

Lesson 2: Storytelling in Musicals

OBJECTIVE: Students will learn about the “emotional staircase” and how it’s the basis of storytelling in musical theatre.

MATERIALS:

- Handheld Mirror
- Newsies YouTube Clip (https://youtu.be/GmKUI_RxfB8)
 - Clip Title: *Newsies - Tony Awards 2012*
- Large writing surface

GREETING:

- Ask the class to recall what 3 things are used to tell stories in musicals (dialogue, song, dance).
- Ask a few students to share their drama journal “Show Card” assignments from the last class.
- *Does anyone know what we call someone who can sing, act and dance? A triple threat.*
- *Our goal is for everyone in this class to become a triple-threat. That’s why as we continue to explore and learn about musical theatre, we’ll begin every class with a movement and voice warm-up.*

MOVEMENT WARM-UP: Confidence & Relaxation

- Gather the class into a standing circle.
- Take out a pocket mirror.
- Tell the class you will be passing around the mirror. When they receive it, they must strike a strong pose, look into the mirror, say 2 factual things they notice about themselves, and end with “...and that is good!”. The whole class will then repeat “That is good!”.
- Give a demonstration: (looking into the mirror) *I have short brown hair, and green eyes... and that is good!* Class repeats: *That is good!*
- Pass the mirror around the circle.
- Tell the class you will give them 1-minute to turn to their neighbors and say 2 things they like about him/her...go! (i.e. *I like your shoes, I like that you’re funny, etc.*)
- *To be great musical actors, we must be confident in ourselves. We must not worry what other people think because we will often be doing things that seem silly! Musical theatre is an exaggerated art form, so we must feel strong and safe and always be willing to take big risks.*
- Lead the class through a series of stretching/relaxation exercises:
 - *Quietly take a strong breath in, and then slowly let it out in 5 seconds. Repeat 2x.*

Theatre Lesson Plans Middle School

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Theatre Lesson Plans Middle School:

Drama and Education Manon van de Water, Mary McAvoy, Kristin Hunt, 2015-02-20 Drama and Education provides a practical comprehensive guide to drama as a tool for teaching and learning. It is among the first practical drama and performance textbooks that address brain based neuroscientific research making the argument that creativity is necessary in our lives that embodied learning is natural and essential and that contextual learning helps us find our place in society in relationship to other peoples and cultures. As well as a historical and theoretical overview of the field it provides rationale and techniques for several specific methodologies: linear drama, process oriented drama, drama for social justice and performance art. Each approach is supplemented with sample lesson plans, activities, ideas for differentiation and extensive bibliographies. The topics are discussed from five key angles: Historical and theoretical foundations, Curricular applications, Practical toolkits for a range of classrooms and learning environments, Different strategies for lesson plans, Extension options for longer workshops. Alongside these core methods the integration of other innovative forms from performance art to Theatre of the Oppressed into drama based learning is explored as well as the pragmatic concerns such as assessment planning and advocacy for arts learning and arts education partnerships. Drama and Education is the comprehensive textbook for teachers and students on Applied Theatre and Theatre and Education courses. *Theatre in the Classroom, Grades 6-12* Jim Patterson, 2016-07-14 This latest edition Theatre in the Classroom Grades 6-12 equips prospective theatre teachers with key instructional methods and proven strategies for student learning. Building on the previous edition's strengths Patterson extensively modified and updated the entire text incorporating the most recent theatre standards by the National Coalition for Core Arts Standards. This indispensable guide whose theoretical and philosophical underpinnings and practical classroom applications endow it with a lifetime of use includes ideas for resource portfolios, checklists, rubrics and other assessment tools. Of additional value are discussions concerning managing the classroom, linking school play production with classroom learning and recognizing and responding to classroom diversity. Patterson details important considerations and resources for planning productions ranging from those available from professional organizations to those found within the community to those generated by students. He believes theatre learning must go beyond the study and performance of established play scripts and stresses the importance of productions written, directed, designed and managed by students. End of chapter sections include Extension Activities, ways to help prospective teachers further explore the subject in the college level methods course. Stay Connected websites for additional resource and research materials and Professional Development suggestions for expanding personal and career development. *Designing Theatre Lesson Plans and a Standards-based Theatre Curriculum Targeting Middle Level Adolescents* Carol A. Toney, 2008 Middle level theatre educators, those teaching grades six through eight, often have difficulty finding resources that connect to adolescent interests and needs that are age and ability appropriate and that align with state educational goals and standards. This thesis explores the writing and

designing of age appropriate middle level theatre lesson plans a proposed middle level theatre curriculum aligned with the Missouri Show Me Standards and the analysis of available theatre education resources I developed a survey for middle school speech theatre teachers that included questions concerning course offerings curriculum development and student productions Using the results of this survey I compared the North Kansas City School District s middle school theatre program to programs across the state I discovered that while the North Kansas City School District already had a strong middle school theatre program in the areas of teacher certification course offerings and play productions it lacked a strong Missouri Show Me Standards based written curriculum Based on these survey findings I was able to justify my goal of writing a standards based middle school theatre curriculum for the North Kansas City School District Another goal of my research was to analyze theatre textbooks and select one that was most appropriate for middle school theatre I analyzed four textbooks with two textbook review tools These textbook review tools included items such as readability alignment with the speech theatre curriculum graphics and tie into the Missouri Assessment Program test After evaluating each text I ranked the textbooks and choose one to recommend to my district This research project incited a much needed change in the teaching practices and instructional content in the speech theatre program of the North Kansas City School District Further research could be done to encourage reform at the state level to provide stronger support for arts education

Theatre in the Secondary School Classroom Jim Patterson, Donna McKenna-Crook, Melissa Swick Ellington, 2015-11-23 If you re a preservice teacher planning to teach the theatre arts an in service secondary teacher considering a foray into teaching theatre or a theatre professional considering the classroom there s a lot to learn But you don t have to know everything to teach well from the start you just need Theatre in the Secondary School Classroom Theatre in the Secondary School Classroom is the trusty guide that every new theatre teacher will be grateful to have as a ready reference It s not an encyclopedia on secondary theatre but a collection of musts that every beginning instructor needs to know Theoretical practical and friendly Theatre in the Secondary School Classroom introduces key instructional methods and successful strategies and works through the problems of practice that face all instructors regardless of their experience With discussions of finding appropriate spaces both personal and physical assessing students learning encouraging involvement and more you ll find the crucial information you need to hit the ground running Patterson McKenna Crook and Ellington provide numerous illustrations model letters to parents work samples rubrics checklists and example test questions to show you precisely how the nitty gritty of theatre education plays out In addition each chapter contains suggested extension activities for students Internet links to valuable resources and research materials and experience won hints on topics of specific interest to the new theatre teacher

Action! Cool Theater David C Cook Publishing Company, 2008-06 Inside each of these 10 new books children s educators will find twenty six creative activities to engage kids with fantastic Bible focused high energy fun Correlated with Bible in Life and Echoes curriculum and covering ages preschool to middle school

these books are loaded with innovative ideas including scripture references and teacher tips and provide a great resource for alternative Step 3 activities Or teachers can use it with their own lesson plans this handy resource fits well with any curriculum or can be used as a stand alone activity In Action Cool Theater you ll find skits monologues and morality plays that are geared to middle school kids exactly the type of drama that appeals to this age group Kids act out game shows film festivals award shows crazy commercials interactive plays and pantomimes highlighting such characters as Crimson la Rouge King J Dogg even butterflies Creativity is what it s all about yet it s all Bible based so middle schoolers engage with the Word while they re having fun There s even a bonus section of prompts and guidelines for writing prayers and plays kids can write their own scripts too **Acting It Out** Juliet Hart,Mark Onuscheck,Mary Christel,2016-09-13 In Acting It Out you ll discover how to use drama in your ELA and social studies classrooms to boost student participation and foster critical thinking With years of experience supervising arts integration programs in Chicago Public Schools authors Juliet Hart Mark Onuscheck and Mary T Christel offer practical advice for teachers in middle and high schools Inside you ll find Group activities to improve concentration harness focus and engage students of all abilities and learning styles in teamwork Close reading exercises that encourage students to think critically and build personal relationships with the text Strategies for integrating active approaches to dramatic literature such as improvisation and scene work Ideas for using dramatic literature as a springboard for studying history and interdisciplinary studies Annotated reading lists that highlight each play s content and recommended uses in ELA or social studies Throughout the book you ll also find handy tools such as reflection questions handouts and rubrics By implementing the strategies in this book and allowing students to step into different roles from a text you ll improve reading comprehension and energize your classroom **Teaching Drama in the Classroom** Jeana Whiteaker,2020-05 **Theatre in High School: Planning, Teaching, Directing** Charlotte Kay Motter,1970

Resources in Education ,2001 Theater of War Meredith Davenport,Daniel A. Kelin, II,2014-10-01 For five years Meredith Davenport photographed and interviewed men who play live action games based on contemporary conflicts such as a recreation of the hunt for Osama Bin Laden that took place thousands of miles from the conflict zone on a campground in Northern Virginia Her images speak about the way that trauma and conflict penetrate a culture sheltered from the horrors of war Bringing together a series of two dozen photographs with essays discussing and analysing the influence of the media particularly photographs and video on the culture at large and how conflict is discussed in the visual realm Theater of War is a unique look at the influence of contemporary conflicts and their omnipresence in the media on popular culture Written by an experienced photojournalist who has covered a variety of human rights issues worldwide this book is an essential addition to the library of anyone interested in the confluence of war and media *Theatre for Change* Robert Landy,David T. Montgomery,2012-04-03 Building on Robert J Landy s seminal text Handbook of Educational Drama and Theatre Landy and Montgomery revisit this richly diverse and ever changing field identifying some of the best international practices in Applied

Drama and Theatre Through interviews with leading practitioners and educators such as Dorothy Heathcote Jan Cohen Cruz James Thompson and Johnny Salda the authors lucidly present the key concepts theories and reflective praxis of Applied Drama and Theatre As they discuss the changes brought about by practitioners in venues such as schools community centres village squares and prisons Landy and Montgomery explore the field's ability to make meaning of a vast range of personal and social issues through the application of drama and theatre Using Drama to Support Literacy John

Goodwin,2006-04-18 This book will be a welcome practical addition to the repertoires of teachers of children aged 7-11 who are looking for inspiration and relevance in their teaching of writing skills Speaking English For the drama novice this is the book to buy It reveals drama's power maps the route to success and empowers the reader to follow Literacy Time All activities are inspiring and imaginative and the written activities that follow them are varied and interesting this book will prove useful especially in the upper primary and middle school English Drama Media Using ideas and activities already tried and tested in the classroom this book shows practitioners how imaginative drama lessons and activities can be used to help encourage and improve children's writing speaking and listening skills Perfect for the person who might not be used to leading drama based activities this book takes a step by step approach that will help even the most daunted teacher tackle drama with confidence Also included are ideas for suitable writing and drama activities advice on lesson planning list of useful resources examples of children's work and teachers comments Class teachers teaching assistants literacy consultants and drama and English co-ordinators looking for practical fun drama activities to support literacy will find all the help they need in this book Teaching the Content Areas to English Language Learners in Secondary Schools Luciana C. de

Oliveira,Kathryn M. Obenchain,Rachael H. Kenney,Alandeom W. Oliveira,2019-01-17 This practitioner based book provides different approaches for reaching an increasing population in today's schools English language learners ELLs The recent development and adoption of the Common Core State Standards for English Language Arts and Literacy in History Social Studies Science and Technical Subjects CCSS ELA Literacy the Common Core State Standards for Mathematics the C3 Framework and the Next Generation Science Standards NGSS highlight the role that teachers have in developing discipline specific competencies This requires new and innovative approaches for teaching the content areas to all students The book begins with an introduction that contextualizes the chapters in which the editors highlight transdisciplinary theories and approaches that cut across content areas In addition the editors include a table that provides a matrix of how strategies and theories map across the chapters The four sections of the book represent the following content areas English language arts mathematics science and social studies This book offers practical guidance that is grounded in relevant theory and research and offers teachers suggestions on how to use the approaches described *Theater(s) and Public Sphere in a Global and Digital Society, Volume 1*,2022-12-28 Volume 1 of Theater's and Public Sphere in a Global and Digital Society inquires the fundamental contribution that artistic and cultural forms bring to social dynamics and how these can consolidate

cohabitation and create meaningfulness in addition to fulfilling economic and regulatory needs As symbolic forms of collective social practices artistic and cultural forms weave the meaning of a territory a context and a people but also of the generations who traverse these same cultures These forms of meaning interact with the social imagery mediate marginalization transform barriers into bridges and are the indispensable tools for any social coexistence and its continuous rethinking in everyday life The various epistemic approaches present here refer to sociology theatre studies cultural studies psychology economy of culture and social statistics which observe theatre as a social phenomenon Contributors are Maria Shevstova Ilaria Riccioni Roberta Paltrinieri Gerhard Gl her Raimondo Guarino Mariselda Tessarolo Raffaele Federici Marco Serino Maria Grazia Turri Elena Olesina Elena Polyudova Marisol Facuse Vincenzo Del Gaudio Laura Gemini Stefano Brilli Jessica Camargo Molano Annalisa Cicerchia Simona Staffieri and Giulia Cavrini **Middle School Journal** ,1993

Career For Dummies Three eBook Bundle: Job Interviews For Dummies, Resumes For Dummies, Cover Letters For Dummies Joyce Lain Kennedy,2013-01-02 Three complete ebooks for one low price Created and compiled by the publisher this career bundle brings together three of the bestselling For Dummies career titles in one e only bundle With this special bundle you ll get the complete text of the following titles Resumes For Dummies 6th Edition Write a winning resume and land that job interview Is your job search stalling out after you submit a resume but before you re offered an interview With a recession that has caused widespread unemployment having a winning resume is vital to securing an interview and it demands a fresh look at how you write your resumes and market yourself Whether you re entering the job market for the first time looking for a new job after a lay off or changing careers Resumes For Dummies shows you the ropes and rules for a new era in recruiting and job searching Job Interviews For Dummies 4th Edition Does the thought of interviewing for a new job send shivers down your spine It doesn t have to Whether you re searching for your first job changing careers or looking for advancement in your current line of work Job Interviews For Dummies shows you how to use your skills and experiences to your advantage and land that job Following a half decade characterized by an explosion of economic crises global expansion and technological innovation in the job market today s job seekers vie for employment in a tough era of new realities where few have gone before In addition to covering how to prepare for an interview this updated edition explores the new realities of the job market with scenarios that you can expect to encounter an updated sample question and answer section coverage of how you can harness social media in your job search information on preparing for a Web based interview and the best ways to keep your credibility when applying for several jobs at once Cover Letters For Dummies 3rd Edition Cover letters are alive and sell When they re written right that is To stand out in today s sea of qualified job seekers learn to craft riveting new breeds of cover letters create vibrant images online and discover sensational self marketing documents you never imagined This completely revised and updated 3rd Edition of Cover Letters For Dummies brings you all this plus over 200 great new samples by 62 successful professional cover letter resume writers You ve probably suspected that passive and sleepy cover

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Active Learning Through Drama, Podcasting, and Puppetry Kristin Fontichiaro, 2007-03-30 Contrary to the trend to do away with arts education as an unnecessary expense in schools trying to boost student test scores this book promotes and explains the value of integrated arts instruction in furthering the accomplishment of curricular objectives and fostering student achievement Accomplished library media specialist and arts instructor Kristin Fontichiaro discusses how drama shadow puppetry and podcasting can be used as tools to meet curriculum objectives in the K-8 media center By concentrating on the process of creating a piece of drama or puppetry or a podcast as opposed to the goal of performance and by infusing the arts with curriculum objectives in story or research these techniques can intensify a child's learning and provide context for classroom curriculum objectives A discussion of the affective and academic benefits of this process-based work as well as sample lessons are included Photographs and examples of student work illustrate the techniques Grades K-8

The NAEP 1997 Arts Report Card Hilary R. Persky, Brent A. Sandene, Janice M. Askew, 1998 The last several years have seen a growing resolve among educators and policymakers to assure the place of a solid arts education in U.S. schools In 1997 the National Assessment of Educational Progress NAEP conducted a national assessment in the arts at grade 8 The assessment included the areas of music theater and visual arts For each of these arts areas this Report Card describes the achievement of eighth graders within the general population and in various subgroups Taken with the information provided about instructional and institutional variables this report gives a context for evaluating the status of students learning in the arts The arts assessment was designed to measure the content specifications described in the arts framework for NAEP The arts have a unique capacity to integrate intellect emotions and physical skills in the creation of meaning Meaningful arts assessments need to be built around three arts processes creating performing and responding To capture these processes the arts assessment exercises included authentic tasks that assessed students knowledge and skills and constructed response and multiple choice questions that explore students abilities to describe analyze interpret and evaluate works of art in written form Data are reported in overall summaries for creating performing and responding in terms of student and school reported background variables Student results for theater are discussed in terms of teacher reported background variables as well The major findings of the assessment are that a large percentage of grade 8 students attend schools in which music and visual arts were taught usually by specialists most students attended schools in which instruction following district or state curricula was offered in music and visual arts but not in theater or dance and most visual arts and music instruction took

place in school facilities that were dedicated to that subject JH Children's Theater Kelly Eggers, Walter Eggers, 2010-04-09 Although there are many children's theater companies located around the world more parents and educators need to know what a significant impact such venues can have on the lives of their participants For anyone interested in learning more about these creative outlets Children's Theater A Paradigm Primer and Resource serves several purposes First this book introduces readers to the world of children's theater by highlighting one specific model The Oyster River Players a small children's theater company in New Hampshire By exploring the history and dynamics of their own theater company authors Kelly and Walter Eggers apply broader implications expanding their focus to include children's theaters of other kinds and in different cultural settings Throughout the book the Eggers show how children's theater succeeds in helping young people learn in ways that would be otherwise inaccessible Through forays into philosophy and history as well as personal testimonies the authors present a coherent argument for the need for children's theaters in nearly every community This volume also lists more than 600 children's theater companies agencies and associations in the United States as well as 400 more worldwide Both accessible and practical Children's Theater is an essential tool for teachers directors parents mentors and anyone else involved or interested in children's theater and its implications for children's education

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