



Writing a Musical Program

Grade 8

Visual and Performing Arts: Theatre Content Standards

Theatre Applications	<p>AMTSJ'S ARTISTIC GOAL:</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>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></p> <p>1.1 Use the vocabulary of theatre, such as ensemble, proscenium, thrust, and arena staging, to describe theatrical experiences.</p> <p><i>Comprehension and Analysis of the Elements of Theatre</i></p> <p>1.2 Identify and analyze recurring themes and patterns (e.g., loyalty, bravery, revenge, redemption) in a script to make production choices in design and direction.</p> <p>1.3 Analyze the use of figurative language and imagery in dramatic texts.</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></p> <p>2.1 Create short dramatizations in selected styles of theatre, such as melodrama, vaudeville, and musical theatre.</p> <p><i>Creation/Invention in Theatre</i></p> <p>2.2 Perform character-based improvisations, pantomimes, or monologues, using voice, blocking, and gesture to enhance meaning.</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></p> <p>3.1 Describe the ways in which American history has been reflected in theatre (e.g., the ways in which the Industrial Revolution and slavery were portrayed in the minstrel show, the melodrama, and the musical).</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>Derivation of Meaning from Works of Theatre</i></p> <p>4.2 Compare and contrast how works of theatre from different cultures or time periods convey the same or similar content or plot.</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>Careers and Career-Related Skills</i></p> <p>5.2 Identify career options in the dramatic arts, such as cinematographer, stage manager, radio announcer, or dramaturg; and research the education, training, and work experience necessary in that field.</p>



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Visual and Performing Arts: Music Content Standards

Music Applications	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.
1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.	<i>Listen to, Analyze, and Describe Music</i> 1.5 Analyze and compare the use of musical elements representing various genres, styles, and cultures, with an emphasis on chords and harmonic progressions. 1.6 Describe larger musical forms (e.g., symphony, tone poem).
2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in Music 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.	<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, tone quality, vowel shape, and articulation written and memorized, by oneself and in ensembles (level of difficulty: 3 on a scale of 1-6) <i>Compose, Arrange, and Improvise</i> 2.6 Improvise melodic and rhythmic embellishments and variations in major keys. 2.7 Improvise short melodies to be performed with and without accompaniment.
3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of Music 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.	<i>Role of Music</i> 3.1 Compare and contrast the functions music serves and the place of musicians in society in various cultures. 3.3 Explain how music has reflected social functions and changing ideas and values. <i>Diversity of Music</i> 3.4 Compare and contrast the distinguishing characteristics of musical genres and styles from a variety of cultures.
4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works of Music 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.	<i>Analyze and Critically Assess</i> 4.1 Use detailed criteria for evaluating the quality and effectiveness of musical performances and compositions and apply the criteria to personal listening and performing. 4.2 Apply detailed criteria appropriate for the genre and style of the music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations, by oneself and others. <i>Derive Meaning</i> 4.3 Explain how and why people use and respond to specific music from different musical cultures found in the United States.
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 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.	<i>Connections and Applications</i> 5.1 Compare in two or more arts forms how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art. 5.2 Describe how music is composed and adapted for use in film, video, radio, and television. <i>Careers and Career-Related Skills</i> 5.3 Describe the skills necessary for composing and adapting music for use in film, video, radio, and television.



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English - Language Arts Content Standards

Language Arts Applications	<p>AMTSJ'S ARTISTIC GOAL:</p> <p>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.</p>
<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>Vocabulary and Concept Development</i></p> <p>1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.</p> <p>1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.</p> <p>1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.</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><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p> <p>2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.</p> <p>2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.</p> <p>2.5 Understand and explain the use of a complex mechanical device by following technical directions.</p> <p>2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.</p> <p><i>Expository Critique</i></p> <p>2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.</p>
<p>3.0 Literary Response and Analysis</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 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).</p> <p><i>Narrative Analysis of Grade-Level-Appropriate Text</i></p> <p>3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.</p> <p>3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.</p> <p>3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.</p> <p>3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.</p> <p>3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.</p> <p><i>Literary Criticism</i></p> <p>3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)</p>
<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>Evaluation and Revision</i></p> <p>1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</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 biographies, autobiographies, short stories, or narratives:</p> <ol style="list-style-type: none"> Relate a clear, coherent incident, event, or situation by using well-chosen details. Reveal the significance of, or the writer's attitude about, the subject. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters). <p>2.2 Write responses to literature:</p> <ol style="list-style-type: none"> Exhibit careful reading and insight in their interpretations. Connect the student's own responses to the writer's techniques and to specific textual references. Draw supported inferences about the effects of a literary work on its audience. Support judgments through references to the text, other works, other authors, or to personal knowledge.
<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 level.</p>	<p><i>Sentence Structure</i></p> <ol style="list-style-type: none"> Use correct and varied sentence types and sentence openings to present a lively and effective personal style. Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis. Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas. <p><i>Grammar</i></p> <ol style="list-style-type: none"> Edit written manuscripts to ensure that correct grammar is used. <p><i>Punctuation and Capitalization</i></p> <ol style="list-style-type: none"> Use correct punctuation and capitalization. <p><i>Spelling</i></p> <ol style="list-style-type: none"> Use correct spelling conventions.
<p>1.0 Listening and Speaking Strategies</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></p> <ol style="list-style-type: none"> Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener. Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose. <p><i>Organization and Delivery of Oral Communication</i></p> <ol style="list-style-type: none"> Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose. Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion. Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations. Use appropriate grammar, word choice, enunciation, and pace during formal presentations. Use audience feedback (e.g., verbal and nonverbal cues): <ol style="list-style-type: none"> Reconsider and modify the organizational structure or plan. Rearrange words and sentences to clarify the meaning.
<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>2.1 Deliver narrative presentations (e.g., biographical, autobiographical):</p> <ol style="list-style-type: none"> Relate a clear, coherent incident, event, or situation by using well-chosen details. Reveal the significance of, and the subject's attitude about, the incident, event, or situation. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters). <p>2.2 Deliver oral responses to literature:</p> <ol style="list-style-type: none"> Interpret a reading and provide insight. Connect the students' own responses to the writer's techniques and to specific textual references.

c. Draw supported inferences about the effects of a literary work on its audience.
d. Support judgments through references to the text, other works, other authors, or personal knowledge.

2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.