.

Who are your characters? (E.g. will you have a HERO, a VILLAIN, and/or a VICTIM?)

Give a brief plot outline. You will be creating your performance around this outline. What happens in the beginning, middle, end?



Beginning	Middle

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Sheet 3:4: Group’s Lyric Sheet


Chosen Song Title: \_\_\_\_\_

\*Note: you do not have to use the whole song in your show. You could rearrange the order of the song to fit the topic of your show if you wish.

See if you can find a backing track for your song (you might look on YouTube or SoundCloud)


Lyric Sheet

\*Be sure to note down which character(s) sings each line/section of the song



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Extension Ideas

To make your performance extra special use feeling and expression – LIVE THE SONG!  
Think about  **musical elements**\* you can use to communicate your performance

\*Hints!

- Could there be a **tempo change** in your song? Maybe slow down at the end?
- Would your song sound good with **dynamic changes**? Which parts would be louder? Why?
- How about **texture** changes? Could some parts of the song be sung solo and some by the group together?

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Sheet 3.5: Progress Log Sheet

Your Name: \_\_\_\_\_

Names of Group Members: \_\_\_\_\_

Progress Log

Describe how well you think each rehearsal goes at the end of each lesson. Set Objective for the next lesson.

Week 1 – Date:
Teacher Feedback:
Learning Objective(s) for next lesson:

Week 2 – Date:
Teacher Feedback:
What do you think you would achieve if you were assessed today? (See assessment criteria)
What could you do to improve your assessment in this topic?

Week 3 –
Teacher Feedback:

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## Lesson 4

### Lesson Plan 4

Time	Content
5 minutes	<b>Starter</b> The teacher begins the lesson by re-explaining the topic criteria to the class.  <b>Sheet 3.1.</b> Make sure all students are completely clear about the requirements before moving further. In performance groups each member shares with the rest of the group their initial ideas and the planning they completed for their homework. Every group reaches an agreement as to what the group's main focus should be for the lesson.  The teacher should ask two or three groups to share their plan with the class, and comment upon the quality of their plans.
15 minutes	<b>Development</b> <b>Creating own two-minute musical show</b> Devise and rehearse group musical show in greater detail. The show must include the chosen song. Remind the students that the performance should make use of the groups' music (instrumental or vocal) skills, but should also include elements of movement (or dance if able) and drama.
5 minutes	<b>Progress review</b> The students stop to discuss positive progress and any areas of concern. The teacher randomly asks members of a variety of groups to explain their progress. If the group has a difficult issue to resolve, another class member may wish to offer a suggestion.
25 minutes	The groups continue to devise and rehearse their shows. The teacher should be visiting each group, observing their progress, supporting the students, and resolving any differences in opinion, and referring them to earlier work if needed to ensure they are on track to complete in time.  Ensure each group remembers that every student should have a clear area of responsibility for which they have the final say.
5 minutes	<b>Plenary</b> <b>Sheet 3.5</b> The students complete an individual log entry for today's lesson. If there is time, they can discuss their views on today's progress with their group.
5 minutes	<b>Homework</b> Each member of the group should write or draw a plan for their area of responsibility (e.g. movement, directing, scriptwriting, etc.). For the next lesson they will need to be prepared to 'teach' the other group members how to carry out their part. Some students may be asked to support their group on an instrument, so for their homework they could be rehearsing their music. All the group should be rehearsing their final show using the Cheat Sheets if needed.

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## Lesson 5

### Lesson Plan 5

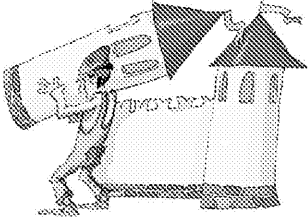
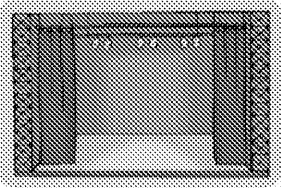
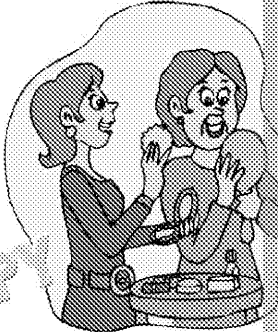
Time	Content
5 minutes	<p><b>Starter</b></p> <p>Show your students the following clip: <a href="https://www.youtube.com/watch?v=00:00-02:10">https://www.youtube.com/watch?v=00:00-02:10</a> The Boys are Back in Town. (Clip taken from the BBC series <i>Do</i>. This was a talent show looking for an unknown to play the lead role of <i>Joseph and the Amazing Technicolour Dreamcoat</i>.)</p> <p>Ask your students to explain how the performance song was enhanced, sung, or were other performance aspects seen in the clip?</p> <p>Then, quickly review the task's criteria (<b>Sheet 3:1</b>) with the whole class.</p> <p>Inform the class that they will have a 'mock' run through their show towards the end of the lesson, so they must keep focused.</p>
5 minutes	<p>In performance groups the students should review log entries from last lesson. One group member shares with the rest of the group their planning. Every group must come to an agreement as to what the group's main focuses should be for today (e.g. choreography, singing, acting, etc.), and in what order they will deal with them.</p>
15 minutes	<p><b>Development</b></p> <p>Rehearse first main focus. Teacher circulates among the groups. Light intervention as a maximum, if needed.</p>
5 minutes	<p><b>Progress review</b></p> <p>The students stop to discuss positive progress and any areas of concern. The teacher randomly asks members of a variety of groups to explain their progress to the class. If the group has a difficult issue to resolve, another class member is asked to offer a suggestion.</p>
20 minutes	<p>Final rehearsal of musical.</p>
2 minutes	<p>Tell each group this is their last chance for a run through their whole show.</p>
3 minutes	<p><b>Plenary</b></p> <p><b>Sheet 4:1</b></p> <p>The students complete a log entry for today's lesson. If time, they should share positives of today's rehearsal, and share any areas they feel need further work.</p>
5 minutes	<p><b>Homework</b></p> <p>Depending upon their part in their show, the students could rehearse (if applicable), finalise show details in their planning, or find (and bring in) any props needed for next lesson's rehearsal or performance.</p> <p>Pack away.</p> <p>Dismissal!</p>

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General Roles and Responsibilities

Props	Lighting	Stage Make-up
 <p>Choose and find props (objects) which would be useful for your show.</p>	 <p>You can use the main classroom lights effectively. Keep your ideas simple. It is not necessary to have this, but nice if you have some ideas.</p>	 <p>If a member of the group has some face paints they can bring them in for the final performance.</p> <p>Keep your ideas simple as you will not have much time to prepare the day of the assessment.</p>

Also consider:

**Sound effects:** Your group’s performance might be enhanced by the sound of howling, etc. Some of your school keyboards may have some great effects which you can use. If not, try YouTube. Think carefully about how your group is going to manage the sounds. Rehearse this as much as you can!

**Set design:** This does not mean you have to spend all your spare time building a set. Give some thought to how you will lay out your ‘stage’. How will you make your scene for your show? Other than chairs and tables, are there any other classroom objects that will work well in your show? Check with your teacher before borrowing anything. Maybe your classroom would allow you to use an interesting object? Again, **ask permission** first.

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# Lesson 6

## Lesson Plan 6

Time	Content
10 minutes	<p><b>Starter</b></p> <p>Your students have a chance to organise themselves, change into any costumes they may have brought in, sort out props and ‘stage area’ (i.e. moving tables and chairs) and generally get ready for their assessment later this lesson.</p> <p>The students can then have a final rehearsal.</p>
25 minutes	<p><b>Development</b></p> <p>Each group takes it in turns to perform their two-minute musical show to the rest of the class. The teacher should video the performances for evidence of student learning.</p> <p>As the groups may feel quite apprehensive about performing to the rest of the class, if your classroom set up is suited, it may be possible to video one or two groups in advance while the other groups are still rehearsing.)</p> <p>Try to give positive feedback to every group after their performance.</p> <p>Students should complete peer evaluations while watching other groups perform.</p>
20 minutes	<p><b>Plenary</b></p> <p>Watch videos of students’ musicals on interactive whiteboard (if time).</p> <p>Ask the students to complete their self-evaluations – <b>Sheet 6.1</b> (continuous evaluation) – <b>Sheet 6.2</b>, and then finally to update their Student Personal Development Checklist with any new or developed skills gained in this unit of work.</p>
5 minutes	<p>Pack away.</p> <p>Dismissal.</p>

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Sheet 6:1: Appraisal Sheet

Final Performance

Your teacher may show you a video of your final performance. Watch it, and fill in the sections below (if not, complete this exercise based on what happened). Refer to the appraisal keywords listed below.

Write an account of how well you think your group did on the final performance. What did you think went well? What did not go to plan?

.....

.....

.....

.....

.....

.....

.....

.....

Assessment given by teacher: .....

Comment given by teacher: .....

.....

.....

Choose two other groups to peer-appraise.  
Give their performance two STARS and a WISH.

	Group 1	
	Names –	Names –
Star 1:		
Star 2:		
Wish:		



Appraisal Keywords:

Dance; Movement; Choreography; Singing; Song; Dynamics; Tempo; Expression; Duet; Chorus; Performance; Confidence; Accurate; Fluent; Directing; Costumes; Plot; Lighting

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## Sheet 6:2: Topic Evaluation

**I estimate that I achieved** (explain what you have achieved. If applicable, fill in the table below.)

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in t

I estimate that I am ☐ Far below ☐ On ☐ Above ☐ Well above my target.

**What I think worked Well (WWW):**

.....

.....

.....

**My work would be Even Better If (EBI):**

.....


.....

.....

List 0, 1 or 2 things you have particularly enjoyed during this Musicals unit, and

1	
2	

List 0, 1 or 2 things you have not enjoyed learning this unit, and why:

1	
2	

Now return to the Student Personal Learning Checklist Sheet you filled in at the the end-of-topic date next to any new or improved skills you have gained!

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Script Writing Cheat Sheet

Need help getting started with your script?  
Use the following hints and tips.

Plot tips	Character tips
Remember, your plot needs to be based on a song which your group agree to perform.	Have a clear idea of who your characters are. Is there:
Have a rough idea of what will happen at the beginning, middle and end of your story before you get started.	<ul style="list-style-type: none"><li>• a main organiser</li><li>• a troublemaker</li><li>• a peacemaker</li><li>• an ideas person</li><li>• a class clown</li></ul>
Check that your group is happy with your rough plan before writing in more detail.	The ideas really are end

PLOT – Beginning Tips

To get your audience interested from the start you need a STRONG OPENER. Here are some ideas:

- Idea 1: Layout the main essence of the plot, by introducing the main character and the occasion central to your plot.
- Idea 2: Open with a question, or a statement which would intrigue your audience. 'What if it had never happened', 'What if it had started any worse', or 'Just imagine if...', or 'Why does it always happen?'

PLOT – Middle Tips

Introduce an issue, challenge or problem for your hero to solve. The main body of the story is the journey or search for the solution. Perhaps one of your characters could encounter a difficult or worrying situation? A couple of near misses can add to the excitement!

PLOT – Ending Tips

Here you conclude your story with the solution or answer to the situation from the beginning of your story.

- The answer could be:
- something completely unexpected
  - found by the character everyone least expected

Finally, conclude with what the characters have learned from the experience.

When you have completed your planning and are ready to type / write up your script, remember:

\*Remember

- Start a new line each time a different character speaks
- Think carefully about what each character would say, and **how** they would say it
- Remember to include any necessary stage directions (e.g. how each of the characters enter the stage, if they pick up a prop, if they point to something on stage)
- When giving stage directions to your actors 'Stage Right' and 'Stage Left' are from the point of view of the performer on stage facing the audience.

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## Directing Cheat Sheet

The director's job is to lead the group and have the final say on all aspects of the show (including during the singing and the dancing).

Depending on the number of actors needed for your show you may or may not be acting yourself.

**Be clear on the whole plot (storyline) of your show before you start.**

### Director tips – how to get the best out of your actors

- |   |   |
|---|---|
| 1. Have a clear idea of what <b>genre</b> of show you are directing. Is it a comedy, a tragedy, a historical tale, etc.? This will make a big difference on how you direct your group to act out their parts. | 2. During rehearsals, let your actors act their parts. Trust their instinct and experience, but allow your group to develop their own character their own way.                        |
| 3. Have ideas of how you feel you would like lighting and sound (if these are available) to enhance the performance. Keep these ideas simple.<br><br>Could you use the classroom lights in a creative way?    | 4. Carefully consider how each character fits into the stage area.  |
| 5. You will probably find you will need to regularly remind your group to speak more loudly and clearly during their performance. Some of your group may be nervous – <b>so be kind!</b>                      | 6. Although you are the director, listen to some members of your group for ideas which could improve your performance. Listen to their opinions, and then <b>have the final say</b> . |

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Musical Director Cheat Sheet

You are the **Musical Director** for your group.

This means you will be in charge of the song choice (one song), and will lead the group. The whole group has to sing at some point in the performance.

<p>1. Your first, and most important job will be to choose the song.</p> <p>Make sure the song:</p> <ul style="list-style-type: none"><li>Goes with the storyline of the musical</li><li>Is known by most of the group (or can be easily be learnt)</li><li>Is liked by most of the group (if that is possible)</li></ul> <p>You need to weigh up the pros and cons of each song and you will need to make the final decision.</p> <p>Your choice may not be liked by the whole group, so make sure you have good reasons to justify your final choice.</p>	<p>2. When rehearsing the song, you need to sing with:</p> <ul style="list-style-type: none"><li><b>Accuracy</b> – Make sure you know how to sing the song correctly</li><li><b>Fluency</b> – Make sure you can sing the song all the way through</li><li><b>Confidence</b> – Make sure you are confident or self-conscious and can project their voice</li></ul>
<p>3. To achieve a higher standard of performance your group needs to sing with <b>EXPRESSION</b>. They can achieve this by:</p> <ul style="list-style-type: none"><li>Using <b>dynamics</b>. Would some parts of the song sound more effective if performed louder or quieter?</li><li>Making a good choice of <b>tempo</b>. Would a change of pace improve the expression of your song?</li><li><b>Acting</b> while singing. Ask them how their character would feel while singing the song. Can they show sorrow, happiness, surprise, jealousy, etc. in their facial expression while singing?</li></ul> <p>Remind your group that they are communicating during their song.</p>	<p>4. Harmony.</p> <p>If your group is confident enough, you can try some harmonies or different parts.</p> <ul style="list-style-type: none"><li>Simple harmony. Have each part sing the notes in key and listen to each other's ears to judge whether it sounds good.</li><li>Parallel harmony. Have each part sing the same tune three parts apart. Ask your teacher for help.</li><li>Would part of the song be better if sung round with the other parts (e.g. 'Burning'?)</li><li>More complex harmony. If your group could attempt more complex moves more intricate moves more intricate moves attempted by a group of singers.</li></ul>

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# Choreography Cheat Sheet

You are the choreographer, and will be responsible for creating the movement included in the performance. You will lead the group's dance rehearsals and will be going to plan. Make sure your style of choreography suits the song chosen by the Musical Director.

Below are some tips to help get you started:

1. **Simple moves:**

If your group is not used to dancing, the simplest way to choreograph your arm actions to your song with small foot movements. Perhaps the whole group can do the same movements at the same time. Use the symbols above to help give you some ideas.

2. **More advanced dance moves:**

If you have enough confident dancers in your group you may wish to try some more advanced moves. Try to think about your own and your group's dance skills, whether you are a ballroom dancer or a ballet dancer.

It would be good to see a mix of different formations and techniques, such as solo movements in a circular formation, paired, swapping pairs, lines, solo/individual.

Putting your dance together				
Below are a few ideas of formations you can use in your dance.				
Individual	Shadowing a partner	Paired dancing (such as ballroom dancing)	Line formation (all can do the same moves at the same time, or in quick succession, one after the other)	

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## Glossary

<b>A</b>	
<b>Acting</b>	Performing as a different (usually fictional) character on stage.
<b>Appraise</b>	To judge the quality of something.
<b>Art form</b>	A creative skill, such as music, singing, drawing, painting, etc.
<b>Arts discipline</b>	Development and improvement of a creative skill such as painting, drama, dance, etc.
<b>Audience</b>	A group of people watching a performance.
<b>C</b>	
<b>Cast</b>	A group of actors and actresses belonging to one show.
<b>Character</b>	A fictional person in a stage production.
<b>Choreographer</b>	A person who teaches dances for other dancers to learn.
<b>Choreography</b>	The skill of making up dances.
<b>Chorus (a)</b>	A large group of singers in a production.
<b>Chorus (b)</b>	The main section of a song. It can be sung after each verse.
<b>Comedy</b>	A story or show which has a lot of funny sections or jokes.
<b>Company</b>	The whole cast in a stage production. All the actors, singers, etc.
<b>Composer</b>	A person whose job is to create new songs and pieces of music.
<b>Conductor</b>	A person whose job is to lead a band or orchestra with his baton, controlling tempo and dynamics during a performance.
<b>Costume</b>	The set of clothes worn by the actors and actresses while performing in a film.
<b>Costume Designer</b>	A person whose job is to decide on the clothes to be worn on stage and create them.
<b>Costume Maker</b>	A person whose job is to make the clothes to be worn by the actors on stage.
<b>Create</b>	To make something new and exciting. To think of something new.
<b>Creation</b>	Something new which has been made.
<b>Cue</b>	Signal to a performer to start, move, finish, etc. a part of the script.
<b>Curtains (stage)</b>	Large pieces of fabric hung at the front, the middle and the back of the stage to conceal sections of the stage from the audience.
<b>D</b>	
<b>Dance</b>	Movement in time to music. There are different styles of dance, such as ballroom, street dancing, etc.
<b>Dancer</b>	A person whose job is to dance.
<b>Director</b>	A person who is in charge of the overall production of a show.
<b>Drama</b>	The skill of acting.
<b>Duet</b>	A song performed by two lead performers.
<b>Dynamics</b>	The loudness or volume of music during a performance.
<b>E</b>	
<b>Ensemble</b>	A piece of music performed by a group (e.g. a string quartet).
<b>Evaluation</b>	A judgment of the quality of something.
<b>Expression</b>	Communication of a feeling or mood while performing.
<b>F</b>	
<b>Fantasy</b>	A fictional story about something that could not happen in real life, often involve a journey or a quest.
<b>Film</b>	A story or play recorded by video camera.
<b>Finale</b>	The last part of the story in a musical show. The last song or a large portion of the company.

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<b>G</b>	
<b>Gospel</b>	A popular and meaningful style of Christian song. Its roots are in the African American Church.
<b>Group</b>	Several objects or people.
<b>H</b>	
<b>Hair technician</b>	A person whose job is to comb, style, curl, gel, etc. the hair of the cast in a production.
<b>Hip hop</b>	A style of music which began in New York, was popularised in the 1970s and is associated with DJs, rap, breakdancing, body popping and graffiti.
<b>L</b>	
<b>Lighting</b>	Stage illumination used in theatre shows and productions.
<b>Lighting technician</b>	The person whose job is to coordinate the lighting effects for a production. They usually work backstage.
<b>Lights</b>	The source of illumination used on stage. This enables the audience to see the cast on the stage, and it can add to the mood or atmosphere of a production.
<b>M</b>	
<b>Melody</b>	A tune. A sequence of notes which form the uppermost part of a musical texture.
<b>Mime</b>	To act silently, using only hand movements, facial expressions and body language.
<b>Movement</b>	To use hand actions and gestures in time to music. A single movement can be a dance or a mime.
<b>Music</b>	Organised sounds. Can be produced using vocal sounds and musical instruments.
<b>Musical(s)</b>	A story told on a theatrical stage using acting, singing and dancing.
<b>Musical Director</b>	A person whose job is to organise and rehearse the musical production.
<b>O</b>	
<b>Overture</b>	A musical introduction to a stage show. It will usually introduce the main themes of the show.
<b>P</b>	
<b>Performance</b>	Presentation of a form of entertainment to an audience. This can be singing, dancing, acting, etc.
<b>Performer</b>	A person who presents a form of entertainment to an audience.
<b>Pit Band</b>	A group of musicians who play the musical accompaniment for a stage show. They would usually be positioned near the stage on a section of the stage which has been sunken to a lower level.
<b>Pit Orchestra</b>	A group of classical musicians (strings, woodwind, brass, etc.) who provide the musical accompaniment for a stage show. They would usually be positioned near the stage on a section of the stage which has been sunken to a lower level.
<b>Production skills</b>	The ability to organise, set up and operate the backstage equipment for a production, such as sound, stage lights, etc.
<b>Projection</b>	The ability to ensure an actor's or singer's voice carries to the audience.
<b>Props</b>	Property of the stage. Objects which are used by the performers, such as books, etc.).
<b>R</b>	
<b>Rehearsal</b>	Practice for a performance.
<b>Rock 'n' Roll</b>	A lively form of popular music which originated in the 1950s. It is often associated with a famous rock 'n' roll performer.

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S	
<b>Scene</b>	A small, but complete section, of a musical production. minutes in length.
<b>Scenery</b>	The designed and painted back wall on the set of a theatre scene of a show.
<b>Script</b>	The written words and directions for a show.
<b>Scriptwriter</b>	The person whose job is to write the storyline and the dialogue.
<b>Set</b>	The scenery and props used for a stage show.
<b>Set builder</b>	The person whose job is to build the scenery and any large set pieces for a stage show.
<b>Setting</b>	The venue of the story of the stage show – e.g. a park, a castle, etc.
<b>Show</b>	A production involving a performance which features a combination of singing, dancing and acting.
<b>Singing</b>	Performing musically with the voice.
<b>Solo</b>	One person performing on their own (sometimes with background music/accompaniment).
<b>Song</b>	A musical piece which is performed with a singing voice.
<b>Sound technician</b>	A person who controls the levels of sound from the cast and instruments throughout a stage show.
<b>Stage</b>	The raised platform at the front of the theatre auditorium where actors sing and dance in front of an audience.
<b>Stage crew</b>	The team of non-actors involved in a stage production who work in the background with scene changes, positioning of props, and lighting.
<b>Stage directions</b>	Instructions given to the cast and stage crew. These can be written and/or be provided by the director.
<b>Stage left</b>	The left of the stage – from the performers' view when they are facing out at the audience.
<b>Stage lights</b>	The source of illumination used on stage. This enables the audience to see the cast on the stage, and it can add to the mood or atmosphere of a scene.
<b>Stage make-up</b>	Products used on the faces of stage performers to add to their features – e.g. to add frown lines to make a character appear angry.
<b>Stage right</b>	The right of the stage – from the performers' view when they are facing out at the audience.
<b>Story</b>	A description of a set of events. This can be fiction or non-fiction.
<b>Synopsis</b>	The outline of a story. A brief account of the main points of the story.
T	
<b>Tempo</b>	The pace of a piece of music (e.g. slow, very slow, fast, very fast, etc.).
<b>Theatre</b>	A building with a raised platform (auditorium). At the front of the platform where performances take place before an audience.
<b>Tragedy</b>	A story with a serious topic. Usually, it will have a sad ending, often the death or downfall of the hero of the story.
<b>Tune</b>	A melody line. A sequence of notes which form the upper part of a musical texture.
V	
<b>Verse</b>	The part of a song which tells the main story. It is usually made up of choruses of a song.

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## Famous Composers of Musical

Name of Composer	List of Musical Shows
Irving Berlin 1888–1989	Annie Get Your Gun (1950) White Christmas (1954) There's No Business Like Show Business (1954)
Richard Rogers 1902–1979	Oklahoma (1943) The King and I (1951) The Sound of Music (1959)
Leonard Bernstein 1918–1990	On the Town (1944) Wonderful Town (1955) West Side Story (1957)
Claude-Michel Schönberg 1944–	Les Misérables (1985) Miss Saigon (1989) Martin Guerre (1996)
Andrew Lloyd-Webber 1948–	Joseph and the Amazing Technicolour Dreamcoat Cats (1980) The Phantom of the Opera (1986)

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Topic Assessment Sheet

Name: .....  
Form: .....  
Starting Date: .....

Teacher's Comments and Assessment	
<div>What Well?</div> <div>What you did well in this topic.</div> <div></div>	
<div>Even Better If...</div> <div>How you could have improved your work.</div> <div></div>	
<div>Teacher's Assessment of whole topic</div> <div></div>	

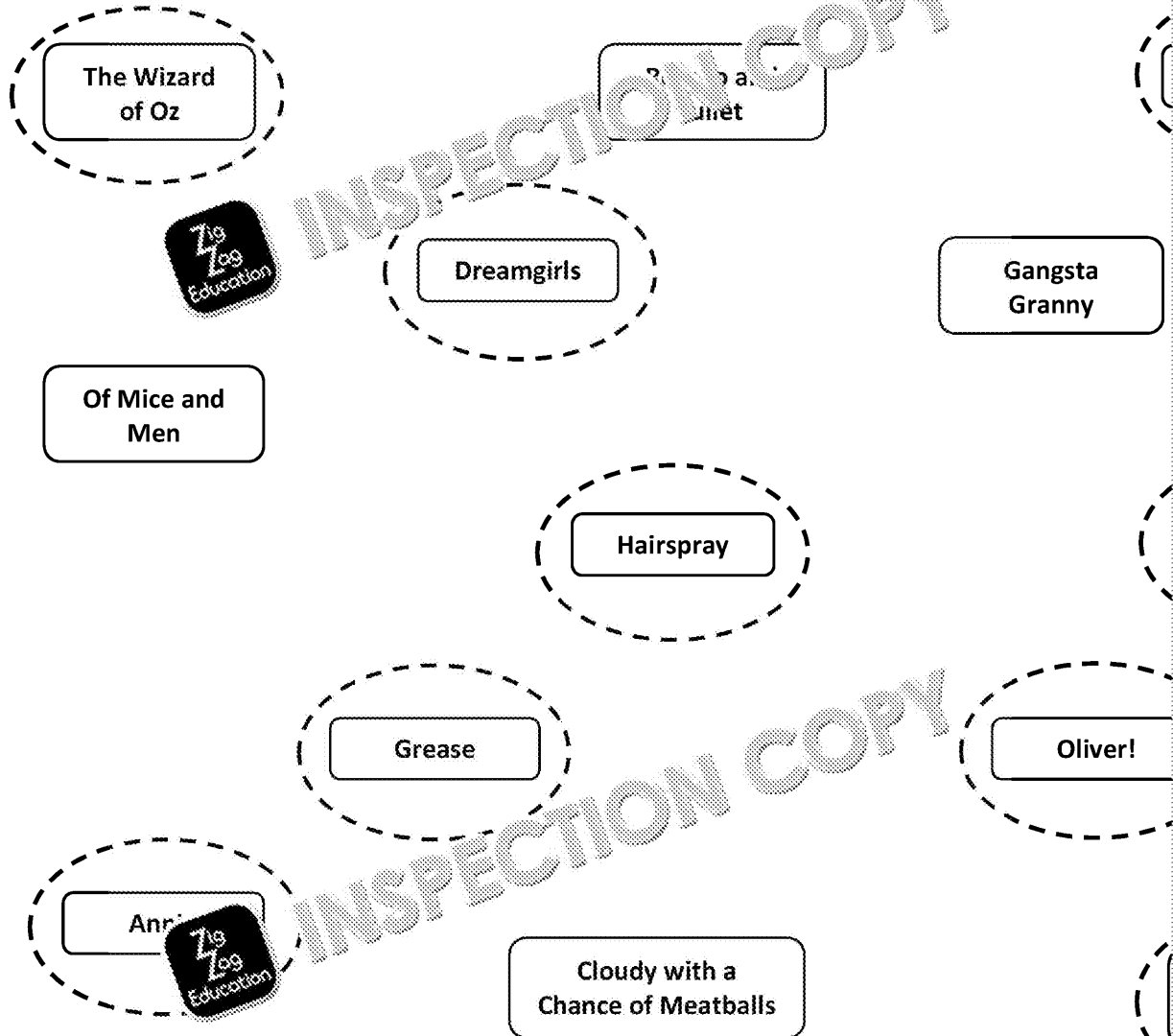
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## Answers

Sheet 1:3(a): Show Search




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Sheet 1:3(b): What do you know about musicals?

	Name of West End / Broadway show	Composer	Which song comes from this show?
1	High School Musical	David Nessim Lawrence	1. 'We're All in this Together' 2. 'Greased Lightning'
2	Joseph and the Amazing Technicolour Dreamcoat	Andrew Lloyd Webber	1. 'Runaway' 2. 'Don't Cry for me Argentina' 3. 'Any Dream Will Do'
3	Chicago	John Kander	1. 'Jazz Hands' 2. 'All That Jazz' 3. 'Jazz Around the Town'
4	 Bugsy Malone	Paul Williams	1. 'Over the Rainbow' 2. 'Oh What a Beautiful Morning' 3. 'Fat Sam's Grand Slam' 4. 'Close Every Door'

Sheet 2:1(b): Musical Art Forms and Skills

What performance art forms are combined to create a show? Choose from the list of keywords below.	What other skills are used in musicals? Choose from the list of keywords below.
1. Dance 2. Directing 3. Acting 4. Choreography 5. Singing	1. Set Building 2. Costume Design 3. Stage Make-up 4. Composing 5. Scriptwriting

In your opinion, why are West End / Broadway shows such a popular form of entertainment?  
To answer this question use your learning skill of RESOURCEFULNESS. Base your answer on what you have learned and discussed in class.  
Possible answers range from:

- Many musicals are quite lively (e.g. We Will Rock You, Grease, Sister Act, etc.)
- Popular songs often used (e.g. 'Thriller', 'Viva Forever', 'Mamma Mia!', etc.)
- High standard of performance skills (e.g. dancing, singing, acting, etc.)
- Stage effects (e.g. rain/fire on stage, flying car, helicopter, etc.)
- Good reputation of a show (everyone is talking about it and everyone wants to see it)
- 'Feel good' factor
- Wide range of musicals to choose from – something is available for most tastes (Rock, Pop, Jazz, Soul, Gospel, etc.)

Sheet 2:2: Performance Appraising

The Sound of Music

1. (a) Describe the performance of 'Doh Re Mi'. Refer to setting, characters' choreography, costumes, etc.
- Setting *On the streets, in the town/city/outdoors or similar*  
Choreography *Cycling, hand actions, running around, up stairs, etc.*  
Costumes worn *Traditional Austrian, brown dresses, lederhosen.*
- (b) What type of song is this? Ring your chosen answer:
- Solo      Duet      Group      **Chorus**

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Sister Act 2

2. Watch and listen to the first two minutes of 'Joyful Joyful'. Compare the **singing/music** and the **performance styles** of the first two sections.

First Section (00:00–01:13)	Second Section (01:13–02:00)
<p><b>Description of the music</b> (Hint! – refer to solo, group, chorus, tempo, dynamics, style, instruments, etc.)</p> <p><i>Solo, improvisatory style, piano accompaniment, slow tempo, dynamics are mainly soft, but there is a crescendo near the end of soloist's section. Broadly homophonic texture. Gospel style.</i></p>	<p><b>Description of the music</b> (Hint! – refer to solo, group, chorus, tempo, dynamics, style, instruments, etc.)</p> <p><i>Whole choir sings (chorus, homophonic texture), moderately fast, dynamic, lively gospel, instrumental (synthesiser) timbres, electric piano sound, etc.</i></p>
<p><b>Description of the performance style</b> (Hint! – refer to type of movement used to express the song)</p> <p><i>Soloist mainly remain in one position. She expresses the song with her facial expressions. There is a lady doing deaf sign language behind the soloist.</i></p>	<p><b>Description of the performance style</b> (Hint! – refer to type of movement used to express the song)</p> <p><i>Complete contrast to first section. Dancers somersaulting. The whole choir on-the-spot movement manner.</i></p>

Grease

3. 'We Go Together' is the finale (final song) of *Grease*.
- (a) Do you think this song makes a good finale? **YES** **NO**
  - (b) Give **THREE** reasons to explain your answer to (a) above (try to include two from the bottom of this worksheet in your answers).  
*Fast tempo; Lively mood; Whole chorus sing together – gives a feeling of 'togetherness'; Fun words used (scat-singing); Loud dynamics – adds to the excitement; etc.*
4. For 2 bonus marks, can you identify the genre of music heard in:
- (a) **Sister Act 2** Gospel and/or Hip Hop (1 mark)
  - (b) **Grease** Rock 'n' Roll (1 mark)

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