



# Writing a Musical Program

## Grade 5

### Visual and Performing Arts: Theatre Content Standards

<p><b>Theatre Applications</b></p>	<p><b>AMTSJ'S ARTISTIC GOAL:</b>  Students act as playwrights and actors using objectives, obstacles and text (script) to produce a musical theatre piece. The playwrights-actors demonstrate relationships to the other characters, to the world, to the period, social status, and the environment and create characters using physical and mental traits effectively according to the original story/author. Playwright-actors speak in the manner, dialect, social strata, and 'accent' of the characters for this piece with variations of rate and inflection with dialogue and words clearly understood using proper pronunciation and articulation for each character. Students demonstrate highly effective group dynamics, effective rehearsals, and close cooperation and understanding among the class as a production team.</p>
<p><b>1.0 ARTISTIC PERCEPTION</b>  Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre</p> <p>Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.</p>	<p><i>Development of the Vocabulary of Theatre</i>  1.1 Use the vocabulary of theatre, such as <i>sense memory, script, cue, monologue, dialogue, protagonist, and antagonist</i>, to describe theatrical experiences.</p> <p><i>Comprehension and Analysis of the Elements of Theatre</i>  1.2 Identify the structural elements of plot (exposition, complication, crisis, climax, and resolution) in a script or theatrical experience.</p>
<p><b>2.0 CREATIVE EXPRESSION</b>  Creating, Performing, and Participating in Theatre</p> <p>Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.</p>	<p><i>Development of Theatrical Skills</i>  2.1 Participate in improvisational activities to explore complex ideas and universal themes in literature and life.  2.2 Demonstrate the use of blocking (stage areas, levels, and actor's position, such as full front, quarter, profile, and full back) in dramatizations.</p> <p><i>Creation/Invention in Theatre</i>  2.3 Collaborate as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performances.</p>
<p><b>3.0 HISTORICAL AND CULTURAL CONTEXT</b>  Understanding the Historical Contributions and Cultural Dimensions of Theatre</p> <p>Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.</p>	<p><i>Role and Cultural Significance of Theatre</i>  3.1 Select or create appropriate props, sets, and costumes for a cultural celebration or pageant.  3.2 Interpret how theatre and storytelling forms (past and present) of various cultural groups may reflect their beliefs and traditions.</p> <p><i>History of Theatre</i>  3.3 Analyze ways in which theatre, television, and film play a part in our daily lives.  3.4 Identify types of early American theatre, such as melodrama and musical theatre.</p>
<p><b>4.0 AESTHETIC VALUING</b>  Responding to, Analyzing, and Critiquing Theatrical Experiences</p> <p>Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.</p>	<p><i>Critical Assessment of Theatre</i>  4.1 Develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre, film, and video.</p>
<p><b>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS</b>  Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers</p> <p>Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.</p>	<p><i>Careers and Career-Related Skills</i>  5.2 Identify the roles and responsibilities of performing and technical artists in theatre, film, television, and electronic media.</p>



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### Visual and Performing Arts: Music Content Standards

<b>Music Applications</b>	<p><b>AMTSJ'S ARTISTIC GOAL:</b>  <b>Students write original lyrics for a musical play, provide feedback on the orchestration for their musical score (usually six to eight songs) and improvise melodies and harmonies for composition. Students evaluate the effectiveness of the music in relation to the story (book) of the musical. Students sing the lyrics effectively for a staged reading of their musical play.</b></p>
<p><b>1.0 ARTISTIC PERCEPTION</b>  <b>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music</b></p> <p>Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.</p>	<p><i>Listen to, Analyze, and Describe Music</i>            1.4 Analyze the use of music elements in aural examples from various genres and cultures.            1.5 Identify vocal and instrumental ensembles from a variety of genres and cultures.</p>
<p><b>2.0 CREATIVE EXPRESSION</b>  <b>Creating, Performing, and Participating in Music</b></p> <p>Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.</p>	<p><i>Apply Vocal and Instrumental Skills</i>            2.1 Sing a varied repertoire of music, including rounds, descants, and songs with ostinatos and songs in two-part harmony, by oneself and with others.</p> <p><i>Compose, Arrange, and Improvise</i>            2.3 Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments.</p>
<p><b>3.0 HISTORICAL AND CULTURAL CONTEXT</b>  <b>Understanding the Historical Contributions and Cultural Dimensions of Music</b></p> <p>Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.</p>	<p><i>Role of Music</i>            3.1 Describe the social functions of a variety of musical forms from various cultures and time periods (e.g., folk songs, dances).</p> <p><i>Diversity of Music</i>            3.2 Identify different or similar uses of musical elements in music from diverse cultures.            3.3 Sing and play music from diverse cultures and time periods.            3.4 Describe the influence of various cultures and historical events on musical forms and styles.</p>
<p><b>4.0 AESTHETIC VALUING</b>  <b>Responding to, Analyzing, and Making Judgments About Works of Music</b></p> <p>Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.</p>	<p><i>Analyze and Critically Assess</i>            4.1 Identify and analyze differences in tempo and dynamics in contrasting music selections.</p> <p><i>Derive Meaning</i>            4.2 Develop and apply appropriate criteria to support personal preferences for specific musical works.</p>
<p><b>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS</b>  <b>Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers</b></p> <p>Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.</p>	<p><i>Connections and Applications</i>            5.1 Explain the role of music in community events.</p> <p><i>Careers and Career-Related Skills</i>            5.2 Identify ways in which the music professions are similar to or different from one another.</p>



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## Grade 5

### English - Language Arts Content Standards

<b>Language Arts Applications</b>	<b>AMTSJ'S ARTISTIC GOAL:</b>  <b>Students write a musical proficiently at grade level by adapting a popular story for the book of their musical. Students write original dialogue and lyrics for each song that compliment each character and advance the plot. Students demonstrate a collective point of view/perspective for their musical play and characterization/character development. Students write and speak with a command of standard English conventions appropriate to this grade level.</b>
<b>Reading: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b>  <b>Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</b>	<i>Word Recognition</i> 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.  <i>Vocabulary and Concept Development</i> 1.2 Use word origins to determine the meaning of unknown words. 1.3 Understand and explain frequently used synonyms, antonyms, and homographs. 1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i> ). 1.5 Understand and explain the figurative and metaphorical use of words in context.
<b>2.0 Reading Comprehension (Focus on Informational Materials)</b>  <b>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.</b>	<i>Structural Features of Informational Materials</i> 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable. 2.2 Analyze text that is organized in sequential or chronological order.  <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas. 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.  <i>Expository Critique</i> 2.5 Distinguish facts, supported inferences, and opinions in text.
<b>3.0 Literary Response and Analysis</b>  <b>Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students.</b>	<i>Structural Features of Literature</i> 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.  <i>Narrative Analysis of Grade-Level-Appropriate Text</i> 3.2 Identify the main problem or conflict of the plot and explain how it is resolved. 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme. 3.4 Understand that <i>theme</i> refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works. 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).  <i>Literary Criticism</i> 3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.

	3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.
<p><b>Writing: 1.0 Writing Strategies</b></p> <p>Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.</p>	<p><i>Organization and Focus</i></p> <p>1.1 Create multiple-paragraph narrative compositions:</p> <ol style="list-style-type: none"> <li>a. Establish and develop a situation or plot.</li> <li>b. Describe the setting.</li> <li>c. Present an ending.</li> </ol> <p><i>Evaluation and Revision</i></p> <p>1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.</p>
<p><b>2.0 Writing Applications (Genres and Their Characteristics)</b></p> <p>Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.</p>	<p>2.1 Write narratives:</p> <ol style="list-style-type: none"> <li>a. Establish a plot, point of view, setting, and conflict.</li> <li>b. Show, rather than tell, the events of the story.</li> </ol> <p>2.2 Write responses to literature:</p> <ol style="list-style-type: none"> <li>a. Demonstrate an understanding of a literary work.</li> <li>b. Support judgments through references to the text and to prior knowledge.</li> <li>c. Develop interpretations that exhibit careful reading and understanding.</li> </ol> <p>2.3 Write research reports about important ideas, issues, or events by using the following guidelines:</p> <ol style="list-style-type: none"> <li>a. Frame questions that direct the investigation.</li> <li>b. Establish a controlling idea or topic.</li> <li>c. Develop the topic with simple facts, details, examples, and explanations.</li> </ol> <p>2.4 Write persuasive letters or compositions:</p> <ol style="list-style-type: none"> <li>a. State a clear position in support of a proposal.</li> <li>b. Support a position with relevant evidence.</li> <li>c. Follow a simple organizational pattern.</li> <li>d. Address reader concerns.</li> </ol>
<p><b>1.0 Written and Oral English Language Conventions</b></p> <p>The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p><b>1.0 Written and Oral English Language Conventions</b></p> <p>Students write and speak with a command of standard English conventions appropriate to this grade level.</p>	<p><i>Sentence Structure</i></p> <p>1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.</p> <p><i>Grammar</i></p> <p>1.2 Identify and correctly use verbs that are often misused (e.g., <i>lie/ lay, sit/ set, rise/ raise</i>), modifiers, and pronouns.</p> <p><i>Punctuation</i></p> <p>1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.</p> <p><i>Capitalization</i></p> <p>1.4 Use correct capitalization.</p> <p><i>Spelling</i></p> <p>1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.</p>
<p><b>1.0 Listening and Speaking Strategies</b></p> <p>Students deliver focused, coherent presentations that convey ideas clearly</p>	<p><i>Comprehension</i></p> <p>1.1 Ask questions that seek information not already discussed.</p> <p>1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and</p>

<p><b>and relate to the background and interests of the audience. They evaluate the content of oral communication.</b></p>	<p>perspectives. 1.3 Make inferences or draw conclusions based on an oral report.</p> <p><i>Organization and Delivery of Oral Communication</i> 1.4 Select a focus, organizational structure, and point of view for an oral presentation. 1.5 Clarify and support spoken ideas with evidence and examples. 1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.</p> <p><i>Analysis and Evaluation of Oral and Media Communications</i> 1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages. 1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.</p>
<p><b>2.0 Speaking Applications (Genres and Their Characteristics)</b></p> <p><b>Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.</b></p>	<p>2.1 Deliver narrative presentations:</p> <ul style="list-style-type: none"> <li>a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.</li> <li>b. Show, rather than tell, the listener what happens.</li> </ul> <p>2.2 Deliver informative presentations about an important idea, issue, or event by the following means:</p> <ul style="list-style-type: none"> <li>a. Frame questions to direct the investigation.</li> <li>b. Establish a controlling idea or topic.</li> <li>c. Develop the topic with simple facts, details, examples, and explanations.</li> </ul> <p>2.3 Deliver oral responses to literature:</p> <ul style="list-style-type: none"> <li>a. Summarize significant events and details.</li> <li>b. Articulate an understanding of several ideas or images communicated by the literary work.</li> <li>c. Use examples or textual evidence from the work to support conclusions.</li> </ul>