



Writing a Musical Program

Grade 6

Visual and Performing Arts: Theatre Content Standards

<p>Theatre Applications</p>	<p>AMTSJ'S ARTISTIC GOAL: 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>1.0 ARTISTIC PERCEPTION 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>action/reaction, vocal projection, subtext, theme, mood, design, production values, and stage crew</i>, to describe theatrical experiences.</p>
<p>2.0 CREATIVE EXPRESSION 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, demonstrating an understanding of text, subtext, and context.</p> <p><i>Creation/Invention in Theatre</i> 2.2 Use effective vocal expression, gesture, facial expression, and timing to create character. 2.3 Write and perform scenes or one-act plays that include monologue, dialogue, action, and setting together with a range of character types.</p>
<p>3.0 HISTORICAL AND CULTURAL CONTEXT 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 Create scripts that reflect particular historical periods or cultures.</p>
<p>4.0 AESTHETIC VALUING 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 evaluating sets, lighting, costumes, makeup, and props.</p>
<p>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS 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>Connections and Applications</i> 5.1 Use theatrical skills to communicate concepts or ideas from other curriculum areas, such as a demonstration in history social science of how persuasion and propaganda are used in advertising.</p>



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Visual and Performing Arts: Music Content Standards

Music Applications	<p>AMTSJ'S ARTISTIC GOAL: 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.</p>
<p>1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music</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> 1.5 Analyze and compare the use of musical elements representing various genres and cultures, emphasizing meter and rhythm. 1.6 Describe larger music forms (sonata-allegro form, concerto, theme and variations).</p>
<p>2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in Music</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 repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, good posture, tone quality, and vowel shape written and memorized, by oneself and in ensembles (level of difficulty: 1 on a scale of 1-6).</p> <p><i>Compose, Arrange, and Improvise</i> 2.5 Arrange simple pieces for voices or instruments, using traditional sources of sound. 2.6 Improvise simple melodies.</p>
<p>3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Music</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 Compare music from two or more cultures of the world as to the functions the music serves and the roles of musicians.</p> <p><i>Diversity of Music</i> 3.3 Describe distinguishing characteristics of representative musical genres and styles from two or more cultures. 3.4 Listen to, describe, and perform music of various styles from a variety of cultures.</p>
<p>4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works of Music</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 Develop criteria for evaluating the quality and effectiveness of musical performances and compositions, including arrangements and improvisations, and apply the criteria in personal listening and performing.</p> <p><i>Derive Meaning</i> 4.2 Explain how various aesthetic qualities convey images, feeling, or emotion. 4.3 Identify aesthetic qualities in a specific musical work.</p>
<p>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers</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 Describe how knowledge of music connects to learning in other subject areas.</p> <p><i>Careers and Career-Related Skills</i> 5.2 Identify career pathways in music.</p>



Writing a Musical Program

Grade 6

English - Language Arts Content Standards

Language Arts Applications	AMTSJ'S ARTISTIC GOAL: 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.
Reading: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development 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.	<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 Identify and interpret figurative language and words with multiple meanings. 1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing. 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning. 1.5 Understand and explain "shades of meaning" in related words (e.g., <i>softly</i> and <i>quietly</i>).
2.0 Reading Comprehension (Focus on Informational Materials) 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.	<i>Structural Features of Informational Materials</i> 2.2 Analyze text that uses the compare-and-contrast organizational pattern. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics. 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports. <i>Expository Critique</i> 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions. 2.7 Make reasonable assertions about a text through accurate, supporting citations.
3.0 Literary Response and Analysis 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.	<i>Narrative Analysis of Grade-Level-Appropriate Text</i> 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict. 3.3 Analyze the influence of setting on the problem and its resolution. 3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme. 3.5 Identify the speaker and recognize the difference between first-and third-person narration (e.g., autobiography compared with biography). 3.6 Identify and analyze features of themes conveyed through characters, actions, and images. 3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts. <i>Literary Criticism</i> 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

<p>Writing: 1.0 Writing Strategies</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 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.</p> <p>1.2 Create multiple-paragraph expository compositions:</p> <ol style="list-style-type: none"> a. Engage the interest of the reader and state a clear purpose. b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. c. Conclude with a detailed summary linked to the purpose of the composition. <p>1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.</p> <p><i>Evaluation and Revision</i></p> <p>1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p>
<p>2.0 Writing Applications (Genres and Their Characteristics)</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"> a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories. b. Include sensory details and concrete language to develop plot and character. c. Use a range of narrative devices (e.g., dialogue, suspense). <p>2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):</p> <ol style="list-style-type: none"> a. State the thesis or purpose. b. Explain the situation. c. Follow an organizational pattern appropriate to the type of composition. d. Offer persuasive evidence to validate arguments and conclusions as needed. <p>2.4 Write responses to literature:</p> <ol style="list-style-type: none"> a. Develop an interpretation exhibiting careful reading, understanding, and insight. b. Organize the interpretation around several clear ideas, premises, or images. c. Develop and justify the interpretation through sustained use of examples and textual evidence.
<p>1.0 Written and Oral English Language Conventions</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>1.0 Written and Oral English Language Conventions</p> <p>Students write and speak with a command of standard English conventions appropriate to this grade</p>	<p><i>Sentence Structure</i></p> <p>1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.</p> <p><i>Grammar</i></p> <p>1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.</p> <p><i>Punctuation</i></p> <p>1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.</p> <p><i>Capitalization</i></p> <p>1.4 Use correct capitalization.</p> <p><i>Spelling</i></p>

<p>level.</p>	<p>1.5 Spell frequently misspelled words correctly (e.g., <i>their, they're, there</i>).</p>
<p>1.0 Listening and Speaking Strategies Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.</p>	<p><i>Comprehension</i></p> <p>1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).</p> <p>1.2 Identify the tone, mood, and emotion conveyed in the oral communication.</p> <p>1.3 Restate and execute multiple-step oral instructions and directions.</p> <p><i>Organization and Delivery of Oral Communication</i></p> <p>1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.</p> <p>1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.</p> <p>1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.</p> <p>1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.</p> <p><i>Analysis and Evaluation of Oral and Media Communications</i></p> <p>1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.</p>
<p>2.0 Speaking Applications (Genres and Their Characteristics)</p> <p>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.</p>	<p>2.3 Deliver oral responses to literature:</p> <ul style="list-style-type: none"> a. Develop an interpretation exhibiting careful reading, understanding, and insight. b. Organize the selected interpretation around several clear ideas, premises, or images. c. Develop and justify the selected interpretation through sustained use of examples and textual evidence. <p>2.4 Deliver persuasive presentations:</p> <ul style="list-style-type: none"> a. Provide a clear statement of the position. b. Include relevant evidence. c. Offer a logical sequence of information. d. Engage the listener and foster acceptance of the proposition or proposal.