



# Writing a Musical Program

## Grade 7

### Visual and Performing Arts: Theatre Content Standards

<p><b>Theatre Applications</b></p>	<p><b>AMTSJ'S ARTISTIC GOAL:</b></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>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><i>Development of the Vocabulary of Theatre</i> 1.1 Use the vocabulary of theatre, such as <i>playwright, rehearsal, dress rehearsal, run-through, and cold reading</i>, to describe theatrical experiences.</p> <p><i>Comprehension and Analysis of the Elements of Theatre</i> 1.2 Identify dramatic elements within a script, such as foreshadowing, crisis, rising action, catharsis, and denouement, using the vocabulary of theatre.</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 Use improvisation in rehearsal to discover character and motivation. 2.2 Maintain a rehearsal script/ notebook to record directions and blocking.</p> <p><i>Creation/Invention in Theatre</i> 2.3 Create characters, environments, and actions that exhibit tension and suspense.</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 Design and create masks, puppets, props, costumes, or sets in a selected theatrical style drawn from world cultures, such as Javanese shadow puppets or Kabuki masks.</p> <p><i>History of Theatre</i> 3.2 Compare and contrast various theatre styles throughout history, such as those of Ancient Greece, Elizabethan theatre, Kabuki theatre, Kathakali dance theatre, and commedia dell'arte.</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 Design and apply appropriate criteria or rubrics for evaluating the effective use of masks, puppetry, makeup, and costumes in a theatrical presentation.</p> <p><i>Derivation of Meaning from Works of Theatre</i> 4.2 Explain how cultural influences affect the content or meaning of works of theatre.</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>Connections and Applications</i> 5.1 Use theatrical skills to communicate concepts or ideas from other curriculum areas, such as creating a musical based on a piece of literature.</p> <p><i>Careers and Career-Related Skills</i> 5.2 Demonstrate projection, vocal variety, diction, gesture, and confidence in an oral presentation.</p>



# Writing a Musical Program

## Grade 7

### Visual and Performing Arts: Music Content Standards

<b>Music Applications</b>	<b>AMTSJ'S ARTISTIC GOAL:</b>
<p><b>1.0 ARTISTIC PERCEPTION</b> 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>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><i>Listen to, Analyze, and Describe Music</i></p> <p>1.5 Analyze and compare the use of musical elements representing various genres, styles, and cultures, emphasizing tonality and intervals. 1.6 Describe larger musical forms (e.g. canon, fugue, suite, ballet, opera, oratorio).</p>
<p><b>2.0 CREATIVE EXPRESSION</b> 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>Compose, Arrange, and Improvise</i></p> <p>2.4 Compose short pieces in duple, triple, and mixed meters. 2.5 Compose and arrange simple pieces for voice and instruments, using traditional and nontraditional sound sources, including digital/ electronic media. 2.6 Improvise melodies and harmonic accompaniments. 2.7 Improvise melodic and rhythmic embellishments and variations on given pentatonic melodies.</p>
<p><b>3.0 HISTORICAL AND CULTURAL CONTEXT</b> 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></p> <p>3.1 Compare music from various cultures as to some of the functions music serves and the roles of musicians. <i>Diversity of Music</i></p> <p>3.3 Identify and describe distinguishing characteristics of musical genres and styles from a variety of cultures. 3.4 Perform music from diverse genres and cultures. 3.5 Identify instruments from a variety of cultures visually and aurally. 3.6 Classify by style and genre exemplary musical works and explain the characteristics that make each work exemplary.</p>
<p><b>4.0 AESTHETIC VALUING</b> 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></p> <p>4.1 Use criteria to evaluate the quality and effectiveness of musical performances and compositions. 4.2 Apply criteria appropriate for the style or genre of music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations by oneself and others.</p> <p><i>Derive Meaning</i></p> <p>4.3 Compare and contrast the differences between one performance of a specific musical work and another performance of the same work.</p>
<p><b>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS</b> 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></p> <p>5.1 Identify similarities and differences in the meanings of common terms used in various arts and other subject areas. 5.2 Identify and describe how music functions in the media and entertainment industries.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.3 Identify various careers for musicians in the entertainment industry.</p>



# Writing a Musical Program

## Grade 7

### English - Language Arts Content Standards

<p style="text-align: center;"><b>Language Arts Applications</b></p>	<p><b>AMTSJ'S ARTISTIC GOAL:</b></p> <p><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></p>
<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>Vocabulary and Concept Development</i></p> <p>1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.          1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.          1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.</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><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p> <p>2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.          2.5 Understand and explain the use of a simple mechanical device by following technical directions.</p>
<p><b>3.0 Literary Response and Analysis</b></p> <p>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.</p>	<p><i>Structural Features of Literature</i></p> <p>3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).</p> <p><i>Narrative Analysis of Grade-Level-Appropriate Text</i></p> <p>3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).          3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.          3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).          3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.</p> <p><i>Literary Criticism</i></p> <p>3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.</p>
<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 an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.          1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.          1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.</p> <p><i>Research and Technology</i></p> <p>1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.          1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.          1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare</p>

	<p>reports.</p> <p><i>Evaluation and Revision</i> 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</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 fictional or autobiographical narratives:</p> <ul style="list-style-type: none"> <li>a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.</li> <li>b. Develop complex major and minor characters and a definite setting.</li> <li>c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).</li> </ul> <p>2.2 Write responses to literature:</p> <ul style="list-style-type: none"> <li>a. Develop interpretations exhibiting careful reading, understanding, and insight.</li> <li>b. Organize interpretations around several clear ideas, premises, or images from the literary work.</li> <li>c. Justify interpretations through sustained use of examples and textual evidence.</li> </ul>
<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> 1.1 Place modifiers properly and use the active voice.</p> <p><i>Grammar</i> 1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents. 1.3 Identify all parts of speech and types and structure of sentences. 1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).</p> <p><i>Punctuation</i> 1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.</p> <p><i>Capitalization</i> 1.6 Use correct capitalization.</p> <p><i>Spelling</i> 1.7 Spell derivatives correctly by applying the spellings of bases and affixes.</p>
<p><b>1.0 Listening and Speaking Strategies</b></p> <p>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> 1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions. 1.2 Determine the speaker's attitude toward the subject. 1.3 Respond to persuasive messages with questions, challenges, or affirmations.</p> <p><i>Organization and Delivery of Oral Communication</i> 1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience. 1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience. 1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.</p> <p><i>Analysis and Evaluation of Oral and Media Communications</i> 1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener. 1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.</p>
<p><b>2.0 Speaking Applications (Genres and Their Characteristics)</b></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</p>	<p>2.1 Deliver narrative presentations:</p> <ul style="list-style-type: none"> <li>a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.</li> <li>b. Describe complex major and minor characters and a definite setting.</li> <li>c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).</li> </ul>

<b>English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.</b>	
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